

Salinas Union High School District



Mount Toro High School

Comprehensive School Safety Plan

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Principal
SY 2020-2021

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**Comprehensive School Safety Plan: Annual Review and Approval
School Site Council Members**

Name of Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Gloria Chaidez	X				
Sandra Domingcil		X			
Carol Fischer		X			
Steve Alvarado		X			
Janice Aliotti		X			
Maria Cano (Alternate)		X			
Yvonne Casillas			X		
Andrea Duran (Alternate)			X		
Esmeralda Casarez				X	
Maria Alvarez				X	
Crystal Varela					X
Osimar Reyes Alvarez					X
Numbers of members of each category	1	5	2	2	2

School Safety Committee Members	
Name of Member	Position
Gloria Chaidez	Administrator
Heriberto Garcia	Campus Security
Yvonne Casillas	Administrator Secretary
Pedro Edeza	Classroom Teacher
Lourdes Rivas	Probation Officer
Claudio Montero	Assistant Principal
Robert Nichols	Head Custodian

I. GENERAL SCHOOL INFORMATION

A. School Profile

Mount Toro is the Salinas Union High School District continuation high school, which serves students from the four comprehensive high schools. It has a capacity of approximately 220 students. Students are enrolled in five classes and attend for five and a half hours. The sixth period of the master schedule is a common prep for teachers and also provides an intervention class for students needing to make up absences and assignments, in addition it provides student opportunity for credit recovery and digital arts course.

All content is provided through direct instruction and is standards-based. Each content area follows the SUHSD curriculum and all text books are the adopted text for the SUHSD. The school continues to offer a Cal Safe Program for teen parents, a Special Education resource teacher, English Learner support classes and services, and services for identified migrant students and low-income students.

Mount Toro also provides students support through school psychologist and drug counseling.

B. Safe School Mission, School Vision and School Mission

Safe School Vision

Mount Toro High School will be a well-maintained facility which is safe, secure and orderly for students, staff and the community.

Safe School Mission

Our safe school mission is to promote a safe campus and a positive school culture and climate which is conducive to learning. Responsibility, proper conduct and respect will be taught and expected. Strategies for violence prevention and conflict resolution will be taught to students through direct instruction. The facility will be free of any hazards and maintained in proper order. The campus will be secure and properly supervised to ensure the safety and security of students, staff and the public.

School Vision

Mount Toro Continuation High School is committed to being a school that embraces diversity and works to inspire and support students to become productive, educated members of their society. We will achieve this by meeting the students where they are academically and emotionally, providing direct instruction, and offering positive behavior and curricular interventions.

School Mission

The mission of Mount Toro Continuation High School is to provide an alternative opportunity for a student to earn an high school diploma, regardless of where the student is academically and emotionally.

C. Description of School Facilities

The Mount Toro campus was built in 1990 and comprised of two rows of red brick buildings, along with a row of portable classrooms. Two rows of classrooms and the main office comprise the main part of the campus which

surround the lawn inner court. There are four portable classrooms adjacent to the main building. The school is enclosed with perimeter fencing. There are six points of entry onto the facilities. Only one, the main entrance is kept unlocked, but closed, during the school day. The main office is located to the right of the main entrance. Five of the entrances are locked at all times. One of the entrances is to the portables, while another leads to the athletic playing field and basketball courts in the back of the school. The three other gate entrances are used by maintenance. The school building is open from 7:30 a.m. to 5:00 p.m. All parents and visitors must check in at the school office upon arrival. The school is bounded by an irrigation ditch and fields in the back, Sherwood Drive, a busy main road, the school's parking lot and the parking lot of the adjacent Salinas Education Center which is the center of the district's alternative education programs.

- a new bike rack was installed at the entrance of the school
- a new skateboard was installed in the breezeway of the school.
- a cafeteria and child development center was constructed and completed on October 2019 to provide students warm lunches and inside dining area that did not exist prior.
- The child development center has a full kitchen and laundry to provided the best care of teen parents infants.

D. Appropriate Programs and Strategies that Provide School Safety

School safety and security is a priority at Mount Toro High School. Various strategies have been implemented to assure that students and staff are safe and feel secure on campus. Among the strategies are:

- One campus supervisor diligently monitors safety and security on and around the campus and enforces district regulations and school rules. Restrooms are periodically checked. The supervisor works with two other campus supervisors providing supervision in the Salinas Education Center.
- A full-time probation officer maintains an office on the campus, providing high profile supervision and guidance to students. The presence of the officer is key to maintaining a safe environment. Additional support is provided by another probation officer who maintains an office at "The Square" located across the street from Mount Toro High School. In addition, we have good relations with the Salinas Police Department and make contact with them when necessary.
- A camera surveillance system is used to monitor the Mount Toro High School campus and the surrounding facilities of the Salinas Education Center. There are currently six cameras on our campus, with several more to be added.. The Principal, Probation Officer, and two other staff members have access to monitor the system. It is also accessible to other staff at the Salinas Education Center.
- More radios have been provided to staff to improve communication on campus. In addition to administration, radios have been provided to several classroom teachers. All classrooms have phones and we do have an intercom system to communicate school-wide.
- Mount Toro High School participates in the district's Proactive Canines search program. Safety dogs trained to detect drugs, alcoholic beverages or weapons will come to the campus periodically. Random searches are conducted in classrooms. If the dog is alerted to any illicit substance or residue, an actual search of a student is conducted.
- The district nurse is housed next door at the Salinas Education Center. The nurse is available to our students and has been called frequently to check on ill or injured students. We do maintain first aid equipment and materials in our attendance office.
- The Principal attended trainings in Comprehensive School Safety Planning and Emergency Response Planning.
- In every classroom, an anti-bullying flyer and a We-Tip anti-gang poster are hung in every classroom. Staff are aware of anti-bullying procedures.
- Emergency response protocols, safety flip charts, and a safety box are reviewed and updated annually. In addition, annually we walk the school grounds prior to the start of the year utilizing the Facility Inspection Tool or FIT reviewing each aspect of our facility to assure proper maintenance and to repair any areas in need.
- Intruder drills are conducted annually and are a focus of the District Safety Committee.

- A team from Mount Toro High School has been trained in Positive Behavioral Interventions and Supports (PBIS), and have trained all staff. PBIS system "Be-M.O.R.E." is in full implementation, and received a 99% rating by the district audit team. MTHS has entered the tier 2 phase of PBIS. There is a PBIS Tier 2 check-in /check out Homeroom.
- The site maintenance staff responds immediately to any needs and reports safety concerns immediately. The District's Safety First work order process assures that the district maintenance office responds immediately to reports of unsafe facility conditions that must be corrected.
- School wide mandated reporting training for all staff (including Suicide Prevention, Title IX Equity, Discrimination and Sexual Misconduct Prevention, and Human Trafficking).
- All teachers were trained in the Uniform Complaint Procedures (UCP)

E. Ensuring a Safe and Orderly Environment

- During orientation of new students and parents, expectations for student behavior, dress and attendance are emphasized. Upon enrollment students and parents must sign a form acknowledging they have read the district student behavior manual. They must also sign a separate form acknowledging they have read and understand the Mount Toro High School dress code.
- During the orientation meetings, students' pictures are taken and they are immediately issued a student identification card. Student pictures are now accessible on our student information system.
- The student handbook and district behavior manual are reviewed with students during their initial enrollment. At the beginning of the school year, actual class time is dedicated to orienting students to the educational program at Mount Toro High School, as well as to expected student conduct. The PBIS- "Be-M.O.R.E." system is taught to student by dedicated lessons and reinforced by the Toro chip reward system. Staff members can award students with Toro chips to reinforce a student's positive behavior. Prizes are raffled weekly for students who receive Toro chips.
- The district regulations and school rules are consistently enforced by all staff. Parents and students are informed of the rules upon enrollment. Teachers and staff are aware of the referral procedures. Student behavior referrals are handled by two counselors and/or the Principal. Communication is made with parents whenever there are any issues regarding behavior. Parents are informed of student behavior through personal phone calls, automated calls through the Teleparent system and in face-to-face conferences with teachers, counselors or the Principal.
- Students are not allowed to wear red, burgundy or blue colored clothing or professional sports team attire on campus. This is strictly enforced. Upon entering the campus, students who are not in proper attire are sent to the main office to change or call home to have a parent bring other clothing.
- A safety committee has been convened to review our safety concerns and update our safety plan. The committee meets several times during the year.

Staff supports PBIS by collectively committing to the following intervention initiatives: Student Monitoring Document (formerly Google docs), pink intervention slip, reinforced dress code policy and log, reinforced cell phone policy and log, and aligning homeroom to first period. These 5 staff driven initiatives have supported students accept PBIS strategies positively.

- "MTHS-Watch List" coordinated by counselor to intervene for students who at risk because of truancy, deficient in credit, failing grades, behavior,

School Climate: Create a caring and connected school climate.

- Over 40 % of Mount Toro's students are in truancy mediation. The attendance office is staffed by one full-time clerk who makes daily calls to parents and communicates weekly with the District Attorney's office. A team effort is made to combat student truancy with counselors and administration frequently meeting with students and parents. The community liaison makes home visits. The probation officers make contact regularly with students, whether on probation or not on probation regarding attendance.
- Mount Toro High School staff adopted a site attendance policy which requires students to attend an after-school attendance make-up intervention class and ties their credit earnings to actual class attendance.
- Parent involvement has increased during the last few years. Teachers, counselors and the Principal meet regularly with parents, first in orientations, then in individual conferences. We have an active school site council which includes students and parents and will be convening advisory committees for our Title I, English learners and CAL-Safe programs. Our back-to-school night and weekly parent informational meetings are well-attended.
- We have a long-standing partnership with the Salinas Rotary Club. They provide three barbeques a year to recognize student achievement. They also sponsor a student of the month who is presented with a plaque and a \$50.00 check at their monthly meeting. They recognize two students of the year who are each presented with a \$1,000.00 scholarship check.
- Mount Toro students are recognized for their achievements during quarterly or semester ceremonies. They are presented certificates and treated to a nice barbeque lunch courtesy of the Salinas Rotary Club.
- Each time that a student has completed graduation requirements, either for a regular education diploma, their picture is taken in a gown and their name is read over the intercom system so that the school as a whole pauses to celebrate the student's achievement. Each graduate gives words of wisdom to classmates to inspire them to meet their graduation requirements. This has been a tradition at Mount Toro High School for many years.
- Mount Toro High School has a full-time community liaison who focuses on increasing parent involvement in the school and provide training to parents on how they can support their students.
- Character education is infused throughout the curriculum by all teachers. Through these lessons we also teach tolerance for diversity and honor heroes who maintained strong character throughout their lives.
- Support, prevention and intervention services for students to address social and emotional concerns include a Sunrise House counselor, a full-time counselors, an ROP vocational evaluator, a full-time probation officer, and an attendance clerk . The Sunrise House counselor provides counseling on drug and substance abuse, relationships, family issues, and conflict resolution. The counselor address behavior issues, conflict resolution, truancy, as well as provide academic and career guidance, in conjunction with the other service providers.
- We have several programs on our site to support different student populations with their varied needs: CAL-Safe Teen Parent Program, Special Education program, migrant education support, and support classes for English Learners. MTHS has a full time English Learner Specialists who provides support to teachers concerning curriculum and instruction, coaching and support for the instruction of English Learners.
- Students who come to Mount Toro are deficient in credits and have experienced school failure. They also come with many social-emotional needs. Expectations for learning and credit attainment are emphasized to students. Students are taught how to monitor their own progress on a credit summary card and pushed to earn all credits possible during each Learning Cycle.
- We have implemented Professional Learning Communities (PLC) elements, including school-wide collaboration. We are in the process of reviewing other continuation school programs and redesigning our own to improve student learning. The student day is now nearly six hours. Direct instruction is the primary modality. Classrooms have state-of-the-art technology which enhances learning.
- Teachers attend professional development in Gradual Release of Responsibility (GRR) and Constructing Meaning improve teaching and student learning. They have also attended district training in the Common Core State Standards and district curriculum committees.

- All students must perform sixty hours of community service as one of their graduation requirements. Our staff works closely with students to help complete this requirement, as well as learn the importance of community service.
- A Student Study Team collaboration held monthly allows teachers to identify specific student needs and determine appropriate interventions.

The PBIS- "Be-M.O.R.E." system is taught to student by dedicated lessons and reinforced by the Toro chip reward system. Staff members can award students with Toro chips to reinforce a student's positive behavior. Prizes are raffled weekly for students who receive Toro chips.

- A safety committee has been convened to review our safety concerns and update our safety plan. The committee meets several times during the year.
- Staff supports PBIS by collectively committing to the following intervention initiatives: Google docs, pink intervention slip, reinforced dress code policy and log, reinforced cell phone policy and log, and aligning

homeroom to first period. These 5 staff driven initiatives have supported students accept PBIS- strategies positively.

- A full time Behavioral Health Therapist is available for students, after an academic counselor referral and parent authorization. The therapist can make presentations in homeroom concurrent with teacher request.

Desired Changes

- Classroom presentations by counselors and guest speakers on guidance and emotional support.
- Increased parent involvement through regular parent advisory and group meetings and weekly parent trainings to increase student support.
- Full Implementation of Constructing Meaning and Gradual Release of Responsibility.
- Improve student daily attendance.
- Increase student involvement and extracurricular activities.
- Increase Student mental health support/services.
- Continue PBIS initiative and collective teacher initiatives (Google docs, pink intervention slip, reinforced dress code policy and log, reinforced cell phone policy and log, and aligning homeroom to first period) to support a safe/orderly environment and reduce student suspensions.

Future Plans

- Increase school-wide teacher collaboration time to focus on continued improvement, response to WASC recommendations and student interventions.
- Continued professional development to improve learning and developing a professional learning community.
- Increase parent involvement and build capacity.
- More Security cameras and reinforcement concerning communication with alerting the front office immediately when there is a potential safety issue or conflict.
- Tier 2 and Tier 3 training.
- SWIS/Dashboard data collection concerning student behavior.

Physical Environment: Create a physical environment that communicates respect for learning and for individuals:

- The groundskeeper opens the school at 7:00 a.m. He walks the grounds each morning and if he discovers a physical deficiency (i.e. roof leaks, plumbing need, etc.) he will complete a Safety First work order. It is submitted immediately to the district maintenance office which will process it on a timely basis.
- The classrooms and grounds are well-maintained by one groundskeeper and one custodian. Classrooms and restrooms are cleaned daily. Restrooms are checked regularly throughout the day to assure they are cleaned and well-stocked. For the most part, the campus is graffiti-free. Any graffiti is removed immediately.
- A small garden area is maintained by one teacher and a student. It is used to teach responsibility and community service.
- The campus and parking lot are well-lit at night. The new surveillance/security cameras pick up any movement.
- There is much traffic in our parking lot. A few students ride the district bus. Others arrive by city bus, parent drop-off, their own vehicles or they walk or skateboard to school. Traffic must be directed in the parking lot. Speed bumps have been added to slow down the traffic, including individuals who use the lot to make vehicle turns.
- A new concrete slab was added to create an eating area for students. Additional outdoor tables were also brought in by the district.
- The library was turned into a parent center, complete with computers. A mural which was in the inner court for ten years was placed in the parent center.
- Eno interactive whiteboards, LCD projectors and document cameras were installed in every classroom.
- The registrar, counseling and probation officers were relocated and reorganized. The attendance office was reorganized.
- Trash cans and recycling cans are located throughout the campus to promote cleanliness and responsibility among the students.
- Loitering by non-students on school grounds is prohibited and consistently monitored. Contact is immediately made with all persons coming onto school grounds. Students are not allowed to be in front of the school building, unless they are waiting for their transportation.
- Students are provided with the current district adopted textbooks. Old textbooks were removed from classrooms and the library. Additionally, we have recently purchased and installed new computers in classrooms, expanding technological access to our status.
- Student computers were purchased and placed in classrooms throughout the campus, increasing student access to technology.
- Classrooms and offices were de-cluttered with old equipment, furniture and outdated books removed.
- The "no parking zone" and "handicap-parking" were repainted.
- New bicycle rack installed
- New skate board rack installed

Desired Changes

- Addition of multipurpose room and 4 permanent classrooms
- Addition of several more outdoor benches or tables and covered area for nursery (room 9).
- Resurface the parking lot pavement, repaint traffic arrows and evacuation/fire drill stations on basketball court .

Future Plans

- covered area for nursery and gate /fence around back steps of room 9

- Paint numbers on the basketball blacktop for lining up students during emergencies and drills.
- Staff training on safety protocols and procedures
- Replace old furniture and more security cameras

F. Safe Ingress and Egress Procedures

As students arrive on campus each morning, the campus supervisor monitors the parking lot to enforce safe driving practices and to greet and direct students and parents onto the main school grounds. Upon arriving onto the campus, students are directed into the building's inner court. They are not allowed to loiter in front of the school building or in the parking lot. The Principal, the counselors and the probation officer supervise student areas before school, between classes, at lunch and after school. At lunch time the Principal and campus supervisor direct traffic in the parking lot to assure students are safe as they leave campus. Since the campus is a closed campus, students who have afternoon classes are not allowed to loiter in front of the campus. During lunch and after school, the campus supervisor or other staff member monitors the front of the school supervising students who are waiting for their parents to pick them up or the bus.

G. School Visitors Procedures

A sign is posted at the entrance of the school advising all visitors that they must register in the main office. The campus supervisor and other staff immediately greet and direct all visitors to the office. Visitors are required to sign in and are issued a sticker badge to place on their clothing identifying them as a visitor. Visitors are required to notify the office when they leave campus. The front doors and front gate are open as students come to school. Once the first bell rings signaling the start of class, the door is closed, but kept unlocked.

H. Assessment of the Current Status of School Crime

2017-2018 Dashboard shows that there was a decrease in the number of offenses involved in suspensions and expulsions at Mount Toro High School. MTHS was listed as Suspension and expulsions offenses have decreased in the past couple of years. Mount Toro High School is a safe campus. There is strict enforcement of school rules and district regulations. There is no tolerance for gang-related behavior and attire. There are prevention and intervention activities to address student behavior. School crimes such as fighting, assault, vandalism, drug possession or weapon possession are reported to the Salinas Police Department. The school's probation officer will support and assist administration with student behavior issues. Mount Toro has a up-to-date security surveillance monitoring system that supports monitoring school maintaining a safe campus. Mount Toro is assisted with safety Canines checks to assist in maintaining a safe campus.

B. Expulsion and Suspension for MTHS

Ed Code Section	Offense Description	2017-18 Total # of Offenses Involved in Expulsions	2017-18 Total # of Offenses Involved in Suspensions	2017-18 Total # of Offenses Involved in Other Actions	2018-19 Total # of Offenses Involved in Expulsions	2018-19 Total # of Offenses Involved in Suspensions	2018-19 Total # of Offenses Involved in Other Actions	2019-20 Total # of Offenses Involved in Expulsions	2019-20 Total # of Offenses Involved in Suspensions	2019-20 Total # of Offenses Involved in Other Actions
48900(a)(1)	Caused, Attempted, or Threatened Physical Injury	0	23	0	0	0	0	0	15	0
48900(a)(2)	Used Force or Violence	0	0	0	0	0	0	0	0	0
48900(b)	Possession , Sale, Furnishing a Firearm or Knife	0	0	0	0	0	0	0	0	0
48900(c)	Possession , Use, Sale, or Furnishing a Controlled Substance, Alcohol , Intoxicant	0	10	0	0	0	0	0	1	0
48900(d)	Offering, Arranging, or Negotiating Sale of Controlled Substances, Alcohol, Intoxicants	0	0	0	0	0	0	0	0	0
48900(e)	Robbery or Extortion	0	0	0	0	0	0	0	0	0
48900(f)	Property Damage	0	0	0	0	0	0	0	0	0
48900(g)	Property Theft	0	0	0	0	0	0	0	0	0
48900(h)	Possession or Use of Tobacco Products	0	0	0	0	0	0	0	3	0
48900(i)	Obscene Acts, Profanity, and Vulgarity	0	1	0	0	0	0	0	0	0

48900(j)	Offering, Arranging, or Negotiating Sale of Drug Paraphernalia	0	0	0	0	0	0	0	1	0
48900(k)	Disruption, Defiance	0	6	0	0	0	0	0	2	0
48900(l)	Received Stolen Property	0	0	0	0	0	0	0	0	0
48900(m)	Possession of an Imitation Firearm	0	0	0	0	0	0	0	0	0
48900(n)	Sexual Assault or Battery	0	0	0	0	0	0	0	0	0
48900(o)	Harassment, Intimidation of a Witness	0	0	0	0	0	0	0	0	0
48900(p)	Offering, Arranging, or Negotiating Sale of Soma	0	0	0	0	0	0	0	0	0
48900(q)	Hazing	0	0	0	0	0	0	0	0	0
48900(r)	Bullying	0	0	0	0	0	0	0	0	0
48900(t)	Aided or Abetted Physical Injury	0	0	0	0	0	0	0	0	0
48900.2	Sexual Harassment	0	0	0	0	0	0	0	0	0
48900.3	Committed an act of Hate Violence	0	0	0	0	0	0	0	0	0
48900.4	Harassment or Intimidation	0	0	0	0	0	0	0	1	0
48900.7	Made Terrorist Threats	0	0	0	0	0	0	0	0	0
48915(a)(1)	Caused Physical Injury	0	0	0	0	0	0	0	0	0
48915(a)(2)	Possession of a Knife or Dangerous Object	0	0	0	0	0	0	0	0	0
48915(a)(3)	Possession of Controlled Substance	0	0	0	0	0	0	0	0	0
48915(a)(4)	Robbery or Extortion	0	0	0	0	0	0	0	0	0
48915(a)(5)	Committed Assault or Battery on a School Employee	0	0	0	0	0	0	0	0	0

48915(c) (1)	Possession, Sale, Furnishing a Firearm	0	0	0	0	0	0	0	0	0
48915(c) (2)	Brandishing a Knife	0	0	0	0	0	0	0	0	0
48915(c) (3)	Sale of Controlled Substance	0	0	0	0	0	0	0	0	0
48915(c) (4)	Sexual Assault	0	0	0	0	0	0	0	0	0
48915(c) (4)	Sexual Battery	0	0	0	0	0	0	0	0	0
48915(c) (5)	Possession of an Explosive	0	0	0	0	0	0	0	0	0
	Total of Offenses	0	39	0	0	0	0	0	25	0

2017-18 Suspension and Expulsion Rate							
School	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Mount Toro High School			338	32	9.5%	0	0
2018-19 Suspension and Expulsion Rate							
School	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Mount Toro High School			278		6.1	0	0
2019-20 Suspension and Expulsion Rate							
School	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Mount Toro High			179	25	13.9%	0	0

I. Safe School Action Plan—insert your plan.

Component 1.	People and Programs: Our plan helps us create a caring and connected school climate.
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Goal 1:	Provide each student with adequate support for their educational, emotional and social needs and growth.
Objective 1:	Full implementation of Gradual Release of Responsibility and Constructing Meaning through differentiated instruction and support.
Objective 2:	Establish clear protocols and procedures to follow-through on students who are truant and improve attendance.
Objective 3:	Build parent capacity and increase involvement.
Objective 4:	Create academic and social-emotional interventions for students, with support of a full-time counselor. Utilize the Student Study Team to determine appropriate interventions for targeted students and provide social emotional support through School psychologist., reorganize counseling services.

Goal 2:	Ensure each student a safe, positive, and respectful school environment.
Objective 1:	Increase student involvement by providing lunch-time activities and opportunities for club involvement.
Objective 2:	Increase the number of recognition ceremonies and assemblies.
Objective 3:	Invite motivating guest speakers to address students on relative topics.
Objective 4:	

Goal 3:	
Objective 1:	
Objective 2:	
Objective 3:	
Objective 4:	

Component 2.	Place: Our plan helps us create a physical environment that communicates respect for learning and for individuals.
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Goal 1:	Assure that all persons are physically safe on the Mount Toro campus.
Objective 1:	Update safety protocols and assure staff is trained in all safety procedures.
Objective 2:	Develop a schedule of regular practice emergency drills: fire, earthquake and intruder (lock down and/or active shooter).
Objective 3:	Conduct a weekly safety walk-through of the campus to identify areas needed immediate attention by site and district maintenance staff.

Objective 4:	Multi-Purpose Room construction completed; new classrooms and update basketball courts, and install soccer goals to provide soccer field.
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Goal 2:	Assure that classrooms and offices are maintained and conducive to student learning.
Objective 1:	Assure that all office and classroom technology is maintained in proper order.
Objective 2:	Clear classrooms and offices of all clutter, old equipment and furniture, and books.
Objective 3:	Paint the exterior of the school and the interior of offices and classrooms.
Objective 4:	

Goal 3:	
Objective 1:	
Objective 2:	
Objective 3:	
Objective 4:	

II. SCHOOL SAFETY PRACTICES, POLICIES AND PROCEDURES

A. Child Abuse Prevention and Reporting

As mandated reporters it is each staff member's responsibility to complete the reporting process if abuse is suspected. Administration will help with the process but the staff member has the legal responsibility to ensure that the process is completed. CPS forms are available on-line at http://ag.ca.gov/childabuse/pdf/ss_8572.pdf Phone contact can be established by calling 755-4475. Reporting must be made within 24 hours of the observation of suspected abuse. Other resources on campus for this process include school counselor, Sunrise House counselor, and/or the students' other teachers. The student's cumulative folder is available for review if needed. See the registrar.

Child Abuse Prevention –BP 5141.4

The Board of Trustees recognizes the District's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly. (cf. 6143 - Courses of Study)

The Superintendent or designee shall seek to incorporate community resources into the District's child abuse prevention programs. To the extent feasible, the Superintendent or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention. (cf. 1020 - Youth Services)

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. (cf. 0450 - Comprehensive Safety Plan)

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. 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)

Legal Reference:

EDUCATION CODE

32280-32288 Comprehensive school safety plans
33308.1 Guidelines on procedure for filing child abuse complaints
44690-44691 Staff development in the detection of child abuse and neglect
44807 Duty concerning conduct of students
48906 Notification when student released to peace officer
48987 Dissemination of reporting guidelines to parents
49001 Prohibition of corporal punishment
51220.5 Parenting skills education

PENAL CODE

152.3 Duty to report murder, rape, or lewd or lascivious act
273a Willful cruelty or unjustifiable punishment of child; endangering life or health

288 Definition of lewd or lascivious act requiring reporting
11164-11174.4 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE
15630-15637 Dependent adult abuse reporting

CODE OF REGULATIONS, TITLE 5
4650 Filing complaints with CDE, special education students
Management Resources:

CDE LEGAL ADVISORIES
0514.93 Guidelines for parents to report suspected child abuse

WEB SITES

California Attorney General's Office, Crime and Violence Prevention Center:
<http://safestate.org>

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

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

U.S. Department of Health and Human Services, National Clearinghouse on Child Abuse and Neglect Information:
<http://nccan.ch.acf.hhs.gov>

CHILD ABUSE PREVENTION AND REPORTING PROCEDURES—AR 5141.4

Definitions

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

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

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6) (cf. 3515.3 - District Police/Security Department)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807) (cf. 5144 - Discipline)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

Mandated reporters include but are not limited to teachers; instructional aides; classified employees; certificated pupil personnel employees; administrative officers, administrators and employees of a licensed day care facility; and administrators, presenters or counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. (Penal Code 11166)

Reportable Offenses

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

Any mandated reporter who has knowledge of or who reasonably suspects that mental suffering has been inflicted upon a child, or that the child's emotional well-being is endangered in any other way, may report the known or suspected instance of child abuse or neglect to the appropriate agency designated below. (Penal Code 11166.05)

Any person shall notify a peace officer if he/she 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, where the victim is a child under age 14. (Penal Code 152.3, 288)

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

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

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

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

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make a report by telephone to any police department, sheriff's department or the county welfare department. (Penal Code 11166)

When the 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.

Name of Appropriate Agency: Monterey County - Dept. of Social Services
Address: 1000 S Main St #216, Salinas, CA 93901
Phone Number: 831-755-4661

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

2. Written Report

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. (Penal Code 11166, 11168)

Mandated reporters may obtain copies of the above form from either the District or the appropriate agency.

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

- a. The name, business address and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location and, where applicable, school, grade and class
- c. The names, addresses and telephone numbers of the child's parents/guardians
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
- e. The name, address, telephone number and other relevant personal information about the person(s) who might have abused or neglected the child

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

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

3. Internal Reporting

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

The principal or designee 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.

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

He/she may provide or mail a copy of the written report to the principal, Superintendent or designee without his/her signature or name.

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

Training

Training of mandated reporters shall include child abuse identification and reporting. (Penal Code 11165.7)

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 5145.7 - Sexual Harassment)

Victim Interviews

Whenever a representative of an agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

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

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

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

Release of Child to Peace Officer

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

Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form.

(cf. 5145.11 - Questioning and Apprehension)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures that describe how to report suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is other than English, such procedures shall be in the primary language of the parent/guardian and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a District employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint to any District employee, that employee shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is

obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

(cf. 1312.1 - Complaints Concerning District Employees)

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

(cf. 1312.3 - Uniform Complaint Procedures)

Notifications

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

Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the Superintendent or designee. (Penal Code 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

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

The Superintendent or designee shall also notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she is guilty of a misdemeanor punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the District for making a report. (Penal Code 11166)

Issued: May 21, 1982

Revised: August, 2007

Revised: May 27, 2008

SUSPECTED CHILD ABUSE REPORTING FORM

SUSPECTED CHILD ABUSE REPORT

To Be Completed by Mandated Child Abuse Reporters
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

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

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

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

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All **Penal Code (PC)** references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://www.leginfo.ca.gov/calaw.html> (specify "Penal Code" and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some of the requested information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities listed in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes-no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.
- **SECTION C - VICTIM (One Report per Victim):** Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes-no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes-no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.
- **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).
- **SECTION E - INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- **Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff's department, **blue copy** to county welfare or probation department, and **green copy** to district attorney's office.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

B. Conduct and Discipline Procedures

District Behavior Manual

SECTION I. STUDENT BEHAVIOR MANUAL

I. STUDENT RIGHTS

ALL STUDENTS HAVE THE RIGHT TO:

1. **EQUAL EDUCATIONAL OPPORTUNITY**

The schools must give all students a chance to earn an education. Students have the right to a free education until the age of 18 or until they graduate from high school. Students may not be kept out of any program at school because of sex, race, or ethnic origin. Students have the right to equal educational opportunity without being disturbed by the misbehavior of other students or by people who do not belong on campus.

2. **FREEDOM OF EXPRESSION**

Subject to the limitations contained in Administrative Regulation 5145.2, which requires prior authorization, the following are permitted:

- Students may say or write their personal opinions.
- Students may circulate petitions with prior approval.
- Students may use certain bulletin boards to put up notices about school activities.
- Students may express themselves by wearing symbols of what they believe, insofar as they do not disrupt the educational process, and comply with the Dress Code (see Dress Code). These symbols may be things like buttons or badges.
- Students may NOT express themselves in ways that use foul language, make lies seem like the truth, or in ways that may lead others to illegal actions. No student shall keep other students from expressing themselves. No form of expression will be allowed to disturb the classes or activities at school.

3. **FREEDOM OF ASSEMBLY**

Students may hold meetings during non-class times as long as the meetings do not disturb classes and do not interfere with other school activities.

4. **DUE PROCESS**

Students facing punishment for their actions at school have a right to due process before they are disciplined, suspended or expelled. This process must be fair and must clearly show what the students have done wrong and what the punishment will be. (See Section VII)

5. **REQUEST PREVENTION SERVICES**

Conflict Resolution Teams – CRT is available on campuses to assist in resolving student disagreements, and to reduce tension among students. A request for CRT can be made by students or staff.

Drug Intervention Program – A Drug Intervention Specialist is available to conduct group and individual sessions with students. This program is not limited to drug/alcohol problems. Students may request services.

6. **APPEAL OF CITIZENSHIP GRADE**

Students and parents have the right to appeal a citizenship grade that they feel is a mistake or unfair. They must appeal to the classroom teacher who gave the grade within five school days of the issuance of the report card.

The District feels that good citizenship is important; therefore, just as in the case with academic grades, it is not the policy of the administration to overturn a teacher's decision about citizenship grades.

7. FREEDOM FROM SEXUAL HARASSMENT

The Board of Trustees recognizes that sexual harassment can cause embarrassment, feelings of powerlessness, loss of self confidence, reduced ability to perform school work, and increased absenteeism or tardiness. Sexual harassment of students by adults or other students will not be tolerated nor condoned. Instances of sexual harassment should be reported to the Administration immediately. Definition of sexual harassment – Sexual harassment of a student is defined as verbal or physical conduct which is sexual in nature, and which has the purpose or effect of unreasonably interfering with the students' ability to benefit from their education, or of creating an intimidating, hostile or offensive environment. Other examples of sexual harassment include: unwelcome sexual flirtations or propositions, graphic verbal comments about an individual's body, display of sexually suggestive objects or pictures in the educational environment, or other inappropriate

II. RENAISSANCE – EXCELLENCE IN EDUCATION

The District promotes a rebirth in academic achievement on all campuses designed to produce motivated, resourceful, self-reliant students. Each school has developed its Renaissance—Excellence in Education—Program to recognize and reward students' academic performance and achievement. The program also acknowledges student academic improvement, attendance and special accomplishments.

Expectations of students will continue to be high, both scholastically and behaviorally. Through this effort, students and staff focus on the role and purpose of education. Student success and achievement will earn special recognition. Quarterly recognition is presented for students who achieve:

Principal's Honor Roll (3.5 GPA or above)

Honor Roll (3.0-3.49 GPA)

Academic Improvement (improve GPA by .5)

Perfect attendance

III. STUDENT RESPONSIBILITIES

ALL STUDENTS HAVE THE RESPONSIBILITY TO:

1. Respect the Rights of Others to Study and Learn

All students have a right to receive an education within a safe learning environment. No one has the right to keep others from obtaining their education.

2. Attend School Daily

In California, a student is required by law to attend school until the age of 18 or graduation from high school. Schools cannot educate students who do not attend class. Irregular attendance can affect a student's learning. Students must attend school at least 85% of the days enrolled to graduate or be promoted.

3. Be on Time for All Classes

Students who come late to class often disturb others who are already there and have started their lessons. Being on time is an important habit to develop in school. Tardiness will lead to disciplinary action.

4. Obey School and Classroom Rules

Rules are necessary so that the school can educate students. All students are expected to follow these rules and to be responsible and respectful at school.

5. Cooperate with School Personnel
Teachers and staff need student cooperation in order to help students learn. All school personnel need cooperation in order to make the school operate efficiently.
6. Be Courteous to Everyone
Students are responsible for the way in which they treat other people.
7. Complete all Classwork and Homework, Participate in Class, and Meet Deadlines
Students must complete their classwork, participate in class activities, and complete the work that is required of them outside of the classroom.
8. Respect Public Property and Carefully Use and Return All Materials and Equipment
Students are issued textbooks valued at more than \$300.00. Students and their parents are liable if textbooks are lost or damaged, and for any damage or destruction of school property up to \$20,000. (E.C. 48904)
9. Adhere to Internet Use Contract
Students must comply with all the provisions for use of the Internet or District network as contained in the contract that they and their parents sign prior to receiving authorization to access the Internet or District network.
10. Come to Class with Necessary Books and Materials
Students are expected to bring assignments, books and materials to class. Without these materials a student cannot be successful.
11. See That School Letters to Parents Reach Home
Students are expected to take notices and messages home. Parents are encouraged to contact the school regarding their children's progress at any time.
12. Dress Appropriately and Safely for School
Appropriate dress is necessary for the healthy, safe and undisturbed operation of school and classes. Good dress sets a tone for the proper learning environment. (See Dress Code)
13. Use and Maintain School Lockers Properly
Lockers are to be used for temporary storage of school related supplies, equipment, and personal items. Lockers are school property and may be inspected by the administration at any time.
14. Obtain a Parking Permit
High school students must have a valid driver's license and proof of car insurance. Each school site will develop its own process to issue parking permits. The District is not responsible for damage, theft or accident to vehicles parked on any campus. Student parking lots are off limits to students during school time without prior administrative approval. Autos parked on campus are subject to District search policies.
15. Electronic Signaling and Media Devices
Except as specified herein, students may possess and use electronic and media devices and other portable electronic or communication devices before the bell signaling the beginning of the first instructional period of each school day and following the bell signaling the end of the final instructional period of each school day. Students may also use such devices during the lunch period or while attending the school-sponsored athletic events. Students must ensure that permitted devices are turned "off" and out of sight during instructional periods, or as directed by a District employee. All amplification and notification functions, including "silent" and "vibrate" modes, of such devices may not be utilized while the student is participating in classroom instruction

and other school activities. For further information, please refer to Salinas Union High School District Board Policy/Administrative Regulation 5131.8.

16. Use Proper Language

A student's expression may not disrupt the classes or activities of the school. Students should refrain from any offensive or sexual remarks or language which may be inflammatory (e.g., racial, gender, hate, etc.).

17. Submit to Random Searches

The administration may conduct random searches of students, their property or automobiles, including the use of metal detectors and Detection Canines. Random searches will be conducted in accordance with District Policy 5145.12.

IV. CITIZENSHIP

The school has the duty to help students develop responsible attitudes and behavior. Students need to be prepared for adult citizenship in jobs and higher education.

1. CLASSROOM CITIZENSHIP GRADE

Students will receive a citizenship grade every grading period from each of their classroom teachers. Students' citizenship grades in each class depend on their behavior in the classroom. The grade of "Outstanding," "Satisfactory," or "Unsatisfactory" will be based on the "Citizenship Guidelines" below. The citizenship grade for each class will be shown on the student's report card, but not on the transcript or permanent records.

2. CLASSROOM CITIZENSHIP GUIDELINES

Teachers will discuss and give copies of their classroom rules and regulations to students at the start of the school term. Teachers are required to issue a preliminary citizenship progress report before giving an "Unsatisfactory" citizenship grade, unless it occurs so close to the end of the grading period that it is not practical to do so. Any combination of five tardies and/or invalid absences in a grading period may result in an "Unsatisfactory" citizenship grade for that grading period.

When a student transfers to schools within the District, the attendance records/citizenship grade will also be transferred to the receiving school.

3. UNSATISFACTORY CITIZENSHIP CLASSROOM:

A student who receives two or more "Unsatisfactory" citizenship grades in one grading period will lose activity privileges (see below) for the following grading period. A student who receives "Unsatisfactory" citizenship grades in the last grading period will lose those privileges for the first grading period of the following year.

OUTSIDE THE CLASSROOM: A student who is suspended for five days or who is suspended twice in one grading period will lose activity privileges for nine school weeks, starting from the date of suspension. If the student is suspended again during that period, she/he will lose privileges for nine more school weeks. A student who is suspended at the end of the school year and is unable to complete the term of suspension prior to the last day of school will attend an equivalent number of hours at Saturday School at the beginning of the next year.

LOSS OF PRIVILEGES: A student's loss of privileges begins on the date the ineligible list is distributed (or the date of suspension) and includes extracurricular activities including but not limited to the following:

- a) After-school recreational or interscholastic athletic teams (including participation, practice or tryouts)
- b) School clubs
- c) Student government
- d) Public performances of music, dance, drama, and speech, FFA, Mock Trial, etc.

- e) Field trips that remove a student from regularly scheduled classes, except where the field trip is determined to be an integral part of the curriculum.
- f) Cheerleading, songleading, “spirit” leading (including participation, practice or tryouts)
- g) School dances
- h) *Senior trip/8th Grade Activities
- i) *Graduation/Promotion ceremony activities
- j) Other extracurricular activities as determined by the school

*Graduating seniors or 8th graders who receive two or more unsatisfactory citizenship grades for the third grading period will not be permitted to participate in the senior trip/8th grade activities and graduation/promotion activities. Special consideration may be given to seniors/eighth graders who receive two or more unsatisfactory citizenship grades during the third grading period, but who do not receive any unsatisfactory citizenship grades during the fourth grading period. Fourth grading period citizenship grades may be determined by teacher progress reports. Students being given this special consideration may be allowed to participate in the graduation/promotion activities only. If a senior/8th grader received one of the following, he/she will lose the privilege of participating in the senior trip/8th grade activities and graduation/promotion activities:

- Two unsatisfactory citizenship grades during fourth grading period;
- A five-day suspension or two separate suspensions during the fourth grading period;
- Commits a serious violation of the behavior code. Ineligible students may check with their administration about the possibility of a “probation” period. Students are allowed only one probation period for any reason in four years of high school.

V. ELIGIBILITY REQUIREMENTS – ACADEMIC STANDARDS

In addition to meeting the citizenship standard eligibility described in Section IV – Citizenship, all students must meet an academic standard to participate in extracurricular activities*. Students who receive more than one failing grade or who do not maintain a “C” average (2.0 GPA) for the current grading period will be ineligible to participate in extracurricular activities. The ineligibility will be in effect until grades are issued after the end of the next reporting period. A “C” average is defined as a “grade point average” of 2.0 or better on a scale where an “A” = 4 points; a “B” = 3 points; a “C” = 2 points; and a “D” = 1 point. An elevated grade point will be used for GATE, Honors and Advanced Placement classes. A grade of “F”, “I”, or “U” is worth 0 points. A grade of “P” (Pass) is not counted unless the student appeals to the teacher who may translate the “P” to a letter grade for eligibility purposes. Such appeals must be made within two school weeks from the time the grade is issued. A grade of “Incomplete” (I) is treated as an “F” until cleared. “Incompletes” must be cleared within two weeks following receipt of report card. More than one failing grade automatically disqualifies a student from extracurricular participation until the end of the next reporting period. A student who becomes ineligible for academic reasons may not participate in any extracurricular activities listed in Section IV with the exception of school dances, senior trip, eighth grade activities and graduation/promotion ceremony activities. (See Attendance Policy for additional restrictions).

*Students attending alternative programs must get prior clearance from the Alternative Program Site Administrator in order to attend school activities. The Home Site Administrator must approve the request before a student will be allowed to attend such activities.

Students who have failed to take the California High School Exit Exam will immediately be declared ineligible. Their ineligibility will remain in effect until a subsequent administration of the test is given.

VI. ELIGIBILITY REQUIREMENTS – ATTENDANCE

The goal of the Salinas Union High School District is that all students participating in extra or co-curricular activities including athletics attend school on a regular basis. Participation in extra, co-curricular and/or athletic activities is a

privilege and school attendance is of extreme importance. Students are expected to attend all classes daily. If a contest occurs on a school day, the student must attend all of his/her classes during that day to be eligible to participate in the contest. In the event a student must be absent for a full or partial day on the day of a contest, the student must secure prior approval from the Principal and/or designee of the school for an excused absence. Students may attend school sponsored events on the day of a contest to remain eligible to compete (examples include, but not limited to Health Academy field trips, Ag/FFA activities, Fine Arts and Performing Arts activities, etc.). For contests on Saturdays or nonschool days, the previous school day attendance will be the determining factor.

VII. BEHAVIOR CODE: VIOLATIONS AND CONSEQUENCES

The following list of violations does not include every action for which a student may be disciplined. It is a list of the most common violations, but other forms of misbehavior may result in discipline. California law states that a student may be disciplined, suspended or expelled for violations of this behavior code while on school grounds, going to or coming from school, during lunch period, whether on or off campus, and during or while going to or from school-sponsored activity.

Several violations listed mentioned "school personnel". School personnel includes a student's own teachers AND ALL OTHER ADULTS who work on campus or for the school district.

The Board authorizes school officials to conduct searches when there is reasonable suspicion that students have engaged, or are engaging, in a violation of the law, a school rule or regulation. A student's person, property, auto or school locker may be searched whenever there is cause to believe that the student has in his or her possession contraband, illegal substances, or articles which threaten school activities or the health and safety of students or staff. If appropriate, school officials may utilize metal detectors and detection canines. Random searches may also be conducted. (AR 5145.12)

GROUP 1 VIOLATIONS:

Suspension and Possible Expulsion Upon a First Offense/Law Enforcement Will Be Notified

These are serious violations of the behavior code. Students who commit these violations may be recommended for expulsion. Police will be informed of violations involving assaults, property damage, weapons, and sale or use of illegal drugs or alcohol. The police may be informed of other violations.

A. Principals are required by state law to recommend expulsion for these violations:

1. Causing serious physical injury to any person, except in self-defense;
2. Possession of any firearm, imitation firearm, knife, explosive, weapon, or other dangerous object of no reasonable use to the pupil at school or at school activity off school grounds;
3. Possession for sale/distribution and/or selling/distributing illegal drugs;
4. Robbery or extortion;
5. Brandishing a knife;
6. Committing or attempting to commit sexual assault or committed a sexual battery.

B. Principals are required by District Policy to suspend and may recommend expulsion for the following violations

1. Assaulting or threatening to cause physical injury to school personnel;
2. Committing or attempting to commit an assault and/or battery on another student;
3. Causing, attempting to cause, or threatening to cause physical injury to another person (fighting). Students will also be cited by law enforcement for a second offense; a third offense will result in a referral for expulsion.

GROUP 2 VIOLATIONS:

Suspension and Possible Expulsion Upon a First Offense in Certain Circumstances

A pupil may be suspended or expelled upon a first offense if any of the following acts indicate that the pupil's presence causes a danger to persons or property or threatens to disrupt the education process:

1. Causing or attempting to cause damage to school or private property*;
2. Stealing, attempting to steal, or knowingly receiving stolen school or private property*;
3. Tampering with a fire alarm (fire marshal/law enforcement will be notified);
4. Possessing, offering, arranging, or negotiating sale of any drug paraphernalia;
5. Disrupting school activities or otherwise willfully defying school personnel;
6. Sexual Harassment;
7. **Possessing, using, furnishing or being under the influence of any controlled substance, alcoholic beverage, or an intoxicant of any kind;
8. Selling or offering to sell alcohol, any controlled substances, or an intoxicant of any kind, but then either selling, delivering or furnishing something other than the alcohol or illegal drug;
9. Participation in initiation and hazing activities as defined in Board Policy 6145.5;
10. Hate crimes (E.C. 48900.3).
11. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

*California Law (Education Code 48904) states that a student or his/her parents pay for any willful damage to school property (up to \$10,000). If a student fails to return school property, the school shall withhold the student's grades, diploma or transcript. It is the policy of the school district to hold the parents responsible to the extent provided by law.

**A first offense of this type will result in a three-day out-of-school suspension and a mandatory referral to the school's Drug/Alcohol Intervention Program. (See Alcohol/Drug Use Policy)

GROUP 3 VIOLATIONS: Referral, Parent Conference, and Possible Suspension

1. Using profanity or vulgarity or committing an obscene act;
2. Violation of Internet Use Contract conditions (may also result in loss of Internet privileges);
3. Possessing or using tobacco or nicotine products;
4. Writing or drawing on school property;
5. Unauthorized use or possession of school lunch tickets or other school forms;
6. Throwing food, water balloons, or other objects;
7. Forgery;
8. Inflammatory language, (e.g. race, gender, etc.);
9. Possession or use of laser pointers. Threatening use will be handled with law enforcement per Penal Code 417.25;
10. Gang behavior: flashing signs/signals, yelling gang slogans, wearing "colors", gang graffiti
11. Inappropriate use of school technology and/or the internet infrastructure.

GROUP 4 VIOLATIONS: Warning, Referral, Parent Conference Possible, Suspension for Repeated Violations

A first offense may result in counseling by either the student's teacher or an administrator. For an especially serious first offense, or for repeated offenses, parents will be notified and suspension may result.

1. Failing to follow classroom procedures;
2. Cheating;
3. Littering or spitting;
4. Riding bikes or skateboards on campus;
5. *Failing to follow school rules about the use of electronic beepers (pagers), cellular phones, radios, tape recorders, headphones, electronic games, or other inappropriate items at school;
6. Wearing clothes inappropriate for school (See Dress Code);
7. Showing affection in a way inappropriate for school;
8. Gambling;
9. Misbehaving on the bus (may also result in loss of bus privileges);

10. Being rude or discourteous to school staff;
11. Deliberately and repeatedly interfering with the rights of other students to learn.

*Inappropriate use of radios, skateboards, and other items on campus may result in their confiscation for a period of time.

ATTENDANCE POLICY

Student learning and achievement are the highest priorities in the Salinas Union High School District. Attendance is a major factor that influences student learning. Students cannot learn if they are absent. Regular attendance can be achieved through a partnership between students, parents and the school.

EXPECT PERFECT ATTENDANCE

You should expect perfect attendance. If your student misses 18 days this year (an average of 1 out of 10), his or her standardized test scores could drop as much as an average of 10 percentile points.

Attendance focuses on those students actually in attendance. Absences for any reason negatively affect a student's learning; students must be in attendance each and every day of school to learn. Students must maintain 85% attendance of days enrolled to graduate from high school. Days less than 85% must be made up through any of the following: Saturday School, Summer School completion, ACE, concurrent enrollment at Hartnell Community College, or other means. Check with school attendance office.

The schools will be in immediate communication with parents regarding any student absence. Frequent and open communications between school and parents will improve student attendance. The Monterey County District Attorney's Office will continue to be involved with parents of students who are truant and fail to meet the attendance requirements of the State of California.

Any student who accumulates one or more Invalid absences and has not corrected the deficiency through successful attendance at Saturday School may not be enrolled in a Driver's Education class for a period of one year; any subsequent uncleared Invalid absences will result in additional semester delays. Students with Invalid, uncleared absences also may not participate in spring and end-of-the-year activities including but not limited to: Junior/Senior Prom, Senior Trip to Disneyland, Eighth Grade Day and Dance.

Regular attendance is a condition for receiving a Work Permit. The law indicates students with a Work Permit may not work on any day that they are absent from school. Work Permits may be revoked for irregular attendance or uncleared Invalid absences.

Parents must call the Attendance Office on the first day of absence or send a note the first day the student returns after the absence. A 24-hour answering machine at each school may be used to report absences. These notifications will be used to verify that a student does not have an Invalid (truant) absence.

VALID ABSENCES

Student attendance is expected every day and the law does not provide for "excused" absences. Students may have a "valid absence" for the following reasons, but their attendance record will be impacted and they are required to make up the assignments missed (E.C. 48205).

1. Personal illness
2. Attendance at funeral service for a member of the immediate family
3. Part-day absence for medical or dental appointments. Parent conferences will be scheduled for any student who demonstrates excessive absences for any reason (more than 10%). Daily attendance is essential to receiving a successful education and prepares students for the standards of the world of work.

LONG TERM ABSENCE

Students who will be gone for extended absences in excess of six (6) days and plan to continue their academic program must sign an Extended Absence Contract. Extended Absence Contracts (from the Attendance Office) must be completed before leaving.

The completed forms and work must be returned to the Attendance Office within three (3) weeks of the student's return.

INVALID ABSENCES (Truancy)

Students who are off campus without a valid excuse may be detained by the police. Disciplinary action for cutting class, skipping school, being habitually tardy or truant will be dealt with through District Policy. "Invalid" absences (truancy) occur when a student misses one or more classes without a valid excuse. Invalid absences accumulate from the beginning of the school year until the end. If a student transfers within the District, the student's Invalid absences record will be transferred to the other school.

INVALID ABSENCES/CONSEQUENCES

1. First Invalid absence level

The school will notify parents in person or by telephone and letter regarding the absence and compulsory attendance laws (Ineligibility for Driver Education, Work Permits and school activities may result; remediation may occur through Saturday School or other disciplinary action).

2. Second Invalid absence level

Same as first invalid above.

3. *Truant level #1 (third Invalid)

Same as Levels 1 and 2. The student will be classified as a "Truant." An Attendance Review Conference (ARC) will be held with administrator (designee)/student/parent to discuss possible solutions to truancy problems. A contractual agreement will be discussed/signed. The Monterey County District Attorney will be notified regarding student's truancy.

4. *Truant level #2 (fourth Invalid)

Same as levels 1-3. Parents will be notified in person or by telephone and letter. A conference will be held to determine the best resolution of the truancy problem. The Superintendent and the Monterey County District Attorney will be notified that the student is again truant.

5. *Habitual truant (fifth Invalid)

Same as levels 1-4. Student is identified as a "habitual truant" and referred to the Monterey County District Attorney for further legal action. (An extended Invalid absence will result in shortened attendance policy process). *Education Code Sections 48291 and 48293 provide that parents or guardians who fail to send their children to school shall be subject to criminal complaint and, upon conviction, payment of a fine.

PERMIT TO LEAVE/CLOSED CAMPUS

All schools are CLOSED CAMPUSES during the entire school day. A student must receive a "Permit to Leave" at any time during the school day from the Attendance Office or the absence may be marked invalid.

OFF-CAMPUS LUNCH

High school campuses are closed at lunch. Juniors and Seniors may be afforded the privilege of leaving the campus at lunch if they satisfy the criteria established by the Board of Trustees. Criteria include maintaining a 2.3 GPA, on track for graduation, no uncleared invalids, parent approval, and no serious violations of the Behavior Code. Specific questions about the "Off-Campus Privilege" will be answered at the individual school sites. Applications will be processed through the school principal's office.

TARDY POLICY

A proper learning environment is essential to learning. To maximize the amount of instructional time per period, students are expected to be in class promptly. By encouraging promptness, the school is aiding the students in developing self-discipline and a sense of responsibility. Tardiness will be dealt with by both teachers and administrators.

UNIFORMS – MIDDLE SCHOOLS

All middle school students are required to wear the designated school uniform daily. Uniforms have been adopted to help create a safe school environment. Specific uniform requirements are explained in the Student Handbook.

DRESS CODE

Appropriate dress is necessary for the healthy, safe and undisturbed operation of school and classes. The following guidelines shall apply to all regular school activities. Students' attire should be neat and clean.

The following ARE NOT permitted:

1. Bare feet; shoes must be worn at all times.
2. See-through or fishnet fabrics, halter-tops, off-the shoulder or low-cut tops and skirts or shorts shorter than mid-thigh, bare midriffs (the stomach area should not be exposed). Clothes shall be sufficient to conceal undergarments at all times.
3. Strapless tops; torn or ragged clothing.
4. Apparel, jewelry or accessory that contains profanity or obscenity, or references promoting the use of drugs, alcohol, or tobacco.
5. Clothing that disrupts the effective functioning of the school.
6. Apparel, jewelry, accessory, notebook, or manner of grooming that, by virtue of its color arrangement, trademark or any other attribute, are specifically identifiable as belonging to a disruptive group or gang.
7. Hats/Caps/Sunglasses, except as required for health or safety purposes and approved by the administration.

In accordance with Education Code 35183.5, students may wear articles of sun protective clothing including hats, caps, and visors. Other head coverings are not permitted. Students will be allowed to wear such clothing outdoors only. Clothing and hats/caps determined to be gang related or inappropriate are prohibited. Middle school students may only wear hats or caps that comply with the established uniform colors.

ALCOHOL/DRUG USE POLICY

It is the responsibility of the Salinas Union High School District to protect the health and safety of students in its charge. Therefore, the District has adopted the following rules regarding students possessing, using, or suspected of being under the influence of prohibited chemicals, drugs, or alcohol. (Students suspected of selling or providing drugs will be disciplined under the Behavior Code). Students participating in activities representing the school and/or of a competitive/performing nature will sign a written contract agreeing not to use, possess, or be under the influence of any controlled substance of any kind at any time, including evenings, weekends, and holidays, on and off school campuses, during the entire term of the activities. Representative/competitive/performing activities include student government leaders, athletics, cheerleaders, music, drama and dance, academic decathlon, mathletics, speech or debate, Future Farmers of America (FFA), NJROTC, et al.

1. FIRST VIOLATION:

- Administrator/parent conference;
- Three days out-of-school suspension;
- Mandatory attendance at Drug Intervention Insight Program;
- Law enforcement notified;
- Two weeks ineligibility from all activities (practice may continue).

2. SECOND VIOLATION

- Administrator/parent conference;
- Three to five days out-of-school suspension;
- Mandatory attendance at Drug Intervention Insight Program and/or counseling program to be determined at the administrator conference;
- Law enforcement notified;
- Six weeks ineligibility from all activities (practice may continue).

3. THIRD AND SUBSEQUENT VIOLATIONS:

- Administrator/parent conference;
- Five days out-of-school suspension;
- Proof of completion of drug dependency program through non-school agency (specific program to be determined at the administrative conference);
- Law enforcement notified;
- Indefinite eligibility (minimum of six weeks);
- Expulsion in appropriate cases.

NOTE: Violations will be cumulative: (1) while the student is attending any school in the District; or (2) during any three-year period in which the student attends two or more schools in the district. Students who voluntarily self-refer to the Intervention Program and those referred by parents, friends, or community agencies will not be restricted from participation in their activity on the condition that they complete the intervention program prescribed in consultation with the Drug Intervention Specialist and/or Core Team.

TOBACCO

POSSESSION OR USE OF SMOKING/SMOKELESS TOBACCO

ALL school campuses are tobacco free. Smoking is prohibited on all school campuses, in district vehicles, and at school activities whether on or off campus by all persons, including students, staff and the public. The use of smoking/smokeless tobacco or nicotine products is prohibited by district policy and violations will be dealt with as follows:

1. FIRST VIOLATION:

- Parents notified;
- Assignment to four (4) hours of Saturday School;
- Mandatory attendance at Drug Intervention Insight Program;
- Two (2) weeks ineligibility from all activities (“practice” may continue).

2. SECOND VIOLATION:

- Administrator/parent conference;
- One day, out-of-school suspension;
- Mandatory attendance at Drug Intervention Insight Program;
- Four (4) weeks ineligibility from all activities (“practice” may continue).

3. THIRD VIOLATION:

- Administrator/parent conference;
- Three to five days, out-of-school suspension
- Mandatory attendance at Drug Intervention Insight program;
- Six (6) weeks ineligibility from all activities (“practice” may continue).

4. SUBSEQUENT VIOLATIONS:

- Parents notified;
- Administrator/parent conference

- Five days out-of-school suspension;
- Possible referral for expulsion;
- Indefinite ineligibility (minimum six weeks – no “practice”).

Alcohol, Drugs, and Tobacco

Our awareness, early intervention, and direct confrontation of illegal substance use will go a long way to protect the health and welfare of the students in our charge.

Role of Staff: When a student is suspected of using alcohol/drugs, steps to remediate their behavior will be taken. All staff members are in a unique position to observe students in a variety of settings. Every staff member has the potential to identify specific, observable behavior that is inappropriate, unacceptable, irresponsible and/or illegal. It is important to remember that the simple identification of problem behavior is what is expected from all staff. Diagnosing behavior or making assumptions is unnecessary. It is important that a record is kept of the behavior, including where and when it was observed.

Please refer students to our Sunrise House counselor if you suspect a student who may be suffering as a result of these personal problem areas. Common symptoms include:

- Absenteeism from school or class or unexplained tardiness to class
- Diminishing quality of assignments or performance
- Hostility toward staff members
- Changes in appearance
- Changes in after school activities
- Involvement in arguments, fights, thefts, or other illegal behavior
- Noticeable change in friends over a period of time
- Attitude changes—negative, challenging, blaming, excusing
- Gradual loss of motivation
- Occasional falling asleep in class or overly hyperactive behavior
- Wearing sunglasses constantly
- Cheating on homework assignments or exams
- Any other changes that compel attention, such as droopy eyes, bloodshot eyes, dilated/constricted pupils, constant scratching, and giggling beyond normal, all of which are possible signs of a student under the influence.

Many of the reasonable cause behaviors listed are not necessarily related to alcohol/drug use. They may be associated with other family, emotional, physical, eating, social, legal, or sexual issues.

If the behaviors of concern persist for any length of time, staff member should discuss with the student these observed changes in behavior, share personal concern and offer to help. It is important that school staff members document or record specific behaviors of concern. The date, time, location, and description of behavior should be noted. This documentation will eliminate any confusion over what took place and will address common student perception that “you are picking on me.”

It is clearly the right and responsibility of caring, concerned staff to discuss such behavior with those for whom we have responsibility. Difficulty will often arise in not knowing what to say. The key to unlocking this can be your simple and honest feedback. Directly telling the student what behavior you have observed and expressing how you felt when you observed that behavior is the most appropriate response. Many problems can and will be resolved simply because of concern and feedback from others.

In some cases, the problems observed can not be resolved by communication with a caring, concerned person. You may discover a complex and serious problem that you are not prepared to handle, or you may be confronted by an angry,

upset, or uncooperative student who chooses not to respond. If this happens, it is important for the concerned person to refer the student to the school support staff, such as a counselor or drug resource specialist.

Student on Campus Suspected To Be Under the Influence

Immediately take the student to the office or send for an administrator if you suspect a student is under the influence. Do not put your hands on the student and do not threaten the student. Call the switchboard at ext. _____, or send a note with a responsible student in order to get an administrator.

Behaviors to look for that require a “probable cause” referral are:

- The odor of alcohol or marijuana
- Poor coordination, slurred speech
- Inability to do fine muscle, visual or mental tasks
- Blank stare, rigid body
- Constant falling asleep in class
- Unusual eyes, dilated/constricted, bug-eyed
- Unusual giggling pattern
- Possession of drugs or over-the-counter cold medication (s)
- Possession of paraphernalia used for drug taking, such as pipes, roach clips, roll papers, spoons, mirrors, etc.

VIII. PROCEDURES FOR DEALING WITH VIOLATIONS AND RIGHT OF APPEAL

SUSPENSIONS

DEFINITION: A suspension is a temporary removal from school or regular classrooms for violation of school rules. A student on suspension is prohibited from coming on any campus or attending any school activity during the term of his/her suspension. A student may not be suspended for more than five days at a time or for more than twenty days in a school year, unless the action is taken by the Board of Trustees or the student has been enrolled in a special program for adjustment purposes. A suspended student may be required to complete all work and tests missed during the suspension. When the make-up work is completed, it will be graded for full credit.

The school district may require the parent/guardian of a student who has been suspended to attend a portion of a school day in his/her child’s classroom.

DUE PROCESS FOR SUSPENSIONS

1. STUDENT HEARING

Except in emergency situations, the principal or designee shall conduct an informal conference with a student prior to suspension and:

- a) present the reason for the suspension
- b) explain the evidence against him/her
- c) give the student an opportunity to present his/her version and evidence in his/her defense

2. PARENT NOTIFICATION

Within one school day of the decision to suspend, the parent or guardian will be sent a written notice with the following information:

- a) the date and time when the student will be allowed to return to school;
- b) a statement of the right of the parent or the student to examine the student’s records;
- c) the reason for suspension. No student will be sent home during the school day without parent or guardian permission.

3. PARENT CONFERENCE

When a student is suspended, the law requires a parent to attend a conference with school officials (E.C. 48911).

4. RIGHT OF APPEAL

If the pupil or parent wants a further review of the case, a meeting with the principal may be scheduled. An appeal of the principal's review may be forwarded to the Superintendent or designee. The Superintendent or designee will review the evidence, listen to the pupil or parent, and decide if there was sufficient evidence to determine that the violation occurred and whether an appropriate penalty was imposed.

EXPULSION

DEFINITION: An expulsion is the long-term removal of a student from attendance at any school in the District. All expulsions are decided by vote of the Board of Trustees.

DUE PROCESS FOR EXPULSIONS

1. **BRC's:** If a student commits an expellable offense, the school shall hold a Behavior Review Committee (BRC) Conference with parents and school staff. The BRC will forward a recommendation to the Principal regarding expulsion who shall forward a recommendation for expulsion to the Superintendent, if appropriate.
2. **HEARING:** A pupil is entitled to a formal hearing before expulsion is imposed. The pupil and parent will receive written notice of the hearing, which will include date, time and place of the hearing. A student may be placed on an extended suspension pending the formal expulsion hearing. Parents may choose a "Stipulated Expulsion" in lieu of the Hearing process. Through a "Stipulated Expulsion" parents waive their right to a formal Hearing and agree to accept the decision of the Hearing Officer in order to reduce the normal timelines. Parents may rescind their request for a "Stipulated Expulsion" at any time during the formal process. If interested, parents may request a "Stipulated Expulsion" from the school administration.
3. **APPEAL:** If the Board of Trustees votes to expel the student, its decision may be appealed to the Monterey County Board of Education within thirty (30) days of the School Board's decision.
4. **REQUIRED NOTIFICATION:** California law requires that if a student is expelled from school, the parent/guardian and student must inform any new district of such expulsion upon registration, and request a hearing from the new district's Board of Trustees (E.C. 48915.1).
5. **READMISSION:** Any student expelled from the Salinas Union High School District or any other school district must request a Readmission Hearing with the Board of Trustees prior to reenrollment in the schools of the District. Requests should be forwarded to the Superintendent's Office.

Site Specific Discipline Procedures Guidelines

Disciplinary Procedures

C. Conduct and Discipline Policies and Procedures

CONDUCT –BP 5131

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 the school grounds, while going to or coming from school, while at school activities and while on District transportation.

The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with District policies and administrative regulations. Students and parents/guardians shall be notified of District and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

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

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

(cf. [5142](#) - Safety)

2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, 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

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

4. Willful defiance of staff's authority

5. Damage to or theft of property belonging to the District, staff or students

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

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

The District shall not be responsible for students' personal belongings that 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

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

7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

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

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

(cf. [5131.63](#) - Steroids)

8. Possession or use of laser pointers, unless used for a valid instructional or other school-related purpose, including employment (Penal Code [417.27](#))

Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.

9. 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 that 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)

10. Plagiarism or dishonesty in school work or on tests

(cf. [5131.9](#) - Academic Honesty)

(cf. [6162.54](#) - Test Integrity/Test Preparation)

(cf. [6162.6](#) - Use of Copyrighted Materials)

11. Inappropriate dress

(cf. [5132](#) - Dress and Grooming)

12. Tardiness and unexcused absence from school

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

(cf. [5113.1](#) - Truancy)

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

(cf. [5112.5](#) - Open/Closed Campus)

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

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.

(cf. 5145.12 - Search and Seizure)

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.

Students who violate District or school rules and regulations may be subject to discipline, including but not limited to suspension, expulsion or transfer to alternative programs, 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.

(cf. 1020 - Youth Services)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5127 - Graduation Ceremonies and Activities)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6020 - Parent Involvement)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

Students also may be subject to discipline for any off-campus conduct during non-school hours that poses a threat or danger to the safety of students, staff, or District property, or substantially disrupts the educational program of the District or substantially disrupts school activities.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
32280-32289 Comprehensive safety plan
35181 Governing board authority to set policy on responsibilities of students
35291-35291.5 Rules
44807 Duty concerning conduct of students
48900-48925 Suspension and expulsion
51512 Prohibition against electronic listening or recording device in classroom without permission

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

PENAL CODE

288.2 Harmful matter with intent to seduce
313 Harmful matter
417.25-417.27 Laser scope or laser pointer
647 Use of camera or other instrument to invade person's privacy; misdemeanor
653.2 Electronic communication devices, threats to safety

VEHICLE CODE

23123-23124 Prohibitions against use of electronic devices while driving

CODE OF REGULATIONS, TITLE 5

300-307 Duties of students

UNITED STATES CODE, TITLE 42

2000h-2000h6 Title IX, 1972 Education Act Amendments

COURT DECISIONS

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

LaVine v. Blaine School District, (2000, 9th Cir.) 257 F.3d 981

Emmett v. Kent School District No. 415, (2000) 92 F.Supp. 1088

Bethel School District No. 403 v. Fraser, (1986) 478 U.S. 675

New Jersey v. T.L.O., (1985) 469 U.S. 325

Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

Management Resources:

CSBA PUBLICATIONS

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

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

WEB SITES

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

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

Center for Safe and Responsible Internet Use: <http://cyberbully.org>

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

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education: <http://www.ed.gov>

Policy adopted: 11/24/81

Code references revised: 6/27/90

Revised: 9/14/04

Adopted: March 8, 2011

Student Responsibilities

1. Attendance

a. School attendance is required by law for all youth under the age of 18 who have not graduated from high school, except as otherwise provided by law. (E.C. 48200)

b. Students must attend school in their attendance area as defined by Board policy unless permitted to attend another school as authorized by the Superintendent. (Board Policy 5116)

2. Conduct and Effort

- a. Students shall exert reasonable effort to profit from instruction by:
 - (1) Reporting to class regularly and on time
 - (2) Participating in class work
 - (3) Preparing assignments
 - (4) Bringing required materials to class
 - (5) Exercising consideration for the rights of others (including their personal property rights)
 - (6) Students shall also conduct themselves responsibly and respectfully at all times (See following Rules and Regulations Concerning Student Discipline)
 - (7) All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of all school employees
- b. Tardy

As stated in the student behavior manuals the Board of Trustees has deemed it important to be on time. To discourage tardiness, the following regulations have been adopted. This regulation applies on a semester basis:

- (1) For the first three tardies teachers will document tardiness and take appropriate corrective action
- (2) Beginning with the fourth tardy, students will be issued an "Assignment to Study Center" (tardy ticket) form by the teacher
- (3) When a student receives a tardy ticket, the student must serve detention as shown on the Notification Form on the day after the student is given the ticket. (See attached Exhibit A.) Emergency or unavoidable circumstances that prevent the student from serving detention must be cleared in advance with the administration, and a reassignment will be made
- (4) Detention begins in the Study Center following the conclusion of the last period of the school day. The starting time will be at the discretion of each school
- (5) Students must bring school work with them to the center. If they arrive late or without school work, they will be assigned additional detention. After doubling detention for any infraction, rather than doubling the detentions again, the student will be assigned Saturday school
- (6) The only acceptable excuse for missing detention will be if a student has missed school on the day of detention
- (7) The student who missed detention because he/she was absent from school must report to detention on the day of return. The student must show the Detention Supervisor his/her admit slip to classes to avoid being given additional detention
- (8) A student who has received a total of five (5) detentions for tardies and who then receives a sixth tardy ticket will be sent to an administrator and given four (4) hours of Saturday School with a parent contact made by the administrator
- (9) A student who receives a seventh tardy ticket will be given eight (8) hours of Saturday School with a parent contact made by the administrator
- (10) A student who receives an eighth tardy ticket will be given eight (8) hours of Saturday School and will appear before a Behavior Attendance Review Committee (BARC) to discuss alternative school placements (Mount Toro, Independent Study, etc.) with the student, parent, and committee members
- (11) Students have 24 hours to clear a tardy ticket. A note from the person who is excusing the tardy should be stapled to the ticket and turned into the Study Center prior to the assigned detention. The student who cannot meet the detention obligation can, through an administrator, opt to spend comparable time at Saturday School
- (12) Detention Time Assignment Schedule
 - Tardy No. Detention Time
 - 1-3 Teacher disciplinary action and documentation of tardiness
 - 4-5 * one hour after school detention
 - 6 Referred to Administration and assigned to four (4) hours
 - 7 Saturday School or On-Campus assignment to Study Center

8 Referred to Administration and assigned to eight (8) hours

*Failure to appear or arriving late at detention will double the detention time

*Students option for Saturday School in lieu of detention will be assigned comparable time.

- (13) It is the responsibility of each staff member to enforce the tardy regulations and to issue tardy tickets when appropriate.
- (14) The "Assignment to Study Center" (tardy ticket--see Exhibit A) form will be printed on four-part NCR paper. The white copy is to be given to the student. The remaining copies (canary, pink, and hardback) will be sent to the Study Center
- (15) The Study Center Supervisor will be responsible for sending notices of re-assignment through the teachers' mailboxes to those students who do not attend detention. Timely distribution of the notices is crucial to the process.
- (16) Each teacher needs to continue his/her involvement to discourage tardiness to class by discussing each tardy with the student and by notifying the parents when a student has received three or more tardies. The after-school Study Center is for tardies only or by administrative assignment. Teachers should continue their own disciplinary process and have detention in their rooms for infractions of their classroom rules.
- (17) If a student is late to detention, the Study Center Supervisor will assign additional detention but may allow the student to serve one of the penalties on that particular day if the tardiness is less than 5 minutes.
- (18) Within the 24 hours, notes to clear tardiness written by parents are valid only for the first class and the period following lunch. The Supervisor has the option to remove the student from the Study Center for disruptive behavior with a referral to the appropriate administrator.
- (19) The Study Center Supervisor will contact parents on the fifth tardy, using a letter (see attached Exhibit B) outlining the tardy regulations and indicating the student has arrived at the fifth tardy level

Students shall attend school regularly. A student's failure to attend school in violation of the compulsory education law may result in criminal charges and penalties imposed against the student and parent or guardian under Sections 48200 et seq. And Sections 48290 et seq. Students who absent themselves from class without a valid excuse shall be subject to the following:

- (1) First Invalid Absence Level/Assignment to After-School Study Center for One Hour. The school will make every attempt to notify student's parent or guardian by telephone and/or letter. The student will be warned at the time the admit slip is issued that being absent from school without a valid excuse is in non-compliance with the compulsory attendance laws of the State of California
- (2) Second Invalid Absence Level/Assignment to After-School Study Center for One Hour. The school will make every attempt to notify student's parent or guardian by telephone and/or letter. The student will be warned at the time the admit slip is issued that being absent from school without a valid excuse is in non compliance with the compulsory attendance laws of the State of California
- (3) Third Invalid Absence Level/Assignment to After-School Study Center for One Hour. The school will establish an administrator/parent/student conference. At this time alternatives to regular full-time school attendance will be discussed.
- (4) Truant Level One (Fourth Invalid)/Assignment to Saturday School for Six (6) Hours. The parent will be notified, by first-class mail or other reasonable means, of the pupil's truancy. The notice will also state the parent's obligation to compel pupil attendance at school and that a parent failing to meet this obligation may be guilty of an infraction and subject to prosecution (See Education Code Section 48290 et seq.). The school will make a conscientious effort to hold a personal conference with the student and parent. Possible placement in alternative programs or other solution to the truancy will again be discussed. A contractual agreement will be discussed/signed. The Superintendent will be notified that the student is a truant. The District Attorney will be notified the first time. (See Truancy Mediation Program)
- (5) Truant Level Two (Fifth Invalid). The school will make a conscientious effort to hold a personal conference with the student and parent. The student will be reassigned to an alternative program for a minimum of one full semester. A semester is defined as a minimum of 15 weeks and achieving a minimum of 20 credits. A

student so assigned to an alternative program will be placed at the third invalid absence level. The Superintendent will be notified that the student is a truant for the second time.

- (6) Habitual Truant Level (Sixth Invalid). A student reaching this level in the the regular school or alternative program will be deemed a habitual truant and will be referred to the District School Attendance Review Board for assessment and recommended placement or referral to the District Attorney as a habitual truant.

3. Appearance

- a. Students are expected to be neat and clean. (Title V, 302)
- b. Student attire must not be disruptive to the school environment.
- c. Student attire must not constitute a safety hazard.

Student attire that violates the above conditions is prohibited and may result in the student's suspension for the day.

Rules And Regulations Concerning Student Discipline

1. Notification

- a. Content of These Rules. Parents and guardians shall be notified in writing at the beginning of the regular school term of the availability of these rules and their responsibility for helping to see that they are carried out. At the same time, the principal shall make known these rules to continuing students. Transfer students shall be so notified at the time of enrollment.
- b. Assault With Deadly Weapons. Local law enforcement authorities shall be notified of any acts of students involving assault upon others with a deadly weapon.
- c. Release of Minor Pupil to Peace Officer. Whenever a minor pupil is released to a peace officer for removal from school premises, the principal or his or her designee shall take immediate steps to notify the parent or responsible relative of the release and the place to which the minor is reportedly being taken.
- d. Assault Against School Employee. Whenever any employee is attacked, assaulted, or menaced by a student, the employee and the principal of the school concerned shall promptly report such attack, assault, or menacing to local law enforcement.

2. Definitions

- a. Day. A calendar day unless otherwise specifically provided.
- b. Exclusion. Action by the Board of Trustees to eliminate the requirements of compulsory school attendance for a definite period of time for reasons cited in AR 5112.2. Usually reserved for cases of student illness where his/her attendance at school would be inimical to the welfare and best interest of other students.
- c. Exemption. Action by the Board of Trustees to eliminate the requirement of compulsory school attendance for a definite period of time for reasons cited in AR 5112.1. Usually reserved for cases where parents request exemption for reasons other than those listed above for suspension and expulsion.
- d. Expulsion. Removal of a pupil from (1) the immediate supervision and control, or (2) the general supervision, of school personnel, as those terms are used in computing average daily attendance.
- e. Principal's Designee. For purposes of suspension, an administrator, or if there is not a second administrator at the school site, a certificated person, specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person at a time may be designated as the principal's primary designee and this person's name shall be on file in the principal's office.
- f. Pupil. Includes a pupil's parent or guardian or legal counsel.
- g. School Day. Day upon which the schools of the District are in session or weekdays during the summer recess.
- h. Suspension. Removal of a pupil from ongoing instruction for adjustment purposes.

Suspension does not mean:

- (1) Reassignment to another education program or class at the same school where the pupil will receive continuing instruction for the length of day prescribed by the Governing Board for pupils of the same grade level
- (2) Referral to a certificated employee designated by the principal to advise pupils
- (3) Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the pupil to the principal or the principal's designee. Removal from a particular class shall not occur more than once every five school days

Responsibility Of School Personnel To Foster Desirable Student Conduct

1. The efforts of all school personnel shall be directed to:

- a. The creation of an atmosphere of mutual respect
- b. The identification of the causes of student misconduct
- c. The finding of constructive methods of preventing or controlling of such misconduct
- d. The involvement of parents when appropriate

2. Depending on circumstances, some of the methods used may be:

- a. Referring students to guidance and administrative personnel
- b. Providing psychological evaluation
- c. Providing more appropriate instruction to meet individual student needs
- d. Placing in special programs
- e. Referring to health and welfare agencies
- f. Providing extracurricular activities
- g. Assigning detention
- h. Suspending from class or school (See RULES AND REGULATIONS CONCERNING STUDENT DISCIPLINE above).
Usually, students are referred by teachers to the appropriate administrator for disciplinary action if the students are unresponsive to normal classroom and/or school expectations of behavior
- i. Exclude, exempt, or expel from school by the Board of Trustees (E.C. 48220)

Specific Responsibility Of School Personnel And Community

Each of the following personnel should provide a good example for the student and should realize that his or her primary purpose is the success of the student in the educational environment:

1. The Superintendent is responsible to the Board of Trustees for exercising sound judgment in carrying out the policies of the Board of Trustees in regard to corrective or preventive measures to be used for the control of undesirable student behavior

The Superintendent shall oversee and supervise the enforcement of standards of student conduct and shall provide for a District Hearing Committee in exemption, exclusion, and expulsion cases and act as the District's Hearing Officer

2. Principals are responsible for the interpretation and enforcement of standards of student behavior in their schools, for the maintenance of a good learning environment, and for support to the staff in their efforts to enforce standards of student conduct. Principals shall also provide to all parents and staff members written copies of procedures governing the enforcement of standards of student conduct, including bus regulations, at their respective schools at the beginning of each school year. Principals shall also distribute to all parents and staff members written copies of the District's

policies and administrative regulations regarding student conduct. The distribution of these materials shall be once yearly, at the beginning of each school year. Principals shall discuss the policies and regulations governing student conduct with all staff members each year. Copies of all materials shall be posted for student information and made available upon request

NOTE: Principals are required by statute to notify police authorities in the following situations:

- a. Assault or battery on school personnel (E.C. 44014)
- b. In cases where the battered child syndrome is known or suspected (P.C. 11161.5)
- c. Police officials must be notified prior to the suspension or expulsion of any student who possesses a dangerous weapon as defined in P.C. 245 (E.C. 48902)

In other disciplinary matters, principals may exercise discretion, but should in cases of serious matters, consider contacting police officials or at least notifying parents of victims of crimes of their legal right to file civil or criminal charges

3. Teachers assume responsibility for:

- a. Conducting a well-planned and effective classroom program
- b. Handling of minor disciplinary problems within the classroom and soliciting the aid of the principal and his or her staff when dealing with serious misbehavior
- c. Supervising students on the campus or on field trips
- d. Reporting, daily, absences each period

A presentation will be made in an assembly format to all students informing them of the major points of the revised student regulations. A follow-through will be scheduled in appropriate individual classes. Following the initial year of presentation of the revised regulations, each year the seventh (7th) graders, freshmen, and students new to the District will have an assembly presentation on the regulations and all students will have an appropriate follow-up in individual classes. Teachers shall also develop classroom rules for each class taught and have such rules available for inspection by parents and the administrative staff and discuss them with all students

4. Counselors assist students to:

- a. Understand themselves and the opportunities available to them
- b. Make wise choices leading to success in school and in the future
- c. Make adjustments in the environment to better meet the needs of students

Counselors shall discuss District and school regulations with all late enrollees. Counselors will also be involved in the resolution of minor disciplinary problems including violation of attendance regulations committed by their counselees

5. Classified Personnel accept the responsibility for:

- a. Advising appropriate administrative personnel of irregularities in student behavior
- b. Exercising reasonable control of students
- c. Providing information from off-campus sources, upon request by the school administration, which may assist in appropriately dealing with infractions of school regulations

The Transportation Department shall provide students with rules of conduct governing bus transportation and shall have such rules available for inspection by students, parents, and administrative personnel

6. Parents and Guardians are expected to seek and to cooperate with school personnel in achieving successful student performance by assuming responsibility for:

- a. The behavior and attendance of their children, and
- b. Financial obligations if their children destroy or damage property

Employees who willfully fail to enforce these regulations are subject to disciplinary action.

Standing Committees

1. School Behavior/Attendance Review Committee (BARC). Each school shall form, at the beginning of each school year,

- a Behavior/Attendance Review Committee consisting of at least the following personnel: the principal or his/her designee, a school psychologist, the student's counselor, the attendance technician, the administrator in charge of the student's discipline and the student's teachers. The committee shall be utilized to assist in making decisions regarding exemption, exclusion, or expulsion (in situations where expulsion is being considered for matters in addition to defiance of the attendance policy). The committee may be used for purposes of student placement in various School District programs.

2. School Attendance Review Committee. This committee is to be composed of the administrator in charge of attendance at the school, the attendance technician, and at least three teachers. This committee is charged with the responsibility for recommending expulsion or alternative placement for students who are in violation of the District Attendance Policy.

3. District Hearing Committee. The District Hearing Committee shall be appointed by the Superintendent and shall consist of a chairperson and two additional certificated employees (the latter two shall not be from the school involved in the disciplinary action).

(c.f. 5112.1 - Exemption)

(c.f. 5112.2 - Exclusion)

(c.f. 5114/5114.1 - Suspension and Expulsion/Due Process)

Issued: 1/18/85

Amended; Board approval: 11/12/85

Reviewed: 9/14/04

Possession/Use of Cellular Phones and Other Personal Electronic Signaling Devices

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes. (Education Code 48901.5)

Except with prior consent for health reasons, students shall not possess or use on school campus personal electronic signaling devices including, but not limited to, pagers and cellular/digital telephones as well as other mobile communications devices including, but not limited to, digital media players, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, and laptop computers.

Bullying/Cyber-bullying

The Board desires to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct.

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

The District may provide students instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates students about appropriate online behavior and strategies to prevent and respond to bullying and cyber-bullying. This instruction may involve parents/guardians, staff, and community members.

(cf. 1220 - Citizen Advisory Committees)

(cf. 6163.4 - Student Use of Technology)

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

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/guardians and students also may be provided with similar information.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 5136 - Gangs)

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator and may also request that their name be kept in confidence. The Superintendent or designee may establish other processes for students to submit anonymous reports of bullying. Complaints of bullying or harassment shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 – Sexual Harassment.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyber-bullying against other students or staff or to threaten District property, the investigation shall include documentation of the activity, identification of the source, and a determination of the impact or potential impact on school activity or school attendance.

Students shall be encouraged to save and print any 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.

Any student who engages in cyber-bullying using District-owned equipment, on school premises, or off-campus in a manner that impacts a school activity or school attendance shall be subject to discipline in accordance with District policies and regulations. 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.

Areas Of Responsibility

1. Board of Trustees

The Board holds the certificated personnel, or while the students are on a bus, the bus driver, and certain other specified classified personnel responsible for the proper conduct and control of pupils while legally under the supervision and jurisdiction of the school.

2. Principal

The principal shall implement the District adopted student behavior regulations and may implement additional necessary procedures and rules and regulations to render effective the policies of the Governing Board relating to standards of student behavior. The principal may involve representatives of all areas of school personnel, pupils, parents, and citizens of the community.

3. Teachers

Teachers shall be responsible for the instruction of pupils in rules and regulations of proper conduct, as well as be responsible for proper and adequate control of pupils. The responsibility and authority of any teacher extends to all pupils of the School District under the assigned supervision of the teacher and to other pupils so situated with respect to the teacher as to be subject to the teacher's control.

4. Parents

Parents shall be expected to cooperate with school authorities regarding the behavior of their children. Parents shall be held responsible for the willful misbehavior of their children, as indicated by Section 1714.1 of the Civil Code and Education Code Section 48909.

Pupil Behavior

Pupils shall be properly instructed in rules and regulations of acceptable conduct; they shall then be responsible for understanding and complying with the standards of behavior described therein. Any pupil who fails to comply with these laws and rules concerning pupil behavior is liable to suspension, exclusion, or expulsion. (cf. 5112.2; 5114/5114.1) Notification Of Behavior Code (Ed. Code 35291, 48980, 48981)

The Board annually shall notify the parent or guardian of minor students registered in the District of the rules of the District pertaining to student discipline.

The principal of each school shall take steps to insure that all rules pertaining to the discipline of students are communicated to continuing students at the beginning of each school year, and to transfer students at the time of their enrollment in the school.

(cf. 5112.1 - Exemption)

(cf. 5112.2 - Exclusion)

(cf. 5114/5114.1 - Suspension, Expulsion/Due Process)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32261 Bullying

35181 Board of Trustees policy on responsibilities of students

35291-35291.5 Rules

44807 Duty concerning conduct of students

48900-48925 Suspension or expulsion, especially:

48908 Duties of students

51512 Prohibition against electronic listening or recording device in classroom without permission

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

PENAL CODE

288.2 Harmful matter with intent to seduce

313 Harmful matter

417.25-417.27 Laser scope

647 Use of camera or other instrument to invade person's privacy; misdemeanor

647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices, threats to safety

VEHICLE CODE

23124 Use of cellular phones provisional license holders

CODE OF REGULATIONS, TITLE 5

300-307 Duties of pupils

UNITED STATES CODE, TITLE 42

2000h-2000h6 Title IX, 1972 Education Act Amendments

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

COURT DECISIONS

J.C. v. Beverly Hills Unified School District, 2009 (CV 08-03824 SVW)

LaVine v. Blaine School District, (2000, 9th Cir.) 257 F.3d 981

Emmett v. Kent School District No. 415, (2000) 92 F.Supp. 1088

Bethel School District No. 403 v. Fraser, (1986) 478 U.S. 675

Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

Management Resources:

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Cyber-bullying: Policy Considerations for Boards, Policy Brief, July 2007

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Bullying at School, 2003

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Digital Discipline: Off-Campus Student Conduct, the First Amendment and Web Sites,

School Law in Review, 2001

NATIONAL SCHOOL SAFETY CENTER PUBLICATIONS

Bullying in School: Fighting the Bullying Battle, 2006

WEB SITES

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

California Cyber-safety for Children: <http://www.cybersafety.ca.gov>

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

Center for Safe and Responsible Internet Use: <http://cyberbully.org>
National School Boards Association: <http://www.nsba.org>
National School Safety Center: <http://www.schoolsafety.us>
U.S. Department of Education: <http://www.ed.gov>

Policy adopted: 11/24/81
Code references revised: 6/27/90
Revised: 9/14/04

CONDUCT –AR 5131

Student Responsibilities

1. Attendance

- a. School attendance is required by law for all youth under the age of 18 who have not graduated from high school, except as otherwise provided by law. (E.C. 48200)
- b. Students must attend school in their attendance area as defined by Board policy unless permitted to attend another school as authorized by the Superintendent. (Board Policy 5116)

2. Conduct and Effort

- a. Students shall exert reasonable effort to profit from instruction by:
 - (1) Reporting to class regularly and on time
 - (2) Participating in class work
 - (3) Preparing assignments
 - (4) Bringing required materials to class
 - (5) Exercising consideration for the rights of others (including their personal property rights)
 - (6) Students shall also conduct themselves responsibly and respectfully at all times (See following Rules and Regulations Concerning Student Discipline)
 - (7) All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of all school employees
- b. Tardy

As stated in the student behavior manuals the Board of Trustees has deemed it important to be on time. To discourage tardiness, the following regulations have been adopted. This regulation applies on a semester basis:

- (1) For the first three tardies teachers will document tardiness and take appropriate corrective action
- (2) Beginning with the fourth tardy, students will be issued an "Assignment to Study Center" (tardy ticket) form by the teacher
- (3) When a student receives a tardy ticket, the student must serve detention as shown on the Notification Form on the day after the student is given the ticket. (See attached Exhibit A.) Emergency or unavoidable circumstances that prevent the student from serving detention must be cleared in advance with the administration, and a reassignment will be made
- (4) Detention begins in the Study Center following the conclusion of the last period of the school day. The starting time will be at the discretion of each school
- (5) Students must bring school work with them to the center. If they arrive late or without school work, they will be assigned additional detention. After doubling detention for any infraction, rather than doubling the detentions again, the student will be assigned Saturday school
- (6) The only acceptable excuse for missing detention will be if a student has missed school on the day of detention

- (7) The student who missed detention because he/she was absent from school must report to detention on the day of return. The student must show the Detention Supervisor his/her admit slip to classes to avoid being given additional detention
- (8) A student who has received a total of five (5) detentions for tardies and who then receives a sixth tardy ticket will be sent to an administrator and given four (4) hours of Saturday School with a parent contact made by the administrator
- (9) A student who receives a seventh tardy ticket will be given eight (8) hours of Saturday School with a parent contact made by the administrator
- (10) A student who receives an eighth tardy ticket will be given eight (8) hours of Saturday School and will appear before a Behavior Attendance Review Committee (BARC) to discuss alternative school placements (Mount Toro, Independent Study, etc.) with the student, parent, and committee members
- (11) Students have 24 hours to clear a tardy ticket. A note from the person who is excusing the tardy should be stapled to the ticket and turned into the Study Center prior to the assigned detention. The student who cannot meet the detention obligation can, through an administrator, opt to spend comparable time at Saturday School
- (12) Detention Time Assignment Schedule

Tardy No.	Detention Time
1-3	Teacher disciplinary action and documentation of tardiness
4-5	* one hour after school detention
6	Referred to Administration and assigned to four (4) hours
7	Saturday School or On-Campus assignment to Study Center
8	Referred to Administration and assigned to eight (8) hours

- * Failure to appear or arriving late at detention will double the detention time
- * Students option for Saturday School in lieu of detention will be assigned comparable time.

- (13) It is the responsibility of each staff member to enforce the tardy regulations and to issue tardy tickets when appropriate.
- (14) The "Assignment to Study Center" (tardy ticket--see Exhibit A) form will be printed on four-part NCR paper. The white copy is to be given to the student. The remaining copies (canary, pink, and hardback) will be sent to the Study Center
- (15) The Study Center Supervisor will be responsible for sending notices of re-assignment through the teachers' mailboxes to those students who do not attend detention. Timely distribution of the notices is crucial to the process.
- (16) Each teacher needs to continue his/her involvement to discourage tardiness to class by discussing each tardy with the student and by notifying the parents when a student has received three or more tardies. The after-school Study Center is for tardies only or by administrative assignment. Teachers should continue their own disciplinary process and have detention in their rooms for infractions of their classroom rules.
- (17) If a student is late to detention, the Study Center Supervisor will assign additional detention but may allow the student to serve one of the penalties on that particular day if the tardiness is less than 5 minutes.
- (18) Within the 24 hours, notes to clear tardiness written by parents are valid only for the first class and the period following lunch. The Supervisor has the option to remove the student from the Study Center for disruptive behavior with a referral to the appropriate administrator.
- (19) The Study Center Supervisor will contact parents on the fifth tardy, using a letter (see attached Exhibit B) outlining the tardy regulations and indicating the student has arrived at the fifth tardy level

Students shall attend school regularly. A student's failure to attend school in violation of the compulsory education law may result in criminal charges and penalties imposed against the student and parent or guardian under Sections 48200 et seq. And Sections 48290 et seq.

Students who absent themselves from class without a valid excuse shall be subject to the following:

- (1) First Invalid Absence Level/Assignment to After-School Study Center for One Hour. The school will make every attempt to notify student's parent or guardian by telephone and/or letter. The student will be warned at the time the admit slip is issued that being absent from school without a valid excuse is in non-compliance with the compulsory attendance laws of the State of California
- (2) Second Invalid Absence Level/Assignment to After-School Study Center for One Hour. The school will make every attempt to notify student's parent or guardian by telephone and/or letter. The student will be warned at the time the admit slip is issued that being absent from school without a valid excuse is in non compliance with the compulsory attendance laws of the State of California
- (3) Third Invalid Absence Level/Assignment to After-School Study Center for One Hour. The school will establish an administrator/parent/student conference. At this time alternatives to regular full-time school attendance will be discussed.
- (4) Truant Level One (Fourth Invalid)/Assignment to Saturday School for Six (6) Hours. The parent will be notified, by first-class mail or other reasonable means, of the pupil's truancy. The notice will also state the parent's obligation to compel pupil attendance at school and that a parent failing to meet this obligation may be guilty of an infraction and subject to prosecution (See Education Code Section 48290 et seq.). The school will make a conscientious effort to hold a personal conference with the student and parent. Possible placement in alternative programs or other solution to the truancy will again be discussed. A contractual agreement will be discussed/signed. The Superintendent will be notified that the student is a truant. The District Attorney will be notified the first time. (See Truancy Mediation Program)
- (5) Truant Level Two (Fifth Invalid). The school will make a conscientious effort to hold a personal conference with the student and parent. The student will be reassigned to an alternative program for a minimum of one full semester. A semester is defined as a minimum of 15 weeks and achieving a minimum of 20 credits. A student so assigned to an alternative program will be placed at the third invalid absence level. The Superintendent will be notified that the student is a truant for the second time.
- (6) Habitual Truant Level (Sixth Invalid). A student reaching this level in the regular school or alternative program will be deemed a habitual truant and will be referred to the District School Attendance Review Board for assessment and recommended placement or referral to the District Attorney as a habitual truant.

3. Appearance

- a. Students are expected to be neat and clean. (Title V, 302)
- b. Student attire must not be disruptive to the school environment.
- c. Student attire must not constitute a safety hazard.

Student attire that violates the above conditions is prohibited and may result in the student's suspension for the day.

Rules And Regulations Concerning Student Discipline

1. Notification

- a. Content of These Rules. Parents and guardians shall be notified in writing at the beginning of the regular school term of the availability of these rules and their responsibility for helping to see that they are carried out. At the same time, the principal shall make known these rules to continuing students. Transfer students shall be so notified at the time of enrollment.
- b. Assault With Deadly Weapons. Local law enforcement authorities shall be notified of any acts of students involving assault upon others with a deadly weapon.
- c. Release of Minor Pupil to Peace Officer. Whenever a minor pupil is released to a peace officer for removal from school premises, the principal or his or her designee shall take immediate steps to notify the parent or responsible relative of the release and the place to which the minor is reportedly being taken.
- d. Assault Against School Employee. Whenever any employee is attacked, assaulted, or menaced by a student, the employee and the principal of the school concerned shall promptly report such attack, assault, or menacing to local law enforcement.

2. Definitions

- a. Day. A calendar day unless otherwise specifically provided.
- b. Exclusion. Action by the Board of Trustees to eliminate the requirements of compulsory school attendance for a definite period of time for reasons cited in AR 5112.2. Usually reserved for cases of student illness where his/her attendance at school would be inimical to the welfare and best interest of other students.
- c. Exemption. Action by the Board of Trustees to eliminate the requirement of compulsory school attendance for a definite period of time for reasons cited in AR 5112.1. Usually reserved for cases where parents request exemption for reasons other than those listed above for suspension and expulsion.
- d. Expulsion. Removal of a pupil from (1) the immediate supervision and control, or (2) the general supervision, of school personnel, as those terms are used in computing average daily attendance. e. Principal's Designee. For purposes of suspension, an administrator, or if there is not a second administrator at the school site, a certificated person, specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person at a time may be designated as the principal's primary designee and this person's name shall be on file in the principal's office.
- e. Pupil. Includes a pupil's parent or guardian or legal counsel.
- f. School Day. Day upon which the schools of the District are in session or weekdays during the summer recess.
- g. Suspension. Removal of a pupil from ongoing instruction for adjustment purposes. Suspension does not mean:
 - (1) Reassignment to another education program or class at the same school where the pupil will receive continuing instruction for the length of day prescribed by the Governing Board for pupils of the same grade level
 - (2) Referral to a certificated employee designated by the principal to advise pupils
 - (3) Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the pupil to the principal or the principal's designee. Removal from a particular class shall not occur more than once every five school days

Responsibility Of School Personnel To Foster Desirable Student Conduct

1. The efforts of all school personnel shall be directed to:
 - a. The creation of an atmosphere of mutual respect
 - b. The identification of the causes of student misconduct
 - c. The finding of constructive methods of preventing or controlling of such misconduct
 - d. The involvement of parents when appropriate

2. Depending on circumstances, some of the methods used may be:
 - a. Referring students to guidance and administrative personnel
 - b. Providing psychological evaluation
 - c. Providing more appropriate instruction to meet individual student needs
 - d. Placing in special programs
 - e. Referring to health and welfare agencies
 - f. Providing extracurricular activities
 - g. Assigning detention
 - h. Suspending from class or school (See RULES AND REGULATIONS CONCERNING STUDENT DISCIPLINE above).
Usually, students are referred by teachers to the appropriate administrator for disciplinary action if the students are unresponsive to normal classroom and/or school expectations of behavior
 - i. Exclude, exempt, or expel from school by the Board of Trustees (E.C. 48220)

Specific Responsibility Of School Personnel And Community

Each of the following personnel should provide a good example for the student and should realize that his or her primary purpose is the success of the student in the educational environment:

1. The Superintendent is responsible to the Board of Trustees for exercising sound judgment in carrying out the policies of the Board of Trustees in regard to corrective or preventive measures to be used for the control of undesirable student behavior. The Superintendent shall oversee and supervise the enforcement of standards of student conduct and shall provide for a District Hearing Committee in exemption, exclusion, and expulsion cases and act as the District's Hearing Officer

2. Principals are responsible for the interpretation and enforcement of standards of student behavior in their schools, for the maintenance of a good learning environment, and for support to the staff in their efforts to enforce standards of student conduct.

Principals shall also provide to all parents and staff members written copies of procedures governing the enforcement of standards of student conduct, including bus regulations, at their respective schools at the beginning of each school year. Principals shall also distribute to all parents and staff members written copies of the District's policies and administrative regulations regarding student conduct.

The distribution of these materials shall be once yearly, at the beginning of each school year. Principals shall discuss the policies and regulations governing student conduct with all staff members each year. Copies of all materials shall be posted for student information and made available upon request

NOTE: Principals are required by statute to notify police authorities in the following situations:

- a. Assault or battery on school personnel (E.C. 44014)
- b. In cases where the battered child syndrome is known or suspected (P.C. 11161.5)
- c. Police officials must be notified prior to the suspension or expulsion of any student who possesses a dangerous weapon as defined in P.C. 245 (E.C. 48902)

In other disciplinary matters, principals may exercise discretion, but should in cases of serious matters, consider contacting police officials or at least notifying parents of victims of crimes of their legal right to file civil or criminal charges

3. Teachers assume responsibility for:
 - a. Conducting a well-planned and effective classroom program
 - b. Handling of minor disciplinary problems within the classroom and soliciting the aid of the principal and his or her staff when dealing with serious misbehavior
 - c. Supervising students on the campus or on field trips
 - d. Reporting, daily, absences each period

A presentation will be made in an assembly format to all students informing them of the major points of the revised student regulations. A follow-through will be scheduled in appropriate individual classes. Following the initial year of presentation of the revised regulations, each year the seventh (7th) graders, freshmen, and students new to the District will have an assembly presentation on the regulations and all students will have an appropriate follow-up in individual classes. Teachers shall also develop classroom rules for each class taught and have such rules available for inspection by parents and the administrative staff and discuss them with all students

4. Counselors assist students to:
 - a. Understand themselves and the opportunities available to them
 - b. Make wise choices leading to success in school and in the future
 - c. Make adjustments in the environment to better meet the needs of students

Counselors shall discuss District and school regulations with all late enrollees. Counselors will also be involved in the resolution of minor disciplinary problems including violation of attendance regulations committed by their counsees

5. Classified Personnel accept the responsibility for:
 - a. Advising appropriate administrative personnel of irregularities in student behavior
 - b. Exercising reasonable control of students
 - c. Providing information from off-campus sources, upon request by the school administration, which may assist in appropriately dealing with infractions of school regulations

The Transportation Department shall provide students with rules of conduct governing bus transportation and shall have such rules available for inspection by students, parents, and administrative personnel

6. Parents and Guardians are expected to seek and to cooperate with school personnel in achieving successful student performance by assuming responsibility for:
 - a. The behavior and attendance of their children, and
 - b. Financial obligations if their children destroy or damage property

Employees who willfully fail to enforce these regulations are subject to disciplinary action.

Standing Committees

1. School Behavior/Attendance Review Committee (BARC). Each school shall form, at the beginning of each school year, a Behavior/Attendance Review Committee consisting of at least the following personnel: the principal or his/her designee, a school psychologist, the student's counselor, the attendance technician, the administrator in charge of the student's discipline and the student's teachers. The committee shall be utilized to assist in making decisions regarding exemption, exclusion, or expulsion (in situations where expulsion is being considered for matters in addition

to defiance of the attendance policy). The committee may be used for purposes of student placement in various School District programs.

2. School Attendance Review Committee. This committee is to be composed of the administrator in charge of attendance at the school, the attendance technician, and at least three teachers. This committee is charged with the responsibility for recommending expulsion or alternative placement for students who are in violation of the District Attendance Policy.
3. District Hearing Committee. The District Hearing Committee shall be appointed by the Superintendent and shall consist of a chairperson and two additional certificated employees (the latter two shall not be from the school involved in the disciplinary action).
(c.f. 5112.1 - Exemption)
(c.f. 5112.2 - Exclusion)
(c.f. 5114/5114.1 - Suspension and Expulsion/Due Process)

Issued: 1/18/85

Amended; Board approval: 11/12/85

Reviewed: 9/14/04

BUS CONDUCT – BP 5131.1

BUS CONDUCT

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.

The Superintendent or designee shall establish regulations related to bus conduct, bus driver authority, and the suspension of riding privileges. He/she shall make these rules available to parents/ guardians and students and other interested parties. (5 CCR [14103](#))

(cf. [3540](#) - Transportation) (cf. [3541.2](#) - Transportation for Students with Disabilities or Handicaps) (cf. [3543](#) - Transportation Safety and Emergencies)

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.

(cf. 5144 - Discipline) (cf. 5144.1 - Suspension and Expulsion/Due Process)

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. (5 CCR 14103)

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.

(cf. 3515 - Campus Security)

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.

(cf. 5125 - Student Records)

Legal Reference:

BUS CONDUCT

EDUCATION CODE 35160 Authority of governing boards 39800 Transportation 39839 Transportation of guide dogs, signal dogs, service dogs 44808 Duty to supervise conduct of students 48900 Grounds for suspension and expulsion 48918 Expulsion procedures 49060-49079 Student records 49073-49079 Privacy of student records GOVERNMENT CODE 6253-6270 California Public Records Act CODE OF REGULATIONS, TITLE 5 14103 Authority of the driver CODE OF REGULATIONS, TITLE 13 1200-1228 General provisions, school bus regulations UNITED STATES CODE, TITLE 20 1232g Family Educational Rights and Privacy Act CODE OF FEDERAL REGULATIONS, TITLE 34 99.1-99.67 Family Educational Rights and Privacy

Management Resources: NATIONAL INSTITUTE OF JUSTICE PUBLICATIONS The Appropriate and Effective Use of Security

Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, 1999 WEB SITES CSBA:

<http://www.csba.org> California Department of Education, Office of School Transportation: <http://www.cde.ca.gov/ls/tn>
U.S. Department of Education, Family Policy Compliance Office:
<http://www.ed.gov/policy/gen/guid/fpco>

Policy adopted: 11/24/81 Code references revised: 3/31/89 Amended: 5/14/91 Adopted: April 22, 2003
Revised: September, 2008

VANDALISM, THEFT AND GRAFFITI – BP 5131.5

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.

(cf. [0450](#) - Comprehensive Safety Plan) (cf. [1400](#) - Relations Between Other Governmental Agencies and the Schools) (cf. [3515](#) - Campus Security) (cf. [3515.3](#) - District Police/Security Department) (cf. [5131.7](#) - Positive School Climate) (cf. [5136](#) - Gangs) (cf. [5138](#) - Conflict Resolution/Peer Mediation)

The Board of Trustees considers vandalism a very serious matter. Vandalism includes the negligent, willful, or unlawful damaging or theft of any District-owned real or personal property, including the writing of graffiti.

It is the intention of the Board of Trustees to seek restitution from any individual, in the amount of the damage, for any

act of vandalism committed by that individual, or from the parents of that individual, if a minor.

Vandalism includes, in the present sense, negligent, willful, or unlawful damaging or taking of any real or personal property owned by the District or any student body organization. The parent or guardian having custody or control of a minor who commits an act of vandalism cannot be held liable for more than \$10,000 as adjusted under ED 489904, for that act, except that the parent or guardian may also be held liable for any reward not exceeding \$10,000, or as adjusted under ED 48904, paid pursuant to Section 53069.5 of the Government Code.

Any pupil, or the parent or guardian of any minor pupil, shall also be held liable for all property belonging to the School District lent to the pupil or individual and not returned on demand of the District. Any pupil of the District who commits an act of vandalism may also be liable to disciplinary action by the District. Remedies include but are not limited to suspension, expulsion, community service or revocation of school bus privileges.

If reparation of damages or losses is not made, the District also may withhold the student's grades, extra-curricular or co-curricular activity privileges, diploma and/or transcripts in accordance with the law.

(cf. 3515.4 - Rewards for Information Leading to Apprehension of Offenders) (cf. 5114/5114.1 - Suspension, Expulsion, Due Process)

(cf. 5125 - Student Records, Withholding of Records) (cf. 5131 - Conduct) (cf. 6161.2 - Student Responsibility for Loss or Damage)

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.

(cf. [5145.3](#) - Nondiscrimination/Harassment) (cf. [5145.7](#) - Sexual Harassment) (cf. [5145.9](#) - Hate-Motivated Behavior)
Legal Reference: EDUCATION CODE [48900](#) Grounds for suspension or expulsion [48904](#) Willful misconduct, limit of liability of parent or guardian [48904.3](#) Withholding grades, diplomas, or transcripts of pupils causing property damage or injury CIVIL CODE

[51.7](#) Right to be free from violence

[52.1](#) Discrimination liability [1714.1](#) Liability of parent or guardian for act of willful misconduct by a minor GOVERNMENT CODE [53069.5](#) Reward for information PENAL CODE [594](#) Vandalism

[594.1](#) Aerosol containers of paint

[594.2](#) Intent to commit vandalism or graffiti

[594.6](#) Vandalism or graffiti, community service

[640.5](#) Graffiti; facilities or vehicles of governmental entity

[640.6](#) Graffiti CODE OF REGULATIONS, TITLE 5 [305](#) Student responsible for care of property Management Resources:

WEB SITES CSBA: <http://www.csba.org> California Department of Education: <http://www.cde.ca.gov> Policy adopted:

11/24/81 Amended: 5/26/92 Amended: 8/24/93 Reviewed and Retained: 6/1/04

ALCOHOL AND OTHER DRUGS – BP 5131.6

The Governing Board 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 and desires that every effort be made to reduce student use of these substances. The Board perceives this effort as an important step towards preventing violence, promoting school safety and creating a disciplined environment conducive to learning. The Superintendent or designee shall develop a comprehensive prevention and intervention program that includes instruction, referral to a rehabilitation program, enforcement/discipline, activities that promote the involvement of parents/guardians and coordination with appropriate community agencies and organizations.

(cf. 1020 - Youth Services)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 4020 - Drug and Alcohol-Free Workplace)
(cf. 6020 - Parent Involvement)

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.

(cf. 1100 - Communication with the Public)
(cf. 5131.61 - Drug Testing)
(cf. 5131.62 - Tobacco)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

The Board expects staff to conduct themselves in accordance with the District's philosophy related to alcohol and other drugs. Staff should help students see themselves as responsible partners in efforts to maintain a safe, constructive school climate.

(cf. 5137 - Positive School Climate)
The Board also encourages site-level advisory groups to assist in promoting alcohol - and drug-free schools.
(cf. 1220 - Citizen Advisory Committees)

Instruction

The District shall provide preventative instruction that helps students avoid the use of alcohol and other drugs. Comprehensive, age-appropriate 7-12 instruction shall address the legal, social, personal and health consequences of drug and alcohol use, promote a sense of individual responsibility, and inform students about effective techniques for resisting peer pressure to use 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 when such use is illegal. Teachers shall be trained to answer students' questions related to alcohol and drugs and to help students obtain and use current and accurate information, develop and maintain a positive self-concept, take positive actions to cope with stress, and use appropriate social and personal skills to resist involvement with alcohol and other drugs.

(cf. 4131 - Staff Development)
(cf. 6142.2 - AIDS Prevention Instruction)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6143 - Courses of Study)

Intervention, Referral and Recovering Student Support

The Board believes that effective interventions should be available to assist students who use alcohol or other drugs. School staff, students and parents/guardians shall be informed about signs and symptoms that may indicate alcohol and

other drug use and about appropriate agencies offering intervention programs, counseling and rehabilitation for students and their family members. The District shall help recovering students to avoid re-involvement with alcohol and other drugs by providing school and/or community service activities designed to increase students' sense of community.
(cf. 6142.4 - Learning Through Community Service)

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.

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, at school events, or in any situation in which the school is responsible for the conduct and well-being of students. Schools may use breathalyzers at school events as a preventative measure. School authorities may search students' and school properties for the possession of alcohol and other drugs including the use of detection canines.

These measures may be used at school events by parent groups. The possession or use of electronic signaling devices (pagers, cellular/digital phones, etc.) is prohibited on school premises, or at any time while students are under the supervision or jurisdiction of school personnel. Exception shall be made only when the principal or designee has determined that the signaling device is essential for the students' health. Such devices shall be confiscated from students.

(cf. 5145.11 - Questioning and Apprehension)

(cf. 5145.12 - Search and Seizure)

(cf 5131 – Conduct)

Students possessing, using or selling alcohol or other drugs or related paraphernalia at school or at a school event shall be subject to disciplinary procedures including suspension or expulsion in accordance with law, Board policy and administrative regulations. Such students also may be referred to an appropriate rehabilitation program.

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

Legal Reference:

BUSINESS AND PROFESSIONS CODE

25608 Alcohol on school property; use in connection with instruction

EDUCATION CODE

44049 Known or suspected alcohol or drug abuse by student

48900 Suspension or expulsion (grounds)

48900.5 Suspension, limitation on imposition; exception

48901 Smoking or use of tobacco prohibited

48901.5 Prohibition of electronic signaling devices

48902 Notification of law enforcement authorities; civil or criminal immunity

48909 Narcotics or other hallucinogenic drugs

48915 Expulsion; particular circumstances

49423 Administration of prescribed medication

49480 Notice to school by parent or guardian; consultation with physician

49602 Confidentiality of pupil information

51202 Instruction in personal and public health and safety

51203 Instruction on alcohol, narcotics and restricted dangerous drugs

51210 Areas of study

51220 Areas of study, grades 7 to 12
51260 Elementary and secondary school instruction in drug education by appropriately trained instructors
51262 Use of anabolic steroids; legislative finding and declaration
51264 CDE assistance for inservice training
51265 Gang violence and drug and alcohol abuse prevention inservice
51268 Collaboration to avoid duplication of effort

HEALTH AND SAFETY CODE

11032 Narcotics, restricted dangerous drugs and marijuana; construction of terms used in other divisions
11053-11058 Standards and schedules
11353.6 Juvenile Drug Trafficking and Schoolyard Act
11357 Unauthorized possession of marijuana; punishment; prior conviction; possession in school or on school grounds
11361.5 Destruction of arrest or conviction records
11372.7 Drug program fund; uses
11802 Joint school-community alcohol abuse primary education and prevention program
11965-11969 The School-Community Primary Prevention Program
11998-11998.3 Drug and Alcohol Abuse Master Plans
11999-11999.3 Alcohol and drug program funding; no unlawful use
124175-124200 Adolescent family life program (Department of Health Services)

PENAL CODE

13864 Comprehensive alcohol and drug prevention education

VEHICLE CODE

13202.5 Drug and alcohol related offenses by person under age of 21, but aged 13 or over; suspension, delay, or restriction of driving privileges

WELFARE AND INSTITUTIONS CODE

828 Disclosure of information re minors
828.1 Disclosure of criminal records; protection of vulnerable staff & students

UNITED STATES CODE, TITLE 20

5812 National education goals
PUBLIC LAW 107-110
4001-4304 Safe and Drug-Free Schools and Communities Act

Policy adopted: 11/24/81; References renumbered: 12/19/86
Amended: 9/10/87; Code References revised: 7/2/90
Amended: 11/26/91
Revised: 4/22/03
Amended: 9/14/04

ALCOHOL AND OTHER DRUGS – AR 5131.6

Instruction

Students shall receive instruction by appropriately trained instructors about the nature and effects of alcohol, tobacco and other drugs, including dangerous drugs defined by Health and Safety Code 11032. (Education Code 51260)

Site administrators shall determine that drug education instructors are appropriately trained, having demonstrated that

they possess:

- 1 The ability to interact with students in a positive way.
- 2 Knowledge of the properties and effects of tobacco, alcohol, narcotics, dangerous drugs, including performance enhancing drugs, and shared drug apparatus.
- 3 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. (Education Code)

At all grade levels, instruction shall include a study of the effects of alcohol and other drugs upon the human system, as determined by science. Instruction shall be sequential in nature and suited to meet the needs of students at their respective grade level. (Education Code [51203](#), [51260](#))

In grades 7 through 12, instruction in drug education shall be conducted in health courses and in any other appropriate area of study required by Education Code [51220](#). (Education Code [51260](#))

Secondary school instruction shall include a study of the effects of alcohol and other drugs upon prenatal development. (Education Code [51203](#))

Enforcement/Discipline

The administration shall enforce the following procedures relative to student alcohol or drug use on school property or whenever the student is under the jurisdiction of the schools.

- 1 No internal medication is to be administered by school personnel except as prescribed by a doctor (E.C. 49423)
 - 2 Dangerous and narcotic drugs for which a student has ~~on~~ a prescription and carries onto school property for ingestion as prescribed by a doctor must be in their original containers and will be kept in the health or principal's office, whichever will provide greater security.
-
- 1 Whenever any staff member has reason to believe that a student may be under the influence of alcohol or drugs, the staff member shall immediately notify the site administration. The administrator, if in agreement, shall notify parents, suspend the student and see that the student is removed from the school. Depending on the circumstances, the student may be taken to a physician or hospital, to his or her home, or to the jurisdiction of the police. The proper law enforcement agency shall be notified
 - 2 In severe cases, if the parents or student's doctor cannot or will not come to the school, the principal or designee is authorized to request an ambulance to remove the student to a hospital. Parents will be notified of this action and be responsible for the incurred expenses.
 - 3 Upon reasonable evidence of drug or alcohol use, the student will be suspended from school until such time as the school principal authorizes the student's return to school under stated conditions as recommended by the doctor.
 - 4 A search for drugs may be made in accordance with provisions of law, Board policy and administrative regulations.

Implementation

1. ALCOHOL/DRUG USE RELATING TO SCHOOL ATTENDANCE OR SCHOOL ACTIVITIES:

Students using or being under the influence of prohibited chemicals. shall be subject to the following consequences:

a. FIRST VIOLATION: USE OR IN POSSESSION

Administrator/parent conference Three day, out-of-school suspension Mandatory referral and attendance in the 7-Challenges Program Law enforcement notified Two weeks (2)) ineligibility from all activities

The student will be suspended for three (3) days, but is required to return with parents on the day following the incident, if practical, to meet with the Drug Intervention Specialist and an administrator. The Specialist may conduct a drug use assessment to be used in the school-based intervention program-

The student will be required to sign an agreement to be drug-free during the duration of the program. If the student refuses to cooperate with the intervention process, a five (5) days suspension will result.

b. SECOND VIOLATION: USE OR IN POSSESSION Administrator/parent conference Three to five days out-of-school suspension Mandatory referral and attendance in the 7-Challenges Program Program to be determined at the administrative conference Law enforcement notified Six (6) weeks eligibility from all activities

The student will be suspended 3 to 5 days, but will be required to return with parents on the day following the incident to meet with the Drug Intervention Specialist and/or an administrator. The Administrator will assign the student to the appropriate Intervention Program, refer the family to an appropriate community counseling agency or other action as needed.

Failure of the student to cooperate may result in a recommendation for expulsion.

c. THIRD AND SUBSEQUENT VIOLATIONS:

Administrator/parent conference Five days out-of-school suspension Proof of completion of drug dependency program through non-school agency (specific program to be determined at the administrative conference) Law enforcement notified Indefinite, but not less than nine (9) weeks ineligibility from all activities until completion of drug dependency program

The student will be suspended for 5 days. Parents must present proof of completion of a drug dependency program through a non-school agency. Refusal to enroll in such a program will result in a recommendation for expulsion.

Violations will be cumulative: (1) while the student is attending any school in the District; or, (2) during any three year period in which the student attends two or more schools in the District.

2. POSSESSION OR USE OF SMOKING/SMOKELESS TOBACCO

The possession or use of smoking/smokeless tobacco products is prohibited and violations will be dealt with as follows: The procedures below will be followed when there is evidence that a student has actually sold or provided narcotics or other drugs on or about school premises or at a school sponsored function, or that he/she possessed drugs with the intent to sell or distribute. Law enforcement must be notified. Regardless of any legal action taken by the law enforcement agency, the principal will recommend expulsion:

ALCOHOL AND OTHER DRUGS

a. FIRST VIOLATION

Parents notified Assignment to 4 hours of Saturday School Mandatory referral and attendance in the 7-Challenges Program ineligibility from all activities (“practice” may continue) Two (2) weeks

b. SECOND VIOLATION:

Parents notified Administrator/parent conference One day out-of-school suspension or 8 hours of Saturday School Mandatory referral and attendance in the 7-Challenges Program ineligibility from all activities (“practice” may continue) Four (4) weeks

c. THIRD VIOLATION:

Parents notified Administrator/parent conference Three to five days out-of-school suspension Mandatory referral and attendance in the 7-Challenges Program ineligibility from all activities (“practice” may continue) Six (6) weeks

d. SUBSEQUENT VIOLATIONS:

Parents notified Administrator/parent conference Five days out-of-school suspension Possible referral for expulsion Indefinite ineligibility (minimum six nine weeks)

3. ALCOHOL/DRUG SELLING OR PROVIDING

a. Administrator/parent conference Five days, out of school suspension pending referral for expulsion Indefinite ineligibility (minimum six nine weeks)

b. Expulsion hearing conducted by the Board of Trustees in accordance with AR 5144.1.

c. A search for drugs may be made in accordance with the provisions of law, Board policy and administrative regulations.

4. ALCOHOL/DRUG USE RELATING TO CO-CURRICULAR ACTIVITIES

Competitive and performing activities include, but are not limited to, all interscholastic athletics, cheerleaders, instrumental or vocal music, drama and dancer performances, academic decathlon, mathletics, speech or debate, FFA, NJROTC and other activities in which students are representing the school in a competitive nature.

- a. Prior to participating in competitive and performing activities, students will attend a mandatory meeting with their parent(s) or guardian, sign a written contract agreeing not to use, possess or be under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind at all times including evenings, weekends, and holidays, both on and off school campuses, during the entire term of the activities.

Any violation of this policy will be subject to the following consequences, in concert with the above outlined consequences:

(1) FIRST VIOLATION:

Administrator/parent conference Three days, out-of-school suspension if offense is related to school activities or school attendance ~~Two~~ weeks ineligibility from all activities Mandatory referral and attendance in the 7-Challenges Program Law enforcement notified

(2) SECOND VIOLATION:

Administrator/parent conference Three to five days, out-of-school suspension if offense is related to school activities or school attendance Six weeks ineligibility from all activities Counseling program to be determined at administrative conference Law enforcement notified

(3) THIRD AND SUBSEQUENT VIOLATIONS:

Administrator/parent conference Five days, out-of-school suspension if offense is related to school activities or school attendance Indefinite ineligibility (minimum ~~six~~ nine weeks) Proof of completion of drug dependency program through non-school agency Law enforcement notified

- b. Students who voluntarily self-refer to the intervention program and those referred by parents, friends, or community agencies will not be restricted from participation in their activity on the condition that they complete the intervention program prescribed in consultation with the Drug Intervention Specialist.

- c. School staff should promote student self-referral when there is concern regarding behaviors that may indicate drug/alcohol abuse. Verified violations of this regulation will be referred as prescribed above.

- d. Rumors shall be confronted and discussed with students by coaches and/or advisors and administration. However, they cannot be a basis for restricting student participation unless substantiated.

If a student, upon confrontation of a rumor, voluntarily admits to use during the activity/sport season, he/she will not be restricted from participation. The student will be referred to 7-Challenge Program. Failure to complete the sessions will result in the student being restricted from participation the remainder of the activity. (minimum of nine weeks) Any further admission of use via rumor confrontation will result in the student being subject to the basic policy.

- e. This will be a common set of rules for the District at all levels. Coaches, advisors and individual schools may not develop policies which are either stricter or more lenient than those presented.

WEAPONS AND DANGEROUS INSTRUMENTS – BP 5131.7

The Board of Trustees desires students and staff to be free from the danger presented by firearms and other weapons and recognizes that they have the right to a safe and secure campus free from psychological and physical harm.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5116.1 – Intra-District Open Enrollment)

(cf. 5131 - Conduct)

(cf. 5144 - Discipline)

Possession of Weapons

The Board prohibits any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms, or dangerous instruments of any kind 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.

(cf. 3515.3 - District Police/Security Department)

Any student who is determined to have brought a firearm to school or possessed a firearm at school, as verified by a school employee, shall be expelled for not less than one year, except that the Board may set an earlier date for readmission on a case-by-case basis, in accordance with Board policy and administrative regulation. (Education Code 48915; 20 USC 7151)

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

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

Students possessing or threatening others with any weapon, dangerous instrument, or imitation firearm are subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

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

(cf. 4158/4258/4358 - Employee Security)

The principal or designee shall notify law enforcement authorities when any student possesses a weapon without permission or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7151)

Possession of Pepper Spray

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law. (cf. 5125 - Student Records)

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The strategy shall also provide a method of informing 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.

(cf. 5138 - Conflict Resolution/Peer Mediation)

Legal Reference:

EDUCATION CODE

35291 Board of Trustees to prescribe rules for discipline of the schools
48900 Grounds for suspension/expulsion
48902 Notification of law enforcement authorities
48915 Required recommendation for expulsions
48916 Readmission
49330-49335 Injurious objects

PENAL CODE

245 Assault with deadly weapon
417.4 Imitation firearm; drawing or exhibiting
626.9 Gun-Free School Zone Act of 1995
626.10 Dirks, daggers, knives, razor or stun gun; bringing or possessing in school
653k Soliciting a minor to commit certain felonies
12001 Control of deadly weapons
12020-12036 Unlawful carrying and possession of concealed weapons
12220 Unauthorized possession of a machine gun
12401-12404 Tear gas
12550-12556 BB devices and imitation firearms

UNITED STATES CODE, TITLE 20

6301-7941 No Child Left Behind Act; especially:
7151 Gun-Free Schools Act

Management Resources:

CSBA PUBLICATIONS

911: A Manual for Schools and the Media During a Campus Crisis, 2001
Protecting Our Schools: Board of Trustees Strategies to Combat School Violence, 1999

CALIFORNIA DEPARTMENT OF EDUCATION COMMUNICATIONS

0401.01 Protecting Student Identification in Reporting Injurious Objects

WEB SITES

CSBA: <http://www.csba.org>
California Attorney General's Crime and Violence Prevention Center:
<http://www.safestate.org>
California Department of Education, Safe Schools: <http://www.cde.ca.gov/l/s/ss>
National Alliance for Safe Schools: <http://www.safeschools.org>
National School Safety Center: <http://www.schoolsafety.us>
U.S. Department of Education, Office of Safe and Drug Free Schools:
<http://www.ed.gov/about/offices/list/osdfs/index.html>

Policy adopted: 8/9/90

Amended: 3/9/93

Amended: 10/27/98

Amended: 2/27/01

Amended: 10/09/01

Reviewed: 8/19/05

Revised: 5/22/07

Reviewed: 5/2008

WEAPONS AND DANGEROUS INSTRUMENTS – AR 5131.7

Principals shall not permit the possession of weapons or dangerous objects at school except at the request of a teacher and on assurance that such possession serves a positive, appropriate purpose, and that proper precautions have been taken that no accidents shall occur and that the weapon or dangerous objects shall not be misused while under school supervision.

Weapons and dangerous objects include, but are not limited to:

- 1 Firearms: pistols, revolvers, shotguns, rifles, "zip guns," tasers, "stun guns," and any other device capable of chemically propelling a projectile by the force of an explosion or other form of combustible.
- 2 Knives, razor blades and box cutters, any dirks, daggers, knives, knives with blades longer than three and one-half inches, folding knives with a blade that locks into place, or razor with an unguarded blade.
- 3 Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices.
- 4 Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure or spring action, or any spot marker gun (Penal Code 626.10)
- 5 Any other dangerous device instrument or weapon, especially 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.
- 6 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. (Education Code 48900)

Possession of or bringing such weapons or devices on school grounds may also be a violation of the Penal Code, and therefore any violation of this regulation shall be reported immediately to the local law enforcement agency and the parents or guardian notified if possible. Students who violate this regulation will be subject to appropriate disciplinary action as well as possible court action. (cf. 5114/5114.1 - Suspension and Expulsion/Due Process)

Any certificated or classified employee or school peace officer may confiscate any weapon or dangerous object from the possession of any person on school grounds. Such personnel may do so if they have reason to believe that the person is prohibited from possessing such a weapon. (Penal Code 626.10)

Any other dangerous device, designed for use as a weapon, may be confiscated by any employee of the District under the power granted to the Governing Board to maintain order and discipline in the schools, and to protect the safety of students, staff, and the public.

Every certificated or classified employee or school peace officer confiscating any weapon or dangerous object under the provisions of this regulation shall report the incident and deliver the confiscated device to the building principal immediately. His/her report shall include the name(s) of persons involved, witnesses, location and circumstances of the confiscation. If it is known that a student has possession of such a device but the device has not been confiscated, the employee should report the matter to the principal immediately and the principal shall take the appropriate action. The principal shall report all violations of this regulation to the Superintendent, or his/her designee, and to the local law enforcement agency.

The principal shall also take such disciplinary action as he/she may determine necessary pursuant to Administrative

Regulation 5114, and shall report the incident to the parents or guardian of the student by telephone or in person, and follow this notification with written communication in the primary language of the parent/guardian.

Legal Reference: EDUCATION CODE [35291](#) Governing board to prescribe rules for discipline of the schools [48900](#) Grounds for suspension/expulsion [48902](#) Notification of law enforcement authorities [48915](#) Required recommendation for expulsions [48916](#) Readmission [49330-49335](#) Injurious objects PENAL CODE [245](#) Assault with deadly weapon [417.2](#) Imitation firearms [417.4](#) Imitation firearm; drawing or exhibiting [626.9](#) Gun-Free School Zone Act of 1995 [626.10](#) Dirks, daggers, knives, razor or stun gun; bringing or possessing in school or on school grounds; exception [653k](#) Soliciting a minor to commit certain felonies [12001](#) Control of deadly weapons [12020-12028.5](#) Unlawful carrying and possession of concealed weapons [12403.7](#) Weapons approved for self defense [12220](#) Unauthorized possession of a machinegun [12401](#) Tear gas [12402](#) Tear gas weapon [12403.7](#) Weapons approved for self defense [12403.8](#) Minors 16 or over; tear gas and tear gas weapons PUBLIC LAW 107-110 [1001-9601](#) No Child Left Behind Act; especially: [4141](#) Gun-Free Schools Act

Management Resources: CDE COMMUNICATIONS 0401.01 Protecting Student Identification in Reporting Injurious Objects WEB SITES CDE, Safe Schools and Violence Prevention Office: <http://www.cde.ca.gov/spbranch/safety/safetyhome> CSBA: <http://www.csba.org>

Issued: 2/11/88 Code reference revised: 7/2/90 Revised: 7/24/90 Revised: 1/20/93 Revised: 3/9/93 Revised: 10/09/01

DISCIPLINE – BP 5144

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

(cf. [5020](#) - Parent Rights and Responsibilities) (cf. [5137](#) - Positive School Climate) (cf. [5138](#) - Conflict Resolution/Peer Mediation) (cf. [5145.3](#) - Nondiscrimination/Harassment) (cf. [5145.9](#) - Hate-Motivated Behavior) (cf. [6020](#) - Parent Involvement) (cf. [5131](#) - Conduct) (cf. [5131.1](#) - Bus Conduct)

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

In addition, the Superintendent or designee's strategies shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures as a means for correcting student misbehavior.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. [5020](#) - Parent Rights and Responsibilities) (cf. [5144.1](#) - Suspension and Expulsion/Due Process) (cf. [5144.2](#) - Suspension and Expulsion/Due Process (Students with Disabilities)) (cf. [6159.4](#) - Behavioral Interventions for Special Education Students) (cf. [6164.5](#) - Student Success Teams)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and District regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the District's comprehensive safety plan. (Education Code 35291.5, 32282)

(cf. [0450](#) - Comprehensive Safety Plan) (cf. [9320](#) - Meetings and Notices)

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.

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

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

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for District schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians. . (cf. 4031 - Staff Development) District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the District's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan) (cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in District schools in the immediately preceding school year and their effect on student learning.

Legal Reference: EDUCATION CODE 32280-32288 School safety plans 35146 Closed sessions 35291 Rules 35291.5-35291.7 School-adopted discipline rules 37223 Weekend classes 44807.5 Restriction from recess 48900-48926 Suspension and expulsion 48980-48985 Notification of parent/guardian 49330-49335 Injurious objects 52060-52077 Local control and accountability plan CIVIL CODE 1714.1 Parental liability for child's misconduct CODE OF REGULATIONS, TITLE 5 307 Participation in school activities until departure of bus 353 Detention after school

Management Resources: CSBA PUBLICATIONS Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014 Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011 Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009 CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000 STATE BOARD OF EDUCATION POLICIES 01-02 School Safety, Discipline, and Attendance, March 2001

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014 WEB SITES CSBA: <http://www.csba.org> California Department of Education: <http://www.cde.ca.gov> Public Counsel: <http://www.fixschooldiscipline.org> Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Adopted: 11/24/81 Renumbered from 5144.1: 9/14/04 Revised: 9/14/04 Adopted: October 25, 2011

DISCIPLINE – AR 5144

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

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any
5. For junior high and high schools, students enrolled in the school

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in District

discipline policies or goals for school safety and climate as specified in the District's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

(cf. 0450 - Comprehensive Safety Plan) (cf. 0460 - Local Control and Accountability Plan)

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

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

Disciplinary Strategies

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

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

(cf. [6164.2](#) - Guidance/Counseling Services)

2. Discussion or conference between school staff and the student and his/her parents/guardians

(cf. [5020](#) - Parent Rights and Responsibilities) (cf. [6020](#) - Parent Involvement)

- 1 Convening of a study, guidance, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians
- 2 When applicable, referral for a comprehensive psychosocial or psycho-educational assessment, including for purposes of creating an individualized education program or a Section 504 plan
- 3 Enrollment in a program for teaching pro-social behavior or anger management
- 4 Participation in a restorative justice program
- 5 A positive behavior support approach with tiered interventions that occur during the school day on campus
- 6 After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
- 7 Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
- 8 After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
- 9 Recess restriction as provided in the section below entitled "Recess Restriction"
- 10 Detention after school hours as provided in the section below entitled "Detention After School"
- 11 Community service as provided in the section below entitled "Community Service"
- 12 In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
- 13 Reassignment to an alternative educational environment
- 14 Suspension and expulsion in accordance with law, Board policy, and administrative regulation

When, by law or District policy, other means of correction are required to be implemented before a student could be

suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

(cf. 5125 - Student Records)

Corporal Punishment

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

Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code [49001](#))

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. In addition, 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. (Education Code 49001)

(cf. [4158/4258/4358](#) - Employee Security) (cf. [5131.7](#) - Weapons and Dangerous Instruments) (cf. 6145.2 - Athletic Competition)

Detention After School

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

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the 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. (5 CCR 307, 353)

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

Students may be offered the choice of serving their detention on Saturday rather than after school. (cf. 6176 - Weekend/Saturday Classes)

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal or principal's designee may, at his/her discretion, require a student to perform community service on school grounds, or with written permission of the student's parent/guardian off school grounds, during non-school hours. 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 pursuant to this section. (Education Code [48900.6](#))

Notice to Parents/Guardians and Students

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

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

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

Issued: 5/14/84 Revised: 9/14/04 Issued: October 11, 2011

QUESTIONING AND APPREHENSION – BP 5145.11

Law enforcement officers have the right to interview and question students on school premises. When such an interview is requested, the principal or designee shall ascertain the officer's identity, official capacity, and the authority under which he/she acts. If the officer needs to interview or question the student immediately, the principal or designee shall accommodate the process in a way that causes the least possible disruption to the school, gives the student appropriate privacy, and models exemplary cooperation with community law enforcement authorities.

Except in cases of child abuse or neglect, the principal or designee shall notify the student's parent/guardian when a law enforcement officer conducts an interview on a criminal matter on school premises.

At the law officer's discretion, the principal or designee may be present during the interview. If the law officer finds it necessary to remove the student from school, the principal or designee shall first ascertain the reason for such action. Upon releasing the student, the principal or designee shall immediately attempt to inform the student's parent/guardian.

Personnel responsible for releasing a student from school custody shall exercise extreme diligence to prevent such release to any unauthorized or unidentified person.

(cf. 5142 - Safety)

Subpoenas

Although subpoenas may legally be served at school, the Board believes that serving officials should be strongly urged to serve subpoenas at the home of the student whenever possible.

In these situations, steps should be taken to ensure a minimum of embarrassment or loss of class time for the student.

Legal Reference:

EDUCATION CODE

44807 Duty concerning conduct of pupils

48264 Arrest of truants

48265 Delivery of truant

48902 Notice to law authorities

48906 Release of minor pupil to peace officers; notice to parent, guardian or relative

48909 Narcotics and other hallucinogenic drugs (re arrest)

PENAL CODE

830-832.8 re peace officers

833-851.85 re arrests

1328 Service of subpoena

CODE OF REGULATIONS, TITLE 5: 303 Duty to remain at school

COURT DECISIONS

People v. Burton (1971) 6 Cal. 3d 375

In re Donaldson (1969) 269 Cal. App. 2d 509

Baines v. Brady (1953) 122 Cal. App. 2d 957, 960

In the matter of Paul P., 85 Daily Journal D.A.R. 2594

ATTORNEY GENERAL OPINIONS

32 Ops. Cal. Atty. Gen. 46 (1958)

34 Ops. Cal. Atty. Gen. 93 (1959)

54 Ops. Cal. Atty. Gen. 96 (1971)

Adopted: 11/24/81

Code References Revised: 10/90

Revised: September 14, 2004



Salinas Union High School District

RECORD OF STUDENT INTERVIEW BY LAW ENFORCEMENT

Name of Student: _____	School: _____
OFFICER'S IDENTIFYING INFORMATION	
Officer's Name: _____	Badge Number _____
Employing Agency: _____	
Official Capacity/Reason for Interview: _____	
<p style="text-align: center;">PARENT/GUARDIAN NOTIFICATION</p> <p style="text-align: center;">(Notification should take place before interview if possible.)</p> <p>Time of Notification: _____ p.m/a.m.</p> <p>Person Notified: _____</p>	<p style="text-align: center;">CONDUCT OF INTERVIEW</p> <p>Time Interview Began: _____ p.m/a.m.</p> <p>Time Interview Ended: _____ p.m/a.m.</p> <p>Was Principal/Designee present during any part of the interview: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
REMOVAL FROM SCHOOL	
Was student released into Officer's custody and removed from school: <input type="checkbox"/> Yes <input type="checkbox"/> No	
If Yes, is student a suspected victim of child abuse: <input type="checkbox"/> Yes <input type="checkbox"/> No	
If Yes: provide Officer with address and telephone number of student's parent or guardian. Do not notify of removal from school. (Education Code § 48906.)	If No: immediately notify parent, guardian or responsible relative regarding release of the student to law enforcement.
	Time of Notification: _____ p.m/a.m.
	Person Notified _____

Discipline Codes:

EVENT:

- ___ LA Inter - Law Enforcement Interview
- ___ Search - Student Searched

ACTION:

- ___ LA Cust. – Released to Police Custody
- ___ LA Intv – Law Enforcement Interview
- ___ LA Notif. Law enforcement notified as result of search

This document is not to be copied. Please submit to Principal's secretary after logging into student information system.

Office use only: Date logged into student information system _____

SEARCH AND SEIZURE – BP 5145.12

As necessary to protect the health, safety 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 and prohibited items. The Governing Board requires that discretion, good judgment and common sense be exercised in all cases of search and seizure.

Individual Searches

School officials may search individual students, their property and District property under their control, when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, Board policy, administrative regulation, or other rules of the District or the school.

Employees shall not conduct strip searches or body cavity searches of any student.

(Education Code 49050)

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.

(cf. 5145.11 - Questioning and Apprehension)

Student Lockers/Desks

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.

Because lockers and desks are under the joint control of the student and the District, school officials shall have the right and ability to open and inspect any school locker or desk without student permission or prior notice when they have reasonable suspicion that the search will uncover evidence of illegal possessions or activities or when odors, smoke, fire and/or other threats to health, welfare or safety emanate from the locker or desk.

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 establish procedures that ensure that metal detector searches are conducted in a consistent manner that minimizes or eliminates arbitrary and capricious enforcement by school officials.

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

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131.7 - Weapons and Dangerous Instruments)

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

Use of Drug-Detection Dogs

In an effort to keep the schools free of drugs, the District may use specially trained non aggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or Board policy. The dogs may sniff the air around lockers, desks, or vehicles on District property or at District-sponsored events as long as they are not allowed to sniff within the close proximity of any students.

(cf. 5131.6 - Alcohol and Other Drugs)

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards
35160.1 Broad authority of school Districts
35294-35294.9 School safety plans
49050-49051 Searches by school employees
49330-49334 Injurious objects

PENAL CODE

626.9 Firearms
626.10 Dirks, daggers, knives or razor; bringing into or possession of upon or within public school ground; exception

COURT DECISIONS

B.C. v. Plumas, (9th Cir. 1999) 192 F.3d 1260
O'Connor v. Ortega, (1987) 107 S.Ct. 1492
New Jersey v. T.L.O., (1985) 469 U.S. 325
Horton v. Goose Creek Independent School District, (5th Cir. 1982) 690 F.2d 470
Zamora v. Pomeroy, (10th Cir. 1981) 639 F.2d 662

ATTORNEY GENERAL OPINIONS

83 Ops.Cal.Atty.Gen. 257 (2000)
75 Ops.Cal.Atty.Gen. 155 (1992)

Management Resources:

WEB SITES

California Attorney General's Office: <http://caag.state.ca.us>
CDE, Safe Schools and Violence Prevention Office: <http://www.cde.ca.gov/spbranch/safety>

Adopted: 4/22/86

Code References updated: 7/5/90

Revised: 9/14/04



Salinas Union High School District

RECORD OF STUDENT SEARCH

School: Name of Student:	Date of Search:
---	------------------------

Parent/Guardian Notification:

- Before Search
- After Search

Law Enforcement Notification:

- Before Search
- After Search
- None

List facts and circumstances supporting a Reasonable Suspicion that the search will uncover evidence of a violation of law, regulation, school rule or policy:

Describe area of student (i.e., pockets, shoes) or type of property (i.e., purse, locker, vehicle) searched and location where search took place:	Describe results of search and list any items confiscated:
--	---

Site Administrator Conducting Search

(Print name)

(Sign name)

District Witness Observing Search

(Print name)

(Sign name)

Discipline Code:

Event: _____ Search – Student Searched

This document is not to be copied. Please submit to Principal’s secretary after logging into student information system

Office use only: Date logged into student information system _____

USE OF PHYSICAL FORCE BY CERTIFICATED PERSONNEL – BP 5144.3

While the Board of Trustees disapproves generally of the use of physical force in the control and supervision of students, it does recognize that situations may arise in the operation of the schools which may necessitate the use of a reasonable degree of such physical force by its employees.

The use of physical force must be reasonable and restricted to the following situations:

1. Cases in which school personnel must act in self-defense to prevent harm to themselves
2. Situations in which physical harm may befall individual students, groups of students or other school personnel

The Board does not support the practice of corporal punishment by school personnel. It likewise does not support or condone the use of physical force in cases of verbal or non-verbal defiance by students of school authority when such defiance presents no immediate danger of harm to other students or school personnel.

The Board expects the schools to be conducted in an orderly manner. Both students and staff share the responsibility of insuring compliance with rules of conduct which are consistent with law and Board policy.

Legal Reference:

Education Code

35146 Closed sessions

35291 Rules

35291.5 School-adopted discipline rules

35291.7 School-adopted discipline rules; additional employees

48630-48644.5 Opportunity schools

48900-48925 Suspension and expulsion

48908 Duties of pupils

48980-48985 Notification of parent or guardian

49000-49011 Prohibition of corporal punishment

49330-49334 Injurious objects

Code of Regulations, Title 5

353 Detention after school

Policy adopted: 11/24/81

Renumbered from 5144.1: 7/2/90

Reviewed and retained: 8/26/03

D. School Wide Dress Code

DRESS AND GROOMING – BP 5132

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 the school grounds, while going to or coming from school, while at school activities and while on District transportation.

The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with District policies and administrative regulations. Students and parents/guardians shall be notified of District and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

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

(cf. [5131.7](#) - Weapons and Dangerous Instruments) (cf. [5142](#) - Safety)

2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, 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

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

4. Willful defiance of staff's authority

5. Damage to or theft of property belonging to the District, staff or students

(cf. [3515.4](#) - Recovery for Property Loss or Damage) (cf. [5131.5](#) - Vandalism, Theft and Graffiti)

The District shall not be responsible for students' personal belongings that 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 (cf. [5145.2](#) - Freedom of Speech/Expression)

7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

8. Possession or use of laser pointers, unless used for a valid instructional or other school-related purpose, including employment (Penal Code [417.27](#)) Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.

9. 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 that 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)

10. Plagiarism or dishonesty in school work or on tests

(cf. [5131.9](#) - Academic Honesty) (cf. [6162.54](#) - Test Integrity/Test Preparation) (cf. [6162.6](#) - Use of Copyrighted Materials)

11. Inappropriate dress

(cf. [5132](#) - Dress and Grooming)

12. Tardiness and unexcused absence from school

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

(cf. [5113](#) - Absences and Excuses) (cf. [5113.1](#) - Truancy)

(cf. [5112.5](#) - Open/Closed Campus)

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

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. (cf. 5145.12 - Search and Seizure)

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. Students who violate District or school rules and regulations may be subject to discipline, including but not limited to suspension, expulsion or transfer to alternative programs, 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.

(cf. 1020 - Youth Services) (cf. 1400 - Relations Between Other Governmental Agencies and the Schools) (cf. 5020 - Parent Rights and Responsibilities) (cf. 5127 - Graduation Ceremonies and Activities) (cf. 5138 - Conflict Resolution/Peer Mediation) (cf. 5144 - Discipline) (cf. 5144.1 - Suspension and Expulsion/Due Process) (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities)) (cf. 6020 - Parent Involvement) (cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6159.4 - Behavioral Interventions for Special Education Students) (cf. 6164.2 - Guidance/Counseling Services) (cf. 6164.5 - Student Success Teams)(cf. 6184 - Continuation

Education)

(cf. 6185 - Community Day School)

Students also may be subject to discipline for any off-campus conduct during non-school hours that poses a threat or danger to the safety of students, staff, or District property, or substantially disrupts the educational program of the District or substantially disrupts school activities.

Legal Reference: EDUCATION CODE 200-262.4 Prohibition of discrimination 32280-32289 Comprehensive safety plan 35181 Governing board authority to set policy on responsibilities of students 35291-35291.5 Rules 44807 Duty concerning conduct of students 48900-48925 Suspension and expulsion 51512 Prohibition against electronic listening or recording device in classroom without permission CIVIL CODE 1714.1 Liability of parents and guardians for willful misconduct of minor PENAL CODE 288.2 Harmful matter with intent to seduce 313 Harmful matter 417.25-417.27 Laser scope or laser pointer 647 Use of camera or other instrument to invade person's privacy; misdemeanor 653.2 Electronic communication devices, threats to safety VEHICLE CODE 23123-23124 Prohibitions against use of electronic devices while driving CODE OF REGULATIONS, TITLE 5 300-307 Duties of students UNITED STATES CODE, TITLE 42 2000h-2000h6 Title IX, 1972 Education Act Amendments COURT DECISIONS J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094 LaVine v. Blaine School District, (2000, 9th Cir.) 257 F.3d 981 Emmett v. Kent School District No. 415, (2000) 92 F.Supp. 1088 Bethel School District No. 403 v. Fraser, (1986) 478 U.S. 675 New Jersey v. T.L.O., (1985) 469 U.S. 325 Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

Management Resources: CSBA PUBLICATIONS Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011 Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010 Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007 CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS Bullying at School, 2003 WEB SITES CSBA: <http://www.csba.org> California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/l/s/ss>

Center for Safe and Responsible Internet Use: <http://cyberbully.org> National School Boards Association: <http://www.nsba.org> National School Safety Center: <http://www.schoolsafety.us> U.S. Department of Education: <http://www.ed.gov>

Policy adopted: 11/24/81 Code references revised: 6/27/90 Revised: 9/14/04 Adopted: March 8, 2011

DRESS AND GROOMING – AR 5132

1. In cooperation with teachers, students and parents/guardians, the principal or designee shall regularly review district regulations and may establish additional school rules governing dress and grooming.
2. The following guidelines shall apply to all regular school activities. Student attire should be neat and clean.

The following are not permitted:

- a. Bare feet; shoes must be worn at all times.
- b. See-through or fishnet fabrics, halter tops, off the shoulder or low-cut tops and skirts or shorts shorter than mid-thigh. Bare midriffs (the stomach area should not be exposed). Clothes shall be sufficient to conceal undergarments at all times.

- c. Strapless tops; torn or ragged clothing.
 - d. Head coverings (other than those permitted in "C" below), and sunglasses except as required for health or safety purposes and approved by the administration.
 - e. Apparel, jewelry or accessory, and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) that contain profanity or obscenity, are crude, vulgar or sexually suggestive, or references promoting the use of drugs, alcohol, or tobacco, or that advocate racial, ethnic or religious prejudices.
 - f. Clothing that disrupts the effective functioning of the school.
 - g. Apparel, jewelry, accessory, notebook, or manner of grooming that, by virtue of its color arrangement, trademark, or any other attribute, are specifically identifiable as belonging to a disruptive group or gang.
3. In accordance with Education Code 35183.5 students may wear articles of sun protective clothing including hats caps, and visors. Other head coverings are not permitted. Students will be allowed to wear such clothing outdoors only. Clothing and hats/caps determined to be gang related or inappropriate are prohibited. Middle school students may only wear hats or caps that comply with the established uniform colors.
 4. No grade of a student participating in a physical education class shall be adversely affected due to the fact that the student does not wear standardized physical education apparel where the failure to wear such apparel arises from circumstances beyond the student's control. (Education Code 49066)
 5. The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Mount Toro High School

Dress Code

Student Name _____

I.D. _____

Red, burgundy or blue of any shade or combination.

Clothing, apparel, jewelry, or accessory of any shade or combination of red, burgundy and/or blue. This includes coats, caps, beanies, hats, belts, scrounges, backpacks, purses, and earphones. Blue jean pants are acceptable. Blue jean jackets are NOT acceptable.

Halter tops, low cut tops, spaghetti straps, visible midriff, short skirts or shorts.

Torn jeans, jeans with holes or frayed material on the pant leg or top.

Inappropriate slogans, advertisements, pictures or messages on jewelry, shirts, tops, sweaters, tee shirts, caps, or hats.

Hats, caps or beanies or clothing with any logo, symbol or writing including sports logos or teams.

Hats, caps, beanies, hoods or sunglasses are not to be worn in any classroom or office.

Clothing brands identified with gang identification or violence such as NorCal, So.Cal, Central Cal, 831, Cali, CALI FOR NIA, Famous Stars & Straps, and Southpole.

Bandannas of any color.

Lanyards, key chains or chains are not to be hanging from pockets.

Pajamas/sleeping attire

E. Suspension and Expulsion Procedures and Policies

SUSPENSION AND EXPULSION/DUE PROCESS – BP 5144.1

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.

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.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any District school or other school District, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

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

(cf. 5112.5 - Open/Closed Campus)

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

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

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

Appropriate Use of Suspension and Expulsion

Except when a student commits an act that violates Education Code 48900(a)-(e) or his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct.

Except when a student commits an act listed in Education Code 48915(c), the Superintendent or designee shall have the discretion to determine whether to recommend to the Board that the student be expelled.

(cf. 5131.7 - Weapons and Dangerous Instruments)

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

(cf. 1020 - Youth Services)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

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

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

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

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

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

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

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)

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

Removal from Class by a Teacher and Parental Attendance

When suspending a student from class for committing an obscene act, engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1)

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the teacher and the student and his/her parents/guardians and to improve the student's behavior. Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom. (Education Code 48900.1)

When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is required pursuant to law and that, if there are reasonable factors that may prevent the parent/guardian from complying with the requirement, he/she should contact the school. (Education Code 48900.1)

(cf. 5145.6 - Parental Notifications)

A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

At the meeting with the student's parent/guardian, the principal or designee shall explain the District's and school's discipline policies, including the disciplinary strategies that may be used to achieve proper student conduct.

When a parent/guardian does not respond to the request to attend school, the principal or designee shall contact him/her by any method that maintains the confidentiality of the student's records.

(cf. 5125 - Student Records)

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

Supervised Suspension Classroom

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Decision Not to Enforce Expulsion Order

Upon voting to expel a student, the Board may suspend enforcement of the expulsion order pursuant to the requirements of law and administrative regulation. (Education Code 48917)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall annually present to the Board a report of the outcome data which the District is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the District is meeting its goals for improving school climate as specified in its local control and accountability plan. (cf. 0460 - Local Control and Accountability Plan)

Legal Reference: EDUCATION CODE
(cf. 0460 - Local Control and Accountability Plan)

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

233 Hate violence

1981 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (regarding suspensions)
35291 Rules (for government and discipline of schools)
35291.5 Rules and procedures on school discipline
48645.5 Readmission; contact with juvenile justice system
48660-48666 Community day schools
48853.5 Foster youth
48900-48927 Suspension and expulsion
48950 Speech and other communication
48980 Parental notifications
49073-49079 Privacy of student records
52060-52077 Local control and accountability plan
CIVIL CODE
47 Privileged communication
48.8 Defamation liability
CODE OF CIVIL PROCEDURE
1985-1997 Subpoenas; means of production
GOVERNMENT CODE
11455.20 Contempt
54950-54963 Ralph M. Brown Act
HEALTH AND SAFETY CODE
11014.5 Drug paraphernalia
11053-11058 Standards and schedules
LABOR CODE
230.7 Discharge or discrimination against employee for taking time off to appear in school
on behalf of a child
PENAL CODE
31 Principal of a crime, defined
240 Assault defined
241.2 Assault fines
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422.6 Interference with exercise of civil rights
422.7 Aggravating factors for punishment
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626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act of 1995
626.10 Dirks, daggers, knives, razors, or stun guns
868.5 Supporting person; attendance during testimony of witness
WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

1415(K) Placement in alternative educational setting

7151 Gun-free schools

COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

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

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

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

ATTORNEY GENERAL OPINIONS

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

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

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

80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:

CSBA PUBLICATIONS

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

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

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

WEB SITES

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

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

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

U.S. Department of Education, Office for Civil Rights:

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

U.S. Department of Education, Office of Safe and Drug-Free Schools:

<http://www.ed.gov/about/offices/list/osdfs>

Adopted: May 14, 2002

Reviewed and Revised to meet District practice. 8/26/03

Adopted: November 22, 2005

SUSPENSION AND EXPULSION/DUE PROCESS – AR 5144.1

Definitions

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

- 1 Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
- 2 Referral to a certificated employee designated by the principal to advise students

- 3 Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code [48910](#). 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. (Education Code [48925](#))

Day means a calendar day unless otherwise specifically provided. (Education Code [48925](#))

School day means a day upon which the schools of the District are in session or weekdays during the summer recess. (Education Code [48925](#))

Student includes a student's parent/guardian or legal counsel. (Education Code [48925](#))

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code [48911](#))

School property, for the purposes described in Education Code [48900](#), includes, but is not limited to, electronic files and databases. (Education Code [48900\(s\)](#))

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code [35291.5](#), [48900.1](#), [48980](#))

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

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

Grounds for Suspension and Expulsion

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

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

(cf. [5131](#) - Conduct) (cf. [5131.7](#) - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as

defined in Health and Safety Code [11053-11058](#), alcoholic beverage, or intoxicant of any kind. (Education Code [48900\(c\)](#))
(cf. [5131.6](#) - Alcohol and Other Drugs)

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 controlled substance, alcohol beverage or intoxicant. (Education Code [48900\(d\)](#))

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

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

7. Stole or attempted to steal school property or private property. (Education Code

[8](#). Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. 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 or unlawfully 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, i.e., 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 as defined in Education Code 32050. (EC [48900\(q\)](#))

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 #21-23 below), that has any of the effects described above on a reasonable student. Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

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

(cf. 1114 - District-Sponsored Social Media) (cf. 5131.2 - Bullying) (cf. 6164.4 - Identification and Evaluation of Individuals for Special Education) (cf. 6164.6 - Identification and Education under Section 504)

1. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31. (Education Code 48900(t))
2. 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 7 through 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](#))

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

21. 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)

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

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

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

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

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

Removal from Class by a Teacher/Parental Attendance

A teacher may suspend 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. (Education Code [48910](#))

When removing a student from his/her class, the teacher shall immediately report this action to the principal and send the student to the principal 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.

As soon as possible after the teacher decides to remove the student, , he/she 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 may attend if either the parent/guardian or teacher so requests.

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. (Education Code [48910](#))

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. (Education Code [48910](#))

Required Parental Attendance

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. (Education Code [48913](#))

Pursuant to Board policy, a teacher may provide that the parent/guardian of a student whom the teacher has removed 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. (EC 48900.1)

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 Direct the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code [48900.1](#)
- 4 Direct the parent/guardian to contact the school if there are reasonable factors that would prevent him/her from complying with the attendance requirement

Suspension by Superintendent, Principal or Principal's Designee

The Superintendent or designee shall immediately suspend any student found at school or at a school activity to be: (Education Code [48915](#))

- 1 Possessing, as verified by a District employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
- 2 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 Possession of an explosive as defined in 18 USC 921

Suspension also may be imposed upon a first offense if the Superintendent, principal or designee determines the student violated items #1-5 listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code [48900.5](#))

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

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

(cf. 5125 - Student Records)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, when a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, for the purpose of adjustment, he/she may be suspended for not more than 30 days in any school year. The District may count suspensions that occur while a student is enrolled in another school District toward the maximum number of days for which the student may be suspended in any school year (Education Code [48903](#), [48912](#))

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

Due Process Procedures for Suspension

Suspensions shall be shall be imposed with the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the principal, designee or the Superintendent with the student and, whenever practicable, the teacher, supervisor or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her; the student shall be given the opportunity to present his/her

version and evidence in support of his/her defense. (Education Code [48911\(b\)](#))

This conference may be omitted if the principal, designee or the Superintendent determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel..

If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school. (Education Code [48911\(c\)](#))

- 1 Administrative Actions: All requests for student suspension are to be processed by the principal or designee of the school in which the student is enrolled at the time of the misbehavior. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee.
- 2 Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code [48911](#))

This notice shall state the specific offense committed by the student. (EC [48900.8](#)).

In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

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

Although the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend. (Education Code [48911](#))

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

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code [48911](#))

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

(cf. 6173.1 - Education for Foster Youth)

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspension by Superintendent, Principal or Principal's Designee" above. (Education Code [48912](#))

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of [the](#) acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code [48915](#). (Education Code [48912.5](#))

When the Board is considering a suspension, disciplinary action or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code [4907349079](#).

(cf. [9321](#) - Closed Session Purposes and Agendas)

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

Supervised Suspension Classroom

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

- 1 The supervised suspension classroom shall be staffed in accordance with law.
- 2 The student shall have access to appropriate counseling services.
- 3 The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
- 4 The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspensan alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915(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) or other dangerous object of no reasonable use to the student
 - 3 Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
 - 4 Robbery or extortion
 - 5 Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

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

Mandatory Recommendation 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: (Education Code 48915))

- 1 Possessing, as verified by a District employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
- 2 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.

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915).

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed one of the acts listed above under "Grounds for Suspension and Expulsion." (Education Code 48918(a))

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred. (Education Code [48918\(a\)](#))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code [48918\(a\)](#))

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

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

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

Stipulated Expulsion

After a determination that a student has committed an offense listed above under "Grounds for Suspension and Expulsion" for which expulsion is permitted or mandatory, the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

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

A stipulated expulsion shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental or emotional needs of a student who is the complaining witness. (Education Code [48918.5](#)) Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the District's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code [48918.5](#))

- 1 Receive five days' notice of his/her scheduled testimony at the hearing
- 2 Have up to two adult support persons of his/her choosing present in the hearing at the time he/she testifies
- 3 Have a closed hearing during the time he/she testifies

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

Written Notice of the Expulsion Hearing

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code [48900.8](#), [48918\(b\)](#))

1. The date and place of the hearing.
2. A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
3. A copy of District disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code [48915.1](#), to provide information about the student's status in the District to any other District in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code [48915\(a\)](#) or (c). (cf. 5119 - Students Expelled from Other Districts)
5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney advisor.

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

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

- 1 The right to inspect and obtain copies of all documents to be used at the hearing.
- 2 The opportunity to confront and question all witnesses who testify at the hearing.
- 3 The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth

At least 10 days prior to a hearing to determine if a student who is a foster youth as defined under Education Code 48853.5 should be expelled for an offense not requiring a mandatory recommendation for expulsion, the Superintendent or designee shall notify the student's attorney and a representative of an appropriate county child welfare agency. If the hearing is pursuant to an offense requiring a mandatory expulsion recommendation, the Superintendent or designee may provide the same notification. The notice shall be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding the provisions of Government Code [54953](#) and Education Code [35145](#), the Board or Administrative Hearing Panel shall meet to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code [48918\(c\)](#))

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

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

- 1 Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code [48918\(g\)](#))
- 2 Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code [11455.20](#) (formerly 11525). (Education Code [48918\(i\)](#))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision

in response to such an objection shall be final and binding. (Education Code [48918\(i\)](#))

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

4. Presentation of Evidence: Technical rules of evidence shall not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion" above.

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

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

5. Testimony by Complaining Witnesses: a student shall observe The following procedures when hearings involve allegations of sexual assault or sexual battery: (Education Code [48918](#))

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an

- a. Any complaining witness shall be given five days' notice before being called to testify.
- b. Any complaining witness shall be entitled to have up to two adult support persons, including but not limited to a parent/guardian or legal counsel, present during his/her testimony.
- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted according to Penal Code [868.5](#).

opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

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

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

- (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
- (3) The person conducting the hearing may:
- (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
 - (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
 - (c) Permit one of the support persons to accompany the complaining witness to the witness stand
6. Decision: The Board's decision on whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, , unless the student requests in writing that the decision be postponed. (Education Code [48918\(a\)](#))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

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

A hearing conducted by the Hearing Officer or Administrative Panel shall conform to the same procedures as apply to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing."

The Hearing Officer or Administrative Panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated in school. The Superintendent or designee shall place the student in a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs after consulting with District staff, including the student's teachers and with the student's parent/guardian. (Education Code [48918\(c\)](#))

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

In accordance with Board policy, the Hearing Officer or Administrative Panel may recommend that the Board suspend the enforcement of the expulsion order for a period of not more than one year.

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code [48918\(j\)](#)) (cf. 9321.1 - Closed Session Actions and Reports)

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

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

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

- 1 Periodic review as well as assessment of the student at the time of review for readmission
- 2 Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service and other rehabilitative programs

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

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- 1 The specific offense committed by the student for any of the causes for suspension or expulsion listed in Education Code [48900](#)(a)-(q), Education Code [48900.2-48900.4](#), [48900.8](#) and Education Code [48915](#)(c) (Education Code [48900.8](#))
- 2 The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code [48916](#))
- 3 Notice of the right to appeal the expulsion to the County Board of Education (Education Code [48918](#))
- 4 Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code [48918](#))
- 5 Notice of the student's or parent/guardian's obligation to inform any new District in which the student seeks to enroll of the student's status with the expelling District, pursuant to Education Code [48915.1](#) (Education Code [48918](#))

Decision Not to Enforce Expulsion Order

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

- 1 The student's pattern of behavior
- 2 The seriousness of the misconduct
- 3 The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following: (Education Code [48917](#))

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

2 During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status.

3 The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the District's rules and regulations governing student conduct.

4 When the suspension of the enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.

5 Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a District school. Upon rein-statement, the Board may order the expunging of any or all records of the expulsion proceedings.

6 Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board of Education.

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

Right to Appeal

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

The student shall submit a written request for a copy of the written transcripts and supporting documents from the District simultaneously with the filing of the notice of appeal with the County Board of Education. The District shall provide the student with these documents within 10 school days following the student's written request. (Education Code [48919](#))

Notifications to Law Enforcement Authorities

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

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

Post-Expulsion Placements

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

1 Appropriately prepared to accommodate students who exhibit discipline problems

- 2 Not provided at a comprehensive middle, junior or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
- 3 Not housed at the school site attended by the student at the time of suspension

(cf. 6185 - Community Day School)

When the placement described above is not available, and when the County Superintendent of Schools so certifies, students expelled for acts described in items #6 through #13 and #17 through #19 under "Grounds for Suspension and Expulsion" above may be instead referred to a program of study that is provided at another comprehensive middle, junior, or senior high school, or at an elementary school. (Education Code [48915](#))

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

Readmission After Expulsion

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the District shall consider readmission of the student. (Education Code [48916](#))

1 The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met.

2 The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code [49073-49079](#). If a written request for open session is received from the parent/guardian or adult student, it shall be honored.

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

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

5 If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code [48916](#))

6 The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying re-admittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school District. (Education Code [48916](#))

Maintenance of Records

The District shall maintain a record of each expulsion, including the specific causes.

Expulsion records shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls, upon written request by that school.

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

(cf. 5119 - Students Expelled from Other Districts) (cf. 5125 - Student Records)

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Amended: 1/20/89 Amended: 6/1/89 Amended: 7/26/90 Amended: 7/23/93 Amended: 7/03 Renumbered AR 5144.1: 8/26/03 Reviewed: July, 2005 Revised: February 28, 2006 Issued: June 22, 2010

SUSPENSION AND EXPULSION/DUE PROCESS, STUDENTS WITH DISABILITIES – AR 5144.2

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) is subject to the same grounds for suspension and expulsion that apply to students without disabilities.

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

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been officially identified as an individual with disabilities pursuant to IDEA and who has violated the District's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the District had knowledge that the student was disabled before the behavior occurred. (20 USC 1415(k)(8))

The District shall be deemed to have knowledge that the student had a disability if one of the following conditions exists: (20 USC 1415(k)(8); 34 CFR 300.527)

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR 300.530-300.536.
(cf. 6164.4 - Identification of Individuals for Special Education)
3. The teacher of the student or other District personnel has expressed concern about the behavior or performance of the student to the District's director of special education or to other personnel in accordance with the District's established child find or special education referral system.

The District would be deemed to not have knowledge as specified in items #1-4 above if, as a result of receiving such information, the District either conducted an evaluation and determined that the student was not a student with a disability or determined that an evaluation was not necessary and provided notice to the parent/guardian of its determination.

(34 CFR 300.527)

If it is determined that the District did not have knowledge that the student was disabled prior to taking disciplinary action against the student, then the student shall be disciplined in accordance with procedures established for students without disabilities. (20 USC 1415(k)(8))

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures, the evaluation shall be conducted in an expedited manner.

Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities.

(34 CFR 300.527)

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) do not constitute a change in placement pursuant to 34 CFR 300.519. (Education Code 48903; 34 CFR 300.520)

The principal or designee shall monitor the number of days, including portions of days, that students with valid individualized education programs (IEP) have been suspended during the school year.

Services During Suspension

Students suspended for more than 10 school days in a school year shall continue to receive services during the term of the suspension, to the extent necessary to provide the student a free and appropriate public education. (20 USC 1412(a)(1)(A); 34 CFR 300.520)

If a student with disabilities is excluded from school bus transportation, the student is entitled to be provided with an alternative form of transportation at no cost to the student or parent/guardian, provided that transportation is specified in the student's IEP. (Education Code 48915.5)

(cf. 3541.2 - Transportation for Students with Disabilities)

Interim Alternative Placement Due to Dangerous Behavior

A student with a disability may be placed in an appropriate interim alternative educational setting for up to 45 days when he/she commits one of the following acts: (20 USC

1415(k)(1); 34 CFR 300.520)

1. Carries a weapon, as defined in 18 USC 930, to school or to a school function
2. Knowingly possesses or uses illegal drugs while at school or a school function
3. Sells or solicits the sale of a controlled substance while at school or a school activity as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's alternative educational setting shall be determined by the student's IEP team.

(20 USC 1415(k)(2))

A hearing officer may order a change in placement of a student with a disability to an appropriate interim educational setting if the hearing officer: (20 USC 1415(k)(2); 34 CFR

300.521, 300.522)

1. Determines that the District has established by substantial evidence, meaning beyond a preponderance of the evidence, that maintaining the current placement of the student is substantially likely to result in injury to the student or others
2. Considers the appropriateness of the student's current placement
3. Considers whether the District has made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services
4. Determines that the interim alternative educational setting proposed by school personnel who have met with the student's special education teacher allows the student to:
 - a. Progress in the general curriculum and continue to receive those services and modifications, including those described in his/her IEP, to enable the student to meet the goals of the IEP
 - b. Receive services and modifications designed to address the behavior and ensure that the behavior does not recur

The student may be placed in the interim alternative educational setting for up to 45 days, or until the conclusion of any due process hearing proceedings requested by the parent/guardian. (20 USC 1415(k)(2))

Procedural Safeguards/Manifestation Determination

The following procedural safeguards shall apply when a student is suspended for more than 10 consecutive school days, when disciplinary action is contemplated for a dangerous behavior as described above, or when a change of placement is contemplated: (20 USC 1415(k)(4); 34 CFR 300.523)

1. The parents/guardians of the student shall be immediately notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504 on the day the decision to take action is made.
2. Immediately if possible, but in no case later than 10 school days after the date of the decision, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action.

At the manifestation determination review, the relevant members of the IEP team, the District and parent/guardian shall review all relevant information in the student's file including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E))

- a. Caused by, or had a direct and substantial relationship to, the student's disability
 - b. A direct result of the District's failure to implement the student's IEP. If the manifestation review team determines that the conduct was caused by either #a or #b above, the conduct shall be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(F))
3. If the manifestation determination review team has determined that the conduct was a result of the student's disability, the IEP team shall conduct a functional behavioral assessment as specified below. The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and District agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F))
4. If the manifestation determination review team determines that the student's behavior was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. The student shall continue to receive services to the extent necessary to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. (20 USC 1415(k)(1)(D))

Behavioral Assessment and Intervention Plan

The IEP team shall conduct a functional behavioral assessment and implementation plan for a student who has been removed because of dangerous behavior, or whose behavior was determined to be a manifestation of his/her disability, or whose behavior was determined not to be a manifestation of his/her disability. If the student already has an existing functional behavioral assessment, the team shall modify the assessment, as appropriate, to address the behavioral violation so that it does not recur. (20 USC 1415(k)(1)(C),(D), (F))

(cf. 6159.4 - Behavioral Interventions for Special Education Students) At this review, the IEP team and other qualified personnel shall consider, in terms of the behavior subject to the disciplinary action, all relevant information, including: (20 USC 1415(k)(4); 34 CFR 300.523)

- a. Evaluation and diagnostic results, including the results or other relevant information supplied by the student's parents/guardians
- b. Observations of the student
- c. The student's IEP and placement

In relationship to the behavior subject to the disciplinary action, the team shall then determine whether the IEP and placement were appropriate and whether supplementary aids, services, and behavioral intervention strategies were provided consistent with the student's IEP and placement. The team shall also determine that the student's disability did not impair the ability of the student to understand the impact and consequences of the behavior, nor did it impair his/her ability to control the behavior subject to the disciplinary action. (20 USC 1415(k)(4); 34 CFR 300.523)

If the team determines that the student's behavior was not a manifestation of his/her disability, then the student may be disciplined in accordance with the procedures for students without disabilities, as long as the student continues to receive services to the extent necessary to provide that student a free and appropriate public education. (20 USC 1415(k)(4); 34 CFR 300.524)

If the team determines that the student's behavior was a manifestation of his/her disability, then the student's placement may be changed only via the IEP process. (20 USC 1415(k)(4))

Due Process Appeals

If the parent/guardian disagrees with a decision that the behavior was not a manifestation of the student's disability or with any decision regarding placement, he/she has a right to appeal the decision. (20 USC 1415(k)(6); 34 CFR 300.525)

If the student's parent/guardian initiates a due process hearing to challenge the interim alternative educational setting or the manifestation determination, the student shall remain in the interim alternative setting pending the decision of the hearing officer or the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and District agree otherwise. (34 CFR 300.526)

If school personnel maintain that it is dangerous for the student to be placed in the current placement (placement prior to removal to the interim alternative education setting), s while the due process proceedings are pending,, the Superintendent or designee may request an expedited due process hearing. (34 CFR 300.526)

Services During Expulsion

Any student with a disability who is expelled shall continue to receive services during the term of the expulsion to the extent necessary to provide the student a free and appropriate public education. Any alternative program must provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP. (20 USC 1412(a)(1)(A); 34 CFR 300.121, 300.520)

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

Suspension of Expulsion

The Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students.

(Education Code 48917)

Notification to Law Enforcement Authorities

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

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

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

Legal Reference:

EDUCATION CODE

35146 Closed sessions (re suspensions)

35291 Rules (of governing board)

48900-48925 Suspension and expulsion

56000 Special education; legislative findings and declarations

56320 Educational needs; requirements

56321 Development or revision of individualized education program
56329 Independent educational assessment
56340-56347 Individual education program teams
56505 State hearing

PENAL CODE

245 Assault with deadly weapon
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act
626.10 Dirks, daggers, knives, razors or stun guns

UNITED STATES CODE, TITLE 18

930 Weapons
1365 Serious bodily injury

UNITED STATES CODE, TITLE 20

1412 State eligibility
1415 Procedural safeguards

UNITED STATES CODE, TITLE 21

812(c) Controlled substances

UNITED STATES CODE, TITLE 29

706 Definitions
794 Rehabilitation Act of 1973, Section 504

CODE OF FEDERAL REGULATIONS, TITLE 34

104.35 Evaluation and placement
104.36 Procedural safeguards
300.1-300.756 Assistance to states for the education of students with disabilities

COURT DECISIONS

Parents of Student W. v. Puyallup School District, (1994 9th Cir.) 31 F.3d 1489
M.P. v. Governing Board of Grossmont Union High School District, (1994) 858 F.Supp.
1044
Honig v. Doe, (1988) 484 U.S. 305
Doe v. Maher, (1986) 793 F.2d 1470

Management Resources:

FEDERAL REGISTER

34 CFR 300.a Appendix A to Part 300 - Questions and Answers
34 CFR 300a1 Attachment 1: Analysis of Comments and Changes

WEB SITES

California Department of Education: <http://www.cde.ca.gov>
U.S. Department of Education, Office of Special Education and Rehabilitative Services:
<http://www.ed.gov/about/offices/list/osers/index.html>

F. Notification of Dangerous Pupils to Teachers

PERSONAL VERIFICATION OF NOTIFICATION

Name	School ID	Grade	Date of Birth
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Name of Administrator	Signature	Date
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My signature verifies that I received notification from the school administration regarding the above named student who is listed under the provisions of:

_____ Welfare & Institutions Code 827 (b) (1) for
 _____ Education Code 48267 for _____

I further acknowledge and understand that this information is to be held in the strictest confidence for the limited purpose for which it was provided and shall not to be further disseminated to any other person. (Violation of the confidentiality of this information is a misdemeanor punishable by a fine no to exceed \$500)

* * * * *

Signature of teacher (s), counselor, administrators, ROP Director/Coordinator

Name	Signature	Date Notified
1		

G. Discrimination and Harassment Policies and Procedures

SEXUAL HARASSMENT (Students) -- BP 5145.7

The Board of Trustees is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The District strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a District compliance officer.

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

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and District procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

The Superintendent or designee shall take appropriate actions to reinforce the District's sexual harassment policy.

Instruction/Information

The Superintendent or designee shall ensure that all District students receive age-appropriate 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. A clear message that student safety is the District's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. Information about the District's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
6. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable

(cf. 5131.5 - Vandalism, Theft and Graffiti)
(cf. 5137 - Positive School Climate)
(cf. 5141.41 - Child Abuse Prevention)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Disciplinary Actions

Any student who engages in sexual harassment of anyone 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 7 through 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.

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

(cf. 4117.4 - Dismissal)
(cf. 4117.7 - Employment Status Report)
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX, discrimination

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

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

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.71 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

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

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

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

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

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

Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Sexual Violence, April 4, 2011

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

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

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

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr>

Adopted: January 11, 2005

Adopted: October 27, 2009

SEXUAL HARASSMENT (Students) -- AR 5145.7

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 gender, in the educational setting, when made on the basis of sex and under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any District program or activity

Examples of types of conduct which are prohibited in the District and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions

2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, notes, stories, drawings, pictures or gestures
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-gender 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

Notifications

A copy of the District's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
(cf. 5145.6 - Parental Notifications)
2. Be displayed in a prominent location in the main administrative building or other area where notices of District rules, regulations, procedures and standards of conduct are posted (Education Code 231.5)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session (Education Code 231.5)
4. Appear in any school or District publication that sets forth the school's or District's comprehensive rules, regulations, procedures and standards of conduct (Education Code 231.5)
5. Be included in the student handbook
6. Be provided to employees and employee organizations

School-Level Complaint Process/Grievance 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 Principal or designee. 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 Principal or designee 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 Principal or designee 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 consider 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 in determining whether it is reasonable to pursue an investigation.
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 Principal or designee shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

The Principal or designee 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 Principal or designee 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.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

5. Interim Measures: The Principal or designee 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-to-student harassment, when the student who complained and the alleged harasser so agree, the Principal or designee 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 Principal or designee 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 Principal or designee 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 sexual 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 Principal or designee 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 also 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. s. 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.

In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment that he/she knew was not true. Issued: January 11, 2005

SEXUAL HARASSMENT (Staff) -- AR 4019.11

The Board of Trustees prohibits sexual harassment of District employees and job applicants. The Board also prohibits retaliatory behavior or action against District employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Any District employee who permits, engages in or participates in sexual harassment of another District employee or student shall be in violation of this policy and is subject to disciplinary action, up to and including dismissal. An employee shall be deemed to have permitted sexual harassment where he/she has knowledge that a student or an employee has engaged in sexual harassment and fails to report such student or employee to the appropriate authorities, whether or not the victim makes a complaint.

Any District employee who permits, engages in or participates in sexual harassment of another District employee or student shall be in violation of this policy and is subject to disciplinary action, up to and including dismissal. An employee shall be deemed to have permitted sexual harassment where he/she has knowledge that a student or an employee has engaged in sexual harassment and fails to report such student or employee to the appropriate authorities, whether or not the victim makes a complaint.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation and correction of sexual harassment, including but not limited to:

1. Providing periodic training to all staff regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures.
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
2. Publicizing and disseminating the District's sexual harassment policy to staff, students and parents.
3. Ensuring prompt, thorough and fair investigation of complaints in a way that respects the privacy of all parties concerned, to the extent necessary
4. Taking timely and appropriate corrective/remedial actions. This may require interim separation of the complainant and the alleged harasser, and subsequent monitoring of developments.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or take other subsequent necessary action.

(5 CCR 4964)Any District employee or job applicant who feels that he/she has been sexually harassed, or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, District administrator or Superintendent.

A supervisor, principal or other District administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 – Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

Any District employee who engages or participates in sexual harassment, or who aids, abets, incites, compels or coerces another to commit sexual harassment against a District employee, job applicant or student, is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

7287.8 Retaliation

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

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

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

106.9 Dissemination of policy

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998
Juarez v. Ameritech Mobile Systems, (N.D. Ill.) 746 F.Supp. 798
Dornhecker v. Malibu Grand Prix Corp., (5th Cir. 1987) 828 F.2d. 307
Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS GENERAL

Protecting Students from Harassment and Hate Crime, January, 1999

WEB SITES

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

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office of Civil Rights: <http://www.ed.gov/offices/OCR>

Adopted: January 11, 2000

Revised: September 27, 2005

SEXUAL HARASSMENT (Staff) -- 4019.11

As a part of the Salinas Union High School District's policy of providing a work environment that is free of discrimination, the following administrative regulations are issued.

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 another person of the same or opposite gender, in the work or educational setting, when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status or progress
2. Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile or offensive work or educational environment
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, an employee, or a non-employee, in the work or educational setting, include but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, gestures or sexually explicit e-mails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over or impeding normal movements

Prohibited sexual harassment may also include any act of retaliation against an individual who reports a violation of the District's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Notifications

A copy of the District's policy on sexual harassment shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building or other area of the school.
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or whenever a new employee is hired. (cf. 4112.9/4212.9/4312.9 - Employee Notifications)
3. Appear in any school or District publication that sets forth the school's or District's comprehensive rules, regulations, procedures and standards of conduct

All employees shall receive a copy of District information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The District's complaint process available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 7287.8 for opposing harassment prohibited by law or for filing a complaint with, or otherwise participating in an investigation, proceeding or hearing conducted by DFEH and the EEOC District

Training

By January 1, 2006, and every two years thereafter, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position. (Government Code 12950.1)

The District's training and education program for supervisory employees shall include information and practical guidance regarding the federal and state statutory law on the prohibition against and the prevention and correction of sexual harassment and the remedies available to the victims of sexual harassment in employment. The training shall also include practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

In addition, the Superintendent or designee shall ensure that all employees receive periodic training regarding the District's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the District's complaint procedures.

NON-DISCRIMINATION/HARASSMENT – BP 5145.3

The Board of Trustees desires to ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other 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.

(cf. [0410](#) - Nondiscrimination in District Programs and Activities) (cf. 5131 - Conduct) (cf. 5131.2 - Bullying) (cf. 5137 - Positive School Climate) (cf. [5145.9](#) - Hate-Motivated Behavior) (cf. [5146](#) - Married/Pregnant/Parenting Students) (cf.

[6164.6](#) - Identification and Education Under Section 504)

Prohibited harassment 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 purpose or effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects the 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.

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

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

(cf. 1240 - Volunteer Assistance)
(cf. 6145 - Extracurricular and Cocurricular Activities) (cf. 6145.2 - Athletic Competition) (cf. 6164.2 - Guidance/Counseling Services)

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 or 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 harassment or prohibited discrimination shall be subject to disciplinary action, up to and including dismissal.

(cf. [4118](#) - Suspension/Disciplinary Action) (cf. [4119.21/4219.21/4319.21](#)- Professional Standards) (cf. [4218](#) - Dismissal/Suspension/Disciplinary Action) (cf. [5131](#) - Conduct) (cf. [5144](#) - Discipline) (cf. [5144.1](#) - Suspension and Expulsion/Due Process) (cf. [5144.2](#) - Suspension and Expulsion/Due Process (Students with Disabilities))

Grievance Procedure

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the District's nondiscrimination policies:

Assistant Director, ROP/C 867 E. Laurel Drive Salinas, CA 93905 Telephone: 831-753-4307

(cf. [1312.1](#) - Complaints Concerning District Employees) (cf. [1312.3](#) - Uniform Complaint Procedures)

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

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. (Education Code 234.1) Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

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

The Superintendent or designee shall ensure that the student handbook clearly describes the District's nondiscrimination policy, procedures for filing a complaint regarding discrimination or harassment, and the resources that are available to students who feel that they have been the victim of discrimination or harassment. The District's policy may also be posted on the District website 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.

Legal Reference: EDUCATION CODE 200-262.4 Prohibition of discrimination 48900.3 Suspension or expulsion for act of hate violence 48900.4 Suspension or expulsion for threats or harassment 48904 Liability of parent/guardian for willful student misconduct 48907 Student exercise of free expression 48950 Freedom of speech 48985 Translation of notices 49020-49023 Athletic programs 51500 Prohibited instruction or activity 51501 Prohibited means of instruction 60044 Prohibited instructional materials CIVIL CODE 1714.1 Liability of parents/guardians for willful misconduct of minor PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment CODE OF REGULATIONS, TITLE 5 4600-4687 Uniform Complaint Procedures 4900-4965

Nondiscrimination in elementary and secondary education programs UNITED STATES CODE, TITLE 20 1681-1688 Title IX of the Education Amendments of 1972 UNITED STATES CODE, TITLE 42 2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964 CODE OF FEDERAL REGULATIONS, TITLE 34

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

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex COURT DECISIONS Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567 Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources: CSBA PUBLICATIONS Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011 Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010 FIRST AMENDMENT CENTER PUBLICATIONS Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006 NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS Dear Colleague Letter: Harassment and Bullying, October 2010 Notice of Non-Discrimination, January 1999 WEB SITES CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov> California Safe Schools Coalition:
<http://www.casafeschools.org> First Amendment Center: <http://www.firstamendmentcenter.org> National
School Boards Association: <http://www.nsba.org>
Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy adopted: 11/24/81 Renumbered from 5145.4: 1/5/90 Code references revised: 1/5/90 Adopted: September 28,
2004 Adopted: March 8, 2011

SUHSD Bullying Site Action Plan Check List

- [] **Develop a Team or Task Force:** This the team that is going to assess bullying at your school and develop a site action plan. This could be your site safety committee or a subcommittee. Be sure it includes certificated, classified and student representation.
- [] **Create a Definition of Bullying:** It has already been defined. You may want to refine it.
- [] **Assess Bullying at Your School:** In order to know the extent of bullying on your campus, gather and review data. Identify bullies and victims. You may survey your students and staff, use results from the California Healthy Kids Survey, and site suspension and expulsion data.
- [] **Review District Policy:** Know the district policies regarding bullying and harassment. Board policy is found on the district website. Make certain that your staff, students and parents know district policy. Broadcast the policy.
- [] **Enforce District Policy:** Assure that district policy is enforced school-wide and consistently by all administrators, teachers and staff. Everyone must clearly understand the procedures and protocols. Site procedures must be consistent with district policy. Document all reports.
- [] **Develop a Site Action Plan for Prevention & Intervention:** Develop goals, objectives and activities. Review the activities and programs you currently have in place to prevent bullying or to intervene if bullying has occurred. Determine actions that staff will take if a bullying report has been made. Determine what is working. Determine others to be implemented.
- [] **Provide Staff Training:** Train staff on how to identify bullying, what to do when they receive a report of bullying, and what interventions are available. All levels must be trained: classified, certificated and administration. At the next staff meeting, present the new powerpoint.
- [] **Provide Parent Training:** Inform parents of what they can do to identify and to report bullying, including cyber bullying. Let them know our policies and procedures. Liaisons can help with this.
- [] **Identify Bullies and Victims:** Know who the bullies are on your campus. Documentation of incidents and participants—bullies, victims and bystanders is very important.
- [] **Provide Appropriate Services and Interventions:** Provide services and support for the victims. Intervene and take immediate action against the bullies. This includes conferencing, referrals to appropriate support services and disciplinary action.
- [] **Youth Involvement:** Involve students in the development of your action plan. Get their input. How can they help to prevent bullying or to intervene?...class presentations, mentoring, etc.
- [] **Evaluation:** Regularly assess whether your site action plan is working. Assess your programs. Assess whether policies are understood and consistently being enforced. Are they having the desired effect?

	School Bullying Site Action Plan

SUHSD Site Administrators' Response to Bullying Checklist

- [] **Assess the situation to stop the bullying. Is it ongoing or a recent incident?**
 - o Take every report seriously!
 - o A bullying incident occurred and the victim or bully/perpetrator is in your office: Act immediately to stop it.
 - o You have received a report of ongoing bullying: Respond within 48 hours to stop it.

- [] **Has a Bullying Reporting Form been completed?**
 - o Have the victim, parent or reporting party complete a SUHSD Bullying, Harassment, or Intimidation Reporting form? Provide a copy.
 - o If it is a recent incident, gather witness statements: victim, perpetrator, or bystanders.

- [] **Begin the investigation by conducting interviews after reviewing the Bullying Reporting Form.**
 - o Document each interview using the appropriate form.
 - o Interview the victim separately.
 - o Interview the perpetrator/bully.
 - o Interview students, bystanders or instigators.

- [] **Support the victim. Determine an intervention plan for the victim.**
 - o Assure the victim you will take action.
 - o Notify the victim's parent of the ongoing bullying and your actions.
 - o Refer the victim to the regular or Sunrise House counselor and/or for skill development, support, and mentoring.
 - o Refer the victim to appropriate site programs. Provide any necessary accommodations.
 - o Assure that there will be ongoing follow-up by the counselor a/o administrator.

- [] **Take immediate action and impose consequences for the perpetrator(s) or bully/ies.**
 - o Review the specific board policy and appropriate pages in the discipline manual.
 - o Review the specific California Education Code violations.
 - o Suspend the perpetrator/bully. May assign to Off-site Suspension Center. Switch classes.
 - o Meet with the bully's parent and review the bullying incident/history, policy and suspension.
 - o Notify/involve the Probation Officer or other law enforcement officer.

- [] **Intervention Strategies for the Perpetrator/Bully**
 - o Put the student on a behavioral contract.
 - o Hold ongoing meetings to follow-up with the perpetrator/bully, including with the parent.
 - o Refer the student to counseling for skill development in impulse control, anger management, conflict resolution, and empathy development.
 - o Notify/involve the Probation Officer or other law enforcement officer.

- [] **Document all actions.**
 - o Keep all records of the bullying together in one file. Include a copy of the suspension notice. Due to confidential information, DON'T put all documents in the bully's site discipline folder.
 - o Input the incident of bullying in eSchoolPlus.
 - o Input the suspension information in the perpetrator's eSchoolPlus discipline record. A copy of the suspension notice is to be placed in the discipline file.

Salinas Union High School District

Bullying Reporting Guide

Student:

Step 1: Contact your teacher, counselor, and/or administrator and communicate the bullying incident.

Step 2: Complete a Bullying and Harassment Form and/or Witness Form available in the main office.

- The school principal/designee investigates the incident within 2 school days. Resolution for incidents is given to parents/guardians within 2 school days.

Step 3: The administrator will take appropriate disciplinary action.

Parents:

Step 1: Contact your child's school and verbally report bullying incident.

Step 2: Complete a Bullying and Harassment Form available at your child's school.

- The school principal/designee investigates the incident within 2 school days. Resolution for incidents is given to parents/guardians within 2 school days.
- Appropriate disciplinary action is taken. All suspensions for bullying should have an accompanied Bullying and Harassment report.

Step 3: If not satisfied with the investigation, contact the School Principal.

- The Office of Pupil Personnel Services will work with the school to ensure that the incident is investigated within 2 school days. The Office of Pupil of Personnel Services will ensure that resolution is sufficient.
- The Coordinator for Non-Discrimination (Assistant Director of ROP) will work with the school regarding complaints of discrimination.

Teachers:

Step 1: Contact your student's administrator and communicate the bullying incident (verbal or via email)*. If your student administrator is not available, contact the school principal.

Step 2: The administrator will conduct an investigation regarding the reported incident within 2 school days. Resolution for incidents is given to teachers and parents/guardians within 2 school days.

Step 3: The administrator will take appropriate disciplinary action.

Classified Support Staff:

Step 1: Contact the student's administrator and communicate the bullying incident (verbal or via email)*. Or complete a Bullying and Harassment Form if someone is reporting the incident to you.

Step 2: If you completed a Bullying and Harassment Form submit to administration.

- The school principal/designee investigates the incident within 2 school days. Resolution for incidents is given to parents/guardians within 2 school days.

Step 3: The administration will take appropriate disciplinary action.

Administrator:

Step 1: Contact the student target within 2 days of receiving a report. Interview the student and get a written statement on the incident.

Step 2: Investigate the incident.

Step 3: Provide interventions and/or take appropriate disciplinary actions and/or interventions. (i.e. contract)

Step 4: Conference (phone or in person) with parent and students (victim and aggressor) regarding incident, actions taken, follow-up actions and consequences for future incidents

Counselors/Sunrise House Counselor:

- Step 1: The counselor will meet with the student target and/or parent; they will have student complete the witness report form and will conduct an interview the student and/or parent.
- Step 2: The counselor will determine intervention (counseling session, or referral) or administration involvement.
- Step 3: The counselor will follow up with the student target and/or bully.

Other Info:

*Email must include:

A summary of the incident; who, what, where, when, why, and any other pertinent information

**Make sure every incident is documented and reported on E-schoolsPlus

Salinas Union High School District

Interventions

What are the preventions?

- Refer to individual school site programs

What are appropriate interventions?

Teacher Interventions:

- Stop the behavior
- Talk to the students
- Determine if bullying is involved
- Talk to students separately
- If conflict, refer to counselor or admin for a CRT
- If bullying, immediately follow process for reporting

Classified Support Staff Interventions:

- Stop the behavior
- Talk to the students
- Determine if bullying is involved
- Talk to students separately
- If conflict, refer to counselor or admin for a CRT
- If bullying, immediately follow process for reporting

Administration Interventions:

- Document everything
- Stop the bullying
- Interview separately
 - o Talk to the target
 - o Talk to the perpetrator
 - o Talk to bystanders/witnesses
- Probation Officer conference
- Counseling sessions
- Behavior contract
- Parent conference
- Suspension
- Community Human Services
- Monterey County Children's Behavioral Health Therapist
- Strengthening Families
- Log interventions
- CRT (only if there is conflict)
- Skill development
 - o Impulse control
 - o Anger Management
 - o Conflict Resolution
 - o Empathy Development
- Other

SALINAS UNION HIGH SCHOOL DISTRICT

BULLYING, HARASSMENT, OR INTIMIDATION REPORTING FORM

Directions: Bullying, harassment, or intimidation are serious and will not be tolerated. This is a form to report alleged bullying harassment, or intimidation that occurred on school property; at a school-sponsored activity or event off school property; on a school bus; or on the way to and/or from school, in the current school year. If you are a student victim, the parent/guardian of a student victim, or a close adult relative of a student victim, or a school staff member and wish to report an incident of alleged bullying harassment, or intimidation, complete this form and return it to the Principal at the student victim’s school. Contact the school for additional information or assistance at any time.

Salinas Union High School District programs and activities shall be free from discrimination, including harassment, with respect to a student’s actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation. The Board prohibits intimidation or harassment of any student by any employee, student or other person in the District. Prohibited harassment 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 purpose or effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects the student's educational opportunities.

Today’s Date: _____ School: _____

Person Reporting Incident	Name: _____
Telephone: _____	Email: _____
Place an X in the appropriate box: <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Close adult relative <input type="checkbox"/> School Staff <input type="checkbox"/> Other	

1. Name of Student victim: _____ Age: _____

2. Name(s) of alleged offender(s) (If known):	Age	School	Is he/she a student?	
_____			<input type="checkbox"/> Yes	<input type="checkbox"/> No
_____			<input type="checkbox"/> Yes	<input type="checkbox"/> No
_____			<input type="checkbox"/> Yes	<input type="checkbox"/> No
_____			<input type="checkbox"/> Yes	<input type="checkbox"/> No

3. On what date(s) did the incident happen?

Month/Date/Year _____

Month/Date/Year _____

Month/Date/Year _____

Month/Date/Year _____

4. Where did the incident happen (choose all that apply)?

- On school property At a school-sponsored activity or event off school property
 On a school bus On the way to/from school

5. Place an X next to the statement(s) that best describes what happened (choose all that apply):

- Hitting, kicking, shoving, spitting, hair pulling, or throwing something
 Getting another person to hit or harm the student
 Teasing, name-calling, making critical remarks, or threatening, in person or by other means
 Demeaning and making the victim of jokes
 Making rude and/or threatening gestures
 Excluding or rejecting the student
 Intimidating (bullying), extorting, or exploiting
 Spreading harmful rumors or gossip
 Other (specify) _____

6. What did the alleged offender(s) say or do?

7. What did the harassment or intimidation (bullying) occur?

8. Did a physical injury result from this incident? Place an X next to one of the following:

- No Yes, but it did not require medical attention Yes, and it required medical attention

9. If there was a physical injury, do you think there will be permanent effects? Yes No

10. Was the student victim absent from school as a result to the incident? Yes No

If yes, how many days was the student victim absent from school as a result of the incident? _____

11. Did a psychological injury result from this incident? Place an X next to one of the following:

- No Yes, but psychological services have not been sought Yes, and psychological services have been sought.

12. Is there any additional information you would like to provide?

Signature: _____

Date: _____

SUHSD BULLYING & HARASSMENT DOCUMENTATION FORM

School _____ Date _____

SUHSD Bullying Reporting Form Submitted **Provided Bullying Reporting Form**

Perpetrator/Bully's Name: _____ **Student I.D** _____

Others: _____

Victim Name(s) _____ **Student I.D** _____

Others: _____

Type of Bullying, Harassment or Intimidation (Mark all that applies):

- | | |
|--|--|
| <input type="checkbox"/> Hitting | <input type="checkbox"/> Spreading Rumors |
| <input type="checkbox"/> Kicking | <input type="checkbox"/> Name Calling |
| <input type="checkbox"/> Shoving | <input type="checkbox"/> Internet posting (Cyber Bullying) |
| <input type="checkbox"/> Threatening | <input type="checkbox"/> Electronic Messaging (Cyber Bullying) |
| <input type="checkbox"/> Taking of Destroying Property | <input type="checkbox"/> Exclusion |
| <input type="checkbox"/> Other Physical Acts _____ | <input type="checkbox"/> Other Acts _____ |

Bullying, harassment or intimidation is due to:

- | | |
|--|--|
| <input type="checkbox"/> Race or Color | <input type="checkbox"/> Religion |
| <input type="checkbox"/> National Origin or Ethnicity | <input type="checkbox"/> Physical or Mental Disability |
| <input type="checkbox"/> Sex/Gender | <input type="checkbox"/> Age |
| <input type="checkbox"/> Sexual Orientation | <input type="checkbox"/> |
| <input type="checkbox"/> Sexual Nature (Sexual Harassment) | |

Where did this take place?

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> Bus Stop | <input type="checkbox"/> Cafeteria |
| <input type="checkbox"/> Bus | <input type="checkbox"/> Classroom |
| <input type="checkbox"/> Playground/Athletic Field | <input type="checkbox"/> Locker room |
| <input type="checkbox"/> Halls | <input type="checkbox"/> |

When did this take place?

Day: _____ **Time:** _____

If this is ongoing, when did it begin? Above note date and time of most recent incident.

Description/Narrative

Briefly describe sequentially what occurred (Use back if needed):

Witnesses/By-standers: _____

Immediate action taken (Victim and Perpetrator):

Perpetrator:

- Referred to principal
- Parents/guardians called

Victim:

- Referred to principal
- Parents/guardians called

Report Completed By:

Signature: _____

Title _____

SUHSD BULLYING & HARASSMENT INTERVIEW FORM

School _____ Date _____

Perpetrator/Bully Interview Target/Victim Interview Bystander/Other Student Interview

Student Name _____ Student I.D _____

Why was the victim targeted? _____

Does the perpetrator/bully know the victim? Yes No

Does the victim know the perpetrator/bully? Yes No

Do they share any classes together? (If so, list the classes and teachers). _____

Did the teachers notice any negative behaviors leading up to the event (if they shared classes)? Yes No

If so, describe the behaviors: _____

Have the students had problems before? Yes No

If so, describe the problems: _____

Immediate Actions Taken: _____

Has the perpetrator/bully victimized other students before? Yes No

Has the victim been targeted by other students before? Yes No

Other Notes:

Interviewed By:

Interviewer

Title:

Signature: _____

H. Hate Motivated Behavior Policies

HATE MOTIVATED BEHAVIOR --BP 5145.9

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.

(cf. [0410](#) - Nondiscrimination in District Programs and Activities) (cf. [0450](#) - Comprehensive Safety Plan) (cf. [3515.4](#) - Recovery for Property Loss or Damage) (cf. [5131.5](#) - Vandalism and Graffiti) (cf. [5136](#) - Gangs) (cf. [5137](#) - Positive School Climate) (cf. [5141.52](#) - Suicide Prevention) (cf. [5145.3](#) - Nondiscrimination/Harassment) (cf. [5147](#) - Dropout Prevention) (cf. [5149](#) - At-Risk Students)

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

(cf. [1020](#) - Youth Services) (cf. [1400](#) - Relations Between Other Governmental Agencies and the Schools) (cf. [1700](#) - Relations Between Private Industry and the Schools) (cf. [5148.2](#) - Before/After School Programs) (cf. [5148.3](#) - Preschool/Early Childhood Education) (cf. [6020](#) - Parent Involvement)

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.

(cf. [5138](#) - Conflict Resolution/Peer Mediation) (cf. [6142.3](#) - Civic Education) (cf. [6142.4](#) - Service Learning/Community Service Classes) (cf. 6141.94 - History-Social Science Instruction)

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.

(cf. [4131](#) - Staff Development) (cf. [4231](#) - Staff Development) (cf. [4331](#) - Staff Development)

Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Principal or designee. 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. 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.

(cf. [1312.1](#) - Complaints Concerning District Employees) (cf. [1312.3](#) - Uniform Complaint Procedures) (cf. [5131](#) - Conduct) (cf. [5144](#) - Discipline) (cf. [5144.1](#) - Suspension and Expulsion/Due Process) (cf. [5144.2](#) - Suspension and Expulsion/Due Process (Students with Disabilities)) (cf. [5145.7](#) - Sexual Harassment)

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.

(cf. 3515.3 - District Police/Security Department) (cf. 4158/4258/4358 - Employee Security)

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

(cf. 6164.2 - Guidance/Counseling Services)

Legal Reference: EDUCATION CODE 200-262.4 Prohibition of discrimination 32282 School safety plans 48900.3 Suspension for hate violence 48900.4 Suspension or expulsion for threats or harassment PENAL CODE 422.55 Definition of hate crime 422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5 4600-4687 Uniform Complaint Procedures 4900-4965 Nondiscrimination in elementary and secondary education programs

Management Resources: CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES California Student Safety and Violence Prevention – Laws and Regulations, April 2004

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS & NATIONAL ASSOCIATION OF ATTORNEYS GENERAL PUBLICATIONS Protecting Students from Harassment and Hate Crime: A Guide for Schools, 1999

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS Preventing Youth Hate Crimes: A Guide for Schools and Communities, 1997

WEB SITES CSBA: <http://www.csba.org> California Association of Human Relations Organizations:

<http://www.cahro.org> California Department of Education: <http://www.cde.ca.gov> National Youth Violence Prevention Resource Center: <http://www.safeyouth.org>

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

U.S. Department of Justice, Community Relations Service: <http://www.usdoj.gov/crs>

Adopted: February 8, 2005

III. SITE-LEVEL, MULTI-HAZARD EMERGENCY RESPONSE PLAN

A. INTRODUCTION

Foreword

The Salinas Union High School District (SUHSD) and Mount Toro High School School recognize the importance of establishing a set of planned procedures aimed at reducing the impact of a major disaster in SUHSD facilities and have developed a coordinated and directed response plan to be followed by all staff and students in the event of a crisis or emergency situation. Following the specialized operational concepts and guidelines established in the plan will enhance the capability of both the District and the Schools to respond to any emergency.

The strategies described in this plan have been developed for the express purpose of identifying all hazards that could seriously affect Mount Toro High School School operations, and mitigating the impact that these could have on SUHSD students, personnel and property. They are based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) in use by federal, state and local emergency services agencies across the country, and address all stages in the cycle of planning for effective crisis management: Mitigation and Prevention, Preparedness, Response and Recovery.

The following Emergency Response Plan is aimed at coordinating all levels of emergency operations at the school site level, and has been aligned with the SUSHD District Emergency Operations Plan. The site-level plan describes the concepts of emergency management, and provides guidance necessary to assure timely, responsible, and effective actions that will save lives, help avoid unnecessary injury, and protect property from damage or destruction. The District-level Emergency Operations Plan addresses the appropriate response to disasters affecting multiple sites, as well as providing guidance for the requisition and allocation of off-site resources, and centralization of communications and public information functions.

Each plan delineates the responsibilities of SUHSD personnel during an emergency, and provides information on obtaining local resources in the event of a crisis situation. Emphasis is placed on the alleviation of suffering and hardship, maintaining order, reestablishing essential services, and providing subsequent recovery.

Questions or comments about the Emergency Operations Plan should be directed to the SUHSD Superintendent, who is designated under this plan as the District's Incident Commander of Emergency Operations.

Philosophy and Responsibilities

Disaster Preparedness Policy BP # 6114

It is the philosophy and responsibility of the Salinas Union High School District to provide a safe and healthful environment for all students and staff. In recognition of this, we realize the possibility of a natural or technological incident that is beyond the control of our operations is a reality we must accept. In order to identify these possible hazards and mitigate contributing factors, and at the same time prepare the students and staff to respond quickly and responsibly, a set of Emergency Response Plans shall be developed, maintained and exercised. They will incorporate the best foreseeable use of the District's resources and provide for the safety of students and staff at all District Schools and Offices.

The Superintendent is charged with the responsibility to ensure that all State Regulations and District Policies that pertain to emergency disaster preparedness are enforced.

The Superintendent, or designee, shall establish, maintain, coordinate, ensure staff training in, and exercise emergency procedures that eliminate or minimize the possibility of loss of life, injuries, and property damage, throughout all activities in the District.

These procedures shall exist in formal written Administrative Regulations and Plans. The Superintendent shall ensure that an Emergency Response Plan/Emergency Operation Plan is prepared for the District and for each of the individual Schools within the District.

The Emergency Response Plans/Emergency Operation Plans shall be reviewed and revised, as needed, at least once a year.

The Emergency Response Plans/Emergency Operation Plans shall assign and define responsibilities for leadership positions at all levels of operations.

The Emergency Response Plans/Emergency Operation Plans shall provide overall organizational and operational concepts for responding to all types of identified hazards in the four phases of crisis management: Mitigation and Prevention; Preparedness, Response, and Recovery.

Legal References: The California Administrative Code, Title 5, Section 550 and 560. Chapter 8 of Division 4 of Title 1, Government Code, 3100. Educational Code 32000-32004, 32040, 32200, 35295-35297, 39834, 40041.5(b)(7), 463-46392. Homeland Security Presidential Directive 5 (HSPD-5) 2003

NIMS Participation Statement

Federal Code Homeland Security Directive- 5: Authorizes the Secretary of Homeland Security to develop the National Incident Management System or NIMS. NIMS provides for interoperability and compatibility among all responders. Crises that could affect a school or a district range in scope and intensity from incidents that directly or indirectly affect a single student, to ones that impact the entire community. Effective emergency response may be required at the individual, school, district, county, regional or even national level. These levels of response call for different degrees of coordination and communication in each of the seven National Incident Management System (NIMS) functions: Management, Operations, Logistics, Planning, Public Resources, Public Information, and Finance and Administration. These coordination efforts are outlined in the chart in Section 4: District / Site Responsibilities.

When an incident occurs that requires a crisis response at a school, the site Principal or other designee is responsible for implementing the Incident Command Structure (ICS), this structure falls under the Operations section of the NIMS. The ICS system also meets the requirements of the California Standardized Emergency Management System (SEMS).

How to Use this Plan

All who have assigned responsibilities should use the plan as a basis for developing checklists, trainings and for following the standard emergency operating procedures. The resources, lists and procedures in this plan cover prevention and mitigation, preparedness, response and recovery roles. The plan provides any reader with a thorough understanding of the district and site emergency organization structures, procedures and duties. The table of contents can be used to find topics for general applications of this plan. The section E in this plan can be used to find the specific procedures for specifically identified hazards or types of emergencies. The attachments section can be used as resources for implementing this plan. This School Site Emergency Operations Plan should be updated annually. This School Site Emergency Operations Plan will never be truly useful as a life-saving resource, unless it is continually refined through a process of routine review of both the procedures and the organizational structures over the long term.

Analysis of past responses indicates that the most common cause of response failure is poor management. Confusion about who's in charge of what and when, together with unclear lines of authority, have been the greatest contributors to

poor emergency responses. This plan employs three levels of incident management structures which if applied should create a standard, on-scene, all hazard incident management system. The three levels are as follows:

1. Classroom Procedures which are repeated in the Emergency Procedures Flip Charts (to be installed in all the classrooms and offices)
2. The School Site Incident Command Structure which is specifically detailed in this Plan
3. The District Incident Command Structure which is briefly outlined in this Plan but specifically detailed in the District Emergency Operations Plan

District and Site Responsibilities

The positions shown on the following chart represent the link or liaison between the School Site Incident Command System and the District Incident Command System. Not all positions will be filled in every emergency situation, nor must each position be filled by separate staff. The District Incident Commander may choose to fill selected positions or assign two or more duties to one individual. Conversely, if staffing permits and/or the incident is of major proportions the District Incident Commander may place more than one person in each position. If this is the case, the officer shall task one person in each identified position as having the responsibility for leading the activities of that work group. Although the functions charted below have District personnel/positions identified as having responsibilities in each specific function, if those persons are not available for duty, the District Incident Commander may assign any Disaster Service Worker to fill that position. Every responsibility must be assigned during the planning process. However, depending upon the nature of the emergency, not every responsibility will be required. In other words, every possible foreseeable job is assigned but not every job may be needed.

Schools/Operations
<p style="text-align: center;">Assist. Superintendent</p> <p>Assists with Site Operations</p>
<p style="text-align: center;">Site Incident Commander</p> <p>Coordinates operations functions</p>
<p style="text-align: center;">Communications Team</p> <ol style="list-style-type: none"> 1. Gets the word out 2. Sets up phones & activates phone tree. 3. Calls in resources as needed 4. Carries reports to other teams 5. Relays pre-approved messages to the media
<p style="text-align: center;">Student Release and Crowd Control Team</p> <ol style="list-style-type: none"> 1. Keeps area secure 2. Manages vehicle traffic at Student Release Station / Gate 3. Releases students upon directive of Incident Command 4. Manages parents/guardians at Student Release Station / Gate 5. Supervises volunteers

Logistics
<p style="text-align: center;">Deputy Superintendent</p> <ol style="list-style-type: none"> 1. Coordinates Logistics functions
<p style="text-align: center;">Food Services Team</p> <ol style="list-style-type: none"> 1. Assesses food preparation facilities. 2. Assesses supplies status: <ol style="list-style-type: none"> a. Check Water Supplies b. Estimate # of students/staff c. Supply sites as needed 3. Controls conservation of water and supplies. 4. Reports needs to Logistics Officer.
<p style="text-align: center;">Transportation Team</p> <ol style="list-style-type: none"> 1. Assesses transportation needs 2. Reports findings to Logistics Officer 3. When transporting people, maintains a roster of transported individuals & their destinations
<p style="text-align: center;">Facilities Team or MOTS Department</p> <ol style="list-style-type: none"> 1. Provides sanitation facilities 2. Provides shelter facilities

District Management
<p style="text-align: center;">Incident Commander Superintendent</p> <ol style="list-style-type: none"> 1. Establishes Incident Command Center. 2. Establishes Communication with all Section Officers. 3. Coordinates all functions during the emergency. 4. Assumes responsibility for overall site policy decisions. 5. Assigns a Public Information Officer (PIO)

<p>First Aid/Basic Needs Team</p> <ol style="list-style-type: none"> 1. Sets up First Aid Station 2. Brings supplies to designated area 3. Assesses injuries and provides first aid 4. Prioritizes injuries (triage) 5. Completes master injury report 6. Keeps track of students sent to hospitals for further treatment
<p>Student & Staff Safety Team</p> <ol style="list-style-type: none"> 1. Accounts for all students and staff 2. Reports missing students or staff to Incident Commander and First Responders 3. Assists with evacuations 4. Plans and coordinates for safety of movement during evacuations and shelter in place incidents
<p>Facilities Team</p> <ol style="list-style-type: none"> 1. Shuts off valves 2. Gets supplies 3. Secures buildings

<p>Public Information</p>
<p>Director of Curriculum</p> <ol style="list-style-type: none"> 1. Collects information 2. Disseminates information to District PIO 3. Maintains direct contact with Site Incident Commander
<p>Staff</p>

<p>Planning</p>
<p>H.R. Director</p> <ol style="list-style-type: none"> 1. Coordinates Planning functions
<p>H.R. Staff</p>

<p>Finance & Administration</p>
<p>Director of Fiscal</p> <ol style="list-style-type: none"> 1. Coordinates financial and administrative functions
<p>Cost & Time Recording Team & Fiscal Dep't</p>

1. Coordinates on-site visitors
2. Delivers reports to Incident Commander
3. Answers phones

1. Collects information from other teams and maintains on situation boards in Incident Command Center. Updates information regularly
2. Assess priorities for staff resource allocation

Recorder

1. Accompanies Incident Commander & makes record of policy decisions, actions taken.
2. Reports to Planning Officer.

1. Maintains records to assist in reclaiming costs:

Staff

1. Obtains staff loss status reports
2. Tracks staff hours, needs

Curriculum Department

1. Follows up on lost ADA issues
2. Plans for lost instructional time

Plan Update

To be effective, emergency plans need to be updated frequently and consistently. Site Principals are required to assign personnel to update this Emergency Operations Plan on at least an annual basis.

Section(s) Revised or Updated	Date	Recorded by	
		(name)	(position)
Comprehensive Safety Plan	February 11, 2021	Gloria Chaidez Yvonne Casillas	Principal Secretary
Record of Emergency Response Plan Updates page 123	February 11, 2021	Yvonne Casillas	Secretary
Incident Command Structure for Schools/Operations page 133	February 11, 2021	Yvonne Casillas	Secretary
Phone Numbers and Rosters page 207	August 31, 2020	Yvonne Casillas	Secretary
Staff Emergency Phone Tree page 209	August 31, 2020	Yvonne Casillas "	Secretary "
Title page, 2014-15 UMIRS; 2014-15 Exp/Susp/info; plan update; record of emergency response training; emergency organization; incident command structure; phone numbers & rosters; staff emergency phone tree	February 11, 2021	Yvonne Casillas	Secretary
Updating red binder in emergency box	February 11, 2021	Yvonne Casillas	Secretary
Updating red binder in emergency box	February 11, 2021	Yvonne Casillas	Secretary
Site Emergency Phone Tree Update	February 11, 2021	Yvonne Casillas	Secretary
Expulsion Data	February 11, 2021	Yvonne Casillas	Secretary
		Gloria Chaidez	Principal

Distribution

The following is a list of personnel who are to receive complete copies of the revised School Site Emergency Operations Plans, and if updated, the quick-reference the “Emergency Procedures Flip Charts.” Any updated or revised versions of these documents should be promptly distributed to the appropriate personnel, as listed below.

Position	District-Level Emergency Operations Plan	Site-Level Emergency Operations Plan	Classroom/Office “Flip Chart”
Superintendent	X	X	X
Deputy Superintendent	X	X	X
District Emergency Operations Center	X	X	X
Assistant Superintendents	X	X	X
School Principal	X	X	X
Assistant Principal		X	X
Site Emergency Crisis Team Members		X	X
Certificated Personnel			X
Classified Personnel			X

Training Schedule

It is the responsibility of the Principal to ensure adequate training of staff, students and parents, using resources provided by the District, the community and/or the school itself.

The California Education Codes which designate the State required emergency drills are as follows:

Education Code Section 32001

32001. Every public, private, or parochial school building having an occupant capacity of 50 or more pupils or students or more than one classroom shall be provided with a dependable and operative fire alarm system. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school shall cause the fire alarm signal to be sounded upon the discovery of fire, unless the school is equipped with an automatic fire detection, and alarm system, which may include, but for the purposes of this section is not required to include, a sprinkler system, as described in Section 17074.52. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month and shall conduct a fire drill at least once every calendar month at the elementary level and at least four times every school year at the intermediate levels.

A fire drill shall be held at the secondary level not less than twice every school year.

Education Code Section 32282

- (a) The comprehensive school safety plan shall include, but not be limited to, both of the following:
- (1) Assessing the current status of school crime committed on school campuses and at school-related functions.
 - (2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
 - (A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Title 1 of Part 4 of the Penal Code.
 - (B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:
 - (i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A district or county office may work with the Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:
 - (I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.
 - (II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
 - (III) Protective measures to be taken before, during, and following an earthquake.
 - (IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.
 - (ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The district or county office shall cooperate with the public agency in furnishing and maintaining the services as the district or county office may deem necessary to meet the needs of the community.

a. Practice Drills

The school site must hold a fire drill monthly as specified by the California Education Code 32001. Schools are also required to conduct a drop and cover earthquake drill on a quarterly basis as specified by California Education Code 32282. In addition this new Emergency Operations Plan requires one full mock drill annually. The mock drill involves acting out the life cycle of an incident and responding to the mock incident utilizing the full Incident Command Structure. Ideally this mock drill will also involve the local First Responders, including the Fire and Police Departments. Whenever possible the mock drill should be held as a district wide event, so that the District Incident Command System is also tested and trained. All drills should follow the procedures and instructions outlined in this Emergency Operations Plan. All drills should include a post review and evaluation process leading to improvements. A Sample Drill is provided in the Appendix

b. Crisis Teams and Tabletop Exercises

Each school site Administrator is additionally responsible for conducting table top drills with the site Crisis Team at least once every school year. Principals are responsible for ensuring that their Crisis Teams are prepared for a major emergency. Preparation includes planning for Crisis Team members to be away from their regularly assigned duties, establishing meeting locations for each Crisis Team, ensuring that the supplies and equipment needed by the Crisis Teams are readily available and ensuring that the Crisis Teams know their duties and responsibilities. All training exercises should utilize the procedures and instructions outlined in this Emergency Operations Plan.

c. Other Education and Training

All District Administrators are further required to complete an on-line Federal Emergency Management Agency (FEMA) training titled “Multi-Hazard Emergency Planning for Schools”. This free on-line course can be completed in less than 8 hours. It can be found at <http://training.fema.gov/>. School staffs are encouraged to become certified in First Aid and CPR through the Monterey-San Benito Counties Chapter of the American Red Cross. Our local Salinas Adult School provides the training and certification for basic First Aid and CPR at a minimal cost. Currently most teachers are mandated to be certified in First Aid and CPR for their credentialing requirements.

All staff that is responsible for the welfare of children should at the minimum level be trained in basic First Aid and how to identify symptoms of Post Traumatic Stress. All staff and volunteers who work in the District in any capacity should be trained on the use of the Emergency Procedures Flip Charts, and be given an overview of the structure of the District and School Site’s Incident Command System.

The California Standardized Emergency Management System requires that training be documented and that it be consistent with the SEMS functions. The following table should be used as a record of Emergency training provided to the Mount Toro High School community.

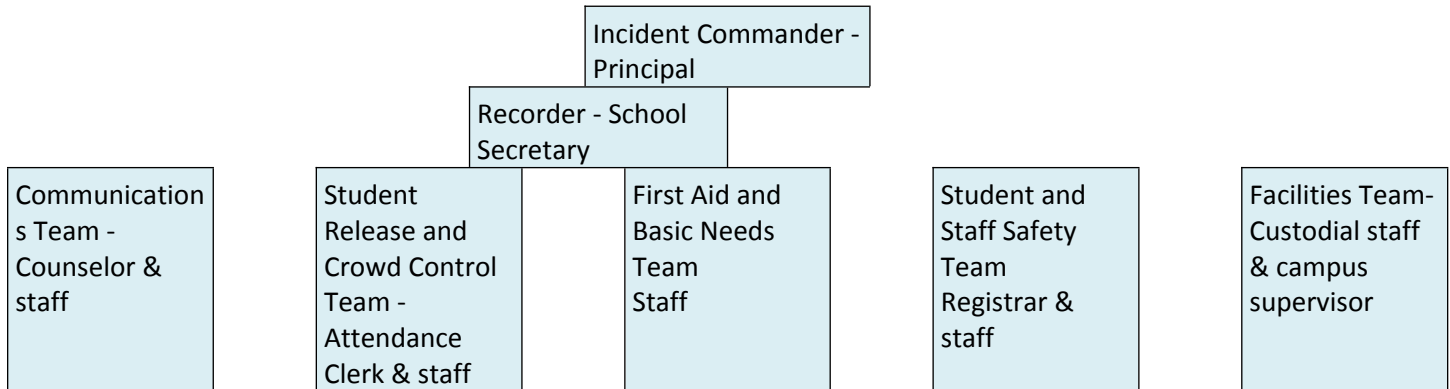
Record of Emergency Response Training for Mount Toro High School

Training Topic(s)	Person(s) or Group(s) Trained	Date implemented	Recorded by	
			(name)	(position)
Fire Drill	Staff	Twice a year	Gloria Chaidez	Principal
Earthquake Drill	Staff	Twice a Year	Gloria Chaidez	Principal
Intruder Alert	District-Wide Safety/Discipline Committee	Annually	Gloria Chaidez	Principal
Safety Drills	District-Wide Safety/Discipline Committee		District-Wide Safety/Discipline Committee/	Principal
Campus Supervisor Training	Campus Supervisors		District-Wide Safety/Discipline Committee/	Principal(MTHS)
Drills	District-Wide Safety/Discipline Committee		District-Wide Safety/Discipline Committee	Principal

B. ADMINISTRATIVE FEATURES

Emergency Organization

Crises that could affect our school range in scope and intensity from incidents that directly or indirectly affect a single student, to ones that impact the entire community. Effective emergency response may be required at the individual, school, district, county, regional or even national level. These levels of response each call for different degrees of coordination and communication in each of the seven NIMS functions: management, operations, planning/intelligence, logistics, and finance, which are outlined in the chart in Section 4 District/Site Responsibilities. The school site level Incident Command System is outlined in the chart below:



The specific roles and duties of each of the Crisis Teams, the Incident Commander and the Recorder are listed in Section D Concept of Operations.

The chart below illustrates the general duties of each role:

Incident Command Structure for Schools/Operations

SITE INCIDENT COMMANDER

Coordinates Operations functions

COMMUNICATIONS TEAM

1. Gets the word out
2. Sets up phones & activates phone tree.
3. Calls in resources as needed
4. Carries reports to other teams
5. Relays pre-approved messages to the media

STUDENT RELEASE AND CROWD CONTROL TEAM

1. Keeps area secure
2. Manages vehicle traffic at Student Release Station / Gate
3. Releases students upon directive of Incident Command
4. Manages parents/guardians at Student Release Station / Gate
5. Supervises volunteers

FIRST AID / BASIC NEEDS TEAM

1. Sets up First Aid Station
2. Brings supplies to designated area
3. Assesses injuries and provides first aid
4. Prioritizes injuries (triage)
5. Completes master injury report
6. Keeps track of students sent to hospitals for further treatment

STUDENT & STAFF SAFETY TEAM

1. Accounts for all students and staff
2. Reports missing students or staff to Incident Commander and First Responders
3. Assists with evacuations
4. Plans and coordinates for safety of movement during evacuations and shelter in place incidents

FACILITIES TEAM

1. Shuts off valves
 2. Gets supplies
 3. Secures buildings
-

The Incident Commander is responsible for having a pre designated Command Post location identified both indoors and outdoors. Each Crisis Team should also have pre designated post locations both indoors and outdoors.

The primary Incident Command Post location for Mount Toro High School is:

Main Office

The secondary outdoor Incident Command Post for this school is:

Basketball Court

The post locations for each of the Crisis Teams are as follows:

Student and Staff Safety Team:

Primary (indoor) Location: Main Office

Secondary (outdoor) Location: Basketball Court

Student Release and Crowd Control Team:

Primary (indoor) Location: Parent Center

Secondary (outdoor) Location: Basketball Court

First Aid and Basic Needs Team:

Primary (indoor) Location: Room 2

Secondary (outdoor) Location: Basketball Court

Students who need evacuation assistance/medication

Parent Center

Basketball Court

Communications Team:

Parent Center

Basketball Court

Primary (indoor) Location:

Secondary (outdoor) Location:

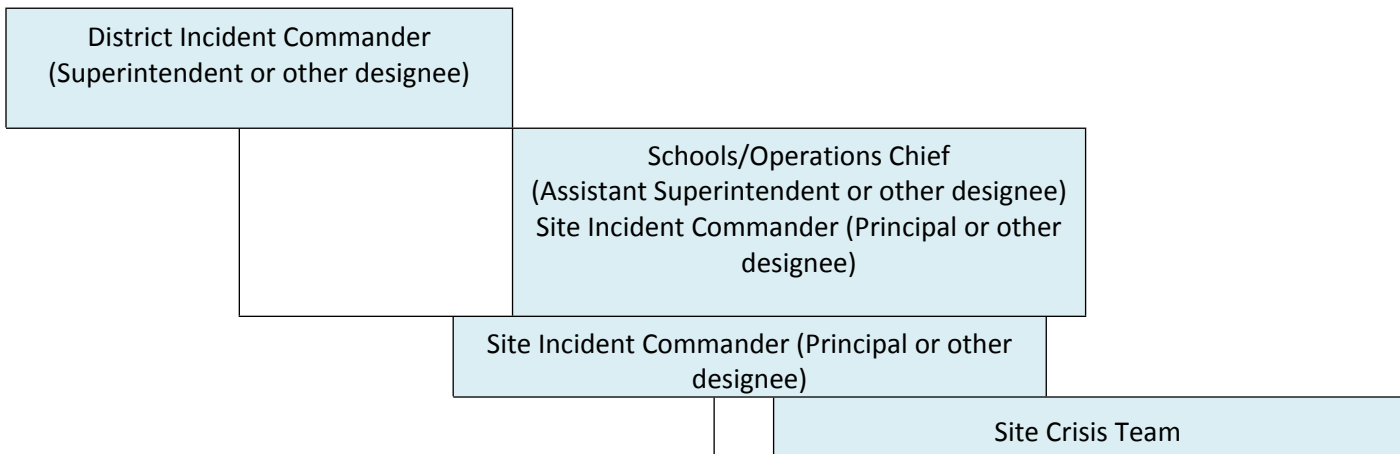
Facilities Team:

Parent Center
Basketball Court

Secondary (outdoor) Location:

The school site Incident Commander must report to the District Schools/Operations Chief as designated in the District chart in Section 4. Currently the Chief of the Schools/Operations section has been assigned to the Assistant Superintendent. Therefore unless otherwise directed, the school site Incident Commander must report to the Assistant Superintendent. The Schools/Operations Chief will then report directly to the District Incident Commander. The District Superintendent is assigned to the role of District Incident Commander unless otherwise designated.

The following chart outlines the coordination system between the District and the School Site:



Lines of Succession

In the event any School Principal is incapacitated or otherwise unavailable to assume control, the first alternate, the Assistant Principal, will assume direction responsibilities for this division. If the first alternate is unavailable, the second alternate, the Resource Specialist/Teacher, will assume command. If none of the above is available, the highest ranking employee on site will assume these responsibilities until such time as one of them can be contacted and arrives to relieve the employee of these duties.

School Site Crisis Team Members are designated by every Principal. The School Site Crisis Teams should be assigned at the beginning of each school year and those designations should remain in effect until new Team Members have been assigned. Only those persons who have been trained in their specific Crisis Team duties should be permitted to serve. Each SUHSD school has the same Crisis Teams and therefore the same duties and similar training. Crisis Teams from nearby SUHSD School sites can therefore be called by the Schools/Operations Chief to serve at another SUHSD school site. For example, the First Aid and Basic Needs Crisis Team from Salinas High School can be sent to help out at Washington Middle School. The visiting site Crisis Team is always subordinate rather than equal in authority to the existing site team. For example, if the Salinas High School First Aid and Basic Needs Crisis Team is sent to join up with the Washington Middle School, the Washington Middle School Crisis Team has the authority to direct and coordinate the Salinas High Team Members.

Alternate School Incident Command Post

The School Site Incident Command Post is typically the school office or a nearby classroom. In the event of a direction to evacuate the building, an outside Command Post can be designated. All schools should have a pre designated indoor and a secondary outdoor command post.

In the event a school Incident Commander (Principal or designee) is unable to function effectively at their school command post because of damage or a continuing threat, they will report to, and work out of, the District Incident Command Post. They are responsible to the District Incident Commander and shall participate with the District Incident Command Post staff to keep the Commander informed of the status of operations at their facility.

Staff from unaffected schools may be requested to come to the District Incident Command Post and participate in this group. Crisis Teams from unaffected schools may be requested to join the teams at the affected schools. This request should originate with the District Incident Command Post.

In the event that both of these locations are damaged, or are for some other reason unusable, any location can be used as an Incident Command Post as long as the materials necessary for coordinating operations are present. A portable Incident Command Post display board can be used from the back of a truck or in a bus if needed, and if communications are available. (Note: Remember that all District trucks and busses have two-way radios.)

Vital Record Protection

It is essential for District operations to maintain the records and vital documents required for normal operations, emergency applications, and/or recovery after the disaster is over. Documentation logs, message traffic, and other forms of event tracking also fall under this category. The type of records and documents that should be protected are:

- Personnel lists, payroll records, and other financial records
- Student lists
- Maps of locations of utilities, emergency supplies and equipment
- Lines of succession
- Emergency plans and procedures

Movement of these records from the threatened area to a safe location (another school site, MCOE, etc.) should be coordinated in the Incident Command Posts.

Phases of Emergency Management

Some emergencies will be preceded by a buildup period which, if recognized and utilized can provide advance warning to the District and/or Schools that might be affected. Other emergencies occur with little or no advance warning, thus requiring mobilization and commitment of the District's resources just prior to or after the onset of the emergency situation.

For the purposes of this plan, emergency management and crisis response can be divided into four time periods: Mitigation and Prevention Phase, Preparedness Phase, Response Phase and the Recovery Phase.

The Mitigation and Prevention Phase

The Pre-Emergency Period is divided into two periods the Mitigation and Prevention Phase and the Preparedness Phase.

The goal of mitigation is to decrease the need for response as opposed to simply increasing response capability:

- Connect the community emergency responders to identify local hazards
- Review the last safety audit to examine school buildings and grounds
- Determine who is responsible for overseeing violence prevention strategies in the schools
- Encourage staff to provide input and feedback during the crisis planning process
- Review incident data
- Determine major problems in the schools with regard to student crime and violence
- Assess how the school addresses these problems
- Conduct an assessment to determine how these problems-as well as others-may impact vulnerability to certain crisis.

During the Mitigation and Prevention Phase the following questions should be addressed:

- a. What mitigation/prevention strategies will your team implement to eliminate exposures and reduce that this occurrence will happen again?

- b. What evaluation methodologies will be used to validate that the mitigation/prevention techniques have improved or impaired your revised mitigation/prevention program?

The Preparedness Phase

This phase could begin upon the issuance of an accredited long-term earthquake prediction, the receipt of a flood advisory that could impact the District, or a rapidly deteriorating international situation that could lead to possible attack on the United States, or the warning by a terrorist group of the proposed use of a nuclear weapon. Increased readiness actions will include reviewing and updating plans, standard operating procedures and resource information, increasing public information efforts, accelerating training programs, inspecting, dispensing and/or relocating equipment, and taking other feasible measures. Available resources will be mobilized.

Good planning will facilitate a rapid, coordinated, effective response when a crisis occurs:

- Determine what crisis plans exist in the district, school and community
- Identify all stakeholders involved in crisis planning
- Develop procedures for communicating with staff, students, families and the media
- Establish procedures to account for students during a crisis
- Gather information about the school/office facility, such as maps and the location of utility shutoffs
- Identify students and staff with special needs who may need alternate evacuation routes and assigned personnel to help them with the evacuation.
- Train all non-disabled teaching and supervisory staff to be building evacuation assistants by instructing them in procedures for evacuating persons with disabilities (e.g., taking a wheelchair user down steps and leading a person who is blind)
- Designate appropriate evacuation routes
- Keep a list of the designated evacuation routes, the personnel assigned to evacuation of the disabled students and staff and any special needs that need to be addressed during an emergency such as medication and special equipment.

During the Preparedness Phase the following questions should be addressed:

1. What proactive preparedness programs, tools, and training should be implemented to prepare school and district staff and the community for this event in the future?
2. What evaluation data will help assess the school/district's current state of preparedness?

The Response Phase

The Response Phase initializes the district and school site emergency response structure. The sites set up their Incident Command System, while the district initiates the coordination and communication in each of the seven National Incident Management System (NIMS) functions: Management, Operations, Logistics, Planning, Public Resources, Public Information, and Finance and Administration. These coordination efforts are outlined in the chart in Chapter 1 Section 4 District/ Site Responsibilities.

A crisis is the time to follow the School Emergency Operations Plan and make use of your preparations:

- Determine if a crisis is occurring
- Identify the type of crisis that is occurring and determine appropriate response
- Activate the Incident Management System -establish the Incident Commander
- Ascertain whether an evacuation, reverse evacuation, lockdown, or shelter-in place needs to be implemented
- Make sure that disabled students and staff have evacuation assistants assigned to them
- Maintain communication among all relevant staff at officially designated locations
- Establish what information needs to be communicated to staff, students, families and the community
- Monitor how emergency first aid is being administered to the injured

- Decide if more equipment and supplies are needed.

During the Response Phase the following questions should be addressed:

1. How will your team respond to this event and what strategies will be used to manage this event to prevent loss of life bodily injury and minimize property damage?
2. What evaluation methods and data are helpful to assess the district's response to this event?

The Response Phase is divided into three periods as follows:

Pre-Impact Period

Most actions to be accomplished during this period would be precautionary and would be centered on taking appropriate countermeasures to protect people. Response actions during this period could be based on developing situations associated with a:

- Short-term earthquake prediction
- Slow-rise flood
- Hazardous materials incident
- War emergency
- Possible dam failure
- Nuclear terrorist threat

Actions accomplished during this period may be concentrated on the movement of people from identified hazard areas to safer, lower risk areas. The following would be applicable:

- Warning threatened School/District facilities and initiating movement operations as necessary.
- Advising District facilities to activate appropriate resources and prepare for the receipt and application of mutual aid.
- Should the possible or expected emergency not develop, all alerted facilities will be promptly notified.

Immediate Impact Period

Actions taken during this period will be concentrating on the well-being of people affected by the occurrence of an event such as a major earthquake, the release of hazardous materials, a large fire or explosion, a nuclear terrorist threat, or attack. The impact of the disaster agent may be destructive or it may create an exposure hazard. One of the following conditions will apply in the Immediate Impact Period. District/School facilities are either:

- Damaged or exposed, and the situation can be controlled by in-place countermeasures;
- Damaged or exposed, and evacuation of all or part of the area is required because immediate and ensuing threats are uncontrollable;
- Close to the affected area and can be called upon to provide direct and immediate support to emergency operations in the affected area; or
- Distant from the affected area and can be called upon to provide back-up support.

Priority will be given to the following operations:

- Disseminating warning, emergency public information and other advice and action instructions to the public.
- Surveying and evaluating the emergency situation.
- Mobilizing, allocating and positioning personnel and equipment.
- Conducting evacuation and/or rescue operations as required.
- Providing for the care and treatment of casualties.
- Collecting, identifying and disposing of the dead.
- Providing for the mass care (food, lodging, etc.) needs of staff and students.

- Enforcing District rules and regulations in controlling the locations and movements of students and staff, and establishing access controls, etc.
- Implementing health and safety measures.
- Protecting, controlling, and allocating vital resources.
- Advising media, schools and local government agencies of possible phased closures.
- Restoring or activating essential facilities and systems to ensure continued educational activities.

Sustained Emergency Period

As early lifesaving and property-protecting actions continue, attention can be given to other priority activities. Emphasis should be on actions to help re-unite separated students and their families, and the securing of dangerous areas. Activity during this period includes:

- Operation of care and shelter facilities with more definitive medical treatment.
- Identification and location of all students and staff, and reunification of family members.
- Detailed damage assessment.

The Recovery Phase

Recovery is not something that happens naturally. When the incident is over or controlled, the restoration of services and normal operations will begin. The first step in restoration is to bring the impacted areas and facilities back into order. Once this order has been restored, or at least some semblance of order, then work can be directed towards bringing the District/School back to pre-disaster conditions.

During Recovery, return to learning and restore the infrastructure as quickly as possible:

- Strive to return to learning as quickly as possible
- Restore the physical plan, as well as the school community
- Monitor how staff are assessing students for the emotional impact of the crisis
- Identify what follow up interventions are available to students, staff and first responders
- Conduct debriefings with staff and first responders
- Assess curricular activities that address the crisis
- Allocate appropriate time for recovery
- Plan how anniversaries of events will be commemorated
- Capture “lessons learned” and incorporate them into revisions of plans and trainings

During the Recovery Phase the following questions should be addressed:

1. What recovery techniques can be used to minimize harm to school assets and resume full operation as quickly as possible?
2. How will you evaluate the recovery process, and how will this information be used to reduce gaps in the recovery plan?

At the earliest feasible time, the District Superintendent will bring together state agency representatives, and appropriate local, federal and American Red Cross officials to coordinate the implementing of state and federal assistance programs and establish support priorities. This action will include broad dissemination, through all available media, of guidance to the affected public as to where, when and how the District will continue operations.

Before personnel are released, they should be debriefed. By conducting a short interview at this time, when the situation is fresh in their minds, insights into the emergency management process may come to light and previous incidents that have not yet been reported can then be included in the recovery plan. This interview can serve to identify high stress levels in staff, and a need for the District to recommend or provide preventative counseling.

Once full order has been established and the major potential dangers abated, then the attention of the District or Site Incident Commander can be directed toward the reestablishment of District services.

Don't forget to give praise and commendations to individuals for outstanding service and dedication to duty.

C. HAZARD ANALYSIS

A variety of potential hazards are possible that would threaten the health and safety of students, personnel or property. These can be generally described as naturally occurring incidents, accidents, hostile acts, or infrastructure failures.

In each case, the decision must be made whether to shelter-in-place or evacuate, or to stand ready to take one of these actions. In addition, members of the community must be prepared to offer first aid as needed, provide for the safety and well-being of survivors, and to provide whatever assistance possible to first responders and/or disaster service workers addressing the incident

The following is a partial list of specific hazards or threats to students, staff and property. Key considerations for addressing each hazard are provided, and are also listed on the “Emergency Procedures Flip Chart” that complements this manual. The following are general guidelines. Each emergency situation is unique, and there is no substitute for good judgment.

Naturally occurring emergency situations include earthquakes, flooding, severe weather, and the like. Many of these also have the potential for generating related emergency situations (such as a fire following an earthquake, or landslide resulting from a severe storm).

Natural Disasters

IDENTIFIED HAZARD	POTENTIAL FOR OCCURANCE	POTENTIAL FOR INJURY / DAMAGE
Earthquake	Moderate	Low
Severe Weather	Very Low	Very Low
Tsunami	Very Low	Very Low
Flood	Low	Very Low

Accidents

IDENTIFIED HAZARD	POTENTIAL FOR OCCURANCE	POTENTIAL FOR INJURY / DAMAGE
Hazardous Material /Toxic Spill	Very Low	Very Low
Aircraft Disaster (*Airshow)	Very Low	Very Low
Traffic/Transportation Incident	Moderate	Moderate
Fire	Very Low	Very Low
Medical Emergency: Playground / Occupational Injury	Very Low	Very Low

Hostile Acts

IDENTIFIED HAZARD	POTENTIAL FOR OCCURANCE	POTENTIAL FOR INJURY / DAMAGE
Bomb Explosion	Very Low	Very Low
Biological / Chemical Threats	Very Low	Very Low
Child Abuse	Low	Low
Civil Disturbances / Riots	Very Low	Very Low

Crime in Progress	Very Low	Very Low
Drive-By Shooting	Very Low	Very Low
Hostage Situation	Very Low	Very Low
Hostile Intruder on Campus	Very Low	Very Low
Kidnapping / Missing Child	Low	Very Low
Nuclear Attack / War-Related Emergency	Very Low	Very Low
Suicide Attempt/Threat	Very Low	Very Low
Weapons on Campus	Low	Low
War-Related Emergency	Very Low	Very Low

Infrastructure Failure

IDENTIFIED HAZARD	POTENTIAL FOR OCCURANCE	POTENTIAL FOR INJURY / DAMAGE
Power Failure	Very Low	Very Low
Water Supply Failure	Very Low	Very Low
Dam Failure (flood)	Very Low	Very Low

D. CONCEPT OF OPERATION

Activation

This plan shall be activated under any of the following conditions:

- On the order of the District or Site Incident Commander or designated representative when the existence, the threatened existence, or the perceived existence of an emergency or disaster is present in the District/School.
- When local governmental authorities proclaim a Local Emergency and the District is affected.
- When the Governor has proclaimed a State of Emergency that impacts the District.
- By Presidential declaration of a National Emergency that impacts the District.

Roles and Responsibilities/Crisis Teams

This section establishes policies and procedures and assigns responsibilities to ensure the effective management of emergency operations during emergency situations.

The overall objective in managing emergency operations is to ensure the effective management of emergency forces and resources involved in preparing for and responding to situations associated with the hazards identified in Section C: HAZARD IDENTIFICATION. The following section explains in detail, the duties of the Incident Commander, the Recorder, and of each of the five Crisis Teams:

Incident Commander

The Site Principal is the Incident Commander but alternates should also be named in case of the Principal's absence. There should be at least three people trained to be Incident Commander at each site. The Incident Commander is responsible for the coordination and annual training of the five Crisis Teams. The types of duties coordinated will include:

- Overall management and coordination of emergency operations to include, as required, on-scene incident management.
- Coordinating or maintaining liaison with appropriate federal, state, city, and other agencies and applicable segments of the private sector.
- Requesting and allocating resources and other support.
- Coordinating inter-district mutual aid.
- Activating and using communications systems.
- Preparing and disseminating emergency public information.
- Disseminating warnings.
- Managing the movement and reception and care of staff and students.
- Ensuring that special needs students are attended to by their assigned staff- including any assistance needed for the evacuation, communication to families, and transportation of the special education/ special needs students.
- Collecting, evaluating and disseminating damage information and other essential data.

At The First Sign Of A Crisis:

- Clearly identify yourself as Incident Commander
- Identify the Command Post (location)
- Assess situation make immediate decisions about life-threatening issues
- Debrief Teams-with facts
- Assign: Recorder, Public Resources Officer, Public Information Officer
- Ensure assignments are carried out

During The Life Cycle of the Crisis:

- Manage the crisis in conjunction with public safety: FD, PD, etc.. Responses must follow the lead Incident Commander from public safety/law enforcement. (If the PD Incident Commander tells you to evacuate- you MUST evacuate.)
- If the crisis involves a possible crime- actions must be taken to minimize disturbance to crime scene; do not inject into management of a crime scene
- Coordinates response efforts from a command center.
- Debriefs with Crisis Team Chairs- or entire teams frequently during a crisis:
- Initial Debrief- Follow-up Debrief -Debrief Updates-Debrief Review (after crisis)
- Identify training needs for teams and specific team members - record for future action
- Display a sense of calm
- Maintain clear and concise communication-Ask respondents to repeat your communication (what you told them to do)
- Assign duties and delegates whenever possible
- Manage the crisis do not let the crisis manage you!- Think ahead and be proactive
- Conduct critical debriefings frequently with team leaders (get the facts!)
- Assign a recorder to keep a detailed report of all actions taken, decisions made and detailed responses- Make sure your recorder is getting ALL the details- including times and names.
- Establish and implement a staff release policy
- Create a winning team spirit
- Patience, Patience, Patience
- Leadership, Leadership, Leadership

After The Crisis:

- Document all losses of property, staff time and damage to facilities
 - Use a digital camera to record damage
 - Document loss of school time
 - Document staff time which was beyond a regular work schedule
 - Document volunteer involvement
 - Document names and actions of First Responders who may have affected decisions and or property or personnel losses.
- Involve all crisis team members in a discussion about the incident and make a list of suggestions for improvement
- Make sure that all the facilities are safe for re entry. This may involve State and County Health and Facility Planning Officials.
 - Secure the area around those facilities which are not safe for re entry.
- Make plans with appropriate staff for a recovery phase
 - Plan for post-traumatic stress
 - Plan for returning to a normal school schedule
 - Plan for communicating with families about the outcomes of the incident
 - Plan for replenishing emergency supplies and equipment

On-going Emergency Preparedness

- Continually train and practice – at least twice a year!!
 - Practice with different types of crisis
 - After every drill/practice bring the teams and participants together and find out what worked and what didn't. (This is a Review Session).
 - Establish new procedures or duties to fix the problems discovered from the Review Sessions
- Maintain Emergency Supplies

- Most water, food and eye wash supplies have a shelf life of five years. Check the shelf life of the supplies
- Re enlist Crisis Team members and parent volunteers
 - Make sure your team members know where to report when the crisis teams are called to action
 - Make sure you have a well-known and standardized approach for calling crisis team members to action
 - All schools should report crisis team member changes or crisis team duty changes to the District Administration

The Recorder

The School Secretary serves as the Recorder; if unavailable an office clerk or other staff is assigned. At least two people should be trained for this role.

- Should be with the Incident Commander at all times.
- Several recorders may be assigned to teams
- Keep track of incidents, times actions took place, who took the actions, what was reported by the Crisis Team Chairs and other participants
- Qualities: able to keep confidentiality; able to remain calm; able to quickly organize information; not assigned to any other duties during the crisis response and recovery times.

A Sample Recorder Report Follows:

Sample Outline of a Report

- 1/29/05 Tuesday
- 1:20pm Phil Nava reports fire a few blocks from VRB; 911 has been called
- 1:25 Phil initiates School Command Center
- 1:30 Action: Shelter in Place
- 1:40 Phil Debriefs Team Chairs
- 2:00 Crisis Teams set up and implement duties (as assigned by Phil and that are written in School Plan)
- 2:30 Fire Dept. recommends off site evacuation
- 2:50 Safety Team sweeps site & one member waits for Fire Personnel.
- 3:00 Media Broadcasts reunification info. Media arrive at Golf Course and interview children.
- 3:05 Students are released from Golf Course to Parents
- 4:00 10 students remain. Parents are called
- 7:00a.m. Wednesday 1/30/05- Phil holds Review meeting with all teams to debrief and assess actions. Some procedures and duties are revised. Including the creation of student release cards for every classroom; the creation of a Mutual Aid Agreement with the Golf Course; an area is established for media to wait for media spokesperson at Golf Course – far away from student areas.

Each School Site is required to establish and maintain five Crisis Teams. The five Crisis Teams are to be coordinated by the site Incident Commander. The five Crisis Teams are: Communications Team, Student Release and Crowd Control Team, First Aid and Basic Needs Team, Student and Staff Safety Team, and the Facilities Team. These teams fall under the coordination of a site level Incident Commander and they function as the Operations section of the District’s emergency response structure. The District’s emergency response structure has seven functions: Management, Operations, Logistics, Planning, Public Resources, Public Information, and Finance and Administration, as it is required under the National Incident Management System. These coordination efforts are outlined in the chart under Section A, Part 4 District/ Site Responsibilities.

The specific duties of each of these five Crisis Teams are outlined in the sections below:

Student and Staff Safety Team

Each school site should assign at least 3 staff members to this team. Alternate team members should be considered in case of the absence of one or all of the team members. School volunteers can also be assigned to the team. Administrators should be careful to select team members who are not “fragile” and who can be counted on to act calm in an emergency. This team must have access to staff rosters and student attendance lists.

The duties of this team include:

- Accounts for all staff and students
- Helps with search and rescue- informs First Responders (Fire and Police) of the possible whereabouts of missing persons.
- Establishes locations for students and staff to wait
- Works with transportation for off-site evacuation
- Helps with evacuation including estimating needs for transportation
- Plans for safety of movement during off site or on-site evacuations
- Keeps everyone safe and in a manageable location
- Gives frequent reports to Incident Commander
- It should be remembered that risking the life of a searcher can not be justified to recover a known dead body, search a highly hazardous area with a small chance of success, or to search a building/area that is imminently dangerous to life or health (i.e., a building that is on fire). Search and rescue workers have the right to refuse to enter a building or continue an operation if they feel it is unsafe or beyond their capabilities.

Student Release and Crowd Control Team

Each school site should assign at least 3 staff members to this team. Alternate team members should be considered in case of the absence of one or all of the team members. School volunteers can also be assigned to the team. Administrators should be careful to select team members who are not “fragile” and who can be counted on to act calm in an emergency. This team must have a plan for student release in on-site and off-site evacuation incidents. Since this team will have direct contact with parents and the community at-large, some or all of the team members should be bilingual (English/Spanish).

The duties of this team include

- Implements and monitors student release
- Tells volunteers and others where to go
- Makes sure all volunteers are 100% supervised
- Sets up and monitors media area-but does NOT give statements to media
- Coordinates with public safety personnel (Fire, Police)
- Sets up boundaries around risk areas to keep crowds out (cones, ropes, etc..)
- Maintains integrity of crime scenes
- Controls foot and vehicle traffic for optimum safety
- Gives reports to Incident Commander

First Aid and Basic Needs Team

Each school site should assign at least 3 staff members to this team. Alternate team members should be considered in case of the absence of one or all of the team members. School volunteers can also be assigned to the team. Administrators should be careful to select team members who are not “fragile” and who can be counted on to act calm in an emergency. This team must have at least a basic knowledge of first-aid and CPR. The duties of this team include:

- First aid and CPR
- Provides for water, food, blankets, etc...- makes sure everyone is cared for
- Monitors special needs students (especially non-ambulatory)
- Keeps track of students treated by EMS
- Determines mental health needs and coordinates with appropriate resources to deliver counseling services

- Sets up shelters as needed (may involve Red Cross)
- Provides frequent reports to Incident Commander

Communications Team

Each school site should assign at least 3 staff members to this team. Alternate team members should be considered in case of the absence of one or all of the team members. School volunteers should not be assigned to this team, as communications may involve confidential matters. Administrators should be careful to select team members who are not “fragile” and who can be counted on to act calm in an emergency. This team must have at least one or two members who are bilingual (English/Spanish). All of these team members must have good communication skills and must understand that the tone and accuracy of their statements can dramatically improve a crisis situation. They must also understand that a tone of panic and inaccurate statements can greatly worsen a crisis situation.

The duties of this team include:

Makes pre authorized announcements which include the following information:

What happened; Who was involved; and Why it happened.

- Carries messages to teams and Command Center
- Coordinates with Public Resources Officer and Media Spokesperson/Public
- Information Officer
- Tell the media what they can tell parents; what the community needs to know.
- Initiates telephone tree
- Disseminates relevant information to staff as authorized
- Answers the phones and gives out pre-approved information to the public
- Finds and calls in resources as needed (local service providers)
- Makes frequent reports to Incident Commander
- Find positive (good examples emergency responses) stories- In-depth stories to feed to the media every 10 to 36 hours.
- Create a “Talking Points” list for the Incident Commander, office staff, Board Members etc..

Talking points are information that can be shared with the public: “The children are safe...” “We are working with the police...” “Tomorrow we will...”

Facilities Team

Each School’s Custodian should be assigned to this team. Each school site should assign at least 3 staff members to this team. Alternate team members should be considered in case of the absence of one or all of the team members. School volunteers should not be assigned to this team, because the security of the facility and equipment are at stake. Administrators should be careful to select team members who are not “fragile” and who can be counted on to act calm in an emergency. All of these team members must have a working knowledge of how to shut off the utility valves, locations of mater keys, and the locations of emergency supplies and related equipment.

The duties of this team include:

- Initiates telephone tree
- Shuts off valves, etc.
- Checks safety of facilities; locks or opens doors
- Keeps track of damage with photos and drawings and written reports
- Brings out supplies and resources as needed
- Keeps track of all equipment and supplies
- Provides maps and info to public safety agencies (Fire, Police etc..)
- Coordinates with public safety agencies (Fire, Health Dept.) to determine when building is safe to reenter.

- Responsible for security of building-lock ups!
- Creates frequent reports of Incident Commander

IV. EMERGENCY PROCEDURES

A. GENERAL PROCEDURES

BEFORE AN EMERGENCY

- Plan ahead for the needs of students and co-workers with disabilities. Think through alternate evacuation routes in case they become necessary.
- Identify alternate means of communication for circumstances precluding use of primary phone lines or radio communications (e.g., cell phones should NOT be used in bomb situations or when gas leaks are possible).
- Post evacuation route maps and emergency procedures near each door, in an easily accessible spot.
- Review your work area periodically for potential hazards, and take steps to remove or mitigate them.
- Review emergency procedures with students every trimester.

DURING AN EMERGENCY:

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

Your first priority is the safety of students. Do what you can safely do to remove or keep them away from danger.

Emergency situations that generally call for EVACUATION include fires, bomb threats or explosions, aircraft disasters, gas leaks, serious building damage resulting from an earthquake, and other circumstances where remaining in the school building poses a hazard to students' health and safety. In questionable circumstances, the Incident Commander (Principal or designee) will determine the need for relocation or partial or total evacuation

Emergency situations that generally call for taking SHELTER IN PLACE may include severe weather (storms) or other natural disasters, hazardous material spills or transportation incidents near campus. Changes in circumstances may necessitate alternative action (e.g., evacuation or lockdown) following a shelter-in-place order.

Emergency situations that may require LOCKDOWN include hostile intruder on campus, riot, threat of kidnapping, war-related emergency, shooting or police action near campus, or other acts of violence.

When a disaster strikes without warning, the most prudent action is often to DUCK, Cover and Hold. This is the appropriate initial response to events such as earthquakes, explosions, shootings, and riots. Often, this action will be followed by an order to evacuate.

Specific procedural guidelines for these emergency actions are provided below. Each emergency situation is unique, and established procedures should not substitute for good judgment. Use common sense in assessing each emergency.

B. TYPES OF EMERGENCY

EARTHQUAKE

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

Earthquakes usually strike without warning. Therefore, earthquake drills should be conducted at least twice a year.

During a major or moderate earthquake, the greatest immediate hazard to people in or near school buildings will be the danger of being hit by falling objects. Though less likely, injury or property damage can also occur from fires, floods, explosions or toxic materials spilled during an earthquake or an aftershock.

If an earthquake occurs during school hours, follow the procedures described on the next page.

If an earthquake occurs outside of school hours, school buildings and grounds should be inspected by Custodial/Maintenance staff before resuming normal operations. When damage is apparent, the principal is to contact the superintendent to determine the advisability of closing the school.

Classroom Teachers

IF YOU ARE INSIDE SCHOOL BUILDING:

- Implement DROP until shaking stops. Instruct students to take shelter under desks, tables, door frames, etc.
- Stay away from windows, bricks, shelves, hanging light fixtures and other items that may fall during a quake or aftershock.
- EVACUATE as necessary, but only after determining that designated evacuation route is safe. Do not run. Take Emergency Backpack.

IF YOU ARE OUTSIDE OF SCHOOL BUILDING:

- Do not enter buildings.
- Implement DROP until shaking stops.
- Be alert to dangers that may demand a move to a safer location.
- Remain with students in the open, at least 50 feet away from potential falling objects (e.g., trees, portable backstops, power lines, buildings, etc.) until the earthquake is over and you are instructed by authorities to return to buildings.

IN ANY LOCATION:

- Advise students not to touch exposed electrical wires.
- Avoid using matches and lighters until the area has been declared safe.
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to command center when it is safe to do so.
- ADMINISTER FIRST AID as necessary. (See FIRST AID GUIDELINES in appendix, below.)
- Inform students that they are to remain with you. If a student leaves, record the student's name, destination and the time he/she leaves.
- Be alert for aftershocks, gas leaks or power failures, fires or explosions. The risk of flooding is small, but could result from the failure of upstream dams, or in rare instances, a tsunami flowing from the bay up the mouth of the Salinas River.
- Be prepared for transportation disruptions, and/or the possibility of authorities establishing extended shelter operations on site in case of a severe earthquake.
- Resume normal operations after the ALL CLEAR signal has been given.

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.

STUDENT/STAFF SAFETY TEAM

- Coordinate Search & Rescue operations as needed.

FIRST AID / BASIC NEEDS TEAM:

- Establish First Aid station and administer aid as needed.

FACILITIES TEAM:

- Check all utilities and shut off electric, water or gas systems as needed.
- Assess damage to facilities. Report to Incident Commander & District Command Center.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings.

COMMUNICATIONS TEAM:

- Begin monitoring the Emergency Broadcast System for information about post-earthquake hazards and community emergency response.
- Notify appropriate utility company and/or emergency response agencies of breaks or suspected breaks in utility lines or pipes.
- Refer media inquires to District Info Officer.

STUDENT RELEASE/CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

District Administration

- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

FLOODING

During heavy rainstorms (including those in the hills upstream from Salinas), the Communications Team should monitor public media, weather reports and/or the Emergency Broadcast System for notice of flood warnings or flood watches. Staff should be promptly notified through district communications channels of potential flood hazards.

If warning of an impending flood has been given, and time allows, the following steps should be taken to mitigate damage to property and prevent injury to students and staff:

- Maintenance staff should be authorized to procure sandbags, sand, construction materials and equipment that may be needed to divert and/or repair damage caused by flood waters, and to ensure their proper placement and/or storage.
- Obtain/replenish drinking water and first aid supplies.
- Move or remove material subject to water damage (e.g., computer equipment, school records/vital documents, inventory of foodstuff, office supplies, etc.) to higher, dryer ground.
- Be alert for potential contamination of water supply lines.
- No one should be allowed to drink from faucets on ruptured lines.

Classroom Teachers

In the event of sudden flooding:

- Immediately NOTIFY ADMINISTRATION OF ruptured pipes, other sources of sudden flooding.
- EVACUATE impacted facilities as directed by school authorities or emergency response personnel. Do not run. Take Emergency Backpack.
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to command center when it is safe to do so.
- ADMINISTER FIRST AID as necessary. (See FIRST AID GUIDELINES in appendix, below.)
- Instruct students not to play or come into contact with standing water (which may have been contaminated by sewage) or flowing water (which may have been contaminated, or may indicate flash flooding).
- Remain with students until you are instructed by authorities to release them or return to buildings.
- Be prepared for the possibility of flash flooding, school closure, transportation disruptions, and/or the possibility of authorities establishing extended shelter operations on site in the event of severe flooding.

Site Administration

INCIDENT COMMANDER (OR DESIGNEE)

- Activate Incident Command Center. Deploy Emergency Response Teams as indicated
- Notify all staff immediately of the need to discontinue use of ruptured or contaminated plumbing lines
- Initiate other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine
- When incident has subsided, complete & submit incident report form

STUDENT/STAFF SAFETY TEAM:

- Coordinate Search & Rescue operations as needed

FIRST AID / BASIC NEEDS TEAM:

- Establish First Aid station and administer aid as needed.

FACILITIES TEAM:

Shut off electricity to flooded areas.

- Place sandbags at threatened facilities. Monitor and reinforce as needed

- Assess damage to facilities. Report to Incident Commander & District Command Center.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings

COMMUNICATIONS TEAM:

- Monitor Emergency Broadcast System for flood-related warnings and information.
- Notify appropriate utility company and/or emergency response agencies of breaks or suspected breaks in utility lines or pipes.
- Refer media inquires to District Info Officer.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

District Administration

- Declare school closure(s) as warranted and communicate with parents and community
- Handle all media inquires/communication
- Coordinate financing of recovery operations

SEVERE WEATHER (STORMS)

Severe weather is unusual in the Salinas area, but the following guidelines can be helpful in the event of an unusually strong storm.

During severe windstorms, the safest places to be are interior halls, against interior walls (away from windows) and lower floors of buildings.

When directing students to shelter, be alert to potential hazards posed by flying debris, broken windows or doors, and/or damaged buildings.

Avoid seeking shelter in the auditorium/cafeteria/multipurpose room, or near windows, particularly areas exposed to the windward force of the storm.

During severe rain- or thunder-storms, be alert to the potential for flooding (seek higher ground), as well as structural damage caused by wind or lightning strikes.

Power outages are likely during severe weather. Normal communications systems may be impaired.

Classroom Teachers

IF YOU ARE INSIDE SCHOOL BUILDING:

- Remain indoors. Do not leave building unless absolutely necessary. (e.g., exit in case of fire, or upon direction of emergency authorities)
- Stay away from open doors and windows, metal objects, electrical appliances and plumbing until storm has passed.
- Keep telephone use to a minimum.
- Do not handle flammable liquids in open containers (e.g., paint, cleaning supplies).

IF YOU ARE OUTSIDE OF SCHOOL BUILDING:

- Get into a building as quickly as possible. Move from high ground and assume a crouching position if open areas cannot be avoided.
- Do not seek shelter under isolated trees, or close to metal fences, small sheds, playground equipment or other exposed locations. Keep at a distance of twice an object's height if you must remain outdoors around tall trees or objects during a storm.
- Avoid overhead power lines.
- Do not use metal objects, which may contact damaged electrical lines or serve as a lightning rod.
- Remove shoes with metal cleats.

IN ANY LOCATION:

- ADMINISTER FIRST AID as necessary. (See FIRST AID GUIDELINES in appendix, below).
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to command center when it is safe to do so.
- Remain with students until you are instructed by authorities to release them.
- Be prepared for the possibility of school closure, transportation disruptions, and/or the possibility of authorities establishing extended shelter operations on site in the event of severe storm damage in the community

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.

STUDENT/STAFF SAFETY TEAM

- Coordinate Search & Rescue operations as needed

FIRST AID / BASIC NEEDS TEAM:

- Coordinate mass shelter operations as needed
- Establish First Aid station and administer aid as needed

FACILITIES TEAM

- Assess damage to facilities. Report to Incident Commander & District Command Center
- If feasible, post guards a safe distance away from damaged structures or vehicles to prevent unauthorized access.

STUDENT RELEASE / CROWD CONTROL TEAM

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

District Administration

- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication
- Coordinate financing of recovery operations.

MAJOR SYSTEMS FAILURE: GAS, HEAT, POWER, WATER

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

In the event of a utility system failure, the incident must be REPORTED, INVESTIGATED and RECTIFIED. Failures may be localized in a school building or classroom, or they may affect the whole school and/or the surrounding community. Different types of failures call for different responses. For example, outage as a result of severe weather conditions may require remaining in the building whereas outage resulting from electrical problems may require evacuation. Determine why the power is out, and respond accordingly.

If conditions are unsafe (for example, if a natural gas odor is detected, or a circuit/fuse box is sparking or smoldering), EVACUATE students to a safer location.

In case of a GAS LEAK, DO NOT USE CELLULAR PHONES. Cell phone use is acceptable during other types of outages.

PLANNED OUTAGES

Advanced notice regarding loss of service may be provided by utility companies. Often these outages will be of short duration and require no special action other than notifying staff of the pending interruption of service.

If disruption in service will severely hamper school operation, students and staff should be notified by appropriate means.

If a school or department is notified directly by the utility company of a planned loss of service, the Principal or designee should inform the District Office (in advance if possible) of the date, time and expected duration of the outage, and alternative means of communication should be agreed upon to ensure contact between the District and the school site.

For information on sustained outages, the Communications Team can get general information from:

SBC (telephone) 1-888-723-2624

PG&E 1-800-743-5002

Classroom Teachers

(Non-teaching staff should report to the principal for further directions.)

- During normal business hours, NOTIFY ADMINISTRATION of systems failures. Other than normal business hours, call the Principal directly.
- If school is to be dismissed, teachers will be notified by administration.

POWER FAILURE

- NOTIFY ADMINISTRATION office using radio, cell phone or messenger.
- Keep students together, remain in classrooms; follow normal schedule.

EXPOSED ELECTRICAL HAZARDS

- Remove students and staff to a safe distance away from downed power lines. Assume all power lines are carrying a live current. Refrain, and instruct students to refrain, from touching / approaching exposed wires.
- NOTIFY ADMINISTRATION using radio, phone or messenger.

BURST WATER PIPES

- Remove students and staff to a safe distance from the source, and keep them away from spilled water or sewage.

- NOTIFY ADMINISTRATION using radio, phone or messenger
- Direct students to alternate sanitation facilities if required

NATURAL GAS LEAK

- Immediately EVACUATE the area. Do not run. Take Emergency Backpack.
 - USE LAND LINE PHONE to NOTIFY ADMINISTRATION.
- DO NOT USE CELLULAR PHONES, which may ignite leaking gas

Any type of incident

- ADMINISTER FIRST AID as necessary. (See FIRST AID GUIDELINES in appendix, below.)
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to the Office when it is safe to do so.
- When ALL CLEAR has been signaled, lead students back to the classroom.

Site Administration

INCIDENT COMMANDER (OR DESIGNEE)

- At onset of power outage, contact MOTS at ext. 5790.
- At onset of power outage, contact MOTS at ext. 5790.
- Consult with the Superintendent's and Maintenance Offices to determine the extent of the outage. In an emergency, use school radios on Channel 2.
- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Contact the Superintendent to make the final decision about whether to dismiss classes/close the school.
- Contact the MOTS immediately if school is dismissed or closed to ensure coordination of student transportation.
- When incident has subsided, complete & submit incident report form.

FACILITIES TEAM:

- Get keys from office to gain access and turn off the main power, water or gas line(s) as needed. (Locations of utility shut off valves and switches can be found on evacuation maps, in the Emergency Response Plan, or through RETRIEVER ONLINE system.)
- Assess damage to facilities. Report to Site Incident Commander & District Command Center.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings.
- For prolonged water/sewage interruptions, establish and maintain alternate sanitation facilities as directed.

COMMUNICATIONS TEAM:

- Notify appropriate utility company and/or emergency response agencies of breaks or suspected breaks in utility lines or pipes.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

District Administration

- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

AIRCRAFT DISASTER

Salinas Union High School District lies within the flight path of the Salinas Municipal Airport, which handles thousands of aircraft flights every year. The Salinas Airport also hosts the California International Air Show each fall. Aerobatic flight performances and rehearsals for this show typically occur during school hours, posing a potential hazard to SUHSD students, staff and property.

Specific Hazards: Aircraft incidents could include items falling from passing aircraft or entire aircraft crashing onto or near school property. Falling debris or aircraft may cause injuries to students/staff, or damage to buildings/grounds. There is a risk of explosion and/or fire resulting from spilled fuel or cargo. Fumes from such combustion may be harmful, particularly to those with respiratory ailments.

Note: Accidents or incidents involving planes approaching or leaving the Salinas Municipal Airport fall under the jurisdiction of the first responders (police, fire, ambulance) who serve the city as a whole, not Airport security, which handles only those incidents that occur on Airport property.

IN THE EVENT OF AN AIRCRAFT EMERGENCY, ADMINISTRATION WILL CALL 911.

Be prepared for potential for explosions, hazardous fumes or fire hazards related to aircraft incidents.

Classroom Teachers

- Immediately remove all people who may be in immediate danger away from the area of impact, and away from debris or damaged buildings.
- NOTIFY ADMINISTRATION, who will determine to what extent evacuation is indicated and/or summon emergency personnel.
- If evacuation is necessary, CHECK CLASSROOM DOOR for signs of fire (hot to touch, visible smoke or flames) to determine whether planned evacuation route is passable. If the primary evacuation route is unsafe or impassable, proceed to the nearest available alternate exit to EVACUATE. Note that off-site evacuation may be necessary. Do not run. Take Emergency Backpack.
- ADMINISTER FIRST AID as necessary. (See FIRST AID GUIDELINES in appendix, below.)
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to command center when it is safe to do so.
- Inform students that they are to remain with you. If a student leaves, record the student's name, destination and the time he/she leaves.
- Remain with students until you are instructed by authorities to release them.
- Be alert to the possibility of explosion or fire resulting from the aircraft disaster.
- Be aware that emergency response personnel and equipment (firefighters, paramedics, ambulance) may need to use various routes to gain access to threatened buildings and/or injured individuals. Keep students at a safe distance from debris or fires, and away from emergency equipment and fire lanes.
- When ALL CLEAR has been signaled, lead students back to the classroom.

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- Call 911 to report emergency.
- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Contact the Superintendent to make the final decision to dismiss classes. Contact the MOTS immediately in the event that school is dismissed or closed, to ensure coordination of student transportation.

- Work with School Psychologist or Director of Special Education to determine need for, and if necessary, activate Crisis Counseling Team to provide psycho-logical support to students, staff, and/or families.
- Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

STUDENT/STAFF SAFETY TEAM:

- Coordinate Search & Rescue operations as needed.

FIRST AID / BASIC NEEDS TEAM:

- Establish First Aid station and administer aid as needed.

FACILITIES TEAM:

- Assess damage to facilities. Report to Site Incident Commander & District Command Center.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

District Administration

- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

FIRE

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

Fires usually strike without warning. During a fire, the greatest immediate hazards to people in or near school buildings are the danger of smoke inhalation, and of becoming trapped in a burning building. Immediate and efficient evacuation is of the utmost importance. Therefore, fire drills should be conducted at least twice a year.

Fire drills should always be regarded as actual alarms and treated seriously by all staff and students. The main objective in a drill is to enable all students and staff to evacuate the building in an orderly manner so that this level of discipline can be relied upon in the event of an actual emergency.

Before a fire strikes, all SUHSD staff should know where fire extinguishers are located, as well as when and how to use them. Everyone in the school should know where fire alarms are located, and how to activate them. Some small fires may be extinguishable through prompt action before fire fighters arrive. If it is safe to do, fight small fires as appropriate with fire extinguishers. Under no circumstances, however, should this be done at the expense of the safety of SUHSD students.

STOP! DROP! ROLL!

If your clothes catch fire, DO NOT RUN! Drop to the ground and roll until the fire is out.

Before a fire strikes, know both primary and alternate evacuation routes and designated assembly areas. Smoke and fumes from combustion may be harmful, particularly to those with respiratory ailments. When evacuating, choose an assembly area up-wind from the fire if at all possible. Do not use elevators for evacuation.

The American Red Cross has financial assistance to help families recuperate from a disaster, and other related losses. Contact the local American Red Cross Monterey-San Benito Counties Chapter at 831 424-4824

Classroom Teachers

IF YOU SEE FIRE, OR SEE OR SMELL SMOKE:

- Remove any persons from the area who may be in immediate danger.
- Sound the alarm by voice and/or activating electronic fire alarm. Notify Administration (or have an assistant do this while you handle the fire). Administration will determine to what extent evacuation is indicated.
- If it can be done without endangering life, fight the fire as appropriate with fire extinguishers.

IF THE FIRE ALARM SOUNDS:

- CHECK CLASSROOM DOOR for signs of fire (hot to touch, visible smoke or flames) to determine whether planned evacuation route is passable.
- If possible, EVACUATE the building according to plan. If the primary evacuation route is unsafe or impassable, proceed to the nearest available alternate exit. Do not run. Take Emergency Backpack.
- Rooms should be left with the lights out and the door closed but not locked to confine the fire and smoke.
- Once outside students and staff should remain at least 50 feet away from the building until given further instructions.
- ADMINISTER FIRST AID as necessary. (See FIRST AID GUIDELINES in appendix, below.)
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to command center when it is safe to do so.

- Inform students that they are to remain with you. If a student leaves, record the student's name, destination and the time he/she leaves.
- Remain with students until you are instructed by authorities to release them.
- Be aware that emergency response personnel and equipment (firefighters, paramedics, ambulance) may need to use various routes to gain access to threatened buildings and/or injured individuals. Keep students at a safe distance from the fire, and away from emergency equipment and fire lanes.
- When ALL CLEAR has been signaled, lead students back to the classroom.

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- Call 911 to report emergency.
- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Determine the need for evacuation and sound alarm.
- Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

STUDENT/STAFF SAFETY TEAM

- Coordinate Search & Rescue operations as needed.

FIRST AID / BASIC NEEDS TEAM:

- Establish First Aid station and administer aid as needed.

FACILITIES TEAM:

- Check all utilities and shut off systems as needed.
- Assess damage to facilities. Report to Incident Commander & District Command Center.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings.

COMMUNICATIONS TEAM:

- Call 911- to report ALL fires to the Salinas Fire Department.
- Notify appropriate utility company and/or emergency response agencies of breaks or suspected breaks in utility lines or pipes.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

District Administration

- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

HAZARD MATERIALS / TOXIC SPILLS MEDICAL EMERGENCY HAZARDOUS MATERIAL

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

Industrial and residential chemical spills can pose a serious threat to individual and community health. Traffic accidents involving vehicles transporting gasoline, fertilizers, or pesticides may cause contamination from spilled chemicals. Inattentive use of cleaning supplies or construction materials may result in the release of toxic gasses. Natural disasters, industrial accidents or hostile acts, whether on campus or in the surrounding community, may precipitate the release of hazardous airborne materials that threaten AUSD students and staff. In case of hazardous material spills, time is of the essence.

MOVE FAST! It's very important that spills or leaks be cleaned up quickly--and correctly.

The various toxic materials can pose different threats, and require different measures for control and clean-up. Make sure you know the name, properties and precautions that pertain to any chemicals with which you work (including but not limited to: cleaning supplies, solvents, adhesives, lubricants, paints and fertilizers).

When hazardous materials contaminate the environment, students and staff have the option of SHELTERING IN PLACE or EVACUATING. The specific circumstances of the hazardous material incident, and the good judgment of civil authorities and school personnel, will determine the appropriate response for each unique situation. Note that Shelter-In-Place operations may require an extended period of confinement, and that provisions may need to be made for alternative sanitation facilities, food/snacks and/or drinking water for those being sheltered. First priority should be given to student and staff safety, then to protecting the environment, then to protecting property.

General Guidelines for Avoiding or Minimizing Contamination

- Flush a chemical burn to the skin or eyes with large amounts of clear, cool water.
- Close all doors and windows, and shut off ventilation (fans, air conditioning system, vents) to stop fumes from spreading.
- Cover and seal all openings to outdoors (vents, air ducts, etc.) with plastic and tape.
- Seal gaps around windows & doors (use wet towels to seal bottom of doors).

In the event of a chemical or biological attack, instructions will be provided by local public health and safety officials on personal protection, decontamination and health warnings. Monitor the Emergency Broadcast System on radio and/or television, and/or monitor print media for updated information and directions. Use the Shelter In Place Procedures whenever possible.

The American Red Cross has financial assistance to help families recuperate from a disaster, and other related losses. Contact the local American Red Cross Monterey-San Benito Counties Chapter at

831 424-4824

If toxic material may have been ingested, contact
POISON CONTROL immediately at 1-800-222-1222.

Classroom Teachers

IF THE SPILL IS INSIDE SCHOOL BUILDING:

- EVACUATE the affected classroom(s) immediately; avoid the area where the chemical accident occurred and any fumes which are present. Modify assembly area if needed so that students and staff are up-wind, up-hill, and up-stream from the location of the spill. Do not run. Take Emergency Backpack.

- Contain toxic material if possible, by shutting doors and windows when leaving the room.
- Keep exposed students separate from others, to minimize cross-contamination and to facilitate administration of first aid.
- When ALL CLEAR has been signaled, lead students back to the classroom.

IF THE SPILL IS OUTSIDE SCHOOL BUILDINGS:

- Instruct students to immediately take shelter indoors.
- Secure windows, vents and doors to prevent harmful vapors from entering the classrooms.
- Shut down recirculating air conditioning systems.

IN ALL INCIDENTS INVOLVING TOXIC CHEMICALS:

NOTIFY ADMINISTRATION immediately.

- Check students & staff for adverse medical symptoms (loss of breath, fainting, burns, etc.) ADMINISTER FIRST AID as indicated. (See FIRST AID GUIDELINES in appendix, below.) Remove clothes contaminated with chemicals and place them in a plastic bag or other container, wash exposed skin with cool clear water (avoid scrubbing chemicals into the skin).
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to command center when it is safe to do so.
- Remain with students until you are instructed by authorities to release them.
- Follow all directions given by emergency personnel.

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- Check the Material Safety Data Sheet (MSDS) to identify properties of spilled chemicals, to determine the urgency of situation.
- Call 911 to request emergency assistance (ambulance and/or Haz-Mat teams). Report the name/type of chemical spilled, if known.
- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Notify all staff and instruct them to EVACUATE or SHELTER IN PLACE, as appropriate.
- Notify Superintendent.
- Initiate any other action(s) deemed necessary, or ALL CLEAR to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

FACILITIES TEAM:

- Post guards a safe distance away from building entrances to prevent access to evacuated buildings.

STUDENT/STAFF SAFETY TEAM

- Ensure evacuation of designated areas.
- Coordinate Search & Rescue operations as needed.

FIRST AID / BASIC NEEDS TEAM:

- Establish First Aid station, and administer aid as needed.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

District Administration

- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

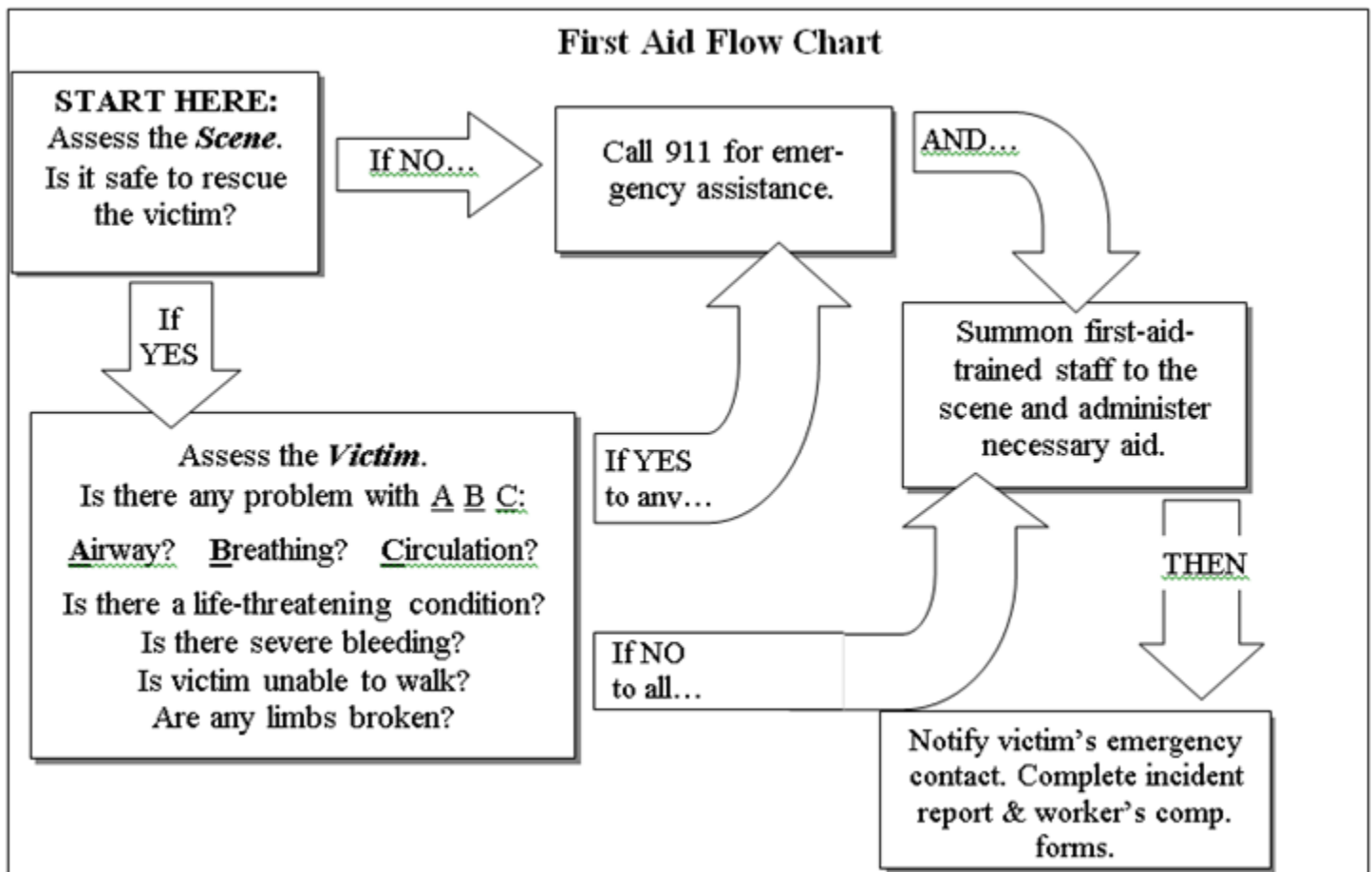
PLAYGROUND OR OCCUPATIONAL INJURY

- Guidelines for emergency first aid are provided below, under the section labeled FIRST AID GUIDELINES.
- See EMERGENCY CONTACTS section, above for a listing of personnel at this site trained in CPR / First Aid

Various medical emergencies may occur on school property, including (but not limited to): physical trauma, sudden illness or exacerbation of existing medical conditions, choking, loss of consciousness, etc.

Medical emergencies will also often accompany a larger emergency event (e.g., injuries from falling objects during an earthquake, or burns sustained in an explosion). Prepare yourself ahead of these events by identifying location of first aid kits and periodically reviewing emergency procedures and first aid guidelines.

Most medical emergencies will be isolated, affecting only one or two individuals, and will not require the activation of an Incident Command Center or the First Aid/Basic Needs Team. In these cases, whoever responds first should assess the victims' status, call for emergency assistance and/or administer first aid as needed.



PLAYGROUND OR OCCUPATIONAL INJURY cont.

Classroom Teachers

- **ASSESS THE SITUATION.** Determine type and extent of injuries sustained. Get as much information about the victim and his/her condition as possible. Check for Medic Alert emblems on unconscious victims.

- NOTIFY ADMINISTRATION and request an ambulance and/or first-aid trained personnel, as needed.
- Summon persons trained in first aid and/or CPR (See EMERGENCY CONTACT NUMBERS, above, for a list of trained personnel on site.)
- ADMINISTER FIRST AID as necessary. (See FIRST AID GUIDELINES in appendix, below.)
- Remove others from the immediate area of the victim(s) to allow access by first-aid providers.
- Do NOT move the victim, unless s/he is in imminent danger. Keep the victim comfortable and under supervision pending arrival of emergency medical assistance.
- Refer to the section on TRAUMATIC EVENT, below, for suggestions on helping students who witnessed the injury or accident.

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- Call 911 for paramedics / ambulance services as needed.
- Activate Incident Command Center if necessary; deploy First Aid / Basic Needs Team, Facilities Team, and/or Student / Staff Safety Team as needed.
- Contact parents/guardians of injured students and/or emergency contacts of injured staff members to inform them of the incident and where the victim can be found.
- When incident has subsided, complete & submit incident report form and/or worker's compensation injury report form

FIRST AID / BASIC NEEDS TEAM:

- Establish First Aid station and administer aid as needed.

District Administration

- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

TRANSPORTATION ACCIDENT

Transportation accidents may involve one or more motor vehicles, pedestrians, bicyclists and/or public or private property. Risks from this type of incident include personal injury such as cuts, burns, broken bones, eye injuries or irritation, concussions, etc. due to collision/impact, flying debris, and evasive maneuvers (e.g., falling while trying to avoid an oncoming vehicle). In addition, there is a risk of hazardous material spills, leaks or explosions of automotive fluids and/or cargo.

Note: Separate procedures apply to transportation accidents involving SUHSD school busses; refer to state-mandated procedures (carried on all school busses). Report bus accidents to the County Sheriff as well as to the SUHSD Department of Maintenance, Operations, Transportation and Safety. Always use an Incident Report Form.

Classroom Teachers

- Immediately remove all people who may be in immediate danger away from the area of impact, and away from debris or damaged buildings.
- Assess injuries to people, and damage to vehicles. Do not move any victim unless he/she is in imminent danger (e.g., burning car) as this could cause additional injuries. ADMINISTER FIRST AID as necessary. (See FIRST AID GUIDELINES in appendix, below.)
- NOTIFY ADMINISTRATION using radio, phone or messenger, and request emergency personnel and/or equipment as needed.
- Be alert to the possibility of explosion or fire resulting from the accident.
- Be aware that emergency response personnel and equipment (firefighters, paramedics, ambulance) may need to gain access to damaged buildings and/or injured individuals. Keep students at a safe distance from debris or fires, and away from emergency equipment.
- If possible, TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to command center when it is safe to do so.
- When ALL CLEAR has been signaled, lead students back to the classroom

See also “HAZARDOUS MATERIALS/TOXIC SPILL”, “TRAUMATIC EVENT”

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- Call 911 to request police and/or emergency medical aid and/or to report accident to police...
- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

STUDENT/STAFF SAFETY TEAM:

- Initiate search and rescue operations as needed.

FACILITIES TEAM

- Assess damage to facilities. Report to Site Incident Commander & District Command Center.
- Post guards a safe distance away from the accident to prevent access to damaged buildings and/or vehicle wreckage.

FIRST AID / BASIC NEEDS TEAM:

- Establish first aid station and administer aid as needed.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

District Administration

- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

BIOLOGICAL AND CHEMICAL THREATS

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

In the event of a chemical or biological attack, instructions will be provided by local public health and safety officials on personal protection, decontamination and health warnings via the Emergency Broadcast System, transmitted over radio and television as well as through print media.

Biological Threats A biological attack is the deliberate release of germs or other biological substances that can make you sick. Most of these must be inhaled, enter through a cut in the skin or be eaten to make you sick. Some biological agents, such as anthrax, do not cause contagious diseases. Others, like the smallpox virus, can result in diseases you can catch from other people.

Unlike an explosion, a biological attack may or may not be immediately obvious. While it is possible that you will see signs of a biological attack, as was sometimes the case with the anthrax mailings, it is perhaps more likely that local health care workers will report a pattern of unusual illness or there will be a wave of sick people seeking emergency medical attention. You will probably learn of the danger through an emergency radio or TV broadcast, or some other signal used in your community. You might get a telephone call or emergency response workers may come to the school site.

Chemical Threat/Attack: A chemical attack is the deliberate release of a toxic gas, liquid or solid that can poison people and the environment. Signs of a chemical threat include: many people suffering from watery eyes, twitching, choking, having trouble breathing or losing coordination. Other signs include many sick or dead birds. Fish or small animals are also cause for suspicion.

See also “HAZARDOUS MATERIALS / TOXIC SPILL”, “WAR-RELATED EMERGENCY”

Classroom Teachers

IN CASE OF A BIOLOGICAL THREAT (or if you detect a strange and suspicious substance)

- Quickly get students away from the substance and away from air currents that may spread particles.
- Protect yourself and students. Cover your mouth and nose with a filtration mask, or with layers of fabric that can filter the air but still allow breathing (e.g., 2 -3 layers of cotton such as a t-shirt, handkerchief, towel, several layers of tissue or paper towels).
- Wash exposed skin with soap and water. Use common sense: practice good hygiene and cleanliness to avoid spreading germs.
- NOTIFY ADMINISTRATION and seek emergency medical attention.

IN CASE OF A CHEMICAL ATTACK:

- Find clean air quickly.
- Determine what area is affected, and identify the source of the chemicals, if possible.
- NOTIFY ADMINISTRATION and seek emergency medical attention / ADMINISTER FIRST AID as necessary. (See FIRST AID GUIDELINES in appendix, below.)
- Take immediate action to get away from toxic chemicals.
- If the chemical is inside a building where you are, EVACUATE the building without passing through the contaminated area, if possible. If you can't evacuate the building or find clean air without passing through the area where you see signs of a chemical attack, it may be better to move as far away as possible and SHELTER IN PLACE.

- If you are outside, quickly decide what is the fastest way to find clean air: getting out of the affected area or going inside the closest building to SHELTER IN PLACE.

IF YOU THINK YOU OR YOUR STUDENTS HAVE BEEN EXPOSED TO A CHEMICAL:

If your eyes are watering, your skin is stinging, and you are having trouble breathing, you may have been exposed to a chemical. People exposed should immediately strip off their clothes and wash. Look for a hose, fountain, or any source of water, and wash with soap if possible; be sure you do NOT scrub the chemical into your skin.

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- Follow instructions of doctors and other public health officials and ensure that they are communicated appropriately to staff (particularly First Aid / Basic Needs Team), students and parents.
- Make arrangements to refer families to specific sites for medical evaluation and treatment.
- Contact the Superintendent to make the final decision whether to dismiss classes / close the school. Contact MOTS immediately in the event that school is dismissed or closed, to ensure coordination of student transportation.
- Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

COMMUNICATIONS TEAM:

- Monitor Emergency Broadcast System for official updates from public health officials to determine the following,:
 - Are you in the group or area that authorities consider in danger?
 - What are the signs and symptoms of the disease?
 - Are medications or vaccines being distributed?
 - Where? Who should get them?
- Communicate findings to Incident Commander.

FIRST AID / BASIC NEEDS TEAM:

- Establish first aid station and administer aid as needed.

FACILITIES TEAM:

- Assess damage to facilities. Report to Incident Commander & District Command Center.
- Work with emergency response personnel to erect barricades and/or post guards a safe distance away from contaminated areas to prevent unauthorized access.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

District Administration

- Decide whether to close school or only some areas.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

BOMB EMERGENCY (EXPLOSION, BOMB THREAT)

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

A BOMB THREAT exists when a suspected bomb or explosive device has been reported, but not located.

A BOMB EMERGENCY exists if a bomb has been located, or an explosion has occurred. Both situations require prompt action in order to avoid or minimize injuries and property damage.

During any situation involving bombs, DO NOT USE RADIOS OR CELL PHONES. These may detonate the bomb. Use only land-line phones or runners to communicate.

If a bomb threat is made in writing, the note should be turned over as soon as possible to investigators. If deemed credible, the threat should be reported immediately by calling 911.

If a bomb threat is made by phone, the caller should be kept on the line as long as possible.

Be respectful and attentive, and try to get the following information from the caller:

- detonation time
- location of bomb(s)
- number & type of bomb(s)
- reason(s) for the bomb threat.

Have another person call 911, telling the dispatcher: "This is (name of caller) from (name of school) . We are receiving a bomb threat on another line. The number of that line is _____. Please trace the call."

(This must happen quickly, as a call cannot be traced once the caller has hung up.)

Take note of the caller's voice/speech characteristics (e.g., accent, tone of voice, choice of words) and any background noises that may help investigators identify the caller or his/her location.

The person receiving the call (or receiving the note) should complete a Bomb Threat Report form as soon as possible, detailing as much information as possible about the bomb(s) and the person making the threat.

Classroom Teachers

IN THE EVENT OF A BOMB EXPLOSION:

- Direct students to DROP and take cover during explosion(s).
- EVACUATE the area surrounding the explosion and all damaged buildings, as directed by authorities (or if immediate danger...) Do not run. Take Emergency Backpack.
- ADMINISTER FIRST AID as necessary. (See FIRST AID GUIDELINES in appendix, below.)
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to the Office when it is safe to do so.
- Be alert to possibility of subsequent explosions, fire, or potential additional explosive devices. Stay away from explosion area and buildings or vehicles. Open areas are best location for gathering/accounting procedures.
- Consider alternate evacuation routes and/or off-site evacuation. Be aware that emergency response personnel and equipment (firefighters, paramedics, ambulance) may need to use various routes to gain access to threatened buildings and/or injured individuals. Keep students at a safe distance from the explosion site, and away from emergency equipment and fire lanes.
- Return to the buildings only when the ALL CLEAR signal is given.

IN THE EVENT OF A BOMB THREAT:

- If no apparent danger exists, teachers are to remain with the students in the classroom (or present location) until directed otherwise by the Incident Commander or emergency service providers. Be prepared to evacuate if necessary.
- If directed to EVACUATE, quickly move students to designated assembly area, maintaining a maximum safe distance from the buildings and/or location of suspected bomb. Do not run. Take Emergency Backpack.
- Do NOT use 2-way radios or cell phones, which may ignite an explosive device. Only use land-line phones or runners for communication.
- Do NOT touch, move, or in any way handle a suspected explosive device.
- Stay clear of buildings, trash cans, vehicles and lockers; warn others to do the same.

Site Administration**INCIDENT COMMANDER (OR DESIGNEE):**

- Issue order to EVACUATE.
- Call 911. Dispatcher will ask for information about your location, the type of device in question, etc. Police will dispatch officers and emergency services to the scene.
- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Contact the Superintendent to make the final decision whether to dismiss classes / close the school. Contact MOTS immediately in the event that school is dismissed or closed, to ensure coordination of student transportation.
- Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

STUDENT/STAFF SAFETY TEAM:

- Coordinate Search & Rescue operations as needed.

FACILITIES TEAM:

- When it is safe to do so, assess damage to facilities. Report to Incident Commander & District Command Center.

FIRST AID / BASIC NEEDS TEAM:

- Establish first aid station and administer aid as needed.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

District Administration

- Declare school closure(s) as warranted and communicate with parents and community.
- Provide support necessary to the site's incident commander.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

CHILD ABUSE

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

SUHSD Administrative Regulation # 5141.4 defines abuse, identifies mandated reporters, outlines reporting procedures, and describes the reporting of child abuse or neglect in greater detail than is possible in this document

Virtually all SUHSD employees are mandated to report child abuse. Mandated reporters have absolute immunity and are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse. Conversely, a mandated reporter who fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by up to a six-month jail term, a fine of up to \$1,000, or both. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.

Reports must be both verbal (immediately upon discovering evidence or suspicion of abuse) and in writing (within 36 hours) using a standardized form authorized by the Department of Justice, and must be submitted to the Monterey County Department of Social Services, 1352 Natividad Road, Salinas 758-3464. Detailed instructions for completion of the report are provided on the back sheet of the form. The 24 hour hotline for reporting child abuse is 831 755-4661. The office number is 831 755-4474.

Reporters may request assistance from the site administrator in completing and mailing the form; however, the mandated reporter is still responsible for ensuring that the written report is correctly filed. A single report may be made whenever two or more people know of a known or suspected case of child abuse, and with mutual consent of those present, one person can write and sign the written report, except that if that person does not do so, one of the other persons shall make the report.

The major responsibilities of mandated reporters are to (1) identify incidents of suspected child abuse, and (2) comply with laws requiring reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency. Likewise, it is up to the Department of Social Services and law enforcement personnel whether and when the child should be placed in protective custody.

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the Superintendent and/or principal shall not notify the parent or guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent or guardian. It is the responsibility of the peace officer to notify the parent or guardian of the situation. Peace officers will be asked to sign an appropriate release or acceptance of responsibility

Classroom Teachers / Mandated Reporters

- NOTIFY ADMINISTRATION promptly, in a manner that protects the child's privacy.
- Make a VERBAL REPORT to the Department of Social Services immediately or as soon as practically possible. The 24 hour hotline for reporting child abuse is 831 755-4661.
- Be prepared to include the following information:
 - o The name of the person making the report.
 - o The full name of the child.
 - o The present location of the child.
 - o The nature and extent of any injury.
 - o The age and location of siblings.
 - o The name of the parents or guardians.
 - o The home address and phone number.

- o Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.
- Make note of the name of the official contacted, the date and time contacted, and any instructions or advice received.
- Submit a FORMAL WRITTEN REPORT within thirty-six hours using the required standard Department of Justice form (DOJ SS 8572). Forms can be downloaded from the district's website, or obtained in the school office.

Site Administration

- Notify superintendent's office upon submission of child abuse report form.
- In the event that the Department of Social Services staff determines that the child is to be taken into custody, formally release student from the school's care by having the child protective agency representative(s) sign the appropriate release form(s).
- Do NOT notify the child's parents/guardians; instead, provide the custodial officer with their names and contact numbers for notification.

CIVIL DISTURBANCE / RIOT / DEMONSTRATION

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

Campus unrest may result when students move about in large groups, challenging authority, committing acts of vandalism, gang activity, etc., to the point where the principal determines that the safety of students and staff is jeopardized. The goal is to protect students and all school personnel from injury or harassment until proper help can be summoned, and to keep property losses and damages to a minimum.

Three general categories of events can be considered civil disturbances: peaceful demonstrations and disputes between individuals or small groups (which have the potential to turn violent), and large scale riots or acts of civil disobedience.

Instances of civil disturbance pose a risk for both property damage (broken windows, fences or play structures knocked over or torn down, vandalized cars, trash bins set afire, etc.), and personal injuries (either accidental or intentional). In any situation, staff should be watchful for potential violence, and be prepared to usher uninvolved bystanders to safety. If a LOCKDOWN is required, all staff will be notified by the Incident Commander (Principal or designee).

IN CASE OF DEMONSTRATION OR HOSTILE DISPUTE

Classroom Teachers

- Isolate the people involved in the dispute, apart from other students if possible. Attempt to defuse tensions by:
 - o Identifying key players and their concerns,
 - o Isolating key players in a neutral area,
 - o Conferencing with players, and
 - o Listening to student concerns.

IF THE DISPUTE BECOMES VIOLENT:

- NOTIFY ADMINISTRATION immediately.
- Keep the people involved in the dispute separate from one another and under adult supervision.
- ADMINISTER FIRST AID as necessary. (See FIRST AID GUIDELINES in appendix, below.)

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- If necessary, CALL 911 to notify law enforcement and request assistance.
- Notify parents of students involved in any violent conflict; solicit their support in disciplining students, and resolving disputes.
- When incident has subsided, complete & submit incident report form.

District Administration

- Handle all media inquires/communication.

IN CASE OF RIOT

Classroom Teachers

- When directed by administration to LOCKDOWN, quickly guide all students to the nearest classroom/office. (Cafeteria may be used to shelter students if disturbance occurs at lunch or recess.)

- Close and lock all windows and doors. Draw blinds. Turn off lights. Stay away from windows and doorways. Precautions should be taken to protect all persons from flying glass from broken windows.
- Remain indoors, and keep all students in class unless otherwise directed by emergency personnel. Doors must remain closed and locked. No students are to be released from or admitted to locked down rooms for any reason.
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED/GREEN signal system. Do NOT send communications by runner.
- ADMINISTER FIRST AID as necessary. (See FIRST AID GUIDELINES in appendix, below.)
- Calmly reassure students that everything is being done to return the situation to normal.
- Students are to remain in room until ALL CLEAR signal is given or until directed otherwise by emergency response / law enforcement personnel.

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- Notify all staff to initiate LOCKDOWN.
- If necessary, CALL 911 to notify law enforcement and request assistance.
- NOTIFY SUPERINTENDENT'S Office
- When incident has subsided, complete & submit incident report form.

FACILITIES TEAM:

- Lock and secure all exterior doors, including restrooms, and remove trash containers and other burnable items from public access.
- Assess damage to facilities. Report to Incident Commander & District Command Center.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

FIRST AID / BASIC NEEDS TEAM:

- Establish First Aid station and administer aid as needed.

District Administration

- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

CRIME IN PROGRESS / POLICE ACTION

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

Though rare, SUHSD students and staff may have occasion to witness acts of vandalism, assault, robbery, rape, automobile theft, and other crimes in progress on or near the school campus.

Your first priority should be to ensure student and staff safety, then to protect property.

If you are in the area of a crime in progress, do NOT attempt to apprehend or interfere with the criminal except for self-protection.

On occasion, Salinas’s law enforcement officials engage in potentially hazardous police actions (e.g., search and seizure, arrest or questioning of suspects, response to reported assaults) in communities near SUHSD campuses. Typically, the school will be notified immediately prior to the commencement of such actions, and a LOCKDOWN will be requested to ensure the safety of students and staff.

As during other lockdown situations, students should remain in the classrooms until the ALL CLEAR signal has been given. Students and staff should follow the directions of law enforcement personnel at all times.

See also “HOSTILE INTRUDER” and “WEAPON ON CAMPUS”

Classroom Teachers

- Do NOT attempt to apprehend the assailant or intervene in the crime except for self-protection.
- If the assailant has a weapon and students are present, direct students to DROP and remain motionless. If the assailant does not have a weapon, move students away from the scene of the crime in an orderly fashion.
- As soon as possible NOTIFY ADMINISTRATION of the incident.
- If gunfire is heard, everyone should DROP and lie flat on the ground.
- As soon as the situation permits, make written note of as many details as possible to be shared with the police, such as:
 - Information about the vehicle(s)
 - o License plate number
 - o Type of vehicle
 - o Color of vehicle
 - o Damage to vehicle
 - o Occupants (number, ethnicity, identity if known)
 - o Weapons (type and number)
 - Information about the person(s)
 - o Identity, if known
 - o Height
 - o Weight
 - o Color of Hair
 - o Clothing (type and color)
 - o Weapons (type)
 - o Ethnicity
- Follow the directions of law enforcement personnel at all times.

Site Administration

- CALL 911 to notify law enforcement and request assistance.
- Assess situation. Initiate LOCKDOWN if appropriate.
- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Notify Superintendent's Office.
- Gather facts from appropriate reliable sources, particularly any victims or witnesses, while maintaining confidentiality.
- When incident has subsided, complete & submit incident report form.

FIRST AID / BASIC NEEDS TEAM:

- Establish First Aid station and administer aid as needed.

District Administration

- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication

DRIVE-BY SHOOTING

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

Note: Drive-by shootings usually happen very quickly. Unlike hostage situations, the perpetrators of drive-by shootings usually leave the scene immediately. Staff members who witness such incidents should, without putting themselves into danger, attempt to get the license plate number and an accurate description of the vehicle, and an accurate description of the shooter(s).

In addition to being shot, students and staff are at risk of being struck by shattered glass or a stray or ricocheted bullet. Though unlikely, a drive-by shooting could also ignite a fire, or rupture gas, electrical or plumbing lines.

Witnesses or victims of drive-by shootings will often suffer from shock. Symptoms of shock include:

- dull, lack-luster or sunken eyes
- shallow, irregular or labored breathing
- pale or bluish face
- clammy cold skin
- dilated pupils
- rapid or weak pulse
- vacant expression
- nausea or vomiting
- anxiety
- thirst
- agitation
- collapse

In case of shock

- Ensure that the victim's airway is clear.
- Have the victim lie down and stay down.
- Raise his/her legs about 12 inches if it will not aggravate other injuries. When in doubt, keep the victim lying flat.
- Keep the victim warm, quiet and comfortable.
- Give the victim nothing to eat or drink.
- Keep track of the victim's pulse rate and general condition.
- Reassure the victim.
- Be prepared to explain to the paramedics the changes in the victim's condition that you witnessed
- Try to find out what happened to the victim

Classroom Teachers

IF YOU ARE INSIDE SCHOOL BUILDING:

- Secure classrooms and have students DROP until ALL CLEAR signal sounds.
- CLOSE AND LOCK ALL WINDOWS AND DOORS. Draw blinds. Turn off lights. Stay away from windows and doorways.
- Remain indoors, and keep all students in class unless otherwise directed by emergency personnel. Doors must remain closed and locked. NO students are to be released from or admitted to class for any reason.
- If gunshot or an explosion is heard, take cover. If no cover is available, have everyone lie down on the floor.
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED/GREEN signal system. Do NOT send communications by runner during a Lockdown.
- Wait for ALL CLEAR signal before exiting building.

IF YOU ARE OUTSIDE:

- As quickly as possible, guide all students to nearest classroom, office or other type of shelter. Initiate DROP and COVER if it is not possible to safely reach enclosed areas.

IN ANY LOCATION:

- ADMINISTER FIRST AID as necessary. (See FIRST AID GUIDELINES in appendix, below.)
- Calmly reassure students that everything is being done to return the situation to normal.
- Watch for signs of shock among witnesses and victims, and provide supportive treatment as appropriate (see previous page for symptoms and recommendations).

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- Initiate LOCKDOWN of facility until it can be determined that risk of injury has passed.
- CALL 911 to report incident and request assistance as needed.
- Gather facts from appropriate reliable sources, particularly any victims or witnesses, while maintaining confidentiality.
- Work with School Psychologist or Director of Special Education to determine need for, and if necessary, activate Crisis Counseling Team to provide psycho-logical support to students, staff, and/or families.
- When incident has subsided, complete & submit incident report form.

FIRST AID / BASIC NEEDS TEAM:

- Establish first aid station and administer aid as needed.

FACILITIES TEAM:

- When it is safe to do so, assess damage to facilities. Report to Incident Commander & District Command Center.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

District Administration

- Provide support necessary to the site's incident commander.
- Handle all media inquires/communication

HOSTAGE SITUATION

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

If any site becomes involved in a hostage situation, the primary concern must be the safety of students and staff. Individuals who take hostages are frequently emotionally disturbed, and the key to dealing with them is to make every attempt to avoid antagonizing them. Communication must be handled in a non-threatening, non-joking manner, always remembering that it may take very little to cause such people to become violent.

Classroom Teachers

IF A HOSTAGE SITUATION OCCURS IN YOUR AREA OF SUPERVISION:

- Do not panic
 - o Remain calm and under control.
 - o Help students to keep calm.
 - o Avoid quick movements.
- Follow instruction of the captor (hostage taker), and inform students to do so as well.
- Do not try to be a hero/heroine by attacking or trying to disarm the attacker - the same is true for students.
- Do NOT attempt to bargain or negotiate with the hostage taker.
- Keep your grade book and seating chart - know or make a list of who is absent from your class.
- Follow any instructions from law enforcement.
 - o Trust the negotiators. Do not criticize their actions.
 - o Accommodate the captor - Ask permission to speak - Face captor while speaking - Don't crowd his/her space - Be respectful - Never argue.
- Stay alert
 - o Attempt escape only if the hostage taker(s) fall(s) asleep.
 - o Evacuate students first.
- If shooting begins
 - o Tell students to DROP to floor and lie still.
 - o Take cover under or behind equipment or structures.
- If it can be done safely, clear the immediate area of students and staff and NOTIFY ADMINISTRATION

IF YOU OBSERVE A HOSTAGE SITUATION DEVELOPING ELSEWHERE:

- Make no personal intervention into the situation.
- Quietly remove yourself from the area.
- NOTIFY ADMINISTRATION, who shall call 911. Remain out of sight of the hostage taker(s).
- Remain in the proximity to the hostage area and prevent other staff and students from entering the area.
- Enlist other staff to help secure area.

See also "HOSTILE INTRUDER," "WEAPONS ON CAMPUS" and "TRAUMATIC EVENT"

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- Determine the seriousness of the situation.
- CALL 911 to report emergency & request assistance. Initiate LOCKDOWN.
- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Identify liaison /contact person to work with police. Have floor plans of the building available for the police.
- Gather facts from appropriate reliable sources, particularly any victims or witnesses, while maintaining confidentiality.
- Make announcements to students in classrooms - not in an assembly.
- Refer all media questions to the Public Information Officer as designated by the Superintendent. Do not allow media to speak directly to students or staff.
- Work with School Psychologist or Director of Special Education to determine need for, and if necessary, activate Crisis Counseling Team to provide psycho-logical support to students, staff, and/or families.
- Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

STUDENT/STAFF SAFETY TEAM:

- Identify any victims and obtain assistance for victims.
- Isolate the area of the disturbance by relocating students to a safe area and instruct them to either SHELTER IN PLACE or EVACUATE as needed. A LOCKDOWN situation may be advisable.

FIRST AID / BASIC NEEDS TEAM:

- Establish First Aid station and administer aid as needed.

COMMUNICATIONS TEAM:

- Upon direction by the Incident Commander, notify the families of the people involved, particularly victims.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

District Administration

- Provide support necessary to the site's incident commander.
- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media communication and coordination of announcements with law enforcement.

HOSTILE INTRUDER ON CAMPUS / UNAUTHORIZED VISITOR

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

Hostile Intruder: A hostile intruder is someone who enters the school campus and demonstrates suspicious behavior, including carrying or displaying a weapon.

Unauthorized Visitor: An unauthorized visitor is someone who is not a student or staff member and does not have a visitor badge identifying him/herself visibly worn on his/her clothing. A dangerous person might appear to be someone with a legitimate purpose on campus.

If any stranger on campus is not readily identifiable, or begins to exhibit erratic or dangerous behavior, immediately contact the administration without alerting or alarming students or the suspect and move students to a safe location.

Always err on the side of caution. To reduce the possibility of dangerous persons on campus, all visitors not wearing a visitor's badge (whether parents, volunteers, or strangers) should be directed to the school office for registration.

Classroom Teachers

- NOTIFY ADMINISTRATION and give description and location of the subject.
- Keep the subject in view until emergency personnel arrive.
- If possible direct the subject away from students and buildings.
- Initiate SHELTER IN PLACE procedures: Direct students to nearest safe classroom. Keep all students in class unless otherwise directed by emergency personnel. Close all doors and windows. If possible, remain near door to monitor situation and/or initiate lockdown if required.
- Remain calm, stay in classroom until ALL CLEAR signal is given, regardless of how long it takes.
- Turn down all radios/cell phones and be alert for new developments and/or instructions from the Incident Commander.

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- Advise subjects who resist registering and declaring their business on campus that they are trespassing and need to leave the school property directly.

HOSTILE INTRUDERS

Classroom Teachers

- NOTIFY ADMINISTRATION immediately, and have them call 911 for assistance. Give description and location of the subject.
- Immediately direct students to nearest safe classroom. When so directed, follow LOCKDOWN procedures: Close and lock all windows and doors. Draw blinds. Turn off lights. Stay away from windows and doorways.
- Remain indoors, and keep all students in class unless otherwise directed by emergency personnel. Doors must remain closed and locked. No students are to be released from or admitted to locked down rooms for any reason.
- If gunshots are heard, direct students to DROP and take cover until the situation has been resolved, or until otherwise directed by Incident Commander or emergency personnel.
- Await further instructions from the Incident Commander or emergency personnel.
- Remain calm, stay in classroom until ALL CLEAR signal is given, regardless of how long it takes.

- Turn down all radios/cell phones and be alert for new developments and/or instructions from the Incident Commander.

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- Advise subject that they are trespassing and need to leave the school property.
- CALL 911. Be prepared to describe the subject's location and appearance (and identity, if known), and any weapons seen or suspected. Tell dispatcher whether the subject has been isolated, or if students or staff are in proximity to the subject.
- Assess the situation and initiate LOCKDOWN procedures as indicated.
- Keep the subject in view until police or law enforcement personnel arrive.
- Take measures to keep subject away from students and buildings.
- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.
- Work with School Psychologist or Director of Special Education to determine need for, and if necessary, activate Crisis Counseling Team to provide psycho-logical support to students, staff, and/or families.
- When incident has subsided, complete & submit Dangerous Stranger and/or Incident Report Form.

District Administration

- Notify administrators at other school sites of the intruder's description, and direct them to be alert for a similar incident.

MISSING CHILD / KIDNAPPING

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

There is no more serious incident than a missing or kidnapped child. Treat custody dispute problems as potential kidnappings.

To avoid Kidnappings:

- Do not release a child to anyone other than the properly identified parent or guardian as designated in the student file.
- Do not accept substitutes for the designated parent (including the non-custodial parent) without proof of prior approval from the parent/guardian and the school office. proper identification is required.
- Designated parents/guardians of their authorized substitutes must have a visitor's badge to show that the office is aware that they are here to pick up the child.
- It is the school's responsibility to know the parents' plan for custody / pick-up from school

Classroom Teachers

- NOTIFY ADMINISTRATION immediately, and provide the following information:
 - o Child's name & sex
 - o Physical and clothing description
 - o Medical status if applicable
 - o Time last seen

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- Notify Child's parent / guardian
- When it has been confirmed that a missing student is not on campus, CALL 911 to notify law enforcement & provide requested information & description.
- Notify Superintendent's office
- When incident has subsided, complete & submit incident report form.

STUDENT/STAFF SAFETY TEAM:

- Conduct immediate search of school building and grounds.
- Report findings to Incident Commander.

District Administration

- Handle all media inquires/communication.

KIDNAPPING

Classroom Teachers

IF A KIDNAPPING HAS BEEN THREATENED:

- NOTIFY ADMINISTRATION immediately, and provide the following information:
 - o Child's name

- o Physical and clothing description
- o Time and location the child was last seen
- IF so directed, follow LOCKDOWN procedures: Close and lock all windows and doors. Draw blinds. Turn off lights. Stay away from windows and doorways.
- Reassure students that everything is being done to return the situation to normal.

IF A CHILD HAS BEEN KIDNAPPED:

- NOTIFY ADMINISTRATION IMMEDIATELY, and provide the following information
 - o Child’s name & sex
 - o Physical and clothing description
 - o Medical status if applicable
 - o Time and location the child was last seen

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- CALL 911 to notify law enforcement and provide them with child’s description and time/place last seen.
- Notify Parent Patrol & Security staff.
- Assess situation. Initiate LOCKDOWN if appropriate.
- Notify child’s parent / guardian.
- Notify Superintendent’s office.
- Discretely inform staff members of the kidnapping, so as not to alarm other students.
- When incident has subsided, complete & submit incident report form.

District Administration

- Handle all media inquires/communication.

SUICIDE ATTEMPT OR THREAT

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

If any SUHSD employee suspects that a student is considering or planning to commit suicide, he or she shall immediately report their reasons for suspecting the risk of suicide to an administrator or school psychologist. Any suicide threat or suicidal thoughts must be taken seriously and responded to immediately

A SUSPECTED SUICIDAL STUDENT SHOULD BE UNDER THE DIRECT SUPERVISION OF AN ADULT AT ALL TIMES

The school psychologist is responsible for determining the seriousness of the suicide threat. The student and the staff members involved must understand that information about the situation communicated to the school psychologist will not be held confidential but will be shared with the student's parent(s).

In determining the seriousness of the suicide threat the school psychologist shall consider the following:

- The student's feelings of hopelessness and the length of time such feelings have existed.
- The student's thoughts about killing himself/herself and the persistence and intensity of such thoughts.
- The existence and lethality of any suicide plan, the details of the plan, and whether any preliminary actions have been taken by the student.

Suicide Prevention Service of the Central Coast, 24 hour Suicide
Crisis Line ... 1-877-663-5433 Poison Control ... 1-800-222-1222

Do's and Don'ts Regarding Suicidal Ideation

DO LISTEN to what the student is saying and take the suicidal threat seriously.

DO GET HELP by contacting a school counselor, psychologist, principal or other appropriate resource. Never attempt to handle a potential suicide by yourself.

DO OBSERVE the student's nonverbal behavior. Facial expressions, body language, and other concrete signs often are often more telling than what the student says.

DO ASK whether the student is thinking about suicide. If the indication is "yes," ask how she/he plans to do it and what steps have already been taken. This will help you determine how serious the threat is (if risk is imminent take immediate action).

DO ASSURE the person that you care and you will find help that will keep him/her safe.

DO STAY with the student, and if possible, assist with transfer to appropriate mental health professional. The student has placed trust in you, so you must help transfer that trust to another person.

DON'T leave the student alone for even a minute.

DON'T act shocked, allow yourself to be sworn to secrecy, or brush aside a threat.

DON'T let the student convince you that the crisis is over. Often the most dangerous time is precisely when the person seems to be feeling better. Sometimes the student may appear happy and relaxed simply because they have come to a decision (even if that decision is suicide).

DON'T take too much upon yourself. Your responsibility to the student in a crisis is limited to listening, being supportive and getting her/him to a trained mental health professional/therapist.

See also **"TRAUMATIC EVENT"** and/or **"MEDICAL EMERGENCY"**

FOR A SUICIDE OR ATTEMPT THAT OCCURS ON THE SCHOOL GROUNDS:

Classroom Teachers

IN THE EVENT OF A SUICIDE ATTEMPT:

- CHECK FOR VITAL SIGNS: Airway, Breathing, and Circulation. ADMINISTER FIRST AID as necessary. (See FIRST AID GUIDELINES in appendix, below.)
- NOTIFY ADMINISTRATION promptly if any student makes threats of suicide, makes suicide attempts or engages in other self-injurious behavior, or shows signs of serious depression or hopelessness.
- If a suicide attempt includes poisoning/drug overdose, try to determine what substances were used and in what quantity and CONTACT POISON CONTROL HOTLINE for guidance.
- REMAIN WITH STUDENT AT ALL TIMES until the student can be seen by the school psychologist, who will develop an action plan, make necessary referrals, and see that the student receives necessary help. When appropriate, ask the student to sign a No-Harm Contract.
- CLEAR THE AREA of all students. If possible, block the area off from public view and access.
- Reassure other students without divulging personal aspects of the suicidal student's situation, and return the class to normal operations as quickly as possible. (See also section on "TRAUMATIC EVENT" for guidelines for supporting survivors in the event a suicide has occurred.)

IN THE EVENT OF A COMPLETED SUICIDE:

- In the event of a death, do not leave the corpse unattended. A staff member should be assigned to remain with the body until it is transported by authorities to the morgue or funeral home.

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- CALL 911 for assistance.
- Notify victim's emergency contact person (parent/ guardian, spouse, etc), and inform them of victim's condition, where he/she can be located, and whom to contact for more information. The person notifying the parent(s) must make document this notification, including who was notified, when notification was made and the response of the parent(s) notified.
- If family members attend school or are employed in the school system, they should be informed privately and prior to any general announcement, preferably by a family member or someone designated by the family.
- Communicate with other schools in the district affected by the death (e.g., sites where the victim's family members attend or work).
- Work with School Psychologist or Director of Special Education to determine need for, and if necessary, activate Crisis Counseling Team to provide psycho-logical support to students, staff, and/or families.
- Release the student from school care only into the custody of a parent/guardian, law enforcement official or emergency medical provider.
- Follow up to be sure that some contact has been made for help. Obtain permission from the parent or guardian for the release of information as appropriate.
- Direct all inquiries from the media to the Superintendent's designated media contact person.
- When incident has subsided, complete & submit incident report form.

District Administration

- Determine whether public relations efforts are appropriate and coordinate Public Information / Media Relations functions.

FOR A REPORTED OFF-CAMPUS SUICIDE:

Classroom Teachers

- NOTIFY ADMINISTRATION immediately, using private communications so as not to generate rumors.
- When the nature of the death is in question, the word “suicide” should not be used by school personnel in referring to the incident without the knowledge and consent of the victim’s family.

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- Direct the person relaying the information and office personnel not to repeat the information to anyone prior to verification.
- Verify reported suicide with the coroner’s office, police, sources in the media or other reliable sources. The victim’s home should not be called for verification, unless the administrator thinks that the circumstance and personal knowledge of the family warrant contact.
- Work with School Psychologist or Director of Special Education to determine need for, and if necessary, activate Crisis Counseling Team to provide psycho-logical support to students, staff, and/or families.
- Direct all inquiries from the media to the Superintendent’s designated media contact person.
- When incident has subsided, complete & submit incident report form.

District Administration

- Determine whether public relations efforts are appropriate and coordinate Public Information / Media Relations functions.

SUSPICIOUS PACKAGES, BOXES, MAIL

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

The likelihood of your ever receiving a bomb in the mail is remote. Unfortunately, however, a small number of explosive devices have been mailed over the years resulting in death, injury, and destruction of property. Likewise, the chances of receiving letters or packages containing harmful chemicals or biological agents (e.g., Anthrax) are small, but there are steps that can be taken to reduce the risk of illness or injury.

How to Identify Suspicious Packages and Letters

Some characteristics of suspicious packages and letters include the following...

- Excessive postage
- Handwritten or poorly typed addresses
- Incorrect titles
- Title, but no name
- Misspellings of common words
- Oily stains, discolorations or odor
- No return address
- Excessive weight
- Lopsided or uneven envelope
- Protruding wires or aluminum foil
- Excessive security material such as masking tape, string, etc.
- Visual distractions
- Ticking sound
- Marked with restrictive endorsements, such as “Personal” or “Confidential”
- Shows a city or state in the postmark that does not match the return address

Classroom Teachers/Office Staff

IF YOU RECEIVE A LETTER OR PACKAGE THAT YOU SUSPECT IS A BOMB:

- DO NOT OPEN.
- Isolate the mailing and EVACUATE the immediate area.
- Do NOT put the letter / package in water or a confined space such as a desk drawer or filing cabinet.
- If possible, OPEN WINDOWS in the immediate area to assist in venting potential explosive gases.
- If you have any reason to believe a letter or package is suspicious, do not take a chance or worry about possible embarrassment if the item turns out to be innocent. Instead, NOTIFY ADMINISTRATION who will follow up with appropriate authorities.

IF YOU RECEIVE A LETTER OR PACKAGE MARKED WITH A THREATENING MESSAGE SUCH AS “ANTHRAX”

- Do NOT shake, sniff or empty a suspicious envelope / package.
- Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
- Then EVACUATE the area. Close the door or section off the area to prevent others from entering (i.e., keep others away).
- WASH your hands with soap and water to prevent spreading any powder to your face.
- NOTIFY ADMINISTRATION immediately, and request that they call 911 to request emergency assistance.

- Make a list of all people who were in the room or area when this suspicious letter or package was recognized. Give this list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

IF YOU RECEIVE A PACKAGE OR LETTER THAT CONTAINS OR SPILLS SUSPICIOUS POWDER:

- DO NOT try to clean up the powder. Cover the spilled contents immediately with anything (e.g., clothing, towel, paper, trash can, etc.) and do NOT remove this cover!
- Then EVACUATE the area. Close the door or section off the area to prevent others from entering (i.e., keep others away).
- WASH your hands with soap and water to prevent spreading any powder to your face.
- NOTIFY ADMINISTRATION immediately, and request that they call 911 to request emergency assistance.
- REMOVE contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. This clothing bag should be given to the emergency responders for proper handling
- SHOWER with soap and water as soon as possible. Do Not Use Bleach Or Other Disinfectant On Your Skin.
- Make a list of all people who were in the room or area, especially those who had actual contact with the powder. Give this list to both the local public health authorities so that proper instructions can be given for medical follow-up, and to law enforcement officials for further investigation.

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- Contact the local police department and Postal Inspector for professional assistance in determining the risk of a suspicious package or letter. CALL 911 to request emergency assistance.
- NOTIFY SUPERINTENDENT’S Office.
- Assess the situation. Activate Incident Command Center and deploy Emergency Response Teams as indicated.

FIRST AID / BASIC NEEDS TEAM:

- Establish First Aid station and administer aid as needed.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- When incident has subsided, complete & submit incident report form.

District Administration

- Provide support necessary to the site’s incident commander.
- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication

TRAUMATIC EVENT (e.g., Mass Casualties, Death of Family Member or Fellow Student)

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

A traumatic event is an extraordinary situation that is potentially damaging to individuals and/or the educational environment. A stress reaction can develop in response to a traumatic event or unexpected death or injury to students, staff, family members, community persons or well known national figures. Examples include, but are not limited to: death of a classmate or teacher, witnessing violence on or near the school grounds suicide attempts or completions, hostage situations, drive-by shootings, sexual assaults, or natural disasters.

The following principles are intended to assist school personnel in responding to a tragic event. The overall direction for these guidelines is the maintenance of a calm, orderly school atmosphere that reflects of any development that may potentially affect your campus population, notify your administrator(s).

GUIDELINES FOR TEACHERS TO HELP STUDENTS COPE WITH TRAUMA

- Develop an environment in which students feel safe to ask questions, and confident of receiving an honest answer.
- Use correct terminology related to death. (i.e. avoid euphemisms such as “passed away”)
- Listen and empathize. Make sure you hear what is said and not what you think the student ought to say.
- Allow the students to express as much grief as they are able or willing to share with you.
- Share your own feelings and memories of the student but don’t idealize the dead student.
- Say “I don’t know” when you don’t know.
- Recognize that classroom routines and management may be disrupted. This is natural – be flexible.
- Maintain a sympathetic attitude toward the student’s age-appropriate responses. (Be prepared for a strong reaction.)
- Organize activities to allow students to tangibly express their grief (e.g., memorials, letters, etc.)
- Don’t force a child to participate in a discussion about death.
- Never link suffering and death with guilt, punishment and sin.
- Don’t be judgmental; don’t lecture. It’s all too tempting to make a point or moralize.
- Don’t say “I know how you feel” unless you truly do.
- Don’t force others to look for something positive in the situation.
- Don’t expect “adult responses” from children or youth. Their grief responses may seem inappropriate to you. (i.e. giggling).
- Don’t force a “regular day” upon grieving students, but at the same time don’t allow the class to be totally unstructured. Offer choices of activities, e.g., letters, journals, and discussions. Return to as normal a schedule as possible, while being empathetic to the emotional needs of students and staff.

Additional suggestions are provided in a DVD training video titled “When Trauma Strikes The School Setting”. Each SUHSD school library should have copies available.

GUIDELINES FOR ADMINISTRATORS

- Keep things calm and orderly. The principal, with the support of emergency response personnel, should provide leadership to minimize anxiety and create an atmosphere of sympathetic calm.
- Focus on accurate data. All pertinent facts must be verified with parents/guardians, police and other reliable sources. Rumor is not an acceptable source of information.
- Keep staff informed. Staff need an overall understanding of the grieving process and their role in the tragic events plan. Parents must be kept informed about the situation and the information being provided to their children. Stress is increased if individuals are not informed of the pertinent details.

Classroom Teachers

DURING A TRAUMATIC EVENT:

- If your class is not a part of the incident, remain calm, and wait for instructions from the Incident Commander or emergency personnel.
- If your class is witness to or victim of a traumatic event, first refer to the emergency protocol for that specific emergency (weapons, drive by shooting, hostage, etc.). Remember: Implementing the DROP protocol may be called for to ensure student safety until help arrives.
- Cooperate with emergency response personnel.

FOLLOWING A TRAUMATIC EVENT:

- Don't hesitate to ask for help. It's not necessary to handle this alone.
- Consult the district-approved DVD and the list on the previous page for specific tips on helping students cope with traumatic events.
- Identify and monitor at-risk students and staff (siblings, boy/girl friends, close friends, and students/staff who have experienced other recent trauma) and who may be in particular need of support. Consider assigning aides or other students to attend these students for a period of time.
- Refer to guidelines above, and to District's DVD for additional suggestions.

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- CALL 911 to request emergency assistance as needed.
- Assess the situation and implement emergency response procedures (e.g., lockdown, evacuation, shelter in place, etc.) as needed.
- Notify Superintendent's office.
- Work with School Psychologist or Director of Special Education to determine need for, and if necessary, activate Crisis Counseling Team to provide psycho-logical support to students, staff, and/or families.
- If needed, identify / arrange for location where support services will be available for students and staff.
- Determine the need for any substitute or supplemental staff. (In the event of the death of a teacher, another teacher known to students should take the deceased teacher's classes, not a substitute.)
- If any other school may be impacted by the death/trauma (e.g., siblings, boy/girl friends, recently attended school) establish contact with that school to coordinate efforts.
- At the soonest opportunity on Day One, hold a staff meeting (or communicate by telephone/email) to convey the following information to staff:
 - o Facts related to the death/traumatic situation.
 - o School's planned response.
 - o Location of the emergency center, when and how to refer students/staff for emotional support.
 - o How the death/traumatic situation will be announced to students. Encourage staff to have a discussion with students following the announcement.
 - o How to refer highly affected students to the emergency team.
 - o Time(s) of future staff meetings.
 - o How staff will be kept informed.
 - o Support services available to staff.
 - o Allow staff to grieve, offer support to one another
- As needed, hold follow up staff meetings to provide updated information.
- Inform students and staff of any memorial services or community assemblies to commemorate the incident.
- When incident has subsided, complete & submit incident report form.

District Administration

- Provide support necessary to the site's incident commander.
- Handle all media inquires/communication.

WAR-RELATED EMERGENCY: NUCLEAR BLAST; RADIATION THREAT; “DIRTY BOMB”

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

A war related emergency is defined as an enemy attack including but not limited to: a biological threat, a chemical threat, an explosion, a nuclear blast or a radiation threat. Refer to the specific emergency procedures for bomb emergency, fire, chemical or biological threats in addition to following procedures below for dealing with a nuclear blast or radiation threats (or “dirty bombs”).

Nuclear Blast: A nuclear blast is an explosion with intense light and heat, a damaging pressure wave and widespread radioactive material that can contaminate the air, water and ground surfaces for miles around. During a nuclear incident, it is important to avoid radioactive material, if possible. While experts may predict at this time that a nuclear attack is less likely than other types of attack, terrorism by its nature is unpredictable.

If there is a significant radiation threat, health care authorities may or may not advise you to take potassium iodide. Potassium iodide is the same mineral added to table salt to make it iodized. It may or provide some protection for your thyroid gland, which is particularly vulnerable to radioactive iodine exposure.

Radiation Threat: A radiation threat (also referred to as a "dirty bomb" or "radiological dispersion device (RDD)") is the use of common explosives to spread radioactive materials over a targeted area. It is not a nuclear blast. The force of the explosion and radioactive contamination will be more localized than a nuclear blast. While the blast will be immediately obvious, the presence of radiation will not be clearly defined until trained personnel with specialized equipment are on the scene. As with any radiation, you want to try to limit exposure. It is important to avoid breathing radiological dust that may be released in the air.

As with any emergency, local authorities may not be able to immediately provide information on what is happening and what you should do. However, you should monitor television, radio or the Internet for official news from the Emergency Broadcast System as it becomes available.

Classroom Teachers

IF THERE IS ADVANCED WARNING OF AN ATTACK

- Take cover immediately, as far below ground as possible, though any shield or shelter will help protect you from the immediate effects of the blast and the pressure wave.
- Instruct students to DROP and take cover under desks.

IF THERE IS NO WARNING:

- Quickly assess the situation.
- Consider whether you can get out of the area, or if it would be better to go inside a building to limit your exposure to radioactive material.
- If you take shelter, go as far below ground as possible. Close windows and doors, turn off air conditioners, heaters or other ventilation systems. Stay in one location.
- Monitor television, radio or the Internet for official news from the Emergency Broadcast System as it becomes available.
- Remember To limit the amount of radiation exposure, think about shielding, distance and time.
 - o Shielding: If you have a thick shield between yourself and the radioactive materials more of the radiation will be absorbed, and you will be exposed to less.
 - o Distance: The farther away you are away from the blast and the fallout the lower your exposure.
 - o Time: Minimizing time spent exposed will also reduce your risk

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- Use available information to assess the situation.
- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- When incident has subsided, complete & submit incident report form.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)STUDENT/STAFF SAFETY TEAMCoordinate Search & Rescue operations as needed.

FIRST AID / BASIC NEEDS TEAM:

- Establish First Aid station and administer aid as needed.

FACILITIES TEAM:

- Assess damage to facilities. Report to Site Incident Commander & District Command Center.

COMMUNICATIONS TEAM:

- Monitor TV, radio or the Internet for news from the Emergency Broadcast System as it becomes available.

District Administration

- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

RADIATION THREAT OR “DIRTY BOMB”

Classroom Teachers

- If you are outside and there is an explosion or authorities warn of a radiation release nearby, instruct students to cover nose and mouth and quickly go inside a building that has not been damaged. If you are already inside and the building is stable, stay where you are. Close windows and doors; turn off air conditioners, heaters or other ventilation systems.
- If you are inside and there is an explosion near where you are or you are warned of a radiation release inside, instruct students to cover nose and mouth and go outside immediately. Look for a building or other shelter that has not been damaged and quickly get inside. Once you are inside, close windows and doors; turn off air conditioners, heaters or other ventilation systems.
- If you think your students have been exposed to radiation, have students take off their clothes and wash as soon as possible.
- Stay where you are, wait for instructions from Incident Commander or emergency personnel.
- Remember: To limit the amount of radiation exposure, think about shielding, distance and time.
 - o Shielding: If you have a thick shield between yourself and the radioactive materials more of the radiation will be absorbed, and you will be exposed to less.

- o Distance: The farther away you are away from the blast and the fallout the lower your exposure.
- o Time: Minimizing time spent exposed will also reduce your risk.

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.

COMMUNICATIONS TEAM:

- Monitor TV, radio or the Internet for news from the Emergency Broadcast System as it becomes available.

STUDENT/STAFF SAFETY TEAM

- Coordinate Search & Rescue operations as needed.

FIRST AID / BASIC NEEDS TEAM:

- Establish First Aid station and administer aid as needed.

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- Assess damage to facilities. Report to Site Incident Commander & District Command Center.

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- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- When incident has subsided, complete & submit incident report form.

District Administration

- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

WEAPONS ON CAMPUS

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

While weapons of any kind are prohibited on SUHSD campuses, students or visitors (authorized or unauthorized) may violate this policy, either inadvertently or with the intent to intimidate or cause harm to members of the school community.

Your first priority is the safety of students. Do what you can safely do to remove or keep them away from danger. If you feel your life or the lives of others are in jeopardy, do NOT attempt to forcefully relieve a suspect of his/her weapon. Notify authorities and do what you can to ensure the safety of your students and co-workers.

Be alert for the possibility of a hostage situation, gang involvement, accomplices / other students with weapons

Classroom Teachers

- NOTIFY ADMINISTRATION IMMEDIATELY without alerting student(s) and/or suspect(s) (if at all possible). Notification should include the following:
 - o type or description of weapon
 - o whether weapon has been observed/confirmed, or is only suspected
 - o identity and description of subject in possession of weapon
 - o last known location of subject and/or weapon
 - o information about any threats made, including: intended victim(s) and stated or suspected reason for threat
- Clear the area of all bystanders/students, and prevent others from approaching suspect or weapon.
- If warranted, request a LOCKDOWN of the school building.
- If the weapon is on an individual, isolate the individual; if the weapon is in a locker or in a backpack, prevent access.
- Follow the suspect's directions.
- Remain calm, and avoid sudden moves or gestures.
- Do not attempt to disarm the individual.
- Using a calm and clear voice instruct the subject to put the weapon down.
- Use the individual's name when addressing the subject.
- Try not to raise your voice—but, if this becomes necessary, do so decisively and with clarity.
- If a student reported the weapon, isolate him/her from other students/suspects.
- Do not discuss the incident with the public until and unless authorized to do so by AUSD authorities. Refer media requests to Public Information Officer at Emergency Command Center (District Office).
- When ALL CLEAR has been signaled, lead students back to the classroom.

Site Administration

- Assess the situation and CALL 911 to request assistance if necessary.
- Declare a LOCKDOWN as warranted.
- Proceed to the location of the weapon, accompanied by at least one other staff member.
- If a weapon is found, and if it is safe to do so, an administrator should take possession of and secure the weapon.
- If weapon cannot be safely taken from suspect, leave that to emergency response personnel. Do not put yourself or others at unnecessary risk.
- Treat any firearm as if it is loaded. Point muzzle down and in a safe direction. Confiscated firearms should be secured in a safe place until they can be turned over to the Salinas Police Department.
- Secure a detailed written statement from the suspect and from any other witnesses, including involved staff members.

- When incident has subsided, complete & submit incident report form.

If the suspect is a student:

- While one administrator escorts the suspect to a private area, the other should carry all of his/her belongings at a safe distance. At no time should the student be allowed to put his/her hands in pockets or approach his/her belongings.
- The student should be thoroughly searched by an administrator with a reliable adult witness present.
- An administrator should search student's belongings, including but not limited to book bags, purses, lockers and autos.
- Notify the student's parent/guardian and follow discipline steps as outlined in the school handbook.

FIRST AID / BASIC NEEDS TEAM:

- Establish First Aid station and administer aid as needed.

District Administration

- Handle all media inquiries/communication.

C. RECOVERY

DEFINITION AND CONCEPT

Recovery refers to measures taken after a disaster to return all systems (utilities, phones, water) to service. Recovery actions are generally begun after response activities are diminishing, but some tasks (such as keeping track of personnel time) must be begun simultaneously with response. Furthermore, establishing a recovery organization prior to a disaster can speed-up and smooth-out recovery. Develop checklists now to allocate responsibilities and guide recovery actions.

During a recovery, return to learning and restore the infrastructure as quickly as possible:

- Strive to return to learning as quickly as possible
- Restore the physical plant, as well as the school community
- Monitor how staff are assessing students for the emotional impact of the crisis
- Identify what follow up interventions are available to students, staff and the first responders
- Conduct debriefings with staff and first responders
- Assess the curricular activities that address the crisis
- Allocate appropriate time for recovery
- Plan how anniversaries of events will be commemorated
- Capture “lessons learned” and incorporate them into revisions and trainings.

RECOVERY ORGANIZATION

Recovery actions follow the same functions as response, but during the recovery phase there is apt to be more work for those in the Finance function and less for those in Operations. Below are typical recovery tasks by NIMS function:

- Management--policy decisions, public information, safety considerations
- Operations--remove debris, restore utilities, obtain applications for assistance, arrange for building and safety inspection
- Planning/Intelligence--document SEMS compliance for disaster assistance, write after-action reports, create a mitigation plan
- Logistics--provide recovery supplies, equipment, vehicles and personnel
- Finance--prepare and maintain budget, develop and maintain contracts, keep accounts, process claims, deal with insurance settlements, meet payroll.

DAMAGE ASSESSMENT

During the early phases of a disaster, damage estimates are very rough. It is important to accurately document all damage and losses of staff time and other losses. The Facilities Team can be used to document physical damage and loss of supplies and equipment. Photos and documents are very important. The District Finance and Administration Team should assist with all assessment collections.

PUBLIC ASSISTANCE

1. State

The California Disaster Assistance Act provides funds to public schools for repairing disaster-related damages to buildings. This program offers up to 75% of the eligible costs to repair, restore, reconstruct, or replace property, covers direct and indirect costs of grant administration; and covers the cost of overtime and supplies used in response. DAA goes into effect if the OES Director concurs, the Governor proclaims a state of emergency, or the President declares a major disaster. The Local Red Cross can provide funds to families.

2. Federal

The Robert T. Stafford Disaster Relief Act and Amendments makes federal funds available to K-12 schools and colleges and universities when the President declares a major disaster. Specific amounts and percentages vary with disaster, and are negotiated between the federal and state governments at the time of the disaster.

MITIGATION

The immediate post-disaster period presents a rare opportunity for reducing future losses since officials and citizens are more responsive to recommendations to spend a little now in order to save a lot in the future. Your recovery plan would be stronger if you specified mitigation projects--such as anchoring shelves and fastening pendant light fixtures--that could be done in the process of repair and restoration.

C. MAPS

Aerial Photograph of the School



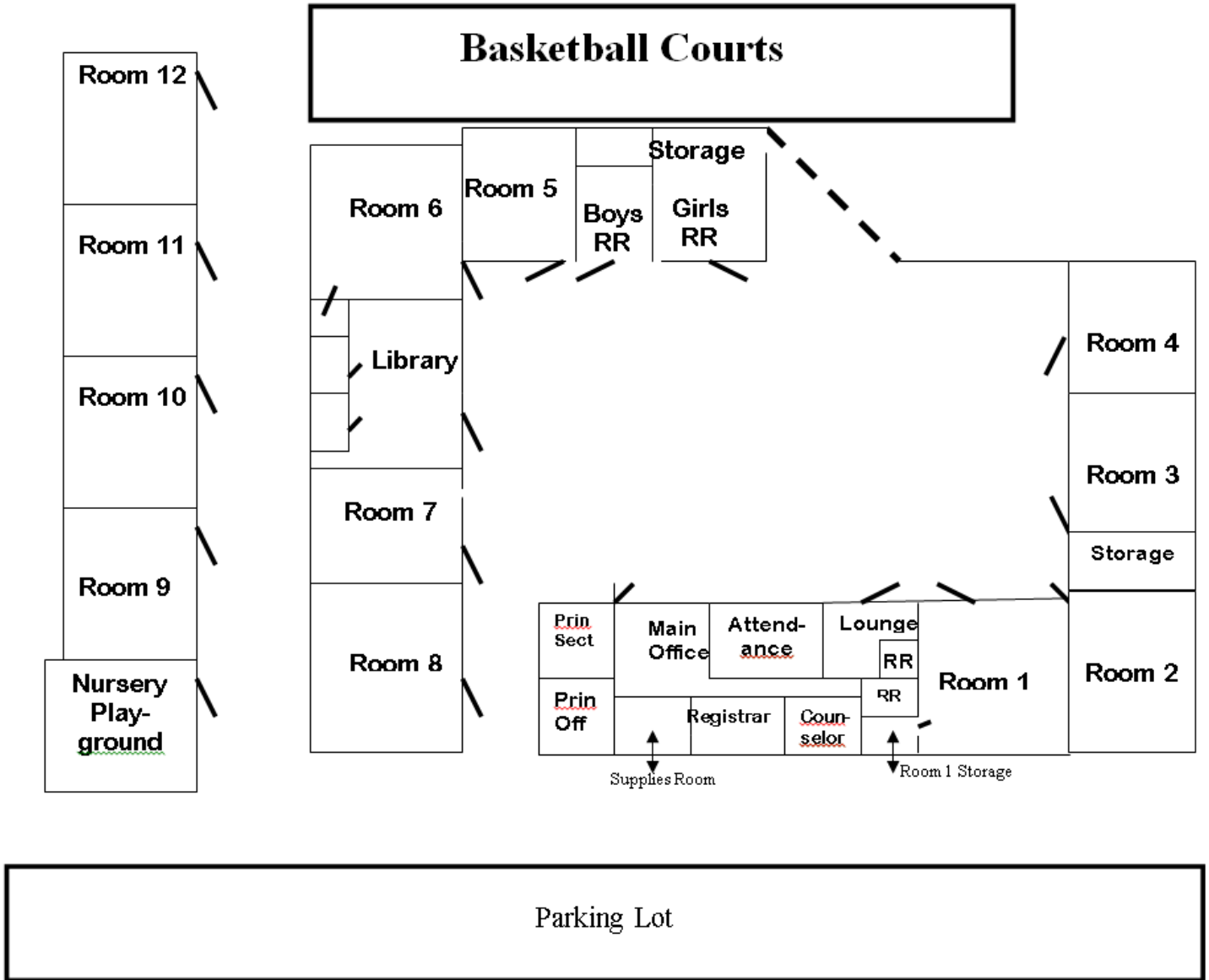
Mount Toro High School

Prepared by: City of Salinas, Information Systems
Facilities/GIS, Project/Schools/Salinas High School Site Analysis.mxd

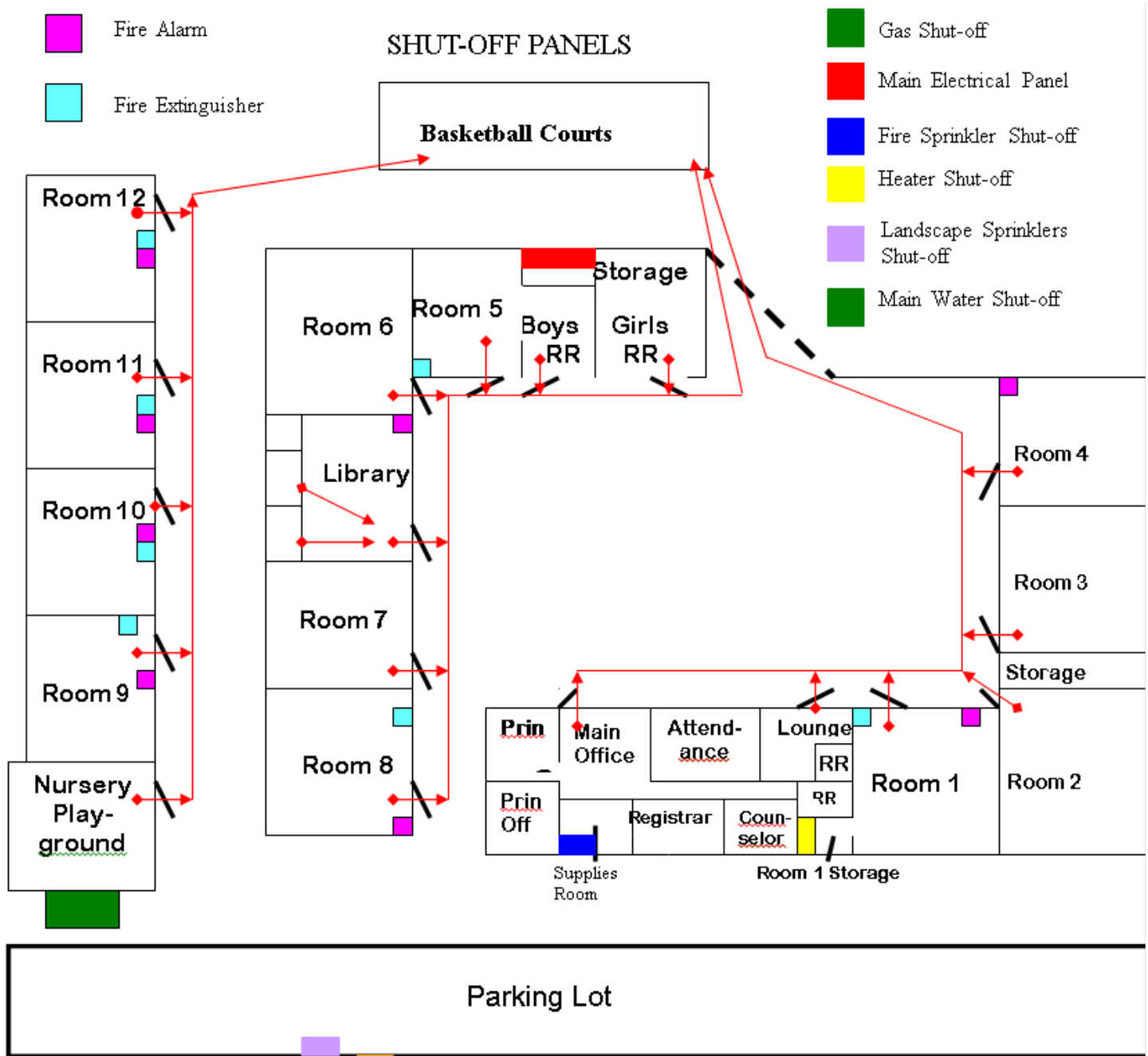
Aerial Photo: Fall 2007

School Map

SCHOOL MAP

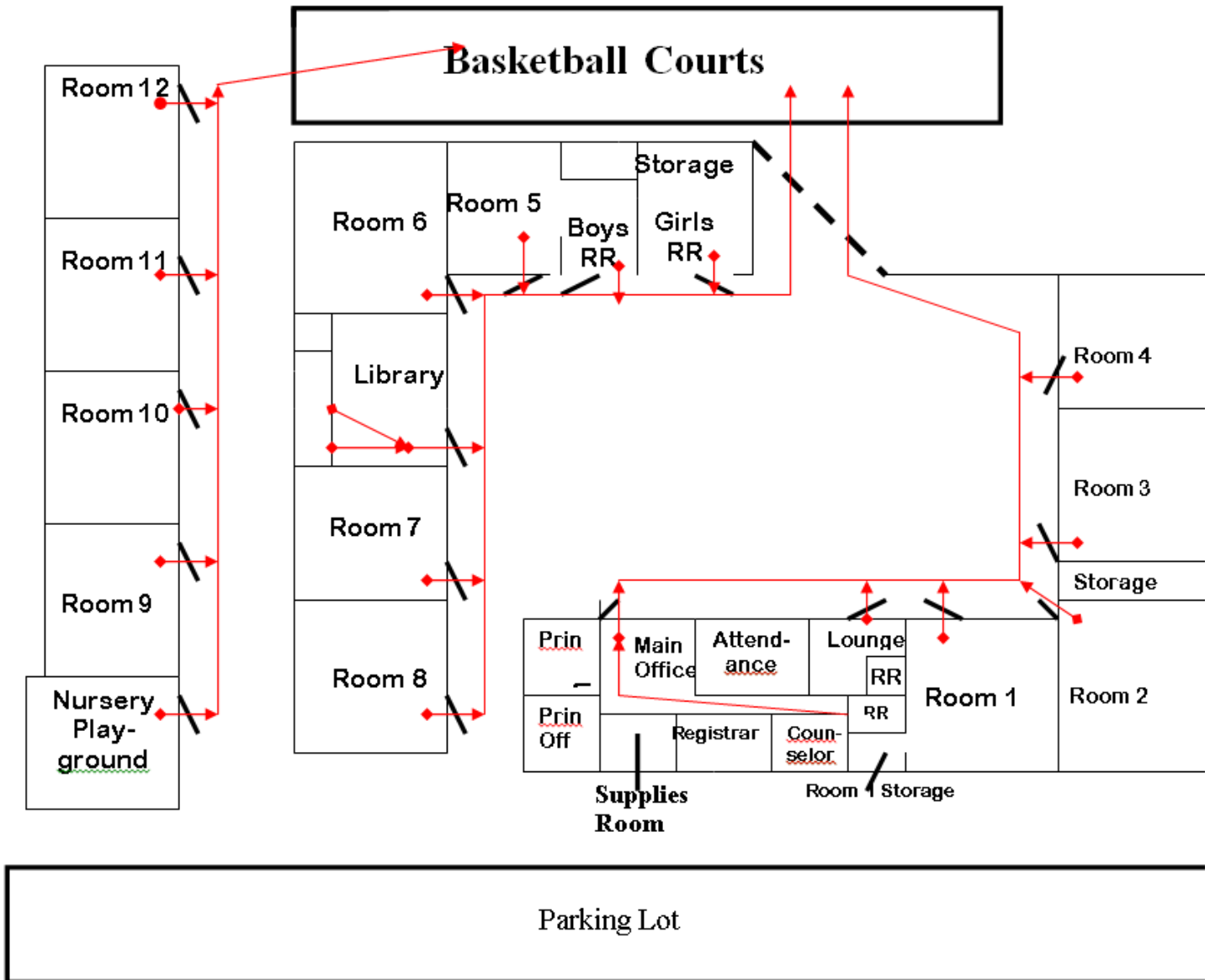


SHUT-OFF PANELS

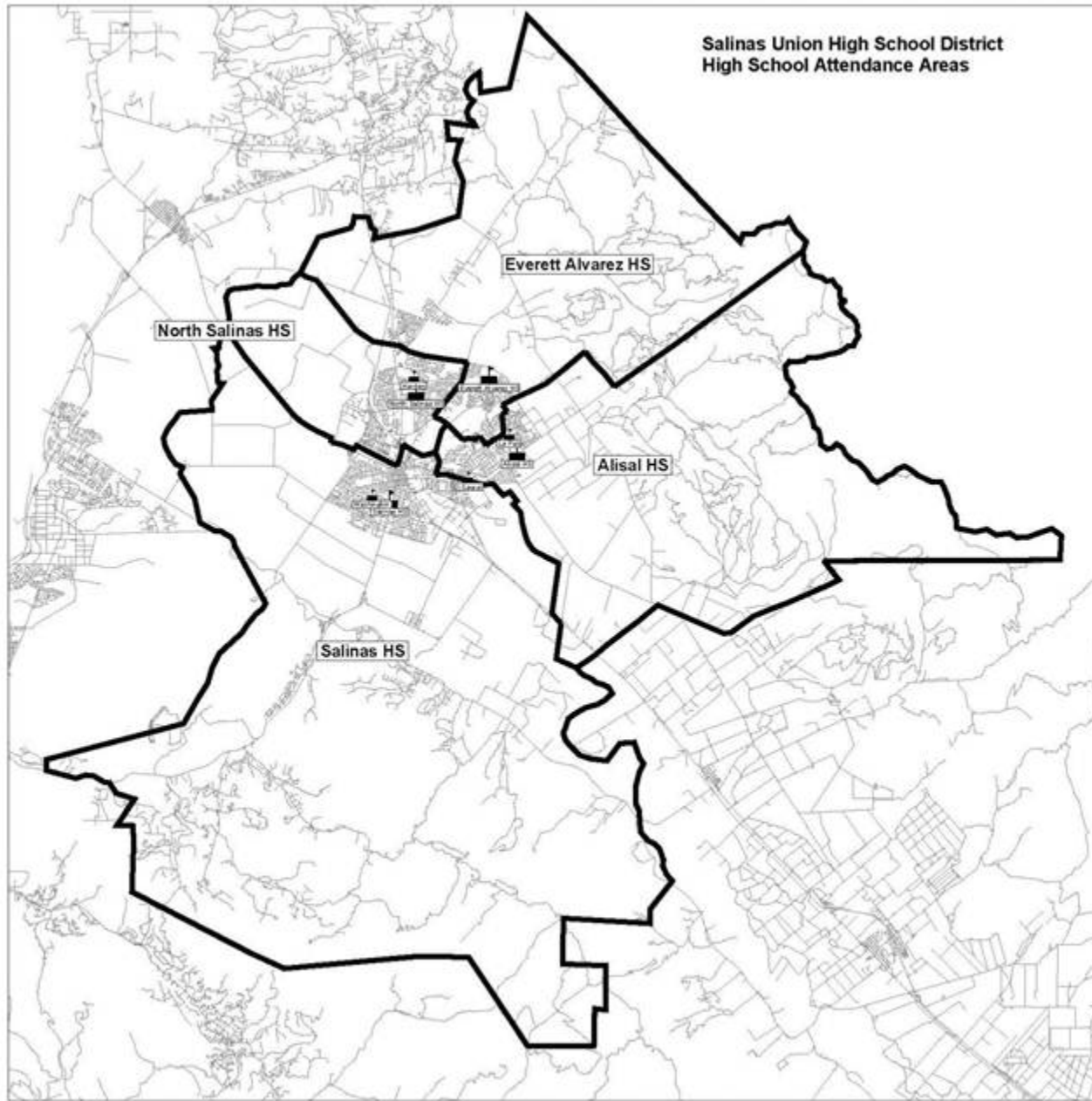


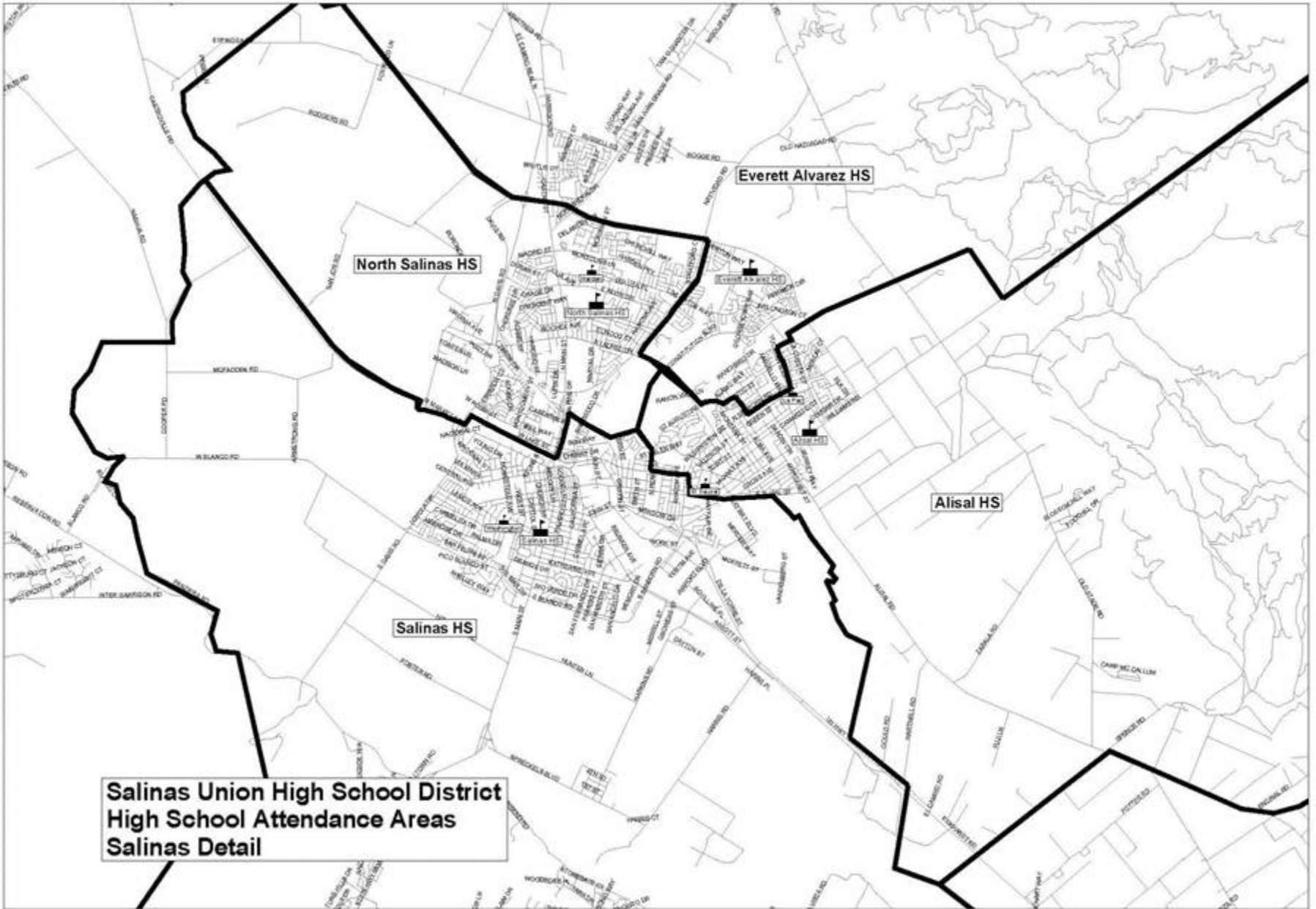
Evacuation Map

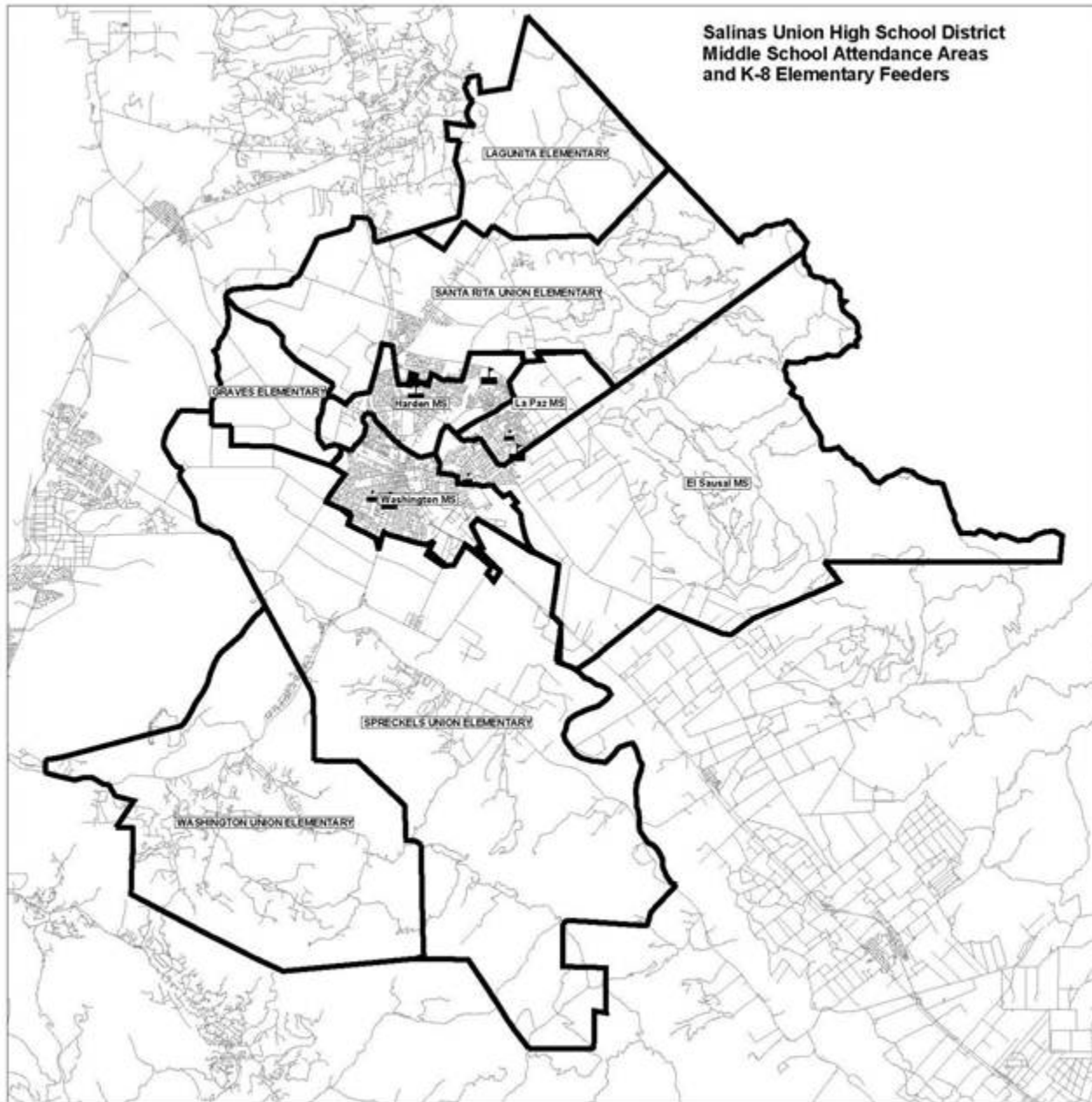
Evacuation Map

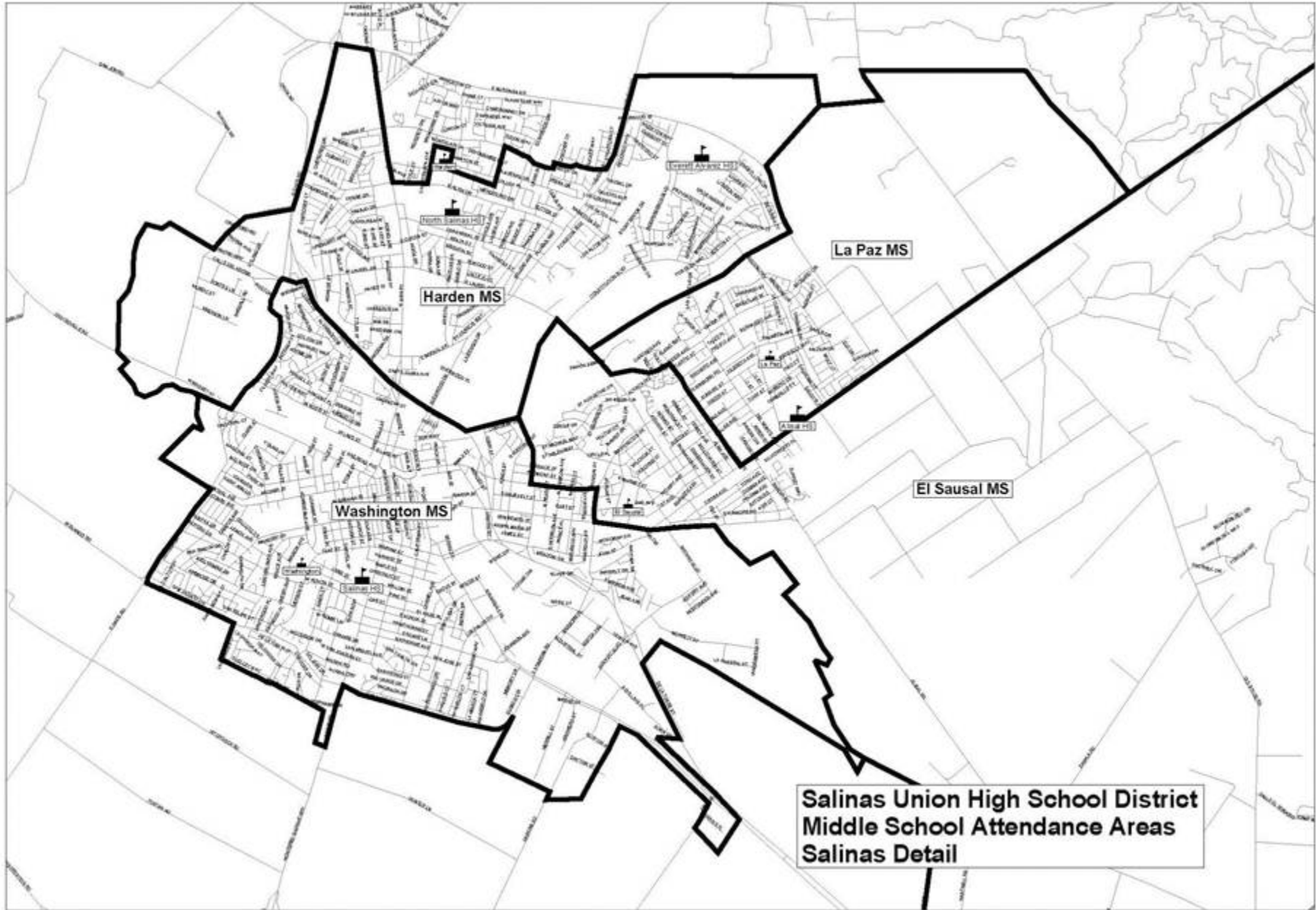


SUHSD District Area Maps







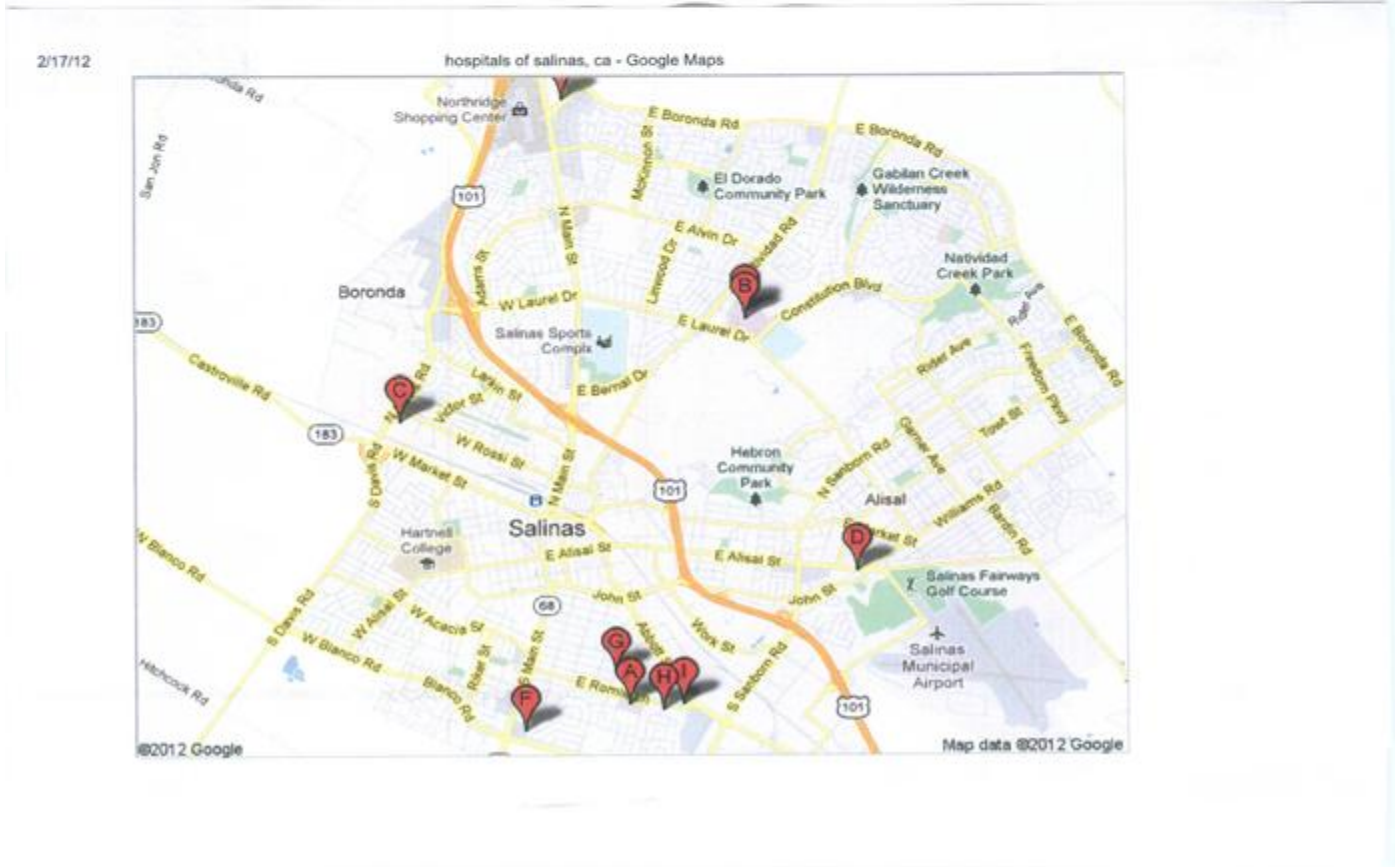


City/Surrounding Areas Map (shows hospitals)

2/17/12 hospitals of salinas, ca - Google Maps

Google hospitals of near Salinas, Monterey, California Comprehensive School Safety Plan

<p>A. Salinas Valley Memorial Hospital 450 East Romie Lane, Salinas, California (831) 757-4333 1 review</p> <p>D. VCA All Pets Animal Hospital Salinas 1257 East Alisal Street, Salinas, CA (831) 422-1976 1 review</p> <p>F. Animal Health Center 1261 S Main St # B, Salinas, CA (831) 422-7387 2 reviews</p> <p>I. Romie Lane Pet Hospital 755 East Romie Lane, Salinas, CA (831) 424-0863 1 review</p>	<p>B. Natividad Medical Center 1441 Constitution Blvd, Salinas, CA (831) 647-7611 4 reviews</p> <p>C. Pinnacle Healthcare 2 Rossi Cir # 141, Salinas, CA (831) 770-0444</p> <p>E. Harden Ranch Veterinary Hospital 27 San Juan Grade Road, Salinas, CA (831) 443-8387 2 reviews</p> <p>G. Katherine Healthcare 315 Alameda Avenue, Salinas, CA (831) 424-1878</p> <p>H. Pacific Coast Care Center 720 East Romie Lane, Salinas, CA (831) 424-8072 1 review</p> <p>J. Natividad Medical Center 1441 Constitution Blvd # 200, Salinas, CA (831) 755-4156</p>
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E. PHONE NUMBERS AND ROSTERS

Salinas Union High School District Emergency Contacts

Position/Title	Name	Day Phone	Mobile Phone
Superintendent	Dan Burns	796-7010	
Associate Superintendent	Blanca Baltazar-Sabbah	796-7027	
Manager of Maintenance	Virginia Boyce	796-7074	
Manager of Transportation	Greg Allen	796-7083	
Manager of Food Services		796-7982	
Director of Special Education	Jeniffer Smith	796-7049	

Mount Toro High School Emergency Contacts

Position/Title	Name	Day Phone	Even./ Weekend Phone	Mobile Phone
Principal	Gloria Chaidez	796-7770 ext. 1301		
Counselor	Melissa Gonzalez	796-7770 ext 1308		

EMERGENCY CONTACT NUMBERS

Emergency Dispatch – Fire, Ambulance/Paramedics, Police 911

- SUHSD Maintenance, Operations, Transportation & Safety
- SUHSD District Office.....796-7600
- SUHSD Food Services
- SUHSD Special Education Services.....
- SUHSD Technology Services

Nearest Hospital / Urgent Care Center:

Natividad Medical Center, 1441 Constitution Blvd 755-6268
Clinica De Salud, 440 Airport Blvd 757-0529
Doctors on Duty, 1137 N. Main St. 757-1110

- Monterey County Office of Emergency Services.....
- Operations Supervisor Department of Emergency Communications
- American Red Cross – Monterey-San Benito Counties Chapter
- Monterey Co. Health Department – Environmental Health.....
- Monterey Co. Health Department – Behavioral Health
- Monterey Co. Office of Emergency Services
- Pacific Gas & Electric (PG&E)
- Poison Control
- California Water Company
- SBC California (telephone service)611
- Suicide Prevention Service of the Central Coast, 24-hour Suicide Crisis Line.....
- Salinas Police Dept.....
- Salinas Fire Dept
- Plan Ready (in charge of electronic storage of our maps).....
- Office of the Sheriff of Monterey County.....
- MCOE-Communications and Community Affairs Dept.....

Staff Emergency Phone Tree 2020-2021

Group 1			
Gloria Chaidez	Personal Number	Office	
Melissa Gonzalez			
Janice Aliotti			
Sandra Domingcil			
Suzanne Fleming			

Group 2			
Melissa Gonzalez	Personal Number	Office	
Pedro Edeza			
Carol Fischer			
Carolina Mandujano Espinoza			

Group 3			
Janice Aliotti	Personal Number	Office	
Steve Alvarado			
Richard Nathanson			
Michelle Johnson			

Group 4			
Sandra Domingcil	Personal Number	Office	
Juan Campos			
Bella Garcia			
Henry Cinnamon			

Group 5			
Suzanne Fleming	Personal Number	Office	
Mark Haddan			
Geoffrey Tibbitts			
Guen Obrien			

F. MISCELLANEOUS FORMS

MUTUAL AID AGREEMENT draft

This agreement made and entered into this _____ day of _____, 2012. By and between the Salinas Union High School District and _____ (school) organized under the laws of the State of California, and the _____ (agency) of _____ (jurisdiction), organized under the laws of the _____.

WHEREAS the parties have an interest in providing disaster response, relief and recovery capabilities to their jurisdictions in order to manage the effects of earthquakes, wind storms, foods, fires, explosions, and other hazards which confront the parties;

WHEREAS each of the parties own and maintain equipment and employ personnel who may be trained to respond to and evaluate the effects of these hazards on buildings;

WHEREAS one or more parties to this agreement may find it necessary to utilize all of its own resources to cope with an emergency or disaster caused by natural and/or technical hazards, and may need the assistance of another party or parties to provide supplemental equipment or facilities;

WHEREAS each of the parties may have the necessary equipment and facilities to enable it to provide such services to another in accordance with this agreement in the event of such an emergency or disaster;

WHEREAS it is desirable that each of the parties should voluntarily aid and assist each other in the event that an emergency or disaster should occur;

WHEREAS the geographical boundaries of each party are located in such a manner as to enable each party to render mutual assistance to each other; NOW, THEREFORE, it is hereby agreed by and between each and all of the parties hereto as follows:

1. Effective Date

This agreement becomes effective as to each party when approved by the party, and shall remain effective as between each and every party that has heretofore or hereafter approved this agreement, until participation in this agreement is terminated by the party.

2. Request for Assistance

The Agency Official of any either agency who is party to this agreement, or his or her predesignated alternate, is authorized to request assistance from any party to this agreement if confronted with an emergency or disaster situation, during which the requesting party has need for equipment and/or facilities in excess of that available at the requesting agency. Requests should specify what resources are needed and the location(s) to which the mutual aid personnel should report.

3. Response to Request

Upon receipt of such request, the Agency Official or predesignated alternate of the party receiving the request shall determine which equipment and/or facilities are available to satisfy the request and shall provide such resources at the location(s) designated by the requesting agency.

The responding agency should make every effort to bring whatever supplies are necessary to complete the work in the requesting jurisdiction.

In the event the needed equipment and/or facilities are not available, the responding agency should advise the requesting party of such fact.

No party shall be required to unreasonably deplete its own resources, especially in cases where the emergency or disaster has also impacted the jurisdiction of the party receiving the request.

4. Indemnification

Notwithstanding any other agreements, the Salinas Union High School District and The _____ agree to mutually defend, hold harmless and indemnify each other, and their trustees, officers, employees, students, agents and volunteers from any legal liability, including reasonable attorney fees, in respect to bodily injury, death and property damage arising from the unintended negligence of the other during the emergency use of each others property, except such loss or damaged caused by the sole negligence or willful misconduct of representatives from each occupying agency.

Any damage or negligence caused by the willful misconduct or sole negligence of the representatives of each occupying agency will be considered the liability of that occupying agency and just compensation will be due from the occupying agency to the host agency.

5. Command

The responsible local official, in whose jurisdiction an emergency or disaster requiring mutual aid has occurred, shall remain in charge at such incident including the direction of such facilities and equipment provided through the operation of this mutual aid agreement.

Prior to occupancy, representatives of both Agencies will inspect the facility/property to note the current condition of the facility/property. Prior to vacating the facility/property, representatives of both parties will inspect the facility/property to note any resulting damage or losses.

6. Compensation

The mutual aid extended under this agreement, and any operational plans adopted pursuant to it, shall be without reimbursement unless otherwise expressly provided for by the parties to this agreement.

It is expressly understood that this agreement and operational plans pursuant to it shall not supplant existing agreements between some of the parties, which do provide for the exchange or furnishing of certain types of services on a reimbursable basis.

7. Return of Resources

Upon completion of work, all equipment and facilities used under the terms of this agreement shall be returned to the lending party upon being released by the requesting party or on demand being made by the lending party for return of said equipment or facilities.

Such assistance as necessary shall be rendered by the parties to locate and return any items of equipment to the party owning said equipment.

8. Agreement Not Exclusive

This agreement is not intended to be exclusive between the parties hereto. Any of the parties hereto may, as they deem necessary or expedient, enter into separate mutual aid agreements with any other party or parties. Entry into such separate agreement shall not, unless specifically stated therein, affect any relationship or covenant herein contained.

9. Termination

Termination of participation in this agreement may be effected by any party as follows:

Written notice shall be served by any party hereto upon all other parties of its intention to terminate the agreement as to the party or parties so notified. Such notice shall be served no less than 15 days prior to the termination date set forth therein, and a copy shall be forwarded to each party signatory hereto. Said notice shall automatically terminate this agreement on the date set out unless rescinded prior thereto in writing.

Termination of the agreement between the parties affected by such notification shall not affect the continuation of the agreement as to any party hereto not indicating intention to withdraw as provided herein. Termination of the relationship affected by this agreement shall not preclude future agreements for mutual aid between the parties terminated.

APPROVED, this _____ day of _____, 2012.

Signature _____

Signature _____

Classroom/office Hazards Assessment Checklist

This checklist can be used by administrators, teachers, or staff to assess classroom/office hazards that can be eliminated at little or no cost. Complete this form for each classroom/office surveyed. Use the information gathered during the classroom/office hazard assessment to determine the scope of classrooms/office hazards throughout the school and develop a plan and schedule to reduce the hazards.

Room: _____ Date Surveyed: _____ Surveyed By: _____

Hazard	Comments
[] Free-standing cabinets, bookcases, and wall shelves	
[] Heavy objects on high shelves	
[] Aquariums and other potentially hazardous displays located near seating areas	
[] Unsecured TV monitors	
[] Unsecured wall-mounted objects	
[] Hanging plants near the seating areas	
[] Incompatible chemicals stored in close proximity (e.g., window cleaner and ammonia)	
[] Paper or other combustibles (e.g., greasy rags) stored near heat sources	
[] Other hazards (list):	

Drill or Actual Crisis Evaluation and Observers Forms

School Name _____

Earthquake Drill Date _____

Drill Start Time _____ to _____

[Schools should plan for at least a 30 minute exercise]

DRILL PREPARATION:

- Contact District Office to schedule your drill dates and times.
- Ask the local Red Cross to send volunteer observers and ask other community representatives to observe and make notes during the drill. Assign one observer to each Crisis Team. Observers may only take notes; they may not participate in the drill. Make sure the observers have name tags identifying them as "OBSERVERS".
 - Observers are to take notes about everything the team they observed did. Also they are to make a list of suggestions and they also need to write up at least 5 compliments on the team's actions. These observation notes are to be turned into the Incident Commander BEFORE the end of the day.
- Contact your closest Fire Station ask them to participate in the drill by coming on the campus to help with Search and Rescue and First Aid when the Incident Commander calls them.
- Contact your Police School Resource Officer- ask them to coordinate police participation in the drill.
- Incident Commanders should walk their Crisis Team members through this drill as a Tabletop Exercise. [Set up a 30 minute meeting to discuss the action to be taken in this scenario].
- Incident Commander- Make sure every teacher knows what to do and where to go. Also make sure they have a planned activity to keep the students occupied but in place, during the evacuation period which could last up to 30 minutes.
- [First Aid Team & Basic Needs Team] Designate an upper grade classroom to act as injured victims. Assign the following: 1 student with a broken legs; 1 student with a bleeding wound on the arm; 1 student unconscious; 3 students in a state of hysteria; 2 students with asthma attacks; 4 students and their teacher trapped behind a bookshelf and are unable to evacuate. (you may want to make labels for students so you know who has which injury) The rest of the students are able to evacuate but must be assigned immediately to another staff person. Note: It is crucial that the students who have been chosen to role play injuries are not known to be fragile personalities and that they have not experienced any similar traumas in their own histories because the "acting" may induce repeated memories of a previously experienced trauma. Interview each child and get a signed release from their parents allowing them to "act" in this drill.
- [First Aid Team & Basic Needs Team] Make sure that every classroom has emergency supplies and that your team has emergency supplies (stretchers or makeshift stretchers, splints etc.), a designated first aid area outside of the buildings and that every member has some first aid skills.
- [Staff and Student Safety Team]. Assign one office member to remain "trapped" somewhere on the campus but tell them not to disclose where they are "hiding". It will be the job of this team to find out who is missing and to tell the First Responders (Fire Dept. or Police) where to look for them. Note: This team should also be ready to report the location of the upper grade teacher and her students who are trapped in the classroom to the Communications Team (who will tell the Fire Dept. and Police.) This team may assist with rescue operations if it is safe.
- [Staff and Student Safety Team] Make sure that every teacher has a current copy of student emergency cards (listing who student's can be released to during an emergency).
- [Staff and Student Safety Team] Prepare signs for each team which would designate their command post location during the drill
- [Communication Team] Contacts the Fire Department at 831 758-7261 ask them if you can call them during the scheduled drill time to simulate an emergency call for help. (Note: During the drill the Communications team is the designated contact for the Fire & Police.)

- [Student Release and Crowd Control Team] Assign at least 10 or more parents to show up at the school to pick up “rescue” their kids. Ask one parent to pretend he/she is the aunt of the child; ask another parent to pretend he/she is the child’s neighbor. Ask at least one non-English speaking parent to speak only their language when they come. Ask them to role play as if they were upset and overly anxious to remove their children from the school premises.
- [Communications Team] Ask a few volunteers to pretend to be Reporters on the Scene trying to interview the children. Or if you have a trusted real-life media contact- ask them to participate in the drill.
- [Communications Team] Prepare a Bilingual Script that you could read to reporters and worried parents/ community members explaining the emergency responses and situation. Make sure the Incident Commander approves the script.
- [Facilities Team] Be ready to role play shutting off the valves (train the team how to shut off the valves – time yourselves)
- [Facilities Team] Prepare supplies needed for the other Crisis Teams. Make sure that there is an Emergency Box with all the supplies each team needs.
- [Facilities Team] Have multiple copies of the school maps (showing evacuation routes and shut off valves for each team and extra copies you can give to the Fire Dept. and Police ready in the Emergency Box)
- [Incident Commander] Assign a the Recorder to document the amount of time it took to conduct each part of the drill – answering the following questions:
 - o How long did it take to evacuate students?
 - o How long did it take to find out about missing staff?
 - o How long did it take Incident Commander to call Crisis Teams to Action?
 - o How long did it take to set up a Student Release procedure?
 - o How long did it take to [role play] shutting off the valves?
 - o What did each team report – how often did they report?

DRILL SCENARIO:

A 7.1 magnitude Earthquake hits at 10:00 am. Within minutes reports on the T.V. and Radio report that Hwy 101 and Hwy 1 are closed down due to related damage. A gas line has erupted along the east side of Market Street and the Fire Department is on the scene. Several classrooms have broken windows and are leaning to one side (not safe to enter). Once the ground stops shaking you will need to conduct a full evacuation to an on-site location. There was a channel 8 truck nearby and the film crew has arrived to your school site and attempts to interview children. All Crisis Teams should set up their command post locations, proceed with their duties and report in to the Incident Commander every 10 minutes. The school phones lines are all down. Electricity has been shut off. Staffs are concerned about their loved ones at home and many are asking to be allowed to leave. The Incident Commander needs to plan for a full student release and then a prioritized staff release, in case the situation worsens. [Note: Do not release students/staff for real- this is just a drill].

AT THE START OF THE DRILL:

- All School Personnel should immediately review the Flip Chart Page titled EARTHQUAKE. Staff should implement the instructions on that page.
- Incident Commander should call in Recorder and assign Recorder duties
- Incident Commander should call Crisis Teams to action
- Facilities Team should pretend to shut off the valves and secure the gates – allowing entry only for emergency vehicles.
- Facilities Team should deliver emergency supplies to the Crisis Teams (they should ask each team what they need and continue to check with the teams throughout the drill). Also this team should pass out walkie talkies.
- Incident Commander should report via cell phone or walkie talkie to the D.O.
- Crisis Teams should identify their command post locations with signs

DURING THE DRILL:

- Once the students are evacuated, the Incident Commander should assign the Communications Team to make announcement to staff and students about what is taking place and what their instructions are at that time.
- The Student and Staff Safety Team should take actions to account for whereabouts of all students and staff
- The Communications Team should be in control of the media to keep them away from the students and staff.
- The Facilities Team should make sure that the Communication Team has maps to give to the Fire Dept. Reps. (etc.)
- Staff and Student Safety Team should report the location and names of missing staff and students to the Incident Commander and the Communications Team
- The Communications Team should be in contact with the Fire Dept. and Police representatives who arrive on the scene and be able to show them on the school maps where trapped students and staff may be found and what valves have been shut off (pretend)
- The Incident Commander should have his Crisis Teams provide report updates every 10 minutes
- Student Release and Crowd Control Team should set up a command post and release students (pretend to release) from that location-only.
- Student Release and Crowd Control Team should ensure that the fire trucks can drive up to the First Aid command post/ school campus without being blocked- This may include setting up cones to identify the a drive through route.
- The First Aid and Basic Needs Team should evacuate the students who were injured to their command post location and proceed with treatment until the arrival of paramedics/ first responders
- The Incident Commander should report the status of the students/staff and the drill process to the District Office, at least every 20 minutes; up through the end of the drill.
- The Recorder should document everything that is said and done during the drill, with special attention to complaints from the teams about what they don't know or don't have ready.

AFTER THE DRILL:

- The Crisis Teams should debrief with the Incident Commander about what went well and what didn't [All comments should be documented].
- All staff should take the Post Survey
- Concerns and suggestions from volunteers and parents who participated in the drill should be solicited and documented
- Post Survey Results should be reviewed by the Crisis Teams and Incident Commander
- Incident Commander and Crisis Teams should make a list of procedures and plans that need to be put into place for the next drill (or real emergency)
- The Incident Commander should follow up with implementing the revised plans/list and procedures as soon as possible
- Copies of the Post Surveys, Crisis Team follow-up comments, Revised Plans, the Recorder's Drill Report and any other related documents should be sent to Devorah within 10 days of the drill date.
- All suggestions or concerns about how the drill was conducted should be directed to Devorah within 10 days of the drill date.
- Any life threatening issues or major concerns should be reported to Devorah and the Superintendent as soon as possible.
- Incident Commander and Crisis Teams should review the School Site Emergency Plan to ensure that the procedures listed in that plan match the procedures implemented during the drill.
- The Superintendent and Cabinet should review the District Emergency Plan to ensure that the plan is adequate for responding to the types of needs brought to light through the participation in this drill process.
- School Site and District Emergency Response Plans should be updated to address the feedback collected through this drill exercise.

Attachment (below): Post Drill Survey

**Post Drill Survey
For All Staff**

Your Name _____ Your worksite/classroom _____

Today's date _____ Your job title _____

On a scale from 1 to 5- Rate the following Statements:

- 1- Very helpful
- 2- Somewhat helpful
- 3- Needs Improvement
- 4- We need a lot more practice
- 5- Not helpful at all

- _____ I thought the drill was very helpful for preparing the students for this type of an emergency.
- _____ I now feel more prepared for this type of an emergency
- _____ The emergency response procedures/directions were clear and easy to follow.
- _____ The Crisis Teams/Administration did everything they could to help us
- _____ There was sufficient communication during the drill
- _____ The drill was conducted in an organized manner
- _____ We were well prepared to conduct this drill
- _____ The emergency procedures are sufficient to ensure the safety of all students and staff.

What additional information or training would be valuable for this emergency drill?

What other areas of the Emergency Plan would be valuable for you to exercise (conduct drills) in the future?

How often do you feel this type of emergency preparedness training should be offered?

Other comments or suggestions?

**Crisis Management/ Response
Evacuation /Shelter In-Place Evaluation Form**

Purpose of the Evaluation Instrument:

The Evaluation instrument is used to identify the strengths and weaknesses of a school's emergency response operation. The results will allow for continuous improvement of emergency plans and the response of staff, teachers and students. The results of the evaluation should be used to revise or even rewrite the crisis team roles, the school emergency operations plan and the drill scenario when applicable. All changes to these policies and procedures should be submitted to the District Office for review.

B. Location

C. 911 Call:

Did the caller appropriately access the 911 call? What was the emotional state of the caller? Was the caller able to calmly describe the incident and the type of assistance needed?

Notes:

Call for Crisis Teams:

How did the crisis response teams respond? How many responded? If all did not respond how were the duties and responsibilities of the absent members handled? Did the teams know their specific tasks? How did the team members perform their tasks? Was the assigned role of the team member effectively initiated and completed?

Notes:

Call to Central Office:

Was a call made to the District office? Was there appropriate information given to District Office so that they could respond appropriately. What was the demeanor of the caller?

Notes:

Shelter in Place (Situation in side)

Were all the staff and students safely sheltered? What method was used for the accountability of students and staff? Were all the doors and windows properly secured? Did the staff follow the Emergency Card Procedure correctly? What was the method of communication?

Notes:

Shelter in Place (Situation Outside-Evacuation):

Were all the staff and students safely sheltered? What method was used for the accountability of students and staff? Was the shelter site away from other immediate dangers? Was the communication for the outside sheltering effective for appropriate response? How long did it take to move all staff and students to the specified location? Were appropriate student release procedures followed?

Notes:

Lockdown Procedures:

Did the teachers follow their required procedures? How were students accounted for? Was the Emergency Card System effectively used during the event? Was the lockdown command communicated effectively? Where all doors secured as required. Where the hallways, restrooms and other opened common areas inspected and cleared of students in timely manner? How long did it take to execute the lockdown?

Notes:

Evacuation Procedures:

What method was used to communicate the evacuation? Was there adequate supervision of teachers and staff to carry the evacuation? How did the students conduct themselves during the evacuation? Did the staff conduct themselves in manner that displayed their understanding of the evacuation procedures? Were the disabled students and staff safely and effectively evacuated during the event? Were the students and staff effectively accounted for after reaching the evacuation site? Were the restrooms inspected and cleared of students? How long did it take to complete evacuate the building?

Notes:

Reverse evacuation Procedures:

What method was used to communicate the evacuation? Was there adequate supervision of teachers and staff to carry out the evacuation? How did the students conduct themselves during the evacuation? Did the staff conduct themselves in manner that displayed their understanding of the evacuation procedures? Were the disabled students and staff safely and effectively evacuated during the event? Were doors adequately opened to allow for fast access into the building? What prior procedures were in place to ensure fast access during a reverse evacuation? Were the students and staff effectively accounted for after returning to the building? How long did it take to complete the reverse evacuation? Were the students and staff place in protective areas of the building?

Notes:

Effective Communication

Did you observe appropriate and adequate response to directives that were given during the event? Was the communication clear and precise so that the students and staff could understand? What method(s) of communication were used? How well did the teachers communicate with their students? How well did the response team support the communication process?

Notes:

Established Command Post:

Was the command post in a good location for as successful operation? Was the command post adequately supplied to meet the emergency needs? Who was manning the command post? How effective was the operation from the command post?

Notes:

Utilized Secondary Command Post:

Was there a need for a secondary command post? Where was the secondary command post located? Who was housed in the secondary command post? How effective was the operation from the secondary command post?

Notes:

Effective Contact with Responding Emergency Agency:

Name the responding agencies that were present? What kind of cooperation was exhibited during the operation from the school staff and the responding agencies? Was there school staff available to meet the key responding agency when it arrived? Where there clear communication exchanges during the event between the school and the responding agency?

Notes:

Effective Communication with Media

Was there a specific staff person designated to meet and work with the media? Was there a specific place designated for the media? Was there periodic communication with the media during the event? How effective was the communication with the media? Did District office play a part in the media communication?

Notes:

Site Location for Media:

Was the site assigned to the media effective? Were there media people operating outside the assigned areas. How did the staff representatives respond to media that operated out side the assigned areas?

Notes:

Effective Student/Staff Accountability:

What method was used to account for students and staff? How effective was the accountability process?

Notes:

Effective Contact with Responding Emergency Agency:

Were the key entrances and exits properly secured? Were there any obstructions or barriers that would prohibit a reverse evacuation into the building? Who was responsible for securing these key areas?

Notes:

Effective Communication:

How effective was the overall communication of the complete exercise? What were the most effective strategies in the communication process? What kind of equipment was used in the communication process? Was the equipment used adequate and effective to meet the communication needs?

Notes:

Appropriate Traffic Control:

Was school staff/Crisis Teams or School SRO's available to manage traffic until law enforcement arrived? Was adequate equipment available for traffic control?

Notes:

What was done well during the drill?

Notes:

What areas still need further improvement?

Notes:

Tabletop Exercises and Evaluation Forms

Scenario:

At 11:10 a.m., on a hot, still day in early September, _____ School's main office receives a frantic call from one of the teachers at the far end of the building.

The teacher reports that students in her class are having trouble breathing, and between her coughs, says that at least four students are vomiting. The secretary quickly calls 9-1-1 for help and tries to contact the principal via the school's intercom as s/he was not in the office at the time of the call.

The first arriving ambulance sees parents running into the building and notices that a local TV station has arrived and is setting up near the bus lane in front of the school. A local radio station is reporting that a group identifying themselves as RIOT claims they released a "deadly" substance near the school, and soon the community will mourn for their children.

Suggested questions for the facilitator to stimulate discussion

This list of questions is not all-inclusive – you may use all or part based on your specific scenario. Direct the question first to the school officials, then the whole group, unless otherwise indicated. To further stimulate discussion, ask the main question first and then, if needed, the supplemental.

- **What are the immediate actions the school should take in the event of a CBRNE incident?**
 - Who should take them?
 - What are the school's priorities? Rank them.
 - To emergency responders
 - What type of information will the responding agencies need from the school?
 - What Crisis Teams exist?
 - What are the duties of each team?
 - How do the teams work together?
- **What type of communication system or policy does the school district have in place?**
 - Inter-campus communication.
 - Campus to bus communication.
- **How is notification of an emergency situation made?**
 - Who makes the notification?
- **Are there any immediate protective measures the school should take (e.g., evacuation, shelter-in-place, etc)?**
 - Who will make this decision?
- **How will the school account for persons inside the school and on campus grounds?**
 - How long will the process take?
 - Who will do it?
- **How will the school disseminate timely information to the parents and the community?**
 - Who will do it?
- **If the school evacuates:**

- o Are there enough busses to transport students?

Chemical Agent – Page Two

- o If needed, where will the school obtain additional busses?
- o Where will students be taken?
- o How will parents be notified?
- o How will the school provide food, water and medication?
- **Which local, state or federal agencies and private organizations are likely to respond?**
 - o How will the school coordinate and communicate with all of them?
- **Do school personnel understand the concept of Incident Management/Incident Command?**
 - o To emergency responders
 - Explain ICS concept to the group.
- **Do school officials understand what happens in the “decontamination” process?**
 - o To emergency responders
 - Explain the “decon” procedure.
 - Explain what will be expected of school staff.
- **How will students be released to parents?**
 - o What are the notification procedures?
 - o Where is the assembly area?
- **Does the school have:**
 - o A designated assembly or staging area?
 - o A planned and alternative evacuation route?
 - o Crisis Teams in place
- **Is there a plan or policy in place for after-incident or stress debriefing?**
 - o To include school personnel?
 - o To include response personnel?
 - o To include parents/students?

OTHER RESOURCES

Supplies and Equipment:

A & B Fire Protection
514 Work Street
Salinas, Ca. 93901
(831) 422-4404

Risk Management Concepts:

Keenan and Associates
2355 Crenshaw Boulevard Suite 200
Torrance, Ca. 90501
(310) 212-3344

On-line Resources

The Office of Community Oriented Policing Services (COPS) has released the CD-ROM "School Safety."

The disk provides 50 resources related to school safety, including documents published by COPS, the Office of Juvenile Justice and Delinquency Prevention, and other components of the U.S. Department of Justice and links to school safety Web sites. Among the topics addressed are bullying, gangs, school crime prevention, and youth violence.

The content of the "School Safety" CD-ROM is available online at

http://www.cops.usdoj.gov/html/cd_rom/school_safety/index.htm.

The CD-ROM may be ordered from the COPS Office Response Center at 800-421-6770.

Additional Web Sites

www.ed.gov/emergencyplan

www.ready.gov/index2.html

www.fema.gov/kids/

www.redcross.org/services/disaster

www.nasponline.org

www.training.fema.gov/emiweb/is

www.ed.gov/osdfs

Family Disaster Plan (English)

Your Family Disaster Plan

Disaster can strike quickly and without warning. It can force you to evacuate your neighborhood or confine you to your home. What would you do if basic services water, gas, electricity or telephones were cut off? Local officials and relief workers will be on the scene after a disaster, but they cannot reach everyone right away. Families can and do cope with disaster by preparing in advance and working together as a team. Follow the steps listed in this brochure to create your family's disaster plan. Knowing what to do is your best protection and your responsibility.

Create a Disaster Plan



Meet with your family and discuss why you need to prepare for disaster. Explain the dangers of fire, severe weather and earthquakes to children. Plan to share responsibilities and work together as a team.

- Discuss the types of disasters that are most likely to happen. Explain what to do in each case.
- Pick two places to meet:

1. Right outside your home in case of a sudden emergency, like a fire.
2. Outside your neighborhood in case you can't return home.
 - Everyone must know the address and phone number of the second meeting place.
 - Ask an out-of-state friend to be your "family contact." After a disaster, it's often easier to call long distance. Other family members should call this person and tell them where they are. Everyone must know your contact's phone number.
 - Discuss what to do in an evacuation. Plan how to take care of your pets

Complete This Check List

- o Post emergency telephone numbers by phones (fire, police, ambulance, etc.).
- o Teach children how and when to call 911 or your local Emergency Medical Services number for emergency help.
- o Show each family member how and when to turn off the water, gas and electricity at the main switches.
- o Check if you have adequate insurance coverage.
- o Teach each family member how to use the fire extinguisher (ABC type), and show them where it's kept.
- o Install smoke detectors on each level of your home, especially near bedrooms.
- o Conduct a home hazard hunt.
- o Stock emergency supplies and assemble a Disaster Supplies Kit.
- o Take a Red Cross first aid and CPR class.
- o Determine the best escape routes from your home. Find two ways out of each room.
- o Find the safe spots in your home for each type of disaster.

Important Numbers

Emergency: 911
Salinas Police Dept: 758-7250
Salinas Fire Dept.: 758-7261
Red Cross: 424-4824
Salinas Union High School District: 796-7000

Emergency Supplies

Keep enough supplies in your home to meet your needs for at least three days. Assemble a Disaster Supplies Kit with items you may need in an evacuation. Store these supplies in sturdy, easy-to-carry containers such as back-packs, duffle bags or covered trash containers.

- o A three-day supply of water (one gallon per person per day) and food that won't spoil.
- o One change of clothing and footwear per person, and one blanket or sleeping bag per person.
- o A first aid kit that includes your family's prescription medications.
- o Emergency tools including a battery-powered radio, flashlight and plenty of extra batteries.
- o An extra set of car keys and a credit card, cash or traveler's checks.
- o Sanitation supplies.
- o Special items for infant, elderly or disabled family members.
- o An extra pair of glasses.
- o Keep important family documents in a waterproof container. Keep a smaller kit in the trunk of your car.

Practice and Maintain Your Plan

- o Quiz your kids every six months so they remember what to do.
- o Conduct fire and emergency evacuation drills.
- o Replace stored water every three months and stored food every six months.
- o Test and recharge your fire extinguisher(s) according to manufacturer's instructions. Take it to fire department.
- o Test your smoke detectors monthly and charge the batteries at least once a year.

Family Disaster Plan (Spanish)

Su Plan Del Desastre Para la Familia

El desastre puede suceder rápidamente y sin la advertencia. Puede forzarle evacuar su vecindad o confinarle a su hogar. ¿Qué haría usted si los servicios básicos, como el agua, el gas, la electricidad o los teléfonos fueron cortados? Los funcionarios locales y los trabajadores de rescate estarán en la escena después de un desastre, pero no podrán llegar a atender a cada persona enseguida. Las familias pueden responder a un desastre al prepararse por adelantado y trabajar juntos en equipo. Siga los pasos enumerados en este folleto para crear el plan de desastre de su familia. Saber que hacer es su mejor protección y es su responsabilidad.

Crear un plan del desastre



Júntese con su familia y considere las razones por las cuales ustedes necesitan prepararse para un desastre. Explique los peligros del fuego, de las tormentas y de los terremotos a los niños. Planee compartir responsabilidades y trabajar juntos en equipo.

- Discuta los tipos de desastres que sean más probables a suceder. Explique que hacer en cada caso.
- Seleccione dos lugares para reunirse

1. Justo fuera de su hogar en caso de una emergencia repentina, como un incendio.
2. Fuera de su vecindad en caso de que usted no pueda volver a casa.

- Cada uno debe saber la dirección y el número de teléfono del segundo lugar de reunión.
- Pida a un amigo que viva fuera del estado que sea su "contacto de la familia". Después de un desastre, a menudo es más fácil llamar larga distancia. Otros miembros de la familia deben llamar a esta persona y decirle donde están.
- Discuta que hacer en una evacuación. Planee como realizar el cuidado de sus animales domésticos.

Termine Esta Lista

- Fije los números de teléfono de emergencia a un lado de los teléfonos (bomberos, policía, ambulancia, etc.).
- Enseñe a los niños cómo y cuándo llamar 911 o su número local de emergencias, servicios médicos para la ayuda de una emergencia.
- Demuestre a cada miembro de la familia como y cuando apagar el agua, el gas y la electricidad en los interruptores principales.
- Compruebe si usted tiene cobertura de seguro adecuada.
- Enseñe a cada miembro de la familia como utilizar el extinguidor (tipo ABC) y demuéstreles donde se guarda.
- Instale detectores de humo en cada nivel de su hogar, especialmente cerca de los dormitorios.
- Conduzca una búsqueda casera por el peligro.
- Abastezca provisiones comunes para una emergencia y junte un juego de materiales para el caso de un desastre.
- Tome un curso de primeros auxilios y de CPR con la Cruz Roja.
- Determine las mejores rutas de escape de su hogar. Encuentre dos maneras para salir de cada estancia.
- Encuentre los puntos seguros en su hogar para cada tipo de desastre.

Numeros Importantes

Emergencia: 911
Departamento de policía: 758-7250
Departamento de bomberos: 758-7261
Red Cross: 424-4824
Salinas Union High School District: 796-7000

Provisiones de Emergencia

Mantenga suficientes provisiones en su hogar para satisfacer sus necesidades durante por lo menos tres días. Haga un juego de materiales para el caso de un desastre con los artículos que usted puede necesitar en una evacuación. Almacene estos materiales en envases que sean resistentes y fáciles de cargar, tales como mochilas, bolsos de duffle o botes para la basura con tapas.

- Tenga una fuente con agua para tres días (un galón por persona por día) y alimento que no se echará a perder.
- Tenga un cambio de ropa y calzado por persona y una cobija o saco de dormir por persona.
- Tenga un botiquín de primeros auxilios que incluya las medicaciones de prescripción de su familia.
- Tenga herramientas para emergencia incluyendo una radio, una linterna y un montón de pilas adicionales.
- Tenga un juego adicional de llaves del coche y una tarjeta de crédito, dinero en efectivo o cheques de viajero.
- Tenga provisiones para la higiene personal.
- Tenga artículos especiales para los infantes, mayores o lisiados de la familia.
- Tenga un par adicional de lentes.
- Mantenga los documentos importantes de la familia en un envase impermeable. Mantenga un kit más pequeño en la cajuela de su coche.

Practique y mantenga su plan

- Hágales preguntas a sus niños cada seis meses para que recuerden que hacer.
- Realice ejercicios de evacuación de incendio y de emergencia.
- Sustituya el agua almacenada cada tres meses y el alimento almacenado cada seis meses.
- Pruebe y recargue su extinguidor(s) de fuego según las instrucciones del fabricante. Llévelo al cuerpo de bomberos.
- Pruebe sus detectores de humo mensualmente y cargue las pilas por lo menos una vez al año.

Student Release Card



STUDENT EMERGENCY FORM



School: _____

Student Name: _____

Address: _____

Home Phone #: _____ Emergency Contact Phone: _____

Contact Information

Name: _____ Phone #: _____

Address: _____

Name: _____ Phone #: _____

Address: _____

Name: _____ Phone #: _____

Address: _____

Medical Information

Allergies: _____ Medicines: _____

Any health problems _____

Office Use Only:

(In case of an emergency, a signature area is provided for the person who will sign out your child).

Print Name

Signature

Date

V. OTHER BOARD POLICIES AND REGULATIONS RELATED TO STUDENT SAFETY

A. Security and Safety

Comprehensive Safety Plan—BP 0450

The Board of Trustees recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior and respect for others.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 1312.3 - Uniform Complaint Procedures) (cf. 3515 - Campus Security) (cf. 3515.2 - Disruptions) (cf. 3515.3 - District Police/Security Department) (cf. 5131 - Conduct) (cf. 5131.4 - Student Disturbances) (cf. 5131.7 - Weapons and Dangerous Instruments) (cf. 5136 - Gangs) (cf. 5137 - Positive School Climate) (cf. 5138 - Conflict Resolution/Peer Mediation) (cf. 5144 - Discipline) (cf. 5144.1 - Suspension and Expulsion/Due Process) (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities)) (cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual Harassment) (cf. 5145.9 - Hate-Motivated Behavior)

The school site council at each District school shall develop a comprehensive school safety plan, relevant to the specific needs and resources of that particular school. The plan shall take into account the school's staff, available resources and building design, as well as other factors unique to the site.. (Education Code 32281, 32286)

(cf. [0420](#) - School Plans/Site Councils) (cf. [1220](#) - Citizen Advisory Committees)

(cf. [0510](#) - School Accountability Report Card)

Each school shall forward the safety plan to the Board for approval. (Education Code [32288](#))

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year. (Education Code 32286)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

(cf. 0500 - Accountability) (cf. 9320 - Meetings and Notices)

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code [32281](#). (Education Code [32288](#))

Public Access to Safety Plan(s)

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

(cf. 1340 - Access to District Records)

Legal Reference: EDUCATION CODE 200-262.4 Prohibition of discrimination 32260-32262 Interagency School Safety Demonstration Act of 1985 32270 School safety cadre 32280-32289 School safety plans 32290 Safety devices 35147 School site councils and advisory committees 35183 School dress code; uniforms 35291 Rules 35291.5 School-adopted discipline rules 35294.10-35294.15 School Safety and Violence Prevention Act 41510-41514 School Safety Consolidated Competitive Grant Program 48900-48927 Suspension and expulsion 48950 Speech and other communication 49079 Notification to teacher; student act constituting grounds for suspension or expulsion 67381 Violent crime PENAL CODE 422.55 Definition of hate crime 626.8 Disruptions 11164-11174.3 Child Abuse and Neglect Reporting Act CALIFORNIA CONSTITUTION Article 1, Section 28(c) Right to Safe Schools CODE OF REGULATIONS, TITLE 5 11987-11987.7 School Community Violence Prevention Program requirements 11992-11993 Definition, persistently dangerous schools UNITED STATES CODE, TITLE 20 7101-7165 Safe and Drug Free Schools and Communities

7912 Transfers from persistently dangerous schools UNITED STATES CODE, TITLE 42 12101-12213 Americans with Disabilities Act

Management Resources: CSBA PUBLICATIONS Safe Schools: Strategies for Governing Boards to Ensure Student Success, Third Edition, October 2011 Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010 Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2010 Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010 CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS Safe Schools: A Planning Guide for Action, 2002

DEPARTMENT OF EDUCATION PUBLICATIONS Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007 Early Warning, Timely Response: A Guide to Safe Schools, August 1998

SECRET SERVICE AND U.S. DEPARTMENT OF EDUCATION PUBLICATIONS Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2002 WEB SITES CSBA: <http://www.csba.org> California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss> California Emergency Management Agency: <http://www.calema.ca.gov> California Healthy Kids Survey: <http://chks.wested.org> Centers for Disease Control and Prevention: <http://www.cdc.gov/ViolencePrevention> Federal Bureau of Investigation: <http://www.fbi.gov> National Alliance for Safe Schools: <http://www.safeschools.org> National Center for Crisis Management: <http://www.schoolcrisisresponse.com> National School Safety Center: <http://www.schoolsafety.us>

Department of Education: <http://www.ed.gov>

Secret Service, National Threat Assessment Center: http://www.secretservice.gov/ntac_ssi.shtml

Policy Adopted:11/24/81 Renumbered from 3516: 6/1/90 Amended: 4/28/92 Reviewed with updated references: 12/03 Former policy BP 3514.2 titled Comprehensive Safety Plan has been retitled "Facilities Safety Plan" and retained.

Content of the Safety Plan

The District-wide and/or school site safety plan shall include, but not be limited to:
(Education Code 32282)

1. An assessment of the current status of school crime committed on campuses and at school-related functions
2. Appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
 - a. Child abuse reporting procedures consistent with Penal Code 11164 (cf. 5141.4 - Child Abuse Reporting Procedures)
 - b. Routine and emergency disaster procedures including, but not limited to, adaptations for students with disabilities in accordance with the Americans with Disabilities Act (cf. 0410 - Nondiscrimination in District Programs and Activities)

- (cf. 3516 - Emergencies and Disaster Preparedness Plan)
- (cf. 3516.1 - Fire Drills and Fires)
- (cf. 3516.2 - Bomb Threats)
- (cf. 3516.3 - Earthquake Emergency Procedure System)
- (cf. 3516.5 - Emergency Schedules)
- (cf. 3543 - Transportation Safety and Emergencies)
- (cf. 6159 - Individualized Education Program)
- c. Policies pursuant to Education Code 48915(c) and other school-designated serious acts that would lead to suspension, expulsion or mandatory expulsion recommendations
 - (cf. 5131.7 - Weapons and Dangerous Instruments)
 - (cf. 5144.1 - Suspension and Expulsion/Due Process)
 - (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
- d. Procedures to notify teachers of dangerous students pursuant to Education Code 49079
 - (cf. 4158/4258/4358 - Employee Security)
- e. A discrimination and harassment policy consistent with the prohibition against discrimination pursuant to Education Code 200-262.4
 - (cf. 1312.3 - Uniform Complaint Procedures)
 - (cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
 - (cf. 5145.3 - Nondiscrimination/Harassment)
 - (cf. 5145.7 - Sexual Harassment)
- f. If the school has adopted a dress code prohibiting students from wearing "gang related apparel," the provisions of that dress code and the definition of "gang-related apparel"
 - (cf. 5132 - Dress and Grooming)
- g. Procedures for safe ingress and egress of students, parents/guardians and employees to and from school
 - (cf. 5142 - Safety)
- h. A safe and orderly environment conducive to learning at the school
 - (cf. 5131 - Conduct)
 - (cf. 5137 - Positive School Climate)
- i. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5
 - (cf. 5144 - Discipline)
- j. Hate crime reporting procedures pursuant to Penal Code 628-628.6
 - (cf. 5145.9 - Hate-Motivated Behavior)

Among the strategies for providing a safe environment, the plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management and conflict resolution
 - (cf. 5138 - Conflict Resolution/Peer Mediation)
 - (cf. 6141.2 - Recognition of Religious Beliefs and Customs)
2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying and hazing, as well as behavioral expectations and consequences for violations
 - (cf. 4118 - Suspension/Disciplinary Action)
 - (cf. 4218 - Dismissal/Suspension/Disciplinary Action)
 - (cf. 5113 - Absences and Excuses)
 - (cf. 5113.1 - Truancy)
 - (cf. 5136 - Gangs)
 - (cf. 5145.12 - Search and Seizure)
3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution and community service learning
 - (cf. 6141.6 - Multicultural Education)
 - (cf. 6142.4 - Learning through Community Service)

4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus
(cf. 1240 - Volunteer Assistance)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)
5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.61 - Drug Testing)
(cf. 5131.62 - Tobacco)
6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction (cf. 1020 - Youth Services)
7. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for the closing of campuses to outsiders, securing the campus perimeter, protecting buildings against vandalism and providing for a law enforcement presence on campus
(cf. 1250 - Visitors/Outsiders)
(cf. 3515 - Campus Security)
(cf. 3515.3 - District Police/Security Department)
(cf. 3530 - Risk Management/Insurance)
(cf. 5112.5 - Open/Closed Campus)
(cf. 5131.5 - Vandalism, Theft and Graffiti)
8. Crisis intervention strategies, which may include the following:
 - a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate
(cf. 3515.2 - Disruptions)
(cf. 3515.5 - Sex Offender Notification)
(cf. 5131.4 - Campus Disturbances)
 - b. Assignment of staff members responsible for each identified task and procedure
 - c. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for student and staff to practice the evacuation plan
 - d. Coordination of communication to schools, Governing Board members, parents/guardians and the media
(cf. 1112 - Media Relations)
(cf. 9010 - Public Statements)
 - e. Development of a method for the reporting of violent incidents
 - f. Development of follow-up procedures that may be required after the crisis has occurred, such as counseling
9. Staff training in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Issued: 5/6/92

Reviewed and retained: 12/03

AR 3514.2 was titled Comprehensive Safety Plan, now titled "Facilities Safety Plan"

Content of AR 0450 is new to the District: November 9, 2004

CAMPUS SECURITY—BP 3515

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 that 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.
(cf. 0450 - Comprehensive Safety Plan)

Legal Reference:

EDUCATION CODE

32020 Access gates
32211 Threatened disruption or interference with classes
32280-32288 School safety plans
35160 Authority of governing boards
35160.1 Broad authority of school Districts
38000-38005 Security patrols
49050-49051 Searches by school employees
49060-49079 Student records

PENAL CODE

469 Unauthorized making, duplicating or possession of key to public building
626-626.10 Disruption of schools

CALIFORNIA CONSTITUTION

Article 1, Section 28(c) Right to Safe Schools
UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act

COURT DECISIONS

New Jersey v. T.L.O. (1985) 469 U.S. 325

ATTORNEY GENERAL OPINIONS

83 Ops.Cal.Atty.Gen. 257 (2000)
75 Ops.Cal.Atty.Gen. 155 (1992)

Management Resources:

CSBA PUBLICATIONS

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1999

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Safe Schools: A Planning Guide for Action, 2002

NATIONAL INSTITUTE OF JUSTICE PUBLICATIONS

The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, 1999

WEB SITES

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

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

National Institute of Justice: <http://www.ojp.usdoj.gov/nij>

Policy adopted: 11/24/81

Regulation Issued: 2/10/84

Renumbered from 3517: 6/1/90

Revised: 11/03

Revised: August 14, 2007

CAMPUS SECURITY – AR 3515

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.

(cf. 1250 - Visitors/Outsiders)

(cf. 3515.2 - Disruptions)

(cf. 5112.5 - Open/Closed Campus)

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.

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

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5137 - Positive School Climate)

4. Control access to keys and other school inventory

(cf. 3440 - Inventories)

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.

(cf. 3515.3 - District Police/Security Department)

(cf. 5116.1 - IntraDistrict Open Enrollment)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5145.9 - Hate-Motivated Behavior)

All staff shall receive training in building and grounds security procedures.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Keys

Key control is necessary since without proper control the security of the school and personal property is endangered. A strict observance of key control is the major means of eliminating illegal entry and theft.

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) that the key opens. He/she or his/her designee is responsible for the overall supervision of all keys and the key control program for his site.

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.

Responsibilities

- a. To issue and maintain a list of all staff members who have keys to offices, classrooms, cabinets, desks, gates, and all other areas having locks within the school.
- b. To store in a locked cabinet all keys not issued; each shall have an identifying tag.
- c. To maintain sign-out and sign-in log for keys issued on temporary loan. School master keys will be issued to school administrators, custodians, police, fire and security officials only. The main building at each school will have outside access doors keyed to the school master only. Exception will be made for one perimeter door designated as the entrance for off-hours use by the staff when working weekends, holidays, etc., which door will be keyed with an individual door key.
- d. To issue keys to staff members for daily use or performance of assigned duties only.
Keys required for special occasions or for weekend work shall be signed out for those days only and not on a permanent issue.
- e. To approve duplication keys. Duplicates will be prepared only at the District maintenance shop. Installation of personal locks on school equipment is not authorized without the approval of the principal.
- f. To ensure that school keys are not given to students.

The District Maintenance Department will maintain a master key to all school locks. The Maintenance Department will have the overall control of installation, repair, and replacement of all lock systems and keys.

Issued: January 27, 2004

Safety—Release of Student to an Adult — BP 5142

The Board of Trustees recognizes the importance of providing a safe school environment in order to help ensure student safety and the prevention of student injury. The Superintendent or designee shall implement appropriate practices to minimize the risk of harm to students, including practices relative to school facilities and equipment, outdoor environment, educational programs and school-sponsored activities.

(cf. [0450](#) -Comprehensive Safety Plan) (cf. [3320](#) -Claims and Actions Against the District) (cf. [3514](#) -Environmental Safety) (cf. [3514.1](#) -Hazardous Substances) (cf. [3514.2](#) -Integrated Pest Management) (cf. [3516](#) -Emergencies and Disaster Preparedness Plan) (cf. [3530](#) -Risk Management/Insurance) (cf. [3542](#) -School Bus Drivers) (cf. [3543](#) -Transportation

Safety and Emergencies) (cf. [4119.42](#)/4219.42/4319.42 -Exposure Control Plan for Bloodborne Pathogens) (cf. [4119.43](#)/4219.43/4319.43 -Universal Precautions) (cf. [5131](#) -Conduct) (cf. [5131.1](#) -Bus Conduct) (cf. [5141](#) -Health Care and Emergencies) (cf. [5141.1](#) -Accidents) (cf. [5142.1](#) -Identification and Reporting of Missing Children) (cf. [5142.2](#) - Crossing Guards) (cf. [5143](#) -Insurance) (cf. [5144](#) -Discipline) (cf. [5144.1](#) -Suspension and Expulsion/Due Process) (cf. [6145.2](#) -Athletic Competition) (cf. [6161.3](#) -Toxic Art Supplies) (cf. [7111](#) -Evaluating Existing Buildings)

Staff shall be responsible for the proper supervision of students during school hours, while at school-sponsored activities and while students are using District transportation to and from school. The principal or designee shall establish school rules for the safe and appropriate use of school equipment and materials and for student conduct consistent with law, Board policy and administrative regulation. Copies of the rules shall be sent to parents/guardians and be readily available at the school at all times.

The Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety, injury prevention and disease prevention.

Legal Reference: EDUCATION CODE [8482-8484.6](#) After School Education and Safety Program [17280-17317](#) Building approvals (Field Act) [17365-17374](#) Fitness of school facilities for occupancy [32001](#) Fire alarms and drills [32020](#) School gates; entrances for emergency vehicles [32030-32034](#) Eye safety [32040](#) First aid equipment [32050-32051](#) Hazing [32225-32226](#) Two-way communication devices in classrooms [32240-32245](#) Lead-free schools [32250-32254](#) CDE school safety and security resources unit [32280-32289](#) Safety plans [44807](#) Duty of teachers concerning conduct of students [44808](#) Exemption from liability when students are not on school property [44808.5](#) Permission for students to leave school grounds; notice (high school) [45450-45451](#) Crossing guards [49300-49307](#) School safety patrol [49330-49335](#) Injurious objects [49341](#) Hazardous materials in school science laboratories [51202](#) Instruction in personal and public health and safety GOVERNMENT CODE [810-996.6](#) California Tort Claims Act HEALTH AND SAFETY CODE [115725-115750](#) Playground safety [115775-115800](#) Wooden playground equipment [115810-115816](#) Playground safety and recycling grants PUBLIC RESOURCES CODE [5411](#) Purchase of equipment usable by physically disabled persons VEHICLE CODE [21100](#) Rules and regulations; crossing guards [21212](#) Use of helmets [42200](#) Fines and forfeitures, disposition by cities [42201](#) Fines and forfeitures, disposition by counties CODE OF REGULATIONS, TITLE 5 [202](#) Exclusion of students with a contagious disease [570-576](#) School safety patrols [5531](#) Supervision of social activities [5552](#) Playground supervision [5570](#) When school shall be open and teachers present [14103](#) Bus driver; authority over pupils

CODE OF REGULATIONS, TITLE 22 [65700-65750](#) Safety regulations for playgrounds; definitions and general standards
COURT DECISIONS Wiener v. Southcoast Childcare Centers, (2004) 32 Cal.4th 1138 Kahn v. East Side Union High School District, (2003) 31 Cal.4th 990 Hoyem v. Manhattan Beach City School District, (1978) 22 Cal. 3d 508 Dailey v. Los Angeles Unified School District, (1970) 2 Cal 3d 741 Management Resources: AMERICAN SOCIETY FOR TESTING AND MATERIALS F 1487-05, Standard Consumer Safety Performance Specification for Playground Equipment for Public Use, 2005

CONSUMER PRODUCT SAFETY COMMISSION PUBLICATIONS Handbook for Public Playground Safety, Pub. No. 325, 1994, rev. 1997 WEB SITES American Society for Testing and Materials: <http://www.astm.org> California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lis/ss> California Department of Health Services: <http://www.dhs.ca.gov> Centers for Disease Control and Prevention: <http://www.cdc.gov> Environmental Protection Agency: <http://www.epa.gov>

Consumer Product Safety Commission: <http://www.cpsc.gov>

Department of Education, Safe Schools:

<http://www.ed.gov/about/offices/list/osers/osep/gtss.html>

Adopted: 11/24/81 Revised: 9/28/04 Reviewed with no change in language: Updated legal references: December 12, 2006

Safety—Release of Student to an Adult—AR 5142

Students shall be released during the school day in the custody of an adult only if:

1. The adult is the student's parent/guardian with custody. (cf. [5021](#) – Non-custodial Parents)
2. The adult has been authorized on the student's emergency information as someone to whom the student may be released when the parent/guardian cannot be reached, and the principal or designee verifies the individual's identification.

(cf. [5141](#) -Health Care and Emergencies) (cf. [5141.1](#) -Accidents)

3. The adult is a properly authorized law officer acting in accordance with law. (cf. [5145.11](#) -Questioning and Apprehension)

4. The adult is taking the student to emergency medical care at the request of the principal or designee.

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

Supervision of Students

Teachers shall be present at their respective rooms and shall open them to admit students before the time when school starts. (5 CCR [5570](#))

(cf. [6112](#) -School Day)

The principal of each school shall provide for certificated employees to supervise the conduct and safety of students who are on school grounds before and after school and during intermissions. (5 CCR [5552](#))

The principal or designee shall:

1. Require that all supervisors remain alert in spotting dangerous conditions and promptly report any such conditions to the principal or designee.
2. Establish emergency procedures that ensure swift response to accidents, fighting and situations that could become dangerous.

Activities with Safety Risks

Because of concerns about the risk to student safety, the principal or designee shall not permit the following activities on campus or during school-sponsored events.

Prohibited Equipment	Certification Required	General Clubs
Rocketry	Kayaking	Snow Skiing
Break Dancing	Snorkeling	Rollerblading
Hot Air Ballooning	Sailing (25'-25 hp)	
Rock/wall Climbing Scuba		
Sky Diving		

Bungy Jumping
Water Skiing
Motorized water craft racing, speed contests
Airplane
Watercraft (25'-25 hp)
Trampolines (except "mini tramps")
Rodeo activities
Skateboarding

(Motorized water craft racing, speed contests Airplane Watercraft (25'-25 hp) Trampolines (except "mini tramps")
Rodeo activities Skateboarding

(cf. [6145](#) -Extracurricular and Co-curricular Activities)

The cost of insurance coverage for such activities shall be borne by the student and/or student body consistent with law and Governing Board policy.

(cf. [3260](#) -Fees and Charges) (cf. [3530](#) -Risk Management/Insurance) (cf. [5143](#) -Insurance)

Students who operate or ride as a passenger on a bicycle, non-motorized scooter or skateboard upon a street, bikeway or any other public bicycle path or trail shall wear a properly fitted and fastened bicycle helmet that meets the standards of law. Students also shall be required to wear such helmets while wearing in-line or roller skates. (Vehicle Code 21212)

SAFETY Eye Safety Devices

The Superintendent or designee shall provide schools with eye safety devices for use whenever students are engaged in or observing an activity or using hazardous substances likely to cause injury to the eyes. (Education Code [32030](#), [32031](#))

(cf. [4157/4257/4357](#) -Employee Safety)

Eye safety devices may be sold to students for an amount not to exceed their actual cost to the District. (Education Code [32033](#))

(cf. [3260](#) -Fees and Charges)

Sun Safety

Students shall be allowed to use sunscreen during the school day without a physician's note or prescription. (Education Code [35183.5](#))

The Superintendent or designee may incorporate sun safety into the curriculum in order to increase students' understanding of the health risks associated with overexposure to ultraviolet radiation and to encourage students to engage in preventative practices.

Reviewed and Retained Language: December 12, 2006

School Visitors—BP 1250

The Board of Trustees believes that it is important for parents/guardians and community members to take an active interest in the issues affecting District schools and students. Therefore, the Board encourages interested parents/guardians and community members to visit the schools and participate in the educational program.

To ensure the safety of students and minimum interruption of the instructional program, the Superintendent or designee shall establish procedures that 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.

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.

(cf. [1112](#) - Media Relations) (cf. [3515.2](#) - Disruptions)

No electronic listening or recording device may be used by any person in a classroom without the teacher's and principal's permission. (Education Code 51512)

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

Board of Trustees members who visit schools of their own volition have no more authority than any other citizen. Board Members have authority only in regularly called meetings of the Board, or when delegated specific tasks by Board action.

(cf. 9010 - Limits of Authority)

The Board encourages all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing the District's complaint processes if they have concerns with any District program or employee. In accordance with Penal Code 626.7, the principal or designee may request that any individual, who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

Presence of Sex Offender on Campus

Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a District student, shall request written permission from the principal before entering the school campus or grounds. As necessary, the principal shall consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity. The principal also shall report to the Superintendent or designee anytime he/she gives such written permission.

Legal Reference: EDUCATION CODE 32210 Willful disturbance of public school or meeting 32211 Threatened disruption or interference with classes; misdemeanor 32212 Classroom interruptions 35160 Authority of governing boards 35292 Visits to schools (board members) 49091.10 Parental right to inspect instructional materials and observe school activities 51101 Parent Rights Act of 2002 51512 Prohibited use of electronic listening or recording device EVIDENCE CODE 1070 Refusal to disclose news source LABOR CODE

230.8 Discharge or discrimination for taking time off to participate in child's educational activities PENAL CODE 290 Sex

offenders 626-626.10 Schools

626.81 Misdemeanor for registered sex offender to come onto school grounds 627-627.10 Access to school premises, especially:

627.1 Definitions

627.2 Necessity of registration by outsider

627.7 Misdemeanors; punishment COURT DECISIONS Reeves v. Rocklin Unified School District, (2003) 109 Cal.App.4th 652 ATTORNEY GENERAL OPINIONS 95 Ops.Cal.Atty.Gen. 509 (1996)

Policy adopted: 12/24/81 (Former BP 1251 language incorporated into new policy.) Amended: 9/13/90 Revised: 1/25/05 Revised: February 8, 2005 Adopted: December 14, 2010

School Visitors—AR 1250

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](#))

Outsider Registration

Outsiders shall register upon entering school premises during school hours. Any person other than the following is considered an outsider: (Evidence Code 1070; Penal Code 627.1, 627.2)

- 1 A student of the school, unless currently under suspension
- 2 A parent/guardian of a student of the school
- 3 A Governing Board member or District employee
- 4 A public employee whose employment requires being on school grounds, or any person who is on school grounds at the school's request
- 5 A representative of a school employee organization who is engaged in activities related to the representation of school employees
- 6 An elected public official
- 7 A publisher, editor, reporter, or other person connected with or employed by a newspaper, magazine, other periodical publication, press association or wire service, radio station, or television station

(cf. 1112 - Media Relations)

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, address and occupation
- 2 His/her age, if less than 21
- 3 His/her purpose for entering school grounds
- 4 Proof of identity
- 5 Other information consistent with the provisions of law

Principal's Registration Authority

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 an visitor's registration if he/she has a reasonable basis for concluding that the visitor's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students or staff. (Penal Code [627.4](#))

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

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 an visitor is directed to leave, the principal or designee shall inform the visitor 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 seven days after receipt of the request. (Penal Code [627.5](#))

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

Issued: 9/13/90 Issued: February 8, 2005

Sex Offender Notification—BP 3515.5

In order to protect students while they are traveling to and from school, attending school or at a school-related activity, the Board of Trustees believes it is important that the District respond appropriately when a law enforcement agency contacts the District about registered sex offenders who may reside or work within District boundaries.

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.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1240 - Volunteer Assistance)

(cf. 1250 - Visitors/Outsiders)

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

(cf. 3515 - Campus Security)

(cf. 3515.3 - District Police/Security Department)
(cf. 5142 - Safety)

Legal Reference:

EDUCATION CODE

32211 Threatened disruption or interference with classes; offense

35160 Authority of boards

35160.1 Board authority of school Districts

PENAL CODE

290 Registration of sex offenders

290.4 Sex offender registration; compilation of information

290.45 Release of sex offender information

290.46 Making information about certain sex offenders available via the Internet

290.9 Addresses of persons who violate duty to register

290.95 Disclosure by person required to register as sex offender

626.8 Disruptive entry or entry of sex offender upon school grounds

830.32 School District and community college police

3003 Parole, geographic placement

UNITED STATES CODE, TITLE 42

14071 Jacob Wetterling Crimes Against Children and Sexually Violent Offender

Registration Program Act

ATTORNEY GENERAL OPINIONS

82 Ops.Cal.Atty.Gen. 20 (1999)

Management Resources:

WEB SITES

California Department of Justice, Megan's Law mapping: <http://www.meganslaw.ca.gov>

Adopted 10/13/98

Revised: 1/13/04

Revised: 8/23/05

Development and Review of School Site Safety Plan

The school site council shall write and develop a comprehensive safety plan relevant to the needs and resources of that particular school. The school site council shall consult with local law enforcement in the writing and development of the plan, as well as other school site councils and safety committees, when practical. (Education Code [32281](#), [32282](#))

(cf. [0420](#) - School Plans/Site Councils)

In addition, the school site council may consult with other local agencies as appropriate, including health care and emergency service providers.

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

The school site council may delegate the responsibility for writing and developing a school safety plan to a school safety planning committee. This committee shall be composed of the following members: (Education Code [32281](#))

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

Before adopting its comprehensive school safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the school safety plan. (Education Code [32288](#))

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code [32288](#))

1. The local mayor
2. A representative of the local school employee organization
3. A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs

(cf. [1230](#) - School-Connected Organizations)

4. A representative of each teacher organization at the school site

(cf. [4140/4240](#) - Bargaining Units)

5. A representative of the student body government
6. All persons who have indicated that they want to be notified

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code [32288](#))

1. A representative of the local churches
2. Local civic leaders
3. Local business organizations

(cf. [1220](#) - Citizen Advisory Committees)

(cf. [1700](#) - Relations between Private Industry and the Schools)

The school site council or safety planning committee may consider incorporating into the plan the following "three essential components" and/or the strategies recommended in Education Code 35294.21:

1. Assuring each student a safe physical environment
2. Assuring each student a safe, respectful, accepting and emotionally nurturing environment
3. Providing each student resiliency skills

Content of the Safety Plan

The District-wide and/or school site safety plan shall include, but not be limited to: (Education Code [32282](#))

1. An assessment of the current status of school crime committed on campuses and at school-related functions
2. Appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
 - a. Child abuse reporting procedures consistent with Penal Code [11164](#) (cf. [5141.4](#) - Child Abuse Reporting Procedures)

b. Routine and emergency disaster procedures including, but not limited to, adaptations for students with disabilities in accordance with the Americans with Disabilities Act

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

(cf. [3516](#) - Emergencies and Disaster Preparedness Plan)

(cf. [3516.1](#) - Fire Drills and Fires)

(cf. [3516.2](#) - Bomb Threats)

(cf. [3516.3](#) - Earthquake Emergency Procedure System)

(cf. [3516.5](#) - Emergency Schedules)

(cf. [3543](#) - Transportation Safety and Emergencies)

(cf. [6159](#) - Individualized Education Program)

c. Policies pursuant to Education Code [48915](#)(c) and other school-designated serious acts that would lead to suspension, expulsion or mandatory expulsion recommendations

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

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

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

d. Procedures to notify teachers of dangerous students pursuant to Education Code [49079](#)

(cf. [4158/4258/4358](#) - Employee Security)

e. A discrimination and harassment policy consistent with the prohibition against discrimination pursuant to Education Code [200-262.4](#)

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

(cf. [4119.11/4219.11/4319.11](#) - Sexual Harassment)

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

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

f. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel," the provisions of that dress code and the definition of "gang-related apparel"

(cf. [5132](#) - Dress and Grooming)

g. Procedures for safe ingress and egress of students, parents/guardians and employees to and from school

(cf. [5142](#) - Safety)

h. A safe and orderly environment conducive to learning at the school

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

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

i. The rules and procedures on school discipline adopted pursuant to Education Code [35291](#) and [35291.5](#)

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

j. Hate crime reporting procedures pursuant to Penal Code [628-628.6](#)

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

Among the strategies for providing a safe environment, the plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management and conflict resolution

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

(cf. [6141.2](#) - Recognition of Religious Beliefs and Customs)

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying and hazing, as well as behavioral expectations and consequences for violations

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

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

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

(cf. [5113.1](#) - Truancy)

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

(cf. [5145.12](#) - Search and Seizure)

3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution and community service learning

(cf. [6141.6](#) - Multicultural Education)

(cf. [6142.4](#) - Learning through Community Service)

4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus

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

(cf. [5020](#) - Parent Rights and Responsibilities)

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

5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students

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

(cf. [5131.61](#) - Drug Testing)

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

6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction

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

7. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for the closing of campuses to outsiders, securing the campus perimeter, protecting buildings against vandalism and providing for a law enforcement presence on campus

- (cf. 1250 - Visitors/Outsiders)
- (cf. 3515 - Campus Security)
- (cf. 3515.3 - District Police/Security Department)
- (cf. 3530 - Risk Management/Insurance)
- (cf. 5112.5 - Open/Closed Campus)
- (cf. 5131.5 - Vandalism, Theft and Graffiti)

8. Crisis intervention strategies, which may include the following:

- a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate

- (cf. 3515.2 - Disruptions)
- (cf. 3515.5 - Sex Offender Notification)
- (cf. 5131.4 - Campus Disturbances)

- b. Assignment of staff members responsible for each identified task and procedure
- c. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for student and staff to practice the evacuation plan
- d. Coordination of communication to schools, Governing Board members, parents/guardians and the media

- (cf. 1112 - Media Relations)
- (cf. 9010 - Public Statements)

- e. Development of a method for the reporting of violent incidents
- f. Development of follow-up procedures that may be required after the crisis has occurred, such as counseling

11. Staff training in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan

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

Issued: 5/6/92

Reviewed and retained: 12/03

AR 3514.2 was titled Comprehensive Safety Plan, now titled "Facilities Safety Plan"

Content of AR 0450 is new to the District: November 9, 2004

Sex Offender Notification – AR 3515.5

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 designee 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 District 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 District liaison.

3. The Superintendent or designee and the 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 designee 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, including the fact that law enforcement is the agency best able to assess the relative danger of an offender
 - b. The ability of the parents/guardians to contact law enforcement for additional information
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 that 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 (cf. 1250 - Visitors/Outsiders)
 - 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 designee in order to help ensure that the District is able to respond appropriately.
 7. If an identified sex offender is seen on or nearby 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 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 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 for additional information.

Issued: 10/13/98

Revised: 11/03

Revised: 8/23/05

Revised: 2/14/06

B. Emergency Preparedness

Bomb Threats—BP 3516.2

To maintain a safe and secure environment for District students and staff, the Superintendent or designee shall ensure that the District's emergency and disaster preparedness plan and/or each school's comprehensive safety plan includes procedures for dealing with bomb threats. He/she also shall provide training regarding the procedures to site administrators, safety personnel, and staff members who customarily handle mail, telephone calls, or email.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 4040 - Employee Use of Technology)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

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. If the bomb threat is received through the mail system or in writing, the staff member who receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email or text messaging, the staff member should not delete the message.

Response Procedures

The following procedure shall be followed when a bomb threat is received:

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. (cf. 3516 - Emergency and Disaster Preparedness Plan)
(cf. 3516.1 - Fire Drills and Fires)
4. The principal or designee shall turn off any two-way radio equipment that is located in a threatened building.

Law enforcement and/or fire department staff shall conduct the bomb search. No other school staff shall search for or handle any explosive or incendiary device. No one shall reenter the threatened building(s) until the law enforcement and/or fire department staff advises the principal or designee that reentry is safe.

To the extent possible, the Superintendent or designee shall maintain communications with staff, parents/guardians, the Governing Board, other governmental agencies, and the media during the period of the incident. (cf. 1112 - Media Relations)

Following the incident, the Superintendent or designee shall provide crisis counseling for students and/or staff as needed. (cf. 6164.2 - Guidance/Counseling Services)

Any employee or student found to have made a bomb threat shall be subject to disciplinary procedures and/or criminal prosecution.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5131 - Conduct)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Legal Reference:

EDUCATION CODE

44810 Willful interference with classroom conduct
48900 Grounds for suspension or expulsion
51202 Instruction in personal and public health and safety

PENAL CODE

17 Felony, misdemeanor, classification of offenses
148.1 False report of explosive or facsimile bomb
245 Assault with deadly weapon or force likely to produce great bodily injury; punishment
594 Vandalism; penalty

Management Resources:

CSBA PUBLICATIONS

Salinas Union High School District
Business Regulation #3516.2
911: A Manual for Schools and the Media During a Campus Crisis, 2001
U.S. DEPARTMENT OF HOMELAND SECURITY PUBLICATIONS

Bomb Threat Checklist

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss>
U.S. Department of Homeland Security: <http://www.dhs.gov>
U.S. Department of Treasury, Bureau of Alcohol, Tobacco, Firearms and Explosives:
<http://www.THREATPLAN.org>

Issued: 10/4/83

Renumbered from AR 6114.3: 6/14/90

Renumbered from 6114.2 and Revised: 11/03

Issued: January 27, 2004

Civil Defense—BP 3516.4

The Salinas Union High School District will make available its personnel and the resources of its schools in dealing with emergencies related to civil defense and/or disaster. The personnel of the District will first address itself to the safety of its student population, and, thereafter, the District will make available the use of its facilities and personnel for the congregate care of the citizens of the District.

The administrative regulation that provides guidelines for use by each of the schools of the District in formulating individual civil defense and disaster preparedness plans shall meet the criteria established in that part of the State Department of Education's handbook, Civil Defense and Disaster Planning Guide for School Officials entitled "Essential Characteristics of the School Planning Guide."

Legal Reference:

Calif. Administrative Code, Title 5
560 Civil defense and disaster preparedness plans
Policy adopted: 11/24/81

Comprehensive Safety Plan: Buildings and Facilities—BP 3514.3

It shall be the responsibility of all school personnel acting individually to be alert to any hazard within or outside school buildings which may jeopardize the safety of school children, school employees, or the public; and it shall be the responsibility of all school personnel to report promptly to the nearest school authority any condition, incident or suspicion which in their judgment warrants investigation. Nothing stated herein is intended to conflict with the jurisdiction of teachers in supervision of pupils or the authority of principals in implementing policies of the Governing Board.

Precautionary measures against fire, explosion or other hazards shall be established together with appropriate instructions and drill for pupils and other school personnel in procedures to be followed in event of potential emergencies. Precautionary measures for safety of pupils on streets and sidewalks in the vicinity of school buildings shall be established and observed. Precautionary measures for safety of pupils within school buildings shall be established and observed.

The Superintendent shall establish and maintain a continuing program of safety that will cover all the activities of the District, which will be in compliance with the California Occupational Safety and Health Act of 1973, Title 8, 5194, SB 198 and all appropriate codes.

1. The District intends to comply with all safety laws and ordinances and will provide, upon recommendation of the Superintendent, an appropriate budget allocation
2. Safety of students, employees, the public, and the District's operations is paramount
3. Safety will take precedence over expediency or shortcuts
4. Every attempt will be made to reduce the possibility of accident occurrence

The Superintendent or designee shall ensure that parents/guardians receive information about the contents and availability of the Attorney General's handbook summarizing California law pertaining to crimes committed on school grounds. (Penal Code 626.1)

(cf. 1250 - School Visits)

(cf. 3514.1 - Hazardous Substances)

(cf. 3515 - Security)

(cf. 3543 - Transportation: Emergency and Safety Procedures)

(cf. 4157/4257/4357 - Employee Safety)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5131 - 5131.9 - Student Conduct)

(cf. 5141.4 - Child Abuse and Neglect)

(cf. 5142 - Student Safety)

(cf. 5144 - Discipline)

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

(cf. 6114 - Emergencies and Disaster Preparedness Plan)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of sex discrimination

32260-32262 Interagency School Safety Demonstration Act of 1985

35147 School site councils and advisory committees

35183 School dress code; uniforms

35291 Rules

35291.5 School-adopted discipline rules

35294-35294.9 School safety plans

35294.10-35294.15 School Safety and Violence Prevention Act
35294.20-35294.25 Double Your Cash Program
48900-48926 Suspension and expulsion
48950 Speech and other communication
67381 Violent crime, definition
PENAL CODE
628-628.6 Reporting of school crime
11164-11174.3 Child Abuse and Neglect Reporting Act
CALIFORNIA CONSTITUTION
Article 1, Section 28(c) Right to Safe Schools
Management Resources:
CSBA PUBLICATIONS
Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1999
CDE PUBLICATIONS
Safe Schools: A Planning Guide for Action, 1995
WEB SITES
CDE, Safe Schools Office: <http://www.cde.ca.gov/spbranch/safety/safetyhome>
CSBA: <http://www.csba.org>
National Alliance for Safe Schools: <http://www.safeschools.org>
School/Law Enforcement Partnership:
<http://www.cde.ca.gov/spbranch/safety/slep/partnership.asp>
National School Safety Center: <http://www.nssc1.org>
Policy adopted: 11/24/81
Renumbered from 3516: 6/1/90
Amended: 4/28/92
Reviewed with Updated References: 12/03
Number changed from 3514.2 to 3514.3: 1/5/04
Reviewed: 10/26/04

Earthquake Emergency System—AR 3516.3

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)

(cf. 0450 - Comprehensive Safety Plan)

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)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

An earthquake emergency procedure 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

- 3 Protective measures to be taken before, during, and following an earthquake
- 4 A program to ensure that students and certificated and classified staff are aware of and properly trained in the earthquake emergency procedure system

(cf. [0450](#) - Comprehensive Safety Plan) (cf. [3516](#) - Emergency and Disaster Preparedness Plan) (cf. [4131](#) - Staff Development) (cf. [4231](#) - Staff Development) (cf. [4331](#) - Staff Development)

Drop procedures shall be practiced at least once each semester in secondary schools.

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 also shall outline roles and responsibilities of students and staff during and after an earthquake.

Earthquake Education

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 consider the danger of a post-earthquake tsunami when developing evacuation routes and locations, including the need to evacuate to higher ground.

The Superintendent or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

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, securing equipment and furnishings and removing heavy objects from high shelves shall minimize dangers presented by such potential hazards.

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.
- 1 As soon as possible, teachers shall move the students away from windows, shelves, and heavy objects and furniture that may fall.
- 2 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.
- 3 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, staff or other persons in authority who are outdoors on school grounds shall take the following actions:

- 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. Following the earthquake, the driver shall contact the Superintendent or designee for instructions before proceeding on the route or, if such contact is not possible, drive to an evacuation or assembly location.

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 first aid to any injured students, take roll, and report missing students to the principal or designee.
- 3 Staff and students shall refrain from lighting any stoves or burners until the area is declared safe.
- 4 All building 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 distances from all building entrances and instruct staff and students to not reenter until the buildings are declared safe.
- 6 The principal shall request assistance, as needed from the county or city civil defense office or fire and police departments and shall confer with them regarding the advisability of closing the school. He/she shall also contact the Superintendent or designee for further instructions.
- 7 The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.
- 8 The Superintendent or designee shall provide updates to parents/guardians of District students and members of the community about the incident, any safety issues, and follow-up directions.

(cf. 1112 - Media Relations) Legal Reference: EDUCATION CODE 32280-32289 School safety plans GOVERNMENT CODE 3100 Public employees as disaster service workers 8607 Standardized Emergency Management System CODE OF REGULATIONS, TITLE 19 2400-2450 Standardized Emergency Management System

Management Resources: CALIFORNIA EMERGENCY MANAGEMENT AGENCY PUBLICATIONS The ABCs of Post-Earthquake Evacuation: A Checklist for School Administrators and Faculty Guide and Checklist for Nonstructural Earthquake Hazards in California Schools, January 2003 School Emergency Response: Using SEMS at Districts and Sites, June 1998 FEDERAL EMERGENCY MANAGEMENT AGENCY PUBLICATIONS Guidebook for Developing a School Earthquake Safety Program, 1990 WEB SITES American Red Cross: <http://www.redcross.org> California Emergency Management Agency: <http://www.calema.ca.gov> California Seismic Safety Commission: <http://www.seismic.ca.gov> Federal Emergency Management Agency: <http://www.fema.gov/hazards/earthquakes> National Incident Management System: <http://www.fema.gov/emergency/nims>

(Revised: 11/8/05)

Emergencies and Disaster Preparedness Plan—AR 3516

Components of the Plan

Routine and emergency disaster procedures shall be included in the comprehensive school safety plan in accordance with Education Code 32282.

(cf. 0450 - Comprehensive Safety Plan)

In addition, the Superintendent or designee shall ensure that District and school site procedures address, at a minimum, the following types of emergencies and disasters:

1. Fire on or off school grounds which endangers students and staff
(cf. 3516.1 - Fire Drills and Fires)
2. Earthquake or other natural disasters
(cf. 3516.3 - Earthquake Emergency Procedure System)
3. Environmental hazards
(cf. 3514 - Environmental Safety)
(cf. 3514.2 - Integrated Pest Management)
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group
(cf. 3515 - Campus Security)
(cf. 3515.2 - Disruptions)
(cf. 5131.4 - Campus Disturbances)
5. Bomb threat or actual detonation
(cf. 3516.2 - Bomb Threats)
6. Biological, radiological, chemical and other terrorist activities, or heightened warning of such activities
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak
(cf. 5141.22 - Infectious Diseases)

The Superintendent or designee shall also 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
(cf. 3530 - Risk Management/Insurance)
2. Instruction and practice for students and employees regarding emergency plans

- a. Training of staff in first aid and cardiopulmonary resuscitation
 - b. Regular practice of emergency procedures by students and staff (cf. 4131 - Staff Development)
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 (cf. 5141 - Health Care and Emergencies) (cf. 5142 - Safety)
 - 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 (cf. 3543 - Transportation Safety and Emergencies)
 - e. Provision of a first aid kit to each classroom
 - f. Arrangements for students and staff with special needs (cf. 4032 - Reasonable Accommodation) (cf. 6159 - Individualized Education Program)
 - 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 (cf. 4161.1/4361.1 - Personal Illness/ Injury Leave) (cf. 4261.1 - Personal Illness/Injury Leave) (cf. 5113 - Absences and Excuses) (cf. 6183 - Home and Hospital Instruction)
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 (cf. 3516.5 - Emergency Schedules)
6. Communications among staff, parents/guardians, the Board of Trustees, other governmental agencies, and the media during an emergency
 - a. Identification of spokesperson(s) (cf. 1112 - Media Relations)
 - b. Development and testing of communication platforms, such as hotlines, telephone trees, and web sites (cf. 1113 - District and School 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

(cf. 1112 - Media Relations)

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 (cf. 1400 - Relations between Other Governmental Agencies and the Schools)
(cf. 1400 - Relations between Other Governmental Agencies and the Schools)
8. Steps to be taken following the disaster or emergency, including inspection of school facilities and provision of mental health services for students and staff as needed (cf. 6164.2 - Guidance/Counseling Staff)

Revised: 1/13/04

Number changed from 6114 to 3516: 1/13/04

Revised: 8/23/05

Revised: November 14, 2006

Emergencies and Disaster Preparedness Plan—Exhibit 3516

INTRODUCTION

1. The California Administrative Code, Title 5, Section 560, regarding emergency action preparedness, reads as follows:

Emergency Action and Disaster Preparedness Drills

The governing board of any school District shall adopt written emergency action and disaster preparedness plans that shall be reviewed by the governing board not less frequently than annually. By regulation the board shall provide for emergency action and disaster preparedness drills on any day when school classes are maintained.

Such plans and/or regulations shall provide that such drills be conducted in accordance with the existing approved emergency action and disaster preparedness plans of the school District

 - a. Each school District governing board shall file a copy of its most recent plans with the county superintendent of schools having jurisdiction over the District.
 - b. A record shall be kept in the principal's office of the date and hour of each drill conducted, the time consumed, and the nature of such drill.
2. An emergency means the existence of disaster or extreme peril such as to potentially affect the safety of staff members, pupils, or District property caused by such conditions as wind, fire, flood, chemical, fallen aircraft, explosion, bomb threat, military action, epidemic, earthquake, or campus unrest.
3. The Salinas Union High School District Emergency Preparedness Organization through the District Superintendent is responsible for working with the City of Salinas and coordinating the Emergency Action operations with the County of Monterey to assure effective handling of any and all emergencies.
4. All public employees are "civilian defense workers subject to such civilian defense activities as may be assigned to them by their superiors or by law." (Government Code Ch. 8 Division 4, Title I, Section 3100 and 3101)
5. Legal References
 - a. School administrators should become familiar with the legal basis for civil defense and disaster preparedness, particularly those cited in this section:
 - (1) Federal
 - (a) The Federal Civil Defense Act of 1950, Public Law 920, 81st Congress, is the basic civil defense law

- (b) Public Law 875, 81st Congress, September 30, 1950, authorizes federal assistance to states and local governments in major natural disasters
- (c) The FEDERAL CIVIL DEFENSE GUIDE, which is the national plan for emergency preparedness, sets forth the national, state and local government responsibilities for civil defense
- (d) Public Law 4, 58th Congress, January 5, 1905 (33 Stat. 599), authorizes the American National Red Cross to undertake activities for the relief of persons suffering from disaster

(2) State

- (a) California Administrative Code, Title 5, Education, Section 560. Civil Defense and Disaster Preparedness Plans. (Adopted by the State Board of Education in July, 1973)

-1- The governing board shall:

- a- Adopt a written policy guideline for use by schools of the District in formulating individual civil defense and disaster preparedness plans. The policy guideline shall meet the criteria established in that part of the Civil Defense and Disaster Planning Guide for School Officials entitled "Essential Characteristics of the School Planning Guide", published by the State Department of Education, and shall be subject to approval by the county superintendent of schools. The policy guideline shall be reviewed at least annually and revised as needed. Plans and revisions may be subject to review and approval by the State Department of Education
- b- Require the principal of each school in the District to formulate and submit to the District superintendent for approval a civil defense and disaster preparedness plan for that school. Each school plan shall satisfy the governing board's policy guideline, coordinate with the appropriate local government plan, be reviewed at least annually and be kept current
- c- Require each school to test its plan (other than fire drills) or each portion thereof on a rotating basis at least two times during the school year and keep a record of such tests. The record shall be maintained in a manner determined by the governing board, and available to the Department of Education upon request
 - (b) Education Code Section 31301 limits personal liability of school District employees for injury or death resulting from civil defense and fire drills
 - (c) Education Code Section 16555.5 authorizes school boards to grant use of school property and equipment for public use during disasters and emergencies and to cooperate in furnishing and maintaining services required by the community
 - (d) Military and Veterans Code, Division 7, Chapter 1, Sections 1500 through 1600, are the legal basis for civil defense in California
 - (e) Civil Code, Section 1714.5, Liability for Civil Defense Activities, limits liability during a state of extreme emergency in connection with the use of civil defense and other facilities during any destructive operation, enemy attack, or any defense test. Civil Code Section 1714.6 relates to negligence as a matter of law and defenses for acts or omissions in complying with orders or proclamations of military and civil authorities (f) Government Code Section 3102 requires all civil defense workers to take the oath of affirmation of allegiance prescribed in Section 3 of Article XX or the Constitution of California
 - (g) Labor Code, Division 4, Part 1, Workman's Compensation Benefits for Civil Defense Service Works, provides for compensation benefits to volunteers
 - (h) Vehicle Code Sections 40830, 41401, 41402 relate to violations of the Vehicle Code required in order to comply with regulations promulgated under federal law or the California Disaster Act

- (i) Orders, Rules, and Regulations Promulgated by the Governor to Take Effect Upon the Existence of a State of Extreme Emergency as a Result of Enemy Attack or Warning That an Enemy Attack Is Probable or Imminent are executive orders pertaining to war-caused emergencies
 - (j) The California Disaster and Civil Defense Master Mutual Aid Agreement requires that the state, its various departments and agencies, and all its political subdivisions, municipal corporations, and other public agencies shall develop a plan providing for the effective mobilization of all its resources and facilities, both public and private, to cope with any type of disaster, and that the mutual aid extended under this agreement and the operational plans adopted pursuant thereto shall be available and furnished in all cases in which a state of extreme emergency has been proclaimed
 - (k) Executive Order No. 67-CD-1, November 9, 1967, relates to Section 1540 of the Military and Veterans Code, which provides for the assignment of civil defense activities to state agencies, including the State Department of Education
 - (l) Administrative Order No. 68-5, March 8, 1968, assigns specific civil defense activities to the State Department of Education
 - (m) STATE OF CALIFORNIA CIVIL DEFENSE AND DISASTER PLAN is the official operations plan for state government as well as policy and guidance for local governments
 - (n) Office of Emergency Services Bulletin No. 3, Section 1, "Relationships with the American Red Cross," is the written understanding between the American Red Cross and the Office of Emergency Services listing the services the Red Cross will perform in other than war-caused emergencies
- (3) County or City
 - (a) Local government ordinances pertaining to civil defense, county or city civil defense operations plans
 - (4) School District
 - (a) Resolutions and actions of the Board of Trustees pertaining to civil defense

DISASTER PREPAREDNESS PLAN

1. District Level

- a. The Superintendent is responsible to insure that provisions of all State regulations and District policies that pertain to emergency disaster plans are enforced and appropriate action is taken to correct deficiencies.
- b. Board Policy 6114, related Administrative Regulations, and the individual site/facility detailed plans to cope with various disaster emergencies comprise the Disaster Preparedness Plan of the Salinas Union High School District.
- c. To carry out these responsibilities, a School District Emergency Organization is created consisting of the Board of Trustees, the Emergency Services Director (Superintendent), the Emergency Cabinet (Superintendent, Assistant Superintendent-Instructional Services, Assistant Superintendent-Business Services), and other designated management positions (see Emergency Staff below).
 - (1) Emergency staff assignments shall be as established herein. Each administrator shall be responsible for designating an alternate to act in his capacity in the event of his/her absence during an emergency.

District Title	Emergency Title
Superintendent	Emergency Svs. Dir.
Assoc. Superintendent/CBO	Resource Coordinator
Associate./Supt.-Personnel	Service Coordinator

Assoc. Supt.-Instruct.
Dir./Community Ed.
Dir./Special Projects
Dir./Pupil Pers. Svs.
AHS, EAHS, HSHS, SHS
ESMS, HMS, LPMS, WMS
Dir./Career Ed.
Dir./Alternative Ed.
Dir./Community Ed.
Dir./Career Ed.
Supv./Transportation
Mgr. Food Sv.
Mgr. Purch. Food Sv.
Mgr. MOTS

Public Information Coordinator.
Red Cross/Salvation
Manpower Director
Health/Medical Care Dir.
Assistant Principal
Assistant Principal
Dir./Career Ed.
Dir./Alternative Ed.
Dir./Community Ed.
Shelter Director
Transportation Dir.
Food Services Dir.
Procurement Dir.
Utilities Director

EMERGENCY ORGANIZATION CHART
Board of Trustees
Emergency Services Director
(Superintendent)
Emergency Cabinet

Public Information Coord. (Assoc. Supt. Instruction)	Service Coordinator (Assoc. Supt. Personnel)	Resource Coordinator (Assoc. Supt. Business)
Red Cross/Salvation Army Coordinator	Principals Assistant Principals	Food Service Director

(3) Duties and Responsibilities of Emergency Staff

- (a) Designated emergency staff members and their alternates shall be fully knowledgeable of their assignments and shall have emergency assignment plans prepared as required and on file with the Emergency Services Director (Superintendent).

The primary duties and responsibilities of the emergency staff shall be as follows:

- 1- Board of Trustees
The Board of Trustees may proclaim a District emergency and shall provide direction for the Emergency Services Director
- 2- Emergency Services Director (Superintendent)
The Emergency Services Director may request the Board of Trustees to proclaim the existence or threatened existence of a District emergency if the Board of Trustees is in session, or issue such a proclamation if the Board is not in session, subject to its ratification. The Director shall in an emergency activate the emergency organization or a portion thereof, make emergency decisions, issue orders, issue operation schedules, establish priorities, direct and control the emergency organization, and provide instructions to the staff, students, and parents. The Director shall coordinate appropriate emergency activities with the Monterey County Civil Defense and Disaster Coordinator and with the various city and military coordinators.
- 3- Emergency Cabinet
The Cabinet shall meet on call and provide recommendations for the Emergency Services Director
- 4- Public Information Coordinator (Associate Supt.- Instruction)
The Public Information Coordinator shall establish procedures for the dissemination of information to the media and alternate methods of informing the parents and general public
- 5- Red Cross/Salvation Army (Director of Community Education)
The Red Cross/Salvation Army Coordinator shall maintain and coordinate mutual aid relations and commitments with the American Red Cross/Salvation Army as authorized by the Board of Trustees
- 6- Service Coordinator (Assoc. Supt./Human Resources)

The Service Coordinator shall be responsible to the Emergency Service Director for the emergency duties and responsibilities of the principals and building administrators

-7- Resource Coordinator (Assoc. Supt./CBO)

The Resource Manager shall be responsible to the Emergency Services Director for the administration, allocation, and continual operation of support resources during time of Emergencies

-8- Food Services Director (Mgr. of Purchasing/Food Services)

The Food Director shall be responsible for and have plans on file as established herein for the conservation, preparation, allocation, and distribution of food stocks and water, in the event of an emergency

-9- Manpower Director (Director of Special Projects) The Manpower Director shall maintain a manpower inventory and provide for the procurement and allocation of manpower skills as requested

-10-Procurement Director (Mgr. of Food Services)

The Procurement Director shall secure current supplies and materials and shall be responsible for the procurement of supplies and equipment in support of District emergency operations

-11-Shelter Director (Director of Career Education)

The Shelter Director shall be fully knowledgeable of the existing school housing and shelter, shall assess shelter damage and arrange for repairs

-12-Health/Medical Director (Director of Pupil Personnel Services)

The Health and Medical Director shall maintain an inventory of health resources and services and provide for their allocation. He/she shall measure student health hazards and provide technical guidance. The Health and Medical Director shall also arrange for medical treatment for sick and injured persons; the Director shall provide medical registration services and manage identification and disposition of the injured and the dead

-13-Transportation Director (Transportation Supervisor)

The Transportation Director shall maintain a resource inventory and provide for the procurement and security and allocation of transportation resources. The Director shall direct the operations of essential transportation services and the service and repair of District vehicles

-14- Utilities Director (MOTS Manager)

The Utilities Director shall be responsible for liaison with the public utilities which service the District. Such liaison shall involve the restoration, operation, and maintenance of the utilities

(b) In carrying out his responsibilities, the Superintendent must establish and maintain primary and alternate emergency communication systems within the District.

-1- Telephone Fan-Out System (Primary Emergency Communication System)

The Telephone Fan-Out System may be used by the Superintendent or his designee to communicate with all administrators and/or the entire District staff in case of emergencies or other important matters.

Each designated administrator is responsible for immediately calling other specified persons. In this chain-call manner, all involved personnel should receive the fan-out message within minutes of its

initiation. It shall be the site administrator's responsibility to convey the fan-out message to his/her staff.

Method

- a- An administrator who receives a "fan-out" message shall immediately call other administrators as listed below.
- b- The administrator shall alert the recipient that the call is a "fan-out" message and then read the message to them.
- c- The recipient shall read it back to verify its content.
- d- The recipient shall then in turn, make his/her assigned calls.

Order of Calls

CALLER

Superintendent
(Emergency Svs Director)
Service Coordinator (Asst.
Information Coordinator
Associate.Superintendent
Business Manpower Director
Transportation Director
Associate.Superintendent
Human Relations
(Service Coord.)
Director/Career Education
Director/Alternative Ed.
Director/Community Ed.
Assoc. Supt.
Instruction
(Information Coordinator)

RECIPIENT

Members-Board of Trustees.
Resource Coordinator (Asst. Associate Supt.-Business Svs.)
Associate Supt.-Human Relations)
(Associate Supt.-Instruction)
Food Director
(Resource Coord.) Procurement Director
Utilities Director
AHS Assistant Principal
ESMS Assistant Principal
NSHS Assistant Principal

Red Cross/Sa;/Army Director
Shelter Director
Health/Medical Director

- 2- Alternate Emergency Communication System. Emergency messages shall follow the line of authority of the emergency organization chart in the event the primary emergency communication system (fan-out) becomes inoperative.

Emergency messages may be sent by the central office to television stations and newspapers:
Radio Stations--KDON-1460, KTOM-1380, KCTY-103.9
Television Station--KSBW Channel 8
Newspaper--The Salinas Californian

- 3- Posting of Emergency Telephone Numbers. The posting of emergency phone numbers, including law enforcement agencies and the fire department, near all telephones in each building is required.

- a- Each Principal and Assistant Principal(s) shall have available to him/her the telephone numbers of his/her personnel.
 - 4- Building Signs and Bulletins. Each principal shall display signs in prominent places and distribute bulletins to all building staff members, listing the names of those who hold valid Red Cross/First Aid Cards and who are certified in C.P.R.
- (c) In order for the Superintendent to carry out his responsibilities, it is necessary to establish procedures for evaluating and responding to property damage resulting from disaster and non-disaster causes.
- 1- The morning following a fire, earthquake, power failure, or other damage, the Principals and other staff designated by him/her, shall report for work at least one hour prior to the start of school. They shall immediately check the plant for damage and power or gas failure.
 - 2- Notification of Property Damage. Each Principal or his designee shall immediately notify the Superintendent of any significant property damage resulting from any disaster or non-disaster cause. In case of power, water, gas failure or property damage which could jeopardize the student's welfare, the following steps shall be taken:
 - a- The Principal shall immediately notify the Superintendent of the problem
 - b- The Principal shall also immediately notify the Manager of Buildings and Grounds of the problem
 - c- The Manager of Buildings and Grounds shall contact the Associate Superintendent/CBO
 - d- The Superintendent, in consultation with staff members, shall make the final decision regarding the closing of school
 - e- The school Principal shall assign staff to meet the school buses with instruction to return the children to their homes. Other staff, certificated and classified, shall be assigned the task of advising parents who are delivering children to the school, that the school will be closed for that day. The same procedure shall be followed for students who normally arrive at a later starting time
 - 3- Report to the Superintendent. The Principal and the Manager of Buildings and Grounds shall keep the Associate Superintendent/CBO informed regarding progress on the problem. The Associate Superintendent/CBO shall in turn inform the Superintendent.
 - 4- Principal Assignment. The school Principal and designated staff members shall remain at the school in order to be available to the maintenance department, the utility companies, employees and parents.

(d) Emergency Closing of Schools/Facilities

- 1- The decision to close one or more schools or other District facilities because of an emergency shall rest with the Superintendent. If neither the Superintendent nor one of the Associate/Assistant Superintendents is immediately available, the Principal or Director may make the decision.
- 2- Notification. The following designated administrators shall immediately notify assigned individuals and agencies, as deemed appropriate, of any Superintendent decision to close one or more schools or District facilities because of an emergency.
 - a- The Superintendent of Schools shall notify:

Associate Superintendent/Human Relations
Associate Superintendent-Instruction
Associate Superintendent/CBO
Board Members
Others as necessary

-b- Associate Superintendent/Human Relations
Appropriate Law Enforcement Agencies
Appropriate Fire Department
County Superintendent of Schools
Others as necessary

-c- The Associate Superintendent-Instruction
Local Press, Radio and Television Stations
Other Principals and Directors
Others as necessary

-d- Associate Superintendent/CBO
Transportation Supervisor
City and County Civil Defense Offices
Others as necessary

-3- Alternates. Each individual responsible for these communications shall designate an alternate to act in his/her absence.

-4- Closing of School Facility. Each Principal or Director who receives an order to close his/her facility shall immediately notify all personnel under his/her supervision of the decision. The Principal who is required to close a school before the end of the school day shall determine the teachers' and other staff members' assignments for the remaining normal assigned time and shall notify them accordingly. If a school is closed for the entire school day, the Superintendent shall determine whether it will be a work day.

-5- Communications with Parents. If it becomes necessary to close a school before the end of the regular school day, the Principal shall make every reasonable effort to notify the parents of the students of such a closure. The Principal may enlist the aid of PTA members for this purpose.

2. School Site/Facility Level

a. Each principal and site director shall develop and submit to the Superintendent for approval detailed civil defense and disaster preparedness plans for his/her facility.

(1) School and building plans shall be reviewed at least annually by the site administrator and his/her staff. A copy of each approved plan shall be on file in the main office of each facility and in the office of the Superintendent.

(2) Each plan shall provide for the following:

(a) Compliance with the District policies and procedures

(b) Designation of leadership and alternate positions for all building level Civil Defense and Preparedness Operations

(c) Checklists for action required prior to, during, and after predictable disasters: fire, civil defense (military action and/or war), bomb threats, natural disasters, civil disorder, inclement weather, campus disturbances, fallen aircraft, utility failure, chemical accident, escaping gas

(d) Training of staff and instructing students for emergency situations

(e) Selection of the safest place for safety on each campus or grounds

- (f) Drills for each foreseeable emergency
 - (g) Scheduled evaluation of each drill
 - (h) Ongoing parent information programs
 - (i) Other
- (3) Students shall be kept at school in the event of immediate danger and if there is not time for students to reach home. If a school structure is affected by the emergency, students shall be assembled on the grounds at a safe distance from the buildings until it is safe to return or until they are dismissed.
- (4) Students may be sent home at the discretion of the Superintendent when the District has been notified by the proper authorities that there is sufficient time for their safe arrival.
- (5) Principals shall encourage parents to establish major emergency family protection plans. These plans should provide instructions for the student who is sent home from school because of a major emergency. The instructions should include a prearranged family meeting place in case of a separation and procedures in the event parents are not at home when the children arrive.
- (6) Emergency Drills
- (a) The Salinas Union High School District, in assuming its welfare and safety responsibilities for its students and staff, shall comply with the State laws which require the District to hold various emergency drills.
 - (b) Classroom Drill Instruction. Prior to actual drills, care shall be taken to explain to students that the purpose of the drills is to provide maximum protection in the case of fire, earthquake, or other emergencies.
 - 1- The teacher shall instruct the students as to the quickest and safest manner to achieve the desired protective position.
 - (c) School Drills. The Principal or Director shall maintain a record of the date and time of each conducted drill and the rating of the drill. Drill reports shall be sent to the Office of the Superintendent at the end of each semester. The Superintendent shall notify the Principal of any discrepancies with the compliance of this procedure.

Board Approval: 9/27/83

Issued: 10/4/83

Management Titles updated: 6/20/90

Renumbered: 10/03

Emergency Schedules—BP 3516.5

In order to provide for the safety of students and staff, the Governing Board 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.

(cf. [0450](#) - Comprehensive Safety Plan) (cf. [4157/4257/4357](#) - Employee Safety) (cf. [5142](#) - Safety) (cf. [6112](#) - School Day)

When an emergency condition causes a school closure, reduction in attendance, or change in schedule pursuant to Education Code 41422 or 46392, thereby preventing the District from complying with the minimum number of instructional days or minutes required by law, the Superintendent or designee shall complete and submit to the Superintendent of Public Instruction the necessary forms for obtaining approval of the days of the closure, reduction in

attendance, or change in schedule. The Superintendent or designee shall submit other relevant District records as may be required.

(cf. 3580 - District Records) (cf. 6111 - School Calendar) 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. . The District's notification system shall include, but is not limited to, notifying local television and radio stations, posting on District web site(s), sending email and text messages, and/or making telephone calls.

(cf. 1112 - Media Relations) (cf. 1113 - District and School Web Sites) (cf. [3542](#) – School-bus Drivers) (cf. [3543](#) - Transportation Safety and Emergencies)

Whenever 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.

(cf. [3516](#) - Emergencies and Disaster Preparedness Plan) (cf. [3516.1](#) - Fire Drills and Fires) (cf. [3516.2](#) - Bomb Threats) (cf. [3516.3](#) – Earthquake Emergency Procedure System)

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.

(cf. [6111](#) - School Calendar)

Legal Reference: EDUCATION CODE 41420 Required length of school term 41422 Schools not maintained for 175 days 46010 Total days of attendance 46100-46192 Attendance; maximum credit; minimum day 46390 Calculation of ADA in emergency 46391 Lost or destroyed ADA records 46392 Decreased attendance in emergency situation VEHICLE CODE 34501.6 School buses; reduced visibility

Management Resources: CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE 90-01 Average Daily Attendance Credit During Periods of Emergency, February 10, 2005 WEB SITES California Department of Education: <http://www.cde.ca.gov>

Adopted: January 27, 2004

Environmental Safety—BP 3514

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.

(cf. 0200 - Goals for the School District) (cf. 1312.4 - Williams Uniform Complaint Procedures) (cf. 3516 - Emergencies and Disaster Preparedness Plan) (cf. 3516.3 - Earthquake Emergency Procedure System) (cf. 3517 - Facilities Inspection) (cf. 4157/4257/4357 - Employee Safety) (cf. 5030 - Student Wellness) (cf. 5142 - Safety) (cf. 7111 - Evaluating Existing

Buildings)

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

(cf. 3513.3 - Tobacco-Free Schools) (cf. 5141.23 - Asthma Management) (cf. 6163.2 - Animals at School) (cf. 7150 - Site Selection and Development)

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 (cf. 3516.5 - Emergency Schedules) (cf. 5141.7 - Sun Safety) (cf. 6142.7 - Physical Education)

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

(cf. 3540 - Transportation) (cf. 3541.1 - Transportation for School-Related Trips) (cf. 3542 - School Bus Drivers)

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 (cf. 3514.1 - Hazardous Substances) (cf. 6161.3 - Toxic Art Supplies)

7. Ensuring the use of effective least toxic pest management practices (cf. 3514.2 - Integrated Pest Management)

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

(cf. 3550 - Food Service/Child Nutrition Program)

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.

(cf. 1020 - Youth Services)

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.

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

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.

Legal Reference: EDUCATION CODE 17002 Definition of "good repair" 17070.75 Facilities inspection 17582 Deferred

maintenance fund 17590 Asbestos abatement fund 17608-17613 Healthy Schools Act of 2000, least toxic pest management practices 32240-32245 Lead-Safe Schools Protection Act 48980.3 Notification of pesticides 49410-49410.7 Asbestos materials containment or removal FOOD AND AGRICULTURAL CODE 11401-12408 Pest control operations and agricultural chemicals 13180-13188 Healthy Schools Act of 2000, least toxic pest management practices GOVERNMENT CODE 3543.2 Scope of representation; right to negotiate safety conditions HEALTH AND SAFETY CODE 105400-105430 Indoor environmental quality 113700-114437 California Retail Food Code, sanitation and safety requirements CODE OF REGULATIONS, TITLE 5 14010 Standards for school site selection CODE OF REGULATIONS, TITLE 8 337-339 Hazardous substances list 340-340.2 Occupational safety and health, rights of employees 1528-1533 Construction safety orders; exposure to hazards 5139-5223 Control of hazardous substances CODE OF REGULATIONS, TITLE 13 2480 Vehicle idling CODE OF REGULATIONS, TITLE 17 35001-36100 Lead abatement services CODE OF REGULATIONS, TITLE 22 64670-64679 Lead and copper in drinking water UNITED STATES CODE, TITLE 7 136-136y Use of pesticides UNITED STATES CODE, TITLE 15 2601-2629 Control of toxic substances 2641-2656 Asbestos Hazard Emergency Response Act UNITED STATES CODE, TITLE 42 1758 Food safety and inspections CODE OF FEDERAL REGULATIONS, TITLE 40 141.1-141.723 Drinking water standards 745.61-745.339 Lead-based paint standards 763.80-763.99 Asbestos-containing materials in schools

763.120-763.123 Asbestos worker protections

Management Resources: CSBA PUBLICATIONS Indoor Air Quality: Board of Trustees Actions for Creating Healthy School Environments, Policy Brief, July 2008 Asthma Management in the Schools, Policy Brief, March 2008 Food Safety Requirements, Fact Sheet, October 2007 Sun Safety in Schools, Policy Brief, July 2006 CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS School Site Selection and Approval Guide, 2000 Indoor Air Quality, A Guide for Educators, 1995 CALIFORNIA DEPARTMENT OF HEALTH SERVICES PUBLICATIONS Report to the Legislature: Lead Hazards in California's Public Elementary Schools and Child Care Facilities, April 1998

ENVIRONMENTAL PROTECTION AGENCY PUBLICATIONS Indoor Air Quality Tools for Schools, rev. 2007 Healthy School Environments Assessment Tool, 2007 The ABCs of Asbestos in Schools, rev. August 2003 Mold Remediation in Schools and Commercial Buildings, March 2001 How to Manage Asbestos in School Buildings: AHERA Designated Person's Self-Study Guide, 1996 WEB SITES CSBA: <http://www.csba.org> AirNow: <http://www.airnow.gov> American Association of School Administrators: <http://www.aasa.org> California Air Resources Board: <http://www.arb.ca.gov> California Department of Education, Health and Safety: <http://www.cde.ca.gov/ls/fa/hs> California Department of Pesticide Regulation: <http://www.cdpr.ca.gov> California Department of Public Health: <http://www.cdph.ca.gov> California Indoor Air Quality Program: <http://www.cal-iaq.org> Centers for Disease Control and Prevention: <http://www.cdc.gov> Consumer Product Safety Commission: <http://www.cpsc.gov> National Center for Environmental Health: <http://www.cdc.gov/nceh> Occupational Safety and Health Administration: <http://www.osha.gov> Environmental Protection Agency: <http://www.epa.gov>

Policy adopted: 6/23/88 Renumbered from 3516.1: 6/1/90 Revised: 1/13/04 Adopted: June 8, 2004

Fire Drills and Fires—AR 3516.1

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 is 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. (cf. 0450 - School Safety Plan)
(cf. 3516 - Emergency and Disaster Preparedness Plan)

Legal Reference: EDUCATION CODE [17074.50-17074.56](#) Automatic fire detection, alarm and sprinkler systems [32001](#) Uniform fire signals [32040](#) Duty to equip school with first aid kit CODE OF REGULATIONS, TITLE 5 [550](#) Fire drills

Policy Adopted: 11/24/81 Renumbered from 6114.1 11/03 Revised: 11/03

Hazardous Substances—BP 3514.1

The Board of Trustees desires to provide a safe school environment that protects students and employees from exposure to potentially hazardous substances that may be used in the District's educational program and in the maintenance and operation of District facilities and equipment.

(cf. 3514 - Environmental Safety) (cf. 4119.42/4219.42/4219.42 - Exposure Control Plan for Bloodborne Pathogens) (cf. 4157/4257/4357 - Employee Safety) (cf. 5141.22 - Infectious Diseases) (cf. 5142 - Safety) (cf. 6161.3 - Toxic Art Supplies)

Insofar as possible, the Superintendent or designee shall minimize the quantities of hazardous substances stored on school property.. When hazardous substances must be used, the Superintendent or designee shall give preference to materials that cause the least risk to people and the environment.

(cf. 3510 - Green School Operations) (cf. 3514.2 - Integrated Pest Management)

The Superintendent or designee shall insure that hazardous substances are inventoried, used, stored and regularly disposed of in a safe and legal manner.

Teachers shall instruct students as to the importance of proper handling, storage, disposal and protection with regard to

all potentially hazardous substances.

The Superintendent or designee shall develop, implement, and maintain a written hazard communication program in accordance with 8 CCR 5194 and shall ensure that employees, students, and others as necessary are fully informed about the properties and potential hazards of substances to which they may be exposed.

(cf. 1240 - Volunteer Assistance)

The Superintendent or designee shall develop specific measures to ensure the safety of students and staff in school laboratories where hazardous chemicals are used. Such measures shall include the development and implementation of a chemical hygiene plan in accordance with 8 CCR 5191 and instruction to students about proper handling of hazardous substances.

(cf. 6142.93 - Science Instruction) EDUCATION CODE 49340-49341 Hazardous substances education 49401.5 Legislative intent; consultation services 49411 Chemical listing; compounds used in school programs; determination of shelf life; disposal FOOD AND AGRICULTURAL CODE 12981 Regulations re pesticides and worker safety HEALTH AND SAFETY CODE 25163 Transportation of hazardous wastes; registration; exemptions; inspection 25500-25520 Hazardous materials release response plans; inventory LABOR CODE 6360-6363 Hazardous Substances Information and Training Act 6380-6386 List of hazardous substances CODE OF REGULATIONS, TITLE 8 339 List of hazardous substances 3203 Illness and injury prevention program 3204 Records of employee exposure to toxic or harmful substances 5139-5230 Control of hazardous substances, especially 5154.1-5154.2 Ventilation 5161 Definitions 5162 Emergency eyewash and shower equipment 5163 Control of spills 5164 Storage of hazardous substances 5191 Occupational exposure to hazardous chemicals in laboratories; chemical hygiene plan 5194 Hazard communication CODE OF REGULATIONS, TITLE 22 67450.40-67450.49 School hazardous waste collection, consolidation, and accumulation facilities

Management Resources: CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS Science Safety Handbook for California Public Schools, 2012 WEB SITES CSBA: <http://www.csba.org> California Department of Education: <http://cde.ca.gov> Department of Industrial Relations, Cal/OSHA: <http://www.dir.ca.gov/dosh>

Adopted: 5/26/92 Updated References: November, 2003 Adopted: January 27, 2004

HAZARDOUS SUBSTANCES

Hazardous substance means a substance, material, or mixture which is likely to cause illness or injury by reason of being explosive, flammable, poisonous, corrosive, oxidizing, an irritant, or otherwise harmful. Hazardous substances, as identified by the Department of Industrial Relations, are listed in 8 CCR 339. (8 CCR 339, 5161)

Storage and Disposal of Chemicals

The Superintendent or designee shall adopt measures to ensure that hazardous substances on any District property are stored and disposed of properly in accordance with law. Such measures shall include, but are not limited to, the following: (8 CCR 5164)

- 1 Substances which react violently or evolve toxic vapors or gases when mixed, or which in combination become toxic, flammable, explosive, or otherwise hazardous, shall be separated from each other in storage by distance, partitions, secondary containment, or otherwise so as to preclude accidental contact between them.

- 2 Hazardous substances shall be stored in containers which are chemically inert to and appropriate for the type and quantity of the hazardous substance.
- 3 Containers of hazardous substances shall not be stored in such locations or manner as to result in physical damage to or deterioration of the container or where they are exposed to heat sufficient to rupture the container or to cause leakage.
- 4 Containers used to package a substance which gives off toxic, poisonous, corrosive, asphyxiant, suffocant, or anesthetic fumes, gases, or vapors in hazardous amounts, excluding small quantities of such materials kept in closed containers or materials kept in tank cars or trucks, shall not be stored in locations where it could be reasonably anticipated that persons would be exposed.

(cf. 3514 - Environmental Safety)

The Superintendent or designee shall regularly remove and dispose of all chemicals whose estimated shelf life has elapsed. (Education Code 49411)

Hazard Communication Program

The District's written hazard communication program shall include at least the components listed below shall be available upon request to all employees and their designated representatives. The program shall apply to any hazardous substance which is known to be present in the workplace in such a manner that employees may be exposed under normal conditions of use or in a reasonably foreseeable emergency resulting from workplace operations (8 CCR 5194)

1. Container Labeling

No container of hazardous substance, unless exempted by law, shall be accepted by the District or any District school unless labeled, tagged, or marked by the supplier with the identity of the hazardous substance, hazard warning statements, and the name and address of the chemical manufacturer or importer. No label on an incoming container shall be removed or intentionally defaced unless the container is immediately marked with the required information.

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. Safety Data Sheets

Upon receiving a hazardous substance or mixture, the Superintendent or designee shall ensure that the manufacturer or importer has furnished a Safety Data Sheet (MSDS) as required by law. If the SDS is missing or obviously incomplete, the Superintendent or designee shall request a new MSDS from the manufacturer or importer. If a response is not received within 25 working days, the Superintendent or designee shall send a copy of the District's written inquiry to the California Occupational Safety and Health Division (Cal/OSHA). (8 CCR 5194)

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 the following topics: (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. Any operations in the work area where hazardous substances are present
- d. The physical and health effects of the hazardous substances in the work area
- e. Methods and observations that may be used to detect the presence or release of hazardous substances in the work area
- f. Measures that employees can take to protect themselves from exposure to hazardous substances, including specific procedures the District has implemented to protect employees, such as appropriate work practices, emergency procedures, and personal protective equipment to be used
- g. How to read and use the labels and SDS

(cf. 4112.9/4212.9/4312.9 - Employee Notifications) (cf. 4131 - Staff Development) (cf. 4231 - Staff Development) (cf. 4331 - Staff Development)

4. List of Hazardous Substances The written hazard communication program shall include a list of the hazardous substances known to be present in the workplace as a whole or for individual work areas. (8 CCR 5194)

5. Hazardous Non-routine Tasks

When employees are required to perform hazardous non-routine tasks, or to work on unlabeled pipes that contain hazards, 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 follow if accidentally exposed to the hazardous substance..

6. 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.

Chemical Hygiene Plan

The District's chemical hygiene plan shall address exposure to hazardous chemicals in school laboratories and shall include the following components: (8 CCR 5191)

1. Standard operating procedures relevant to safety and health considerations to be followed when laboratory work involves the use of hazardous chemicals
 - 1 Criteria that the District will use to determine and implement control measures to reduce exposure to hazardous chemicals, including engineering controls, the use of personal protective equipment, and hygiene practices
 - 2 A requirement that protective equipment comply with state regulations and that specific measures be taken to ensure proper and adequate performance of such equipment
 - 3 Provision of specified information at the time of an employee's initial assignment to a work area where hazardous chemicals are present and prior to assignments involving new exposure situations
 - 4 Provision of specified employee training in accordance with the schedule determined by the Superintendent or designee
 - 5 The circumstances under which a particular laboratory operation, procedure, or activity shall require prior approval of the Superintendent or designee before implementation

- 6 Provisions for medical consultations and examinations whenever there is evidence, as specified, that the employee may have been exposed to a hazardous chemical
- 7 Designation of an employee, who is qualified by training or experience, to serve as the District's chemical hygiene officer to provide technical guidance in the development and implementation of the chemical hygiene plan
- 8 Provisions for additional employee protection for work with particularly hazardous substances, as specified

The plan shall be readily available to employees and employee representatives, and, upon request, to Cal/OSHA. (8 CCR 5191)

The Superintendent or designee shall review and evaluate the effectiveness of the chemical hygiene plan at least annually and shall update it as necessary. (8 CCR 5191)

Issued: 8/10/89 Issued: January 27, 2004

Safety Procedures for Emergencies in Inclement Weather—BP 3543.1

No Salinas Union High School District school bus will transport students when atmospheric conditions reduce visibility on the roadway to 200 feet or less.

The school bus driver and the Transportation Supervisor and his or her designee are given discretionary authority to discontinue school bus operations if in their opinion it is unsafe to continue operations because of reduced visibility.

Legal Reference: EDUCATIONAL CODE 34501.6 School buses; reduced visibility 39830-39841 Transportation, school buses 51202 Instruction in personal and public health and safety CODE OF REGULATIONS, TITLE 5 14102 Bus Evacuation Instructions 14103 Authority of the driver

Policy adopted: 11/14/81

Renumbered from: 3541.37; 6-5-90

Revised:

Transportation Safety and Emergencies—AR 3543

Transportation Safety Plan

The Superintendent or designee shall develop a transportation safety plan to address student safety that includes all of the following: (Education Code [39831.3](#))

1. Procedures for determining if students in grades 7 and 8 require escort to cross a private road or highway at a bus stop pursuant to Vehicle Code [22112](#)

(cf. [3542](#) -School Bus Drivers)

2. Procedures for all students in grades 7 and 8 to follow as they board and exit the bus at their bus stops

3. Procedures for boarding and exiting a school bus at a school or other trip destination

A copy of the plan shall be kept at each school site and made available upon request to the California Highway Patrol.

(Education Code [39831.3](#))

Safe Bus Operations

School bus operations shall be limited when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home-to-school transportation service. Bus drivers for school activity trips shall have the authority to discontinue bus operation whenever they determine that it is unsafe to continue operation because of reduced visibility. (Vehicle Code [34501.6](#))

(cf. [3516.5](#) -Emergency Schedules) (cf. [3540](#) -Transportation) (cf. [3541.1](#) -Transportation for School-Related Trips)

School buses and school student activity buses shall also not be operated whenever the number of passengers exceeds bus seating capacity, except when necessary in emergency situations which require that students be moved immediately to ensure their safety. (cf. [3516](#) -Emergencies and Disaster Preparedness Plan)

When a school bus or student activity bus is equipped with a passenger restraint system, all passengers shall be required to be properly restrained by that system while the bus is in motion.

Bus drivers shall be informed of procedures to be followed to reasonably ensure that all passengers are so restrained. The Superintendent or designee may place a notice at bus entrances that warns against unauthorized entry. The driver or another school official may order any person to disembark if that person enters a bus without prior authorization and has intent to commit a crime. (Education Code [39842](#); 13 CCR 1256.5)

Each school bus shall be equipped with at least one fire extinguisher located in the driver's compartment that meets the standards specified in law. (Education Code [39838](#); 13 CCR 1242)

The Superintendent or designee shall review all investigations of bus incidents and accidents to develop preventative measures.

Student Instruction

All students who are transported in a school bus or student activity bus shall receive instruction in school bus emergency procedures and passenger safety. (Education Code [39831.5](#))

The instruction shall include the following:

1. Each school year, the Superintendent or designee shall provide appropriate instruction in safe riding practices and emergency evacuation drills. Each student who receives home-to-school transportation in a school bus shall be required to receive this instruction. (5 CCR [14102](#))
2. At least once each school year, all students in grades pre-kindergarten through 8 who receive home-to-school transportation shall receive safety instruction which includes, but is not limited to: (Education Code [39831.5](#))
 - a. Proper loading and unloading procedures, including escorting by the driver
 - b. How to safely cross the street, highway or private road
 - c. When passenger restraint systems are installed in school buses, instruction in the use of passenger restraint systems, including but not limited to the proper fastening and release of the passenger restraint system, acceptable placement of passenger restraint systems on students, times at which the passenger restraint systems should be fastened and released, and acceptable placement of the passenger restraint systems when not in use

d. Proper passenger conduct

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

e. Bus evacuation

f. Location of emergency equipment

As part of this instruction, students shall evacuate the school bus through emergency exit doors. Instruction also may include responsibilities of passengers seated next to an emergency exit. (Education Code [39831.5](#))

Each time the above instruction is given, the following information shall be documented: (Education Code [39831.5](#))

a. District name

b. School name and location

c. Date of instruction

d. Names of supervising adults

e. Number of students participating

f. Grade levels of students

g. Subjects covered in instruction

h. Amount of time taken for instruction

i. Bus driver's name

j. Bus number

k. Additional remarks

This documentation shall be kept on file at the District office or the school for one year and shall be available for inspection by the California Highway Patrol. (Education Code [39831.5](#))

3. Before departing on a school activity trip, all students riding on a school bus or student activity bus shall receive safety instruction which includes, but is not limited to: (Education Code [39831.5](#))

a. Location of emergency exits

b. Location and use of emergency equipment

This instruction also may include responsibilities of passengers seated next to an emergency exit. (Education Code [39831.5](#)) Legal Reference: EDUCATION CODE [39830-39842](#) Transportation, school buses [51202](#) Instruction in personal and public health and safety PENAL CODE

[241.3](#) Assault against school bus driver

[243.3](#) Battery against school bus driver VEHICLE CODE [545-546](#) Definition of school bus and school pupil activity bus

[22112](#) Loading and unloading passengers [27316](#) Passenger restraint systems

[34500](#) California Highway Patrol responsibility to regulate safe operation of school buses [34501.5](#) California Highway

Patrol responsibility to adopt rules re: safe operation of school buses [34501.6](#) School buses; reduced visibility [34508](#)

California Highway Patrol responsibility to adopt rules re: equipment and operations of school buses [34508.5](#)

Investigation of accidents CODE OF REGULATIONS, TITLE 5 [14102](#) Instruction in bus safety and evacuation [14103](#)

Authority of the driver CODE OF REGULATIONS, TITLE 13 1200-1293 Motor carrier safety

Management Resources: WEB SITES California Department of Education, Office of School Transportation:

<http://www.cde.ca.gov/ls/tn> California Highway Patrol: <http://www.chp.ca.gov> National

Coalition for School Bus Safety: <http://www.ncsbs.org> National Transportation Safety

Board: <http://www.nts.gov>

Policy Adopted: 11/14/81 "Safety Procedures for Emergencies in Inclement Weather" Renumbered from 3541.37 to 3543.1: 6/5/90 Revised and Renumbered to AR 3543: 1/04 Revised: July, 2005