

MONSON-SULTANA JOINT UNION ELEMENTARY SCHOOL DISTRICT
Board Meeting Agenda Item Summary
February 6, 2024

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **9.4 COMPREHENSIVE SCHOOL SAFETY PLAN
& EMERGENCY RESPONSE PLAN**

ATTACHMENTS: **DOCUMENTS/PRESENTATION**

DISCUSSION:

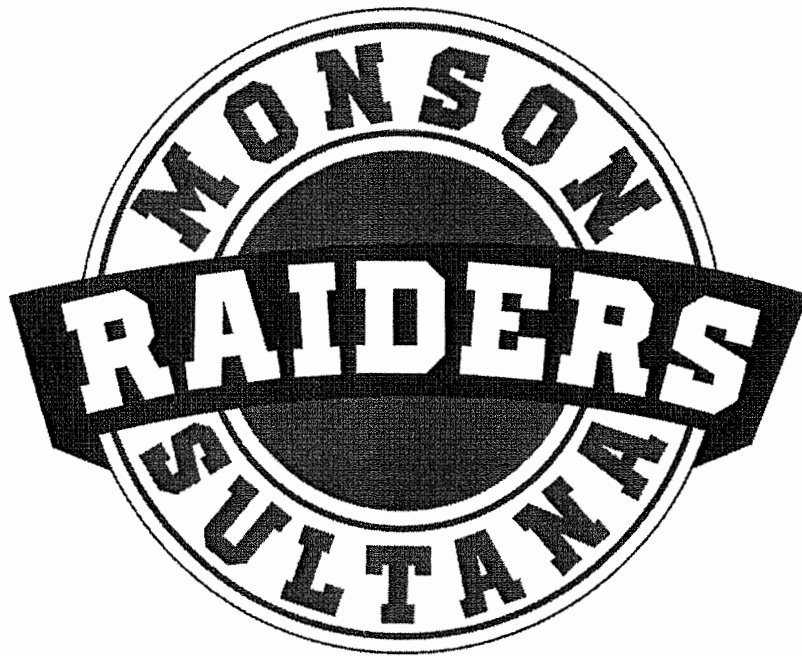
Comprehensive safety plan must be presented to the School Site Council (SSC) and board by March 1, 2024. Districts are required to review, update, and approve a Comprehensive School Safety Plan annually. The plan has not undergone revisions since adoption last year.

RECOMMENDATION: **The Superintendent recommends approval of the Comprehensive School Safety Plan & Emergency Response Plan.**

ACTION REQUIRED: **Approval**

Monson-Sultana School

Comprehensive School Safety Plan & Emergency Response Plan



Board Approved February 6th, 2024

Table of Contents

Board of Trustees and Administration	3
Introduction and School Profile	4
School Crime Status and Reporting.....	4
Personal Characteristics of Pupils and Staff.....	4
Physical Environment	4
School Location and Physical Environment	4
Description of School Grounds	4
Maintenance of School Buildings and Classrooms.....	5
Internal Security Procedures	5
Inventory System	6
School Climate	6
School's Social Environment	6
Disaster Procedures, Routine and Emergency.....	6
Classroom Organization and Structure	7
The School's Cultural Climate	7
Safety Strategies	7
Introduction	7
Preventing and Intervening: Aggressive Student Behavior	7
Mental health Programs and Services.....	8
Student Recognition Programs	8
Nondiscrimination and Fair Treatment of Students	8
Bullying	9
Discipline Policy and Codes of Conduct	9
Disruption Threatening Pupil's Immediate Physical Safety	9
Crisis Intervention and Disaster Planning	10
California Safe Schools Assessment	10
Teacher Notice of Disciplinary History	10
Gang Affiliation	10
Gangs and Graffiti	10
Alternative Programs	11
Drug and Violence Prevention Programs	11
Truancy	11
Megan's Law Notification	11
Parent Involvement	12
Campus Supervisor and Administrative Positions	12
Campus Disturbances and Crimes	12
Visitors and Disruptions to Educational Process	12
Enhancing Physical Safety Practices	13
School Safety Compliance	13
Child Abuse Reporting Procedures	13
Suspected Child Abuse Reporting Procedures	13
Suspension and Expulsion Policies	14
Suspension and Expulsion	15
Due Process.....	16
Procedures to Ensure a Safe and Orderly Environment	33
Philosophy of Discipline	33
School Policies	34
Emergency Response Plan.....	37-76

Monson-Sultana
Joint Union Elementary School District

Board of Trustees

President: Delbert Quintana

Clerk: Robert Cepeda

Member: Jeff Belknap

Member: Lynn Simmons

Member: Vicki Worthley

Superintendent: Roberto C. Vaca

INTRODUCTION

SCHOOL PROFILE

Monson-Sultana Elementary is in a rural community in the northern area of Tulare County. We are a single school district with a TK-8 program serving approximately 435 students. The school has been at its current location for more than 50 years maintaining a co-terminus relationship with the Dinuba Unified School District. We provide our students with a fully-equipped technology lab, science lab, library, K-8 music program, and a licensed vocational nurse. Our student population is comprised of 93.5% Hispanic students and 6% white students. The school and all facilities are located on a 16 acre parcel with permanent structures ranging from 1 to 46 years of age.

Monson-Sultana School has maintained a high profile in the areas of technology, performing arts, and student achievement. We currently enjoy a ratio of one computer for every two students and there are two mobile laptop labs that can be set up in any area of the school to allow student access to the Internet. Our performing arts program has won numerous awards and has been designated as a model program for grades K-6.

Monson-Sultana School envisions a system in which all students perform at their maximum potential, where differences of language, culture, economics, and abilities are celebrated and become sources of strength for our students. It is a system that has a defined goal with students, parents, staff, administration, and a community that works together to implement high-quality educational programs. Our school district accomplishes what the public demands and deserves; students who have mastered a basic and expanded curriculum and who are actively pursuing the development patterns that will allow them to become productive citizens.

PERSONAL CHARACTERISTICS OF STUDENTS AND STAFF

Monson-Sultana School has an enrollment of 435 pupils in grades K through 8. Monson-Sultana School is a School-wide Title I school resulting in 100% of students to be eligible for free/reduced cost lunches. The ethnic makeup of the student population is 93.5% Hispanic, 6% White/Caucasian, and 0.4% Other. Our pupils have a variety of life experiences. Some students have recently arrived from foreign countries and speak little or no English while others have never left their neighborhood.

The school staff is comprised of 23 certificated (21 teachers, 2 administrators) and 25 classified. There are two full time County employees (1 Special Education teacher, 1 Instructional Assistant) and 2 itinerant County employees who service students as needed.

PHYSICAL ENVIRONMENT

The Schools' Location and Physical Environment

Monson-Sultana School is located in the town of Sultana in northern Tulare County. The immediate area around the school includes single family dwellings, farm land, and a large fruit packing warehouse which is currently unoccupied. One area of concern with regard to safety is heavy, high-speed traffic on a 4-lane road that borders the school campus.

Description of School Grounds

The school site encompasses 16 acres. Classroom wings are divided into 4 separate wings which house Kindergarten, 1st through 3rd grade, 4th and 5th grade, and 6th through 8th grade. Each wings has male and female restrooms. The playground is grass, concrete and asphalt and includes basketball and volleyball courts, baseball diamonds and several play structures which are inspected annually by the District's property and liability insurance provider. Monson-Sultana School is completely enclosed by a fence with gates which are kept locked during school hours. During the school day, staff members and administrators provides campus

supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns. The Board of Trustees recently authorized the upgrade of the school's security camera system which now has a total of 16 high-resolution cameras that cover all high traffic areas on campus.

It is the practice of Monson-Sultana School to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed and corrected/repared as quickly as possible.

The school has an on-site food preparation facility and cafeteria which provides breakfast and lunch to the students and staff daily. There is a full-service maintenance facility that houses school buses and maintenance vehicles.

Maintenance of School Buildings/Classrooms

The school's physical facility is well maintained and generally looks neat and clean. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety. The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. The pupils take pride in the appearance of the school.

In the past year playground equipment which had been found to have safety issues has been removed. All play structure areas have had cushioning material added to meet safety standards. Concrete basketball/volleyball courts which were cracking have been repaired.

Internal Security Procedures

Monson-Sultana School has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures, and an inventory system. Keeping Ed Code violations at a minimum requires constant vigilance. The following strategies will be utilized in achieving this goal:

- Students are not allowed in unsupervised areas of the campus before school or during lunch and recess periods.
- Students are constantly supervised by teachers, instructional assistants, and the principal during times when students are outside of the classroom.
- Students are confined to grade-level areas during recess and lunch periods.
- Student access to the school is restricted until 7:45 in the morning when site administration opens the main gates for student entry. All other entry points to the campus are closed until the start of the school day. Gates are closed daily at 8:30 a.m. and remain closed during the school day.
- All classrooms and other student areas will remain locked during the time that students are inside.
- Monson-Sultana School maintains a copy of the district's sexual harassment policy in the main office and the policy is available on request Sexual harassment policy. The District's Sexual Harassment Policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension and/or expulsion for sexual harassment of or by pupils. Additionally, a notice summarizing this sexual harassment policy appears in the *Parent & Student Handbook*. The parent student handbook is distributed at the beginning of each school year to all parents and pupils. It is available in Spanish.
- To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register immediately upon entering any school building or grounds when school is in

session. District employees shall wear appropriate identification badges while on campus conducting business.

Discipline procedures shall focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Teachers shall use a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior. Pupil conduct standards and consequences for Monson-Sultana School are specifically described in this Comprehensive Schools Safety Plan including: (a) the adopted school discipline rules and procedures, (b) District Disciplinary Guidelines, and (c) the adopted school-wide dress code.

Pupils may be suspended or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of Monson-Sultana School. Site administration contributes to a positive school climate, promotes positive pupil behavior, and helps reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079. Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Monson-Sultana School employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

If appropriate, additional internal security procedures affecting the integrity of the school facility include: telephones in all classrooms and meeting areas, and a comprehensive alarm and security system including security cameras on the perimeter areas of the school. Community involvement is encouraged to help increase school safety. Night custodians carry "Panic Buttons" which connect directly to law enforcement.

Inventory System

Most school-site equipment has a metal ID tag or a bar code sticker adhered to its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

SCHOOL CLIMATE

The School's Social Environment

Leadership at Monson-Sultana School is a shared process. A proactive role is assumed in all phases of the school operation. The current management team is committed to developing Monson-Sultana School toward excellence in the areas of academic and social behavior. The principal sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school site's organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

Disaster Procedures, Routine and Emergency

A contingency plan for emergencies is contained in a handbook available to each staff member. The District's emergency Response Plan - ERP Plan is listed as the last section of this plan. The plan is reviewed at the beginning of each school year. This plan also contains available district and outside agency resources, emergency disaster procedures and information on Standardized Emergency Management System (SEMS).

Classroom Organization and Structure

Monson-Sultana School teachers provide a varied learning environment in their classrooms. Teachers use a variety of teaching strategies including: Project Based Learning, oral presentations, group projects, simulation exercises, and displays. The teachers at Monson-Sultana School are highly qualified, with several teachers holding advanced degrees. The staff is united in their desire to provide quality education for all pupils. Classrooms and teachers provide safe, orderly learning environment, enhance the experience of learning, and promote positive interactions amongst pupil and staff. Instructional time is maximized and disruptions are minimized.

The School's Cultural Environment

There is a high level of cohesiveness among the staff members at Monson-Sultana School. Cooperation and support between teachers and the administration is evident. Efforts are made by the administration and staff to show concern for all pupils. All pupils are expected to behave in a manner that promotes safety and order. Pupils are encouraged to bring problems to the principal, teacher, or other staff members. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern.

SAFETY STRATEGIES

Introduction

Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Monson-Sultana School promotes educationally and psychologically healthy environments for all children and youth. Monson-Sultana School recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. The school further recognizes that safe school practices make major contributions to academic and school improvement efforts. Although keeping children safe requires a community-wide effort, schools are an important piece of the undertaking to keep children safe. Monson-Sultana School's efforts are illustrated below which broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

Positive pupil interpersonal relations are fostered by teaching social-personal skills, encouraging pupils to feel comfortable assisting others to get help when needed and teaching pupils alternative, socially appropriate replacement responses to violence, including, but not limited to problem solving and anger control skills. When appropriate, staff members shall make referrals to recognized community agencies and/or counseling and mental health resources in the community to assist parents/student with issues prevention and intervention. The school uses a variety of methods to communicate with pupils, parents, and the greater community that all children are valued and respected.

Preventing and Intervening: Pupil Aggressive Behavior

Creating a safe school requires having in place many preventive measures for children's mental and emotional problems. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts. Staff members at Monson-Sultana School have received training in conflict resolution and confrontation skills. Monson-Sultana School uses a comprehensive approach to school violence prevention. Pupils are identified in their school career using measures shown to be highly effective in identifying student with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to office, (b) observed aggressive behavior, and (c) teacher observation.

In order to better provide for the welfare, safety, and security of everyone involved in a crisis situations, the school principal and two teachers have been trained and certified in Nonviolent Crisis Intervention through

the Crisis Prevention Institute. This training provides the skills necessary to intervene more safely when an individual's behavior becomes dangerous.

Mental Health Programs

Assigned to Monson-Sultana School is an itinerant school psychologist. District programs contributing to mental health goals include the Character Counts program. In addition, the district has added social workers and counselors to the itinerant staff to serve students and families in need of support. The staff of Monson-Sultana School shall identify students in need and bring to the attention of the school psychologist. The staff of Monson-Sultana School shall implement the EMERGENCY RESPONSE in the Incident Crisis Response Plan for "suicide" in cases where a student exhibits specific characteristics or makes comments regarding suicide. In incidences of possible suicide, school/district psychologist or police crisis response units shall be contacted.

Student Recognition Programs

Monson-Sultana School offers several recognition and award programs such as the annual Academic Awards Night, Student of the Trimester, Character Counts, and athletic awards.

Nondiscrimination and Fair Treatment of Pupils

Procedures, programs and strategies used to help eliminate problems of bias or unfair treatment of pupils by staff and by peers because of ethnic group, gender, race, national origin, social class, religion, disability, sexual orientation, physical appearance, color, ancestry, parental status, or other relevant characteristics. The school provides a way for each pupil to safely report and, be protected after reporting, troubling behaviors that the pupil thinks may lead to dangerous situations, such as potential school violence.

A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor. Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences.

Monson-Sultana School prohibits discrimination, harassment, and intimidation. The school investigates complaints to include complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics. School personnel who witness such acts take immediate steps to intervene when safe to do so and report the incident immediately to administration. Assembly Bill 9 (AB 9) requires the Superintendent of Public Instruction to post, and annually update, on his or her Internet web site, and to provide to each school district, a list of statewide resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying, and their families.

Effective schools communicate to students and the greater community that all children are valued and respected. In order to maximize the successful education of all students and help students become productive citizens and lifelong learners in a diverse society, all individuals including student, parents, staff and community members:

- Shall be treated with dignity, respect and fairness;
- Shall encourage and maintain high expectations;
- Shall model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity; and
- Shall contribute to an environment of mutual respect, caring and cooperation.

Students, parents, staff and community members shall join together to share a sense of belonging and take pride in our schools, facilities and programs through participation and cooperation in support of the education of all students. A copy of the "Parent Student Handbook" is provided to each parent/student annually or upon enrollment. This handbook includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The District's policies on nondiscrimination and sexual harassment support these protections and serve to promote the fair treatment of all children .

Bullying

Assembly Bill (AB) 1156 defines bullying as *"any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, as defined, including, but not limited to, sexual harassment, hate violence, or harassment, threats, or intimidation, that has the effect or can reasonably be predicted to have the effect of placing a reasonable pupil, as defined, in fear of harm to that pupils or those pupils person or property, causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health, causing a reasonable pupil to experience substantial interference with his or her academic performance, or causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school."*

All reports of bullying at Monson-Sultana School will be investigated and students who are found to be in violation of Ed Code regulations will be subject to disciplinary action. The victims of bullying and their parents will have priority when requesting interdistrict attendance agreements.

Students and staff will receive ongoing training in the recognition and prevention of bullying.

Disruptions Threatening Pupil's Immediate Physical Safety

Existing law provides that a person who comes into any school building or upon any school ground, or adjacent street, sidewalk, or public way, whose presence or acts interfere with or disrupt a school activity, without lawful business, or who remains after having been asked to leave, as specified, is guilty of a misdemeanor. "

Assembly Bill (AB) 123 expands this provision to also apply to any person who comes into any school building or upon any school ground, or adjacent street, sidewalk, or public way, and willfully or knowingly creates a disruption with the intent to threaten the immediate physical safety of any pupil in preschool, kindergarten, or any of grades 1 to 8, inclusive, arriving at, attending, or leaving from school. When situations of this nature arise, Emergency Action Procedures are initiated to protect students and staff. When necessary, law enforcement will be notified and all appropriate measures will be put into effect.

Discipline Policy and Code

Education cannot take place and learning cannot flourish in an undisciplined setting. Discipline issues make the process of teaching much more difficult and result in lost instructional time for all students. Effective and safe schools, develop, and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, and applied in a nondiscriminatory manner.

Monson-Sultana School uses both classroom and school-wide discipline codes that clearly communicate the behavioral expectancies and consequences for pupils. Monson-Sultana School has developed plans to promote positive behaviors in the playground, lunchroom, hallways, and assembly areas.

Monson-Sultana School's administrators, teachers, families, pupils, support staff, and community members recognize and make appropriate use of the early warning signs related to violence, substance abuse, and other at-risk concerns.

Crisis Intervention and Disaster Planning

The staff of Monson-Sultana School shall increase school safety by evaluating and addressing serious behavioral and academic concerns. Weapons (on campus and in the community), bomb threats, explosives, natural disasters, accidents, and suicides call for immediate, planned action, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma. Monson-Sultana School benefits from the District's Emergency Response Plan. The plan includes information on how to respond to a crisis. Risk factors, response and contingency plans, quick response designs, parent contacts, debriefing, suicide/threat response, violence/aggression response and training/drills to become aware of warning signs are among the areas addressed.

California Safe Schools Assessment

Monson-Sultana School actively participates in the California Safe Schools Assessment. Data is collected, reported, and reviewed on all crimes committed on the school campus. Monson-Sultana School recognizes that a safe school continually assesses its progress by identifying problems, collecting information regarding progress toward solutions, and by sharing this information with students, families, and the community at large.

Teacher Notice of Disciplinary History

The Monson-Sultana Joint Union Elementary School District shall provide to the staff of Monson-Sultana School information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assigning appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

Gang Affiliation

Gang affiliation and gang activity will not be tolerated at Monson-Sultana School. The staff at Monson-Sultana School shall work closely with local law enforcement regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student's parents, if the pupil begins to exhibit gang-related behaviors. Appropriate prevention and intervention strategies and programs shall be offered to the families.

Gangs and Graffiti

Monson-Sultana School uses its links with the Tulare County Sheriff's Office to enhance its effort to curb gang influence. Within the community, an increase in graffiti, damage to property, and other inappropriate activities after hours have led the site administration to pursue methods of surveillance of the school site 24 hours per day.

Alternative Programs

Research has shown that effective alternative programs can have long-term positive results by reducing expulsions and court referrals. Monson-Sultana School may make a referral to the Office of Child Welfare and Attendance for placement in one of the programs offered through the Tulare County Department of Education. These alternative programs, when matched to a pupil's needs, can produce positive outcomes.

Drug and Violence Prevention Programs

The goals of the district's Drug Alcohol and Tobacco Education Program and other related community programs include providing all K-12 pupils with a comprehensive drug and violence prevention program and providing all pupils in grades four through eight with a comprehensive tobacco use prevention education.

Truancy

Monson-Sultana School recognizes the importance of punctuality and regular attendance. The staff of the school shall accurately record the attendance record for all students. Parents of students with poor attendance will be contacted. Students with poor attendance due to medical issues will be referred to the school nurse. Should attendance problems continue, official action is to be taken, which could result in a referral to the Tulare County District Attorney's Office with a request for prosecution of the parent and/or the student.

Megan's Law Notification

"Megan's Law" provides the public with photographs and descriptive information on serious or high risk sex offenders residing in California who have been convicted of committing sex crimes and are required to register. School staff shall assist parents in locating such information via the Internet when requested.

Parent/Guardian Involvement

Plan(s) and method(s) are available to identify isolated and troubled children, help foster positive relationships between school staff and pupils, and promote meaningful parental and community involvement. Staff members in effective and safe schools make persistent efforts to involve parents/guardian by: Informing them about discipline policies, procedures, and rules, and about their children's behavior, both desirable and undesirable; involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs and crisis planning. Monson-Sultana School:

- - Notifies parents about, and encourages participation in parenting programs.
 - Has established a school visitation procedure.
 - Provides a newsletter to parents.
 - Uses the School Accountability Report Card to communicate to parents.
 - Provides multiple opportunities for Teacher-Parent Conferences.
 - Provides opportunities for parents to volunteer on short-term projects, field trips, and fund raising activities to the extent that they enhance the school.

Problem Solving Teams

School communities can enhance their effectiveness by identifying factors that result in violence and other problem behaviors. In-building, collaborative problem-solving teams are viewed as essential to successful prevention and intervention with aggressive behavior. Monson-Sultana School utilizes a student study team to help address issues of problem behavior. These problem-solving efforts bring together school staff, parents, and when appropriate, involved community-based agencies and the pupil. The goal is to help identify, clarify, analyze, and resolve issues concerning pupil, educational and familial concerns. The student study team is flexible enough to address individual problems and school-wide matters.

Community Linkages

When working with parents and students with specific issues, the staff of Monson-Sultana School will provide information to the families regarding available community resources. The staff of Monson-Sultana School shall work closely with recognized local city, county and state agencies.

Campus Supervisor and Administrative Positions

Schools can enhance physical safety by monitoring the surrounding school grounds-including landscaping, parking lots, and bus stops. Pupils can also be a good source of information. Peers often are the most likely group to know in advance about potential school violence. Monson-Sultana School employs a principal whose job is designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. The principal has developed procedures to monitor the school campus, the surrounding areas, and has designated the safe entrance and exit routes to school. Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, the principal makes himself available for a pupil to safely report troubling behaviors that may lead to dangerous situations.

When it comes to school safety, pupils are taught not to keep secrets. Effective relationships between the principal and pupils help initiate appropriate investigations, help staff learn of suspects in school offenses, and help collect important knowledge about community conflicts that may have an impact on school safety.

Campus Disturbances and Crimes

Monson-Sultana School recognizes that campus disturbances and crimes may be committed by visitors and outsiders to the campus. Several steps have been taken to protect the school, staff, and pupils from safety threats by individuals visiting the campus area. In addition, disputes often occur because of parental custody disputes. The staff of Monson-Sultana School will maintain in the student's custody documentation provided by families and will request assistance from local law enforcement and the Office of Child Welfare and as needed.

Visitors and Disruptions to Educational Process

Monson-Sultana School is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. Monson-Sultana School uses continuing efforts to minimize the number of campus entrance and exit points used daily. Access to school grounds is limited and supervised on a regular basis by individuals, such as the campus supervisor; staff familiar with the student body. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised. Delivery entrances used by vendors are also checked regularly. The campus has perimeter fencing.

To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately upon entering any school building or grounds when school is in session.

Monson-Sultana School has established a visible means of identification for visitors while on school premises (i.e. tag). Furthermore, the principal, designee or campus supervisor may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

Monson-Sultana School has developed a notice for disruptive individuals and, when appropriate, exercises the authority to remove a visitor or outsider from the campus. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace. Monson-Sultana School's notice and removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, Monson-Sultana School may seek to file for a temporary restraining order and injunction.

c. The written report must follow the phone call within 36 hours.

Caution:

1. The reporting responsibility has not been discharged until both the telephone call and written reports are complete.
2. School personnel are not to engage in any investigation of suspected cases. The investigation will be done by the child protective services office.
3. The reporting responsibility is an individual one which is NOT discharged by report to supervisors or administrators.

SUSPENSION AND EXPULSION POLICIES

Suspension and Expulsion

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. (cf. 5144 - Discipline) Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion. (cf. 6145 - Extracurricular and Co curricular Activities) Except in cases where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is usually used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915) The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

The principal shall annually inform all students and parents/guardians of the school's discipline rules and procedures and of the availability of all district policies and regulations dealing with student discipline, suspension and expulsion. (Education Code 35291, 35291.5) Alternatives to suspension or expulsion will be used with students who are truant, tardy, or otherwise absent from assigned school activities. (Education Code 48900)

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 and appeals as specified in regulation and law. (Education Codes 48911, 48915 and 48915.5) (cf. 5119 - Students Expelled from other Districts) (cf. 5144.2 - Suspension and Expulsion/Due Process - Individuals with Disabilities)

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise. The Board recognizes that current law enables parents/guardians to be absent from work without

endangering their employment status in order to attend a portion of their child's school day at a teacher's request. Besides furthering improved classroom behavior, such attendance should promote positive parent-child interactions. Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. 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)

The Board encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. 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 student and the parent/guardian and to improve classroom behavior. The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student (Education Code 48900.1)

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work. District regulations and school site rules for student discipline shall include procedures for implementing parental attendance requirements .

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of the law. Parents/guardians shall be notified of this policy before it is implemented and at the beginning of each subsequent school year. (Education Codes 48900.1, 35291, 48980) District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements.

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

233 Hate violence reductions

1981 Enrollment of students

17292.5 Program for expelled students

32050 Hazing

35146 Closed sessions (re suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48660-48666 Community day schools

48900-48926 Suspension and expulsion

48950 Speech and other communication

49073-49079 Privacy of student records

CIVIL CODE

47 Privileged communication

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt

Enhancing Physical Safety Practices

Schools can enhance physical safety by adjusting traffic flow patterns to limit potential for conflicts or altercations. Schools can enhance physical safety by having adults visibly present throughout the school building. This includes encouraging parents to visit the school. Schools can enhance physical safety by conducting a building safety audit in consultation with the Office of Child Welfare and Attendance and/or law enforcement.

- Monson-Sultana School operates a closed campus, where pupils must have permission to leave the campus during school hours and only by parent permission or with a designated adult.
- Monson-Sultana School has attempted to minimize blind spots around the school facility.
- Monson-Sultana School has installed an alarm and surveillance system.
- Monson-Sultana School has set a priority to keep buildings clean and maintained.
- Monson-Sultana School has located its playground equipment where it is easily observed.
- Monson-Sultana School has limited roof access by keeping dumpsters away from building walls.
- Monson-Sultana School keep trees and shrubs closely trimmed to limit outside hiding places for people or weapons.
- Monson-Sultana School keeps the school grounds free of gravel or loose rock surfaces.
- Monson-Sultana School has designed its parking lots to discourage through traffic and to slow vehicles proceeding through the parking lot.
- Monson-Sultana School does not allow graffiti to remain on walls. The procedure involves following the three "R's" after discovery of graffiti—read, record (i.e. photograph or videotape) and remove.
- Monson-Sultana School provides maximum supervision in heavy traffic areas.
- Monson-Sultana School has established two-way communication between the front office and each classroom.
- Monson-Sultana School offers school-or-community-based activities for students after school.

School Safety Compliance

Child Abuse and Neglect

Monson-Sultana Joint Union Elementary School District Board Policy BP 5141.4 states that it is the District's responsibility to educate students about the dangers of child abuse so that they will acquire the skills needed to identify unsafe situations and to react quickly and appropriately. The policy also states that employees are mandated reporters as defined by law who are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any reported incidents but rather shall cooperate with agencies responsible for investigating cases of child abuse and neglect.

Child Abuse/Neglect Reporting Procedures

I. Initiating the Report

- a. The report is initiated by a telephone report to the appropriate agency.
- b. If the suspected child abuse has taken place within the family, call the appropriate agency.
- c. If the suspected child abuse has taken place outside the family, call the local
- d. Content of call.
 1. Name, address and age of child involved.
 2. Clear description of suspected abuse.

II. Written Report

- a. The telephone call is to be followed by completion of the Suspected Child Abuse Report. These forms are available in the Principal's office or you may call the Monson-Sultana Joint Union Elementary School District office at (559) 591-1634 for a form.
- b. The written report is to be addressed to the person to whom the telephone report was made.

54950-54963 Ralph M. Brown Act (re closed sessions)

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

1053-11058 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

240 Assault defined

242 Battery defined

243.4 Sexual battery

245 Assault with deadly weapon

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

417.25-417.27 Laser scope

422.6 Interference with civil rights; damaging property

422.7 Aggravating factors for punishment

422.75 Protected classes

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

368.5 Supporting person; attendance during testimony of witness

COURT DECISIONS

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, 308

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

ATTORNEY GENERAL OPINIONS

80 Ops.Cal.Atty.Gen. 347 (1997)

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

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

UNITED STATES CODE, TITLE 20

7151 Gun free schools

Management Resources:

CDE PROGRAM ADVISORIES

0306.96 Expulsion Policies and Educational Placements, SPB 95/96-04

Suspension and Expulsion: Due Process

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)

NOTICE OF REGULATIONS

At the beginning of each school year, the principal 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) Notification shall include information about the ongoing availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291) (cf. 5145.6 - Parental Notifications)

GROUND FORS FOR SUSPENSION AND EXPULSION

A student may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a)) A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aide or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(s))
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(f))
7. Stole or attempted to steal school property or private property. (Education Code 48900(g))
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. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

Pursuant to Education Code 48900.7, the making of a terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person or property damage in excess of \$1,000.00, 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. A student in grades 4 through 12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

17. Committed sexual harassment as defined in Education Code 212.5. (Education Code 48900.2) Pursuant to Education Code 48900.2 the conduct constitutes harassment when considered from the perspective of a reasonable person of the same gender as the victim to be 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. (cf. 5145.7 - Sexual Harassment)

18. 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) (cf. 5145.9 - Hate-Motivated Behavior) Education Code 233 defines "hate violence" as any act punishable under Penal Code 422.6, 442.7 or 422.75. Such acts include injuring or intimidating another person, interfering with the exercise of a person's civil rights, or damaging a person's property because of the person's race, color, religion, ancestry, national origin, disability, gender or sexual orientation.

19. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment. (Education Code 48900.4) (cf. 5145.3 - Nondiscrimination/Harassment)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school under the jurisdiction of the Superintendent or principal or within any other school district, including but not limited to the following circumstances: (Education Code 48900)

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

The Superintendent or principal may use his/her discretion to provide alternative to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to, counseling and an anger management program. (Education Code 48900(r)) Alternatives to suspension or expulsion will be used with students who are truant, tardy, or otherwise absent from assigned school activities. (cf. 5113 - Absences and Excuses) (cf. 5113.1 - Truancy)

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) A teacher also may refer a student to the principal or designee for consideration of suspension from school. (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. The student shall be appropriately supervised during the class periods from which he/she has been removed. As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist should 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)

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. (Education Code 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. Describe the legal protections afforded to the parent/guardian as an employee under Labor Code 230.7.
3. 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.
4. Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1.

The Superintendent, principal or principal's designee may suspend a student from a school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911) 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".
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) A student may be suspended from school for not more than 20 school days in any school year, unless for purposes of adjustment a student enrolls in or is transferred to another regular opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any

school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48912)

The Superintendent or designee may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which a student may be suspended in any school year. (Education Code 48903)

Suspensions shall be initiated according to 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. An "emergency situation" involves 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 will be held as soon as the student is physically able to return to school. (Education Code 48911(c))
2. **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.
3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911) This notice shall state the specific offense committed by the student. (Education Code 48900.8). In addition, the notice may 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 matters. (Education Code 48914) While 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 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)

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 privacy under Education Code 49073-49079. (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 or 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 Codes 35146, 48912)

A student may be expelled only by the Board. The Board shall expel, as required by law, any student found to have committed certain offenses listed below under "Mandatory Recommendation and Mandatory Expulsion." The Board also may order a student expelled for any of the acts listed under "Grounds for Suspension and Expulsion" upon recommendation by the principal, Superintendent, hearing officer or administrative panel, based on finding either or both of the following: (Education Code 48915 (b) and (e))

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

Unless the principal, Superintendent or designee finds that expulsion is inappropriate due to particular circumstances, the principal, Superintendent or designee shall recommend a student's expulsion for any of the following acts:

(Education Code 48915 (a))

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance, as listed in the Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee.

MANDATORY RECOMMENDATION AND MANDATORY EXPULSION

Note: The Attorney General has determined, in 80 Ops.Cal. Atty. Gen. 347 (1997), that a district may not adopt a zero tolerance policy mandating expulsion of a student for a first offense of possession of a controlled substance or alcohol. The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

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) The initial recommendation for consideration of expulsion is that of the school principal or the Superintendent. Designees may not make this type of recommendation. The recommendation for consideration of expulsion shall be submitted to the Superintendent, who will review the material and recommend:

1. Reassignment to appropriate regular education program.
2. Refer student to Alternative Program; i.e., Independent Study.
3. Refer the matter to a Discipline Review Panel for further consideration.

When a case is referred to the discipline Review Panel, the panel shall question school personnel who have information on the incident and the behavior record of the student charged and weigh the evidence presented. The panel shall, in the case of an expulsion consideration, weigh information presented to determine:

- a. Is the evidence sufficient to support consideration by the expulsion panel?
- b. Has the district considered or utilized alternatives to expulsion when possible?
- c. Have due process procedures been adhered to?

The recommendation shall be either to proceed with the expulsion or to utilize an existing practical alternative in lieu of expulsion. If the district (school) has not adhered to due process requirements, the student shall be returned to school immediately. If the Discipline Review Panel meets to consider a matter other than an expulsion, it shall provide its best judgment as to an effective alternative program or plan to action.

The recommendation of the Discipline Review Panel shall be forwarded to the Superintendent, who shall then review the facts, concur, veto or modify the recommendation.

4. That an expulsion panel be convened.

At the time a recommendation for expulsion is submitted, a hearing shall be scheduled by the Superintendent or designee to determine whether the suspension shall be extended. If the decision is to extend the suspension, the period of time shall be until the Board has rendered a decision or until the expulsion process is otherwise terminated.

The extension of suspension shall be based upon determination by the Superintendent or designee that the presence of the student at the school or in an alternative school placement would cause a danger to persons or property or a threat of disrupting the instructional process. This extension shall be imposed only after the student and the parent/guardian have been given the opportunity to be present at a hearing conducted by the Superintendent or designee. At this time, the student and parent/guardian shall be given the opportunity to be heard and present any information that might bear upon the decision.

STUDENT'S RIGHT TO EXPULSION HEARING

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 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 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 no 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))

WAIVER OF HEARING (DEFAULT PROCEEDINGS)

If the parent/guardian agrees that their son/daughter behaved essentially in the manner stated in the principals letter recommending expulsion and that such behavior constitutes a violation of the California Education Code, Section 48900, 48900.2, 48900.3, 48900.4, 48900.7 and/or 48915 a suspendable/expellable offense, the parent/guardian may request to waive the Administrative Hearing Panel.

When the parent/guardian agrees to waive the Administrative Hearing Panel, they also waive all notification and timelines related to the expulsion hearing process, along with their rights to appeal the determination of the Board. The signed affidavit and findings of fact will be submitted to the Board for their approval. The Board has the discretionary power to accept, reject, or modify all recommendations.

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 all the following:

(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 (Education Code 48918(b))

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).

5. The opportunity for the student or the student's parent/guardian to appear in person and/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.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

CONDUCT OF EXPULSION HEARING

1. Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public, unless another student's privacy rights would be violated. Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to determine if the student should be expelled. If the Board admits any other person to the 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))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate written and complete transcription of the proceedings can be made. (Education Code 48918(g))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with 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:** While technical rules of evidence do 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 evidence 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:** The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918)

- 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.
- f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
- g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
 - (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 Within 10 Days:** The Board's decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

7. **Decision Within 40 Days:** If the Board does not meet on a weekly basis, its 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 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 student shall be immediately reinstated. (See "Reinstatement.") The Superintendent or designee shall place the student in a classroom instructional program, any other instructional 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(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f)) In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (See "Decision Not to Enforce Expulsion Order" below.) The Board shall make its decision about the student's expulsion within 40 school days after the date of the student's removal from school unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

THE DISCIPLINE REVIEW PANEL

The Discipline Review Panel will consist of elementary educators when a review is being made of an elementary student and of secondary educators when a review is being made of secondary student.

1. The Discipline Review Panel shall hear the following types of disciplinary cases:

- a. Requests for expulsion from site principals or the Superintendent.
- b. School site administrative requests for assistance (non-expulsion situations).

2. Each discipline review panel shall consist of three certificated persons plus a chairperson and shall consist of elementary educators when a review is being made of an elementary student and of secondary educators when a review is being made of a secondary student. A panelist may not serve on any panel involving a student who is currently attending the school in which he/she is assigned. A representative from Student Services shall be a nonvoting member of each panel.

A chairperson and assistant chairperson, to serve when the chairperson is unable to serve, shall be appointed by the Superintendent or designee and shall serve at his/her pleasure. A pool of panelists shall be established which shall be composed of personnel who have served or are currently serving as members of administrative expulsion panels. The committee chairman shall select members to serve on individual panels. The meetings of the discipline review panel are open to school district personnel only.

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 F's) 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. (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 parental 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 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)-(o), Education Code 48900.2-48900.4, Education Code 48915 (c) and (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 Governing Board. (Education Code 48918)
4. Notice of the alternative educational placements 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 reinstatement, 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 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 also inform the parent/guardian of the right to appeal the expulsion to the County Board 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)

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)
2. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. 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.
4. 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.
5. 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)
6. 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)
7. 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.

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 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)

PROCEDURES FOR NOTIFYING TEACHERS ABOUT DANGEROUS PUPILS

Each September and February, all teachers are provided with a list of enrolled students who have one or more suspensions of a serious or violent nature. This list includes student suspensions for the current year plus the previous three years. The following procedure is used in notifying teachers of the suspension history:

1. Suspension lists are provided to each teacher using a routing sheet. All teachers sign the routing slip indicating their review of the data.
2. Teachers are advised about the confidential nature of the data.
3. All routing sheets and suspension reports are to be returned and filed in the school office.

To notify teachers of suspensions as they occur during the school year, the following process is used:

1. Teachers are provided with a copy of the student suspension form.
2. Teachers are advised about the confidential nature of the data.

When the district receives information from the juvenile court system that a student has been convicted of the serious or violent crime requiring teacher notification, the teachers are provided with written notice from the principal. Copies of this notice are maintained in the school office.

SEXUAL HARASSMENT POLICY

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint.

In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the Superintendent or designee.

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 5141.4 - Child Abuse Reporting Procedures)

(cf. 5145.3 - Nondiscrimination/Harassment)

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required. (cf. 1312.1 - Complaints Concerning District Employees)

Disciplinary Measures

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 4 through 8, 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.

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. All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964) (cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

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

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 20

1681-1688 Title IX, Discrimination

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

CODE OF FEDERAL REGULATIONS, TITLE 34

106.1-106.71 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Reese v. Jefferson School District, (2001) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Nabozny v. Podlesny, (1996, 7th Cir.) 92 F.3d 446

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Oona R.-S. etc. v. Santa Rosa City Schools et al, (1995) 890 F.Supp. 1452

Rosa H. v. San Elizario Ind. School District, (W.D. Tex. 1995) 887 F. Supp.

140,143 Clyde K. v. Puyallup School District #3, (1994) 35 F.3d 1396

Patricia H. v. Berkeley Unified School District, (1993) 830 F.Supp. 1288

Franklin v. Gwinnet County Schools, (1992) 112 S. Ct. 1028

Kelson v. City of Springfield, Oregon, (1985, 9th Cir.) 767 F.2d 651 Management

Resources:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS

GENERAL Protecting Students from Harassment and Hate Crime: A Guide for Schools, January 1999

OFFICE OF CIVIL RIGHTS' PUBLICATIONS

Revised Sexual Harassment Guidance, January 2001

Sexual Harassment Guidance, March 1997

Generally, courts recognize two types of conduct as constituting sexual harassment. "Quid Pro Quo" ("this for that") sexual harassment is considered to have occurred when a person in a position of authority makes another individual's educational or employment benefits conditional upon that other person's willingness to engage in unwanted sexual behavior (e.g., promising a promotion for sex). "Hostile environment" sexual harassment, on the other hand, is conduct by the perpetrator that is so severe, persistent, or pervasive that it creates a hostile, intimidating, or abusive educational or professional environment for another. Sexual harassment also covers retaliatory behavior against a complainant, witness, or other participant in the complaint process.

Sexual harassment may be a violation of Title VII of the Civil Rights Act of 1964 (42 USC 2000e-2000e-17) and/or Title IX of the Education Amendments of 1972 (42 USC 2000h-2-2000h-6), as well as the California Fair Employment and Housing Act, Government Code 12900-12996. Government Code 12940 and 34 CFR 106.9 extend protection against sexual harassment to job applicants. In addition, pursuant to Government Code 12940, employers may be held liable for sexual harassment committed against their workers by clients, customers, or other third parties if they knew or should have known of the harassment and failed to take immediate and appropriate corrective action to stop the harassment. The Governing Board 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 administrative regulation. (cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff (cf. 4112.9/4212.9/4312.9 - Employee Notifications)
3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (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.

***Note: In *Faragher v. City of Boca Raton*, one of the factors relied on by the court in finding liability for harassment by a supervisor was the failure of the policy to provide an assurance to its employees that harassing supervisors may be bypassed in registering complaints. ***

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, especially:

12940 Prohibited discrimination

12950.1 Sexual harassment training

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

SCHOOL DRESS CODE

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

(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

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

(cf. 5144 - Discipline)

Gang-Related Apparel

***Note: Education Code 35183 authorizes the Board to approve a site-initiated plan that prohibits the school's students from wearing gang-related apparel. The definition of "gang-related apparel" must be limited to apparel that reasonably could be determined to threaten the health and safety of the school environment, and the Board approving the school plan must determine that the policy is necessary for the health and safety of students. In Marvin H. Jeglin et al v. San Jacinto Unified School District et al, a federal district court held that in order to justify a gang-related dress code, there must be evidence of a gang presence at a school and actual or threatened disruption or material interference with school activity. Education Code 35294.1 specifies that the purpose of establishing a schoolwide dress code, gang-related apparel shall not be considered a protected form of speech pursuant to Education Code 48950. **

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

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

BLOOD BORNE PATHOGEN EXPOSURE CONTROL

As part of its commitment to provide a safe and healthful work environment, the Governing Board recognizes the importance of developing an exposure control plan. The Superintendent or designee shall establish a written exposure control plan in accordance with state and federal standards for dealing with potentially infectious materials in the workplace to protect employees from possible infection due to contact with bloodborne pathogens, including but not limited to hepatitis B virus, hepatitis C virus and human immunodeficiency virus (HIV).

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

(cf. 4157/4257/4357 - Employee Safety)

The Superintendent or designee shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with the district's exposure control plan, employees having occupational exposure shall be offered the hepatitis B vaccination.

Legal Reference:

LABOR CODE

142.3 Authority of Cal/OSHA to adopt standards

144. 7 Requirement to amend standards

CODE OF REGULATIONS, TITLE 8

3204 Access to employee exposure and medical records

5193 California bloodborne pathogens standards

CODE OF FEDERAL REGULATIONS, TITLE 29

1910.1030 OSHA bloodborne pathogens standards

Management Resources:

PROCEDURES TO ENSURE A SAFE AND ORDERLY ENVIRONMENT

PHILOSOPHY OF DISCIPLINE

- Behavior expectations and the consequences for not meeting expectations must be clearly communicated to all students and their parents (in writing as well as verbally).
- The severity of consequences for violating behavior expectations increases with each incident of inappropriate behavior.
- The consequences for violating behavior expectations should be severe enough to discourage students from making poor behavior decisions.
- Expectations and consequences should permit students an opportunity to eliminate inappropriate behavior.

Additionally, the school staff recognizes that the middle school years are a transition time from adolescence to young adulthood. As a part of this transition, the student is given greater opportunities to be responsible and demonstrate independence and good judgment. The structure of our behavior expectations (in the classroom as well as school wide) is meant to encourage students to be responsible. The first step in many instances of inappropriate behavior (those considered to be "minor") is a simple warning ("Your behavior is unacceptable. Please stop such behavior"). It is only when a student ignores such warnings and continues to choose to act

irresponsibly (like a child rather than an emerging adult) that we involve parents and implement consequences .

ELEMENTS OF A GOOD DISCIPLINE PROGRAM

1. The program is focused upon making the entire campus, especially the classroom, a safe, supportive and orderly environment for learning for students and staff.
2. Classroom authority is retained by the classroom teacher. (Administration's role is to support, not to replace.)
3. Rules and procedures are clearly understood by staff and students.
4. All staff members will acknowledge and take appropriate action on any minor or major infraction of the school rules.
5. Rules and procedures comply with State Law and District policies.
6. The program recognizes the responsibilities and the rights of students and staff.
7. Program is structured to keep students in class and engaged in the educational process.
8. Rules are enforced:
 - A. by all staff members at all times.
 - B. strictly, but not rigidly (beware of "automatics").
 - C. in substantial part by adult modeling.
 - D. using techniques that promote the growth of positive self-esteem.
 - E. as close to the source as is possible.
 - F. by keeping parents informed.
9. The discipline program is understood, endorsed, and supported by staff, parents, and students.

WHAT TO DO WHEN PROBLEMS APPEAR

Both behavioral and academic problems are present in some of our students. Teachers often ask for guidelines for dealing with these problems. Here they are:

1. Talk to the principal.
2. Call parents at first sign of concern. Inform the parents of your observations, ask for their ideas, assistance, and support in serving the student. Keep a log of your calls.
3. If possible, talk privately to the student about your concerns.
4. Behavior concerns—look through students' CUM file. Any official suspensions will be in file, also look for teacher comments on report cards. Look for patterns of behavior.
5. Referrals—please remember if you write a student referral, you are required to call the parents. You are writing the referral and can answer the parents' questions firsthand. Administrators will also call parents, but we can only give secondhand information on the incident.
6. Academic Concerns—Again, look through student CUM. This will contain test scores, report cards, and a student history. You may want to ask the grade level administrator to schedule a Student Study Team (SST). This will involve a meeting with the student, parents, administrators, students' teachers, and perhaps the psychologist

SCHOOL SITE POLICIES

MONSON-SULTANA SCHOOL STANDARDS OF DRESS

Students are to dress appropriately on campus and at all school activities. All health and safety codes and reasonable standards of dress will be enforced. Students not following these wardrobe guidelines will, at the discretion of the administration, have to immediately change their clothing, parents will be notified and the student will serve appropriate school consequences.

It is the right and responsibility of all school staff and the administration to report any infractions of the school wardrobe policy and to take appropriate actions necessary to remediate the infraction. Parents will be notified of infractions.

Any article of clothing, jewelry, and manner of hairstyle or makeup which is determined by the principal or designee to materially and substantially interfere with the educational process is prohibited. This includes but is not limited to: AR 5132

(a)(1): Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable. Shoes must be worn at all times. No heels or beach style shoes are allowed. No flip flops. Heels higher than two inches are not allowed due to safety reasons.

AR 5132 (a)(2): Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.

Any clothing or any article that has expressions which are obscene, profane, pornographic, representative of a clear and present danger of illegal behavior, disparaging or demeaning to others such as racial, religious, sexist or ethnic epithets or advocating pain, death, suicide, gang affiliations, violence, or use of drugs, alcohol, or tobacco are not appropriate for school.

Potentially dangerous jewelry or fashion accessories that are sharp, brittle, or fragile that could cause injury or be used as a weapon. No spiked or studded leather chokers, bracelets, or belts. No safety pins. Excessive and distracting jewelry is not permitted. This includes but is not limited to large earrings, chains, watches and rings.

Makeup and nail polish needs to be minimal and in good taste. Nails cannot be distracting. AR 5132 (a)(3)

Hats, caps and other head coverings shall not be worn indoors, except for documented religious reasons. Hats must be worn cap lid forward only. No hairnets, hoods or bandanas allowed. Hats are not worn in schoolrooms or in the front office.

Glasses other than prescription shall not be worn inside school buildings AR 5132 (a)(4): Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited. Apparel with bare midriffs, strapless shoulders and low cut necklines are not allowed. Tank tops, half tee shirts, halter tops, tube tops and fish net shirts are not allowed.

Un-hemmed shorts, short shorts, and bicycle shorts are not acceptable or appropriate for school. Hair shall be clean and neatly groomed. Hairstyles that utilize bright, glowing, unnatural colors or extreme, distracting style or form are not permitted.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 35294.1) Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Oversized clothing, hanging belts, bandanas, handkerchiefs, suspenders off the shoulders, gang related initials on belt buckles, or clothing that identifies with gang colors such as solid red or solid blue. Baggy and sagging pants are not allowed. The pant waist is to rest snugly above or at the hips, supported by a belt. Students may not wear more than one pair of pants. Belts, if worn, properly sized and fitted to the waist. Only one belt buckle is permitted.

Oversized or excessive jewelry are not permitted. This includes but is not limited to necklaces, watches, earrings, etc.

POSSIBLE CONSEQUENCES:

Consequences for failure to adhere to the proscribed wardrobe policy include but are not limited to the following:

- Informal talk.
- Parent conference.
- Parent involvement.
- Change of clothes.

Additional consequences for continued wardrobe infractions may be considered an act of defiance and will be handled according to California Education Code regulations.

Emergency Procedures: SEE ATTACHED EMERGENCY RESPONSE PLAN

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Monson-Sultana School and is readily available for inspection by the public. The plan has been properly implemented and no amendments are needed.

**Monson-Sultana
Joint Union Elementary School District**

PO Box 25, 10643 Ave. 416
Sultana, CA 93666

**Emergency
Response Plan**

Objectives

The health and welfare of students and school staff in crisis situations is dependent upon sound emergency preparedness. School personnel are obligated to prepare themselves to render competent service through all phases of an emergency to include familiarizing themselves with local policies and plans on how to respond to a variety of potential situations which may arise during the normal course of business. The objective of this plan is to provide all staff with clear and concise step-by-step instructions of how to react in crisis situations.

General

In addition to the Emergency Team assignments, every staff member has general responsibilities during an emergency.

PRINCIPAL/DESIGNATED SITE ADMINISTRATOR

- ☐ Assume overall direction of all emergency responses based on actions outlined in this Plan. Good judgment, based upon the facts available, is of paramount importance.
- ☐ Identify the type of crisis. Obtain as much information about it as possible, and determine the appropriate response.
- ☐ Identify key staff who should be involved in planning the response.
- ☐ Activate the Incident Command System and, if appropriate, the Incident Command Post.
- ☐ Establish contact with the district Emergency Operations Center (EOC).
- ☐ Ascertain what action needs to be implemented. Secure the school building, if necessary.
- ☐ Maintain communication among all relevant staff at officially designated locations.
- ☐ Establish what information needs to be communicated to staff, students, families, and the community. How will they be informed? Who will do what?
- ☐ Ascertain medical needs. Monitor how emergency first aid is being administered to the injured.
- ☐ Decide if more equipment and supplies are needed.
- ☐ Identify what community resources need to be involved. Who needs to be contacted for additional assistance/support?
- ☐ Identify provisions required for special needs population.
- ☐ Determine whether special transportation arrangements are needed.
- ☐ Prepare informational letter for parents/guardians to squelch rumors.
- ☐ Arrange for post-disaster trauma counseling for students and staff.

OFFICE STAFF

- ☐Provide assistance to principal, as needed.
- ☐Handle telephones:
- ☐Monitor radio emergency broadcasts and communications.
- ☐ Assist with health emergencies, as needed

- ☐ ...Set up Student Release tables, if needed.

TEACHERS

- ☐ Supervise students in their charge.
- ☐ Direct evacuation of students to inside or outside assembly areas, in accordance with signals, warning, written notification or PA orders.
- ☐ Take attendance when class relocates to another assembly area.
- ☐ Report missing students to principal.
- ☐ Send students in need of first aid to school nurse or person trained in first aid. Acquire assistance for those who are injured and need to be moved.

INSTRUCTIONAL ASSISTANTS/AIDES

- ☐ Assist teacher, as needed.
- ☐ Maintain order in classroom and during evacuation.

CUSTODIANS/MAINTENANCE PERSONNEL

- ☐ Shut off gas and/or water if required by the emergency.
- ☐ Seal off doors, shut down HVAC system if required by the emergency.
- ☐ Examine buildings for damage; provide damage control.
- ☐ Keep principal/site administrator informed of condition of school.
- ☐ Assist as directed by the principal.

BUS DRIVERS

- ☐ ...Supervise the care of children if disaster occurs while they are in bus.
- ☐ ...Transfer students to a new location when directed.
- ☐ ...Transport individuals in need of medical attention.

NURSES/HEALTH ASSISTANTS

- ☐ ...Administer First Aid.
- ☐ ...Supervise administration of First Aid by those trained in it.
- ☐ ...Organize First Aid and medical supplies.
- ☐ Set up First Aid station, if needed.

EMERGENCY RESPONSE

ACCIDENT AT SCHOOL

Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident. Accident Report and Behavioral Incident Report forms are available at the school office.

STAFF ACTIONS:

- Report accident to principal and school office.
- Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.
- For relatively minor events, take students to school office or school nurse for assistance.
- Complete an Accident Report or Behavioral Incident Report to document what occurred.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Provide appropriate medical attention. Call 911, if needed.
- Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- Post general procedures in the clinic explaining when parents are to be notified of minor mishaps.
- Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., First Aid Manual, Bloodborne Pathogen Program).
- Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

EMERGENCY RESPONSE

ALL CLEAR

ALL CLEAR is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **ALL CLEAR** signifies that the emergency is over. This is the final **ACTION** used to conclude the following actions:

- DUCK, COVER and HOLD ON
- EVACUATION and REVERSE EVACUATION
- LOCKDOWN
- SHELTER IN PLACE
- STANDBY
- TAKE COVER

ANNOUNCEMENT:

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

Example: "Your attention please. (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause). It is now OK to resume normal school activities. Thank you for your cooperation."

2. If any other message is given, assume that the **ALL CLEAR** is not valid and remain in whatever condition you are in (i.e., stay in **LOCKDOWN**) until **ALL CLEAR** is given 3 times as in #1 above.
3. Use messengers with oral or written word as an alternate means of staff notification.
3. Use Parent Telephone Notification System, if appropriate.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- Make the **ALL CLEAR** announcement.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- As soon as the **ALL CLEAR** announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.
- Use Parent Telephone Alert System, if appropriate.

EMERGENCY RESPONSE ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- ☐ If imminent risk, call 911.
- ☐ Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- ☐ Notify principal.
- ☐ Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- ☐ If an insect sting, remove stinger immediately.
- ☐ Assess situation and help student/staff member to be comfortable.
- ☐ Move student or adult only for safety reasons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ If imminent risk, call 911 (always call 911 if using "Epi" pen).
- ☐ Notify parent or guardian.
- ☐ Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- ☐ Observe for respiratory difficulty.
- ☐ Attach a label to the person's clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- ☐ Keep an "Epi" pen in the school office and notify staff as to location.
- ☐ Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
- ☐ Provide bus drivers with information sheets for all known acute allergic reactors.

EMERGENCY RESPONSE

BOMB THREAT

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

- * Listen. Do not interrupt caller.
- * Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- * Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- * Notify site administrator immediately after completing the call.
- * Complete the Bomb Threat Checklist.

* PERSON RECEIVING THREAT BY MAIL:

- * Note the manner in which the threat was delivered, where it was found and who found it.
- * Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- * Caution students against picking up or touching any strange objects or packages.
- * Notify principal or site administrator.

* PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Call 911.
- ☐ If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- ☐ Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- ☐ Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- ☐ Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- ☐ If it is necessary to evacuate the entire school, use the fire alarm.
- ☐ Direct a search team to look for suspicious packages, boxes or foreign objects.

- ☐ Do not return to the school building until it has been inspected and determined safe by proper authorities.
- ☐ Avoid publicizing the threat any more than necessary.

» **SEARCH TEAM ACTIONS:**

- ☐ Use a systematic, rapid and thorough approach to search the building and surrounding areas.
- ☐ Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- ☐ If suspicious item is found, make no attempt to investigate or examine object.

» **STAFF ACTIONS:**

- ☐ Evacuate students as quickly as possible, using primary or alternate routes.
- ☐ Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
- ☐ Do not return to the building until emergency response officials determine it is safe.

EMERGENCY RESPONSE

BOMB THREAT CHECKLIST

To be completed by person receiving the call

CALL RECEIVED BY: _____ DATE _____ TIME _____

REMAIN CALM! Notify other staff by prearranged signal while caller is on the line. Listen.
Do not interrupt the caller except to ask:

1. What time is the bomb set for?

2. Where has it been placed?

3. What does it look like?

4. Why are you doing this?

5. Who are you?

Words used by caller: _____

Description of caller:

~ Male ~ Female ~ Adult ~ Juvenile

Estimate age of caller:

Other notes: _____

Voice characteristics:

~ Loud ~ Soft ~ Deep ~ High Pitched
~ Raspy ~ Pleasant ~ Intoxicated ~ Nasal
Other _____

Speech:

~ Rapid ~ Slow ~ Disguised ~ Normal
~ Laughing ~ Slurred ~ Lisp ~ Stutter
Other _____

Manner:

~ Calm ~ Angry ~ Irrational ~ Excited
~ Coherent ~ Incoherent ~ Deliberate ~ Crying
~ Emotional ~ Righteous ~ Laughing ~ Foul
~ Excellent ~ Good ~ Fair ~ Poor

Language:

Use of certain phrases: _____

Accent:

~ Local ~ Foreign ~ Regional
Other _____

Background Noises:

~ Airplane ~ Animals ~ Industrial Machines
~ Static ~ Motors ~ Office Machines
~ Quiet ~ Music ~ Party Scene
~ Street Traffic ~ Trains ~ PA System
~ TV ~ Voices ~ Other _____

EMERGENCY RESPONSE

BUS ACCIDENT

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

BUS DRIVER:

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

STAFF ACTIONS AT THE SCENE:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

EMERGENCY RESPONSE

CRIMINAL ACT

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Notify police (dial 911).
- ☐ Identify all parties involved (if possible). Identify witnesses, if any.
- ☐ Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive. Police officials will coordinate activities within the crime scene and release the area to the school administrator when finished.
- ☐ If an individual is armed with a weapon. USE EXTREME CAUTION. Do not attempt to remove the weapon from his/her possession. Allow police to do so.
- ☐ If the incident involves a student, notify the parents or guardians.
- ☐ Question the victim with another staff member present. Focus on the information necessary to pursue disciplinary action against the perpetrators.
- ☐ Let trained police obtain specific details about the crime, following student interview protocols.

STAFF ACTIONS:

- ☐ Care for the victim. Provide any medical attention needed.
- ☐ Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive.

EMERGENCY RESPONSE

DEATH of a STAFF MEMBER

A reported death or serious illness among the school community may have a profound effect on students and staff alike.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Verify the death and obtain as much information about it as possible.
- ☐ Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- ☐ If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- ☐ Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
- ☐ Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- ☐ Determine whether additional resources are needed and make appropriate requests.
- ☐ Develop a plan for notifying students and sharing information about availability of support services. Do not use the public address system.
- ☐ Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.
- ☐ Facilitate classroom and small group discussions for students.
- ☐ Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- ☐ Determine who from the decedent's family will secure the personal belongs. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
- ☐ Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.
- ☐ ~~Thank all those who assisted.~~
- ☐ Continue to monitor staff and students for additional supportive needs.

EMERGENCY RESPONSE

DEATH of a STUDENT

A student's death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound affect on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such tragedy will help the administrator know what to say to the student's family and the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Call 911. Verify the death and obtain as much information about it as possible.
- ☐ Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- ☐ Protect the privacy of the family; the school neither gives nor confirms information to the media or others without family permission.
- ☐ If the death occurred in the evening or weekend, ensure that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- ☐ Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- ☐ Determine whether additional resources are needed and make appropriate requests.
- ☐ Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
- ☐ Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system.
- ☐ Go to each of the student's classes and notify his/her classmates in person.
- ☐ Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- ☐ Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
- ☐ Make arrangements with the family to remove the student's personal belongings from the school.
- ☐ Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

☐ STAFF ACTIONS:

- ☐ Allow students who wish to meet in counseling office or other appropriate place to do so. Encourage students to report any other students who might need assistance.

EMERGENCY RESPONSE

DUCK, COVER AND HOLD

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

Earthquake
Explosion

ANNOUNCEMENT:

The following announcement will be made over the public address system and by teachers in classrooms:

Example: Attention please. We are experiencing seismic activity. For your protection, follow DUCK, COVER AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions.

STAFF AND STUDENT ACTIONS:

Inside

- ❑ Arrange desks so that they do not face windows.
- ❑ Instruct students to move away from windows.
- ❑ Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- ❑ Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

Outside

- ❑ Instruct students to move away from buildings, trees, overhanging wires and DUCK, COVER and HOLD ON.
- ❑ Upon the command DUCK, COVER AND HOLD ON, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- ❑ Remain in place until shaking stops or for at least 20 seconds.

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

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

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

- ☐ Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
- ☐ Check for injuries, and render First Aid.
- ☐ After shaking stops, EVACUATE building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
- ☐ Check attendance at the assembly area. Report any missing students to principal/site administrator.
- ☐ Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- ☐ Stay alert for aftershocks
- ☐ Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

- ☐ Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold overhead for added protection. Maintain position until shaking stops.
- ☐ After shaking stops, check for injuries, and render first aid.
- ☐ Check attendance. Report any missing students to principal/site administrator.
- ☐ Stay alert for aftershocks.
- ☐ Keep a safe distance from any downed power lines
- ☐ Do NOT re-enter building until it is determined to be safe.
- ☐ Follow instructions of principal/site administrator.

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- ☐ If damage is apparent to determine the advisability of closing the school.
- ☐ Notify fire department and utility company of suspected breaks in utility lines or pipes.
- ☐ If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
- ☐ Determine who will inform public information media as appropriate.

EMERGENCY RESPONSE

EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

Fire
Bomb threat
Chemical accident

Explosion or threat of explosion
Post earthquake

See next page for how to assist those with disabilities during an evacuation.

See also: OFF-SITE EVACUATION, which is implemented when it is not safe to remain on the school campus and REVERSE EVACUATION, when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Provided time is available, make an announcement over the public address system:

Example: Attention please. We need to institute an EVACUATION of all buildings. Teachers are to take their students to their designated Assembly Area. Students please remain with your teacher.

3. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

PRINCIPAL/SITE ADMINISTRATOR:

- The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
- When clearance to return to the buildings is determined or received from appropriate agencies, announce ALL CLEAR to return to classrooms and resume school activities.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
- Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.

Remain in the Assembly Area until further instructions or ALL CLEAR is given.

EMERGENCY RESPONSE

OFF-SITE EVACUATION

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. OFF-SITE EVACUATION is considered appropriate for, but not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

OFF-SITE EVACUATION may require DIRECTED TRANSPORTATION.

See also EVACUATION and REVERSE EVACUATION, implemented when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Make an announcement over the public address system:

Example: Attention please. We need to institute an OFF-SITE EVACUATION. Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
- Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- When clearance is received from appropriate agencies, give the ALL CLEAR instruction and authorize students and staff to return to the classrooms.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
- If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
- Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to Principal/designee.
- Remain in place until further instructions are given.

EMERGENCY RESPONSE

FIRE (onsite)

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

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Sound the fire alarm to implement EVACUATION of the building.
- ☐ Immediately EVACUATE the school using the primary or alternate fire routes.
- ☐ Notify the Fire Department (call 911).
- ☐ Direct search and rescue team to be sure all students and personnel have left the building.
- ☐ Ensure that access roads are kept open for emergency vehicles.
- ☐ Notify appropriate utility company of suspected breaks in utility lines or pipes.
- ☐ If needed, notify bus dispatch for OFF-SITE EVACUATION by DIRECTED TRANSPORTATION.
- ☐ Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

- ☐ EVACUATE students from the building using primary or alternate fire routes. Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and fire fighting equipment.
- ☐ Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- ☐ Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Near the School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
- ☐ Determine the need to implement an EVACUATION. If the fire threatens the school, execute the actions above. If not, continue with school routine.

EMERGENCY RESPONSE

FIRE (offsite)

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Determine if EVACUATION of school site is necessary.
- ☐ Contact local fire department (call 911) to determine the correct action for your school site.
- ☐ If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for OFF-SITE EVACUATION and DIRECTED TRANSPORTATION by bus.
- ☐ Direct inspection of premises to assure that all students and personnel have left the building.
- ☐ Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- ☐ Monitor radio station for information.
- ☐ Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- ☐ If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- ☐ Stay calm. Maintain control of the students a safe distance from the fire and fire fighting equipment.
- ☐ Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- ☐ Remain with students until the building has been inspected and it has been determined safe to return to.

EMERGENCY RESPONSE

GAS ODOR / LEAK

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the principal. If an odor is detected outside the building, it may not be necessary to evacuate.

STAFF ACTIONS:

- Notify principal.
- Move students from immediate vicinity of danger.
- Do not turn on any electrical devices such as lights, computers, fans, etc.
- If odor is severe, leave the area immediately.
- If the building is evacuated, take student attendance and report any missing students to Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If gas leak is internal, evacuate the building immediately.
- Call 911.
- Notify utility company.
- Determine whether to move to alternate building location.
- If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to an evacuation site or shelter students on buses.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

EMERGENCY RESPONSE

HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order EVACUATION of the school

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911, if necessary.
- If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- Initiate EVACUATION. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- If time is available, initiate DIRECTED TRANSPORTATION. Move students and staff away from the path of the hazardous materials.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
- Upon return to school, ensure that all classrooms are adequately aired.

TEACHER ACTIONS:

- Follow standard student assembly, accounting and reporting procedures.
- Report names of missing students to office.
- Do not take unsafe actions such as returning to the building before it has been declared safe.

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

- ☐ Call 911. Provide all known essential details of the situation:
 - ✦ Number of hostage takers and description
 - ✦ Type of weapons being used
 - ✦ Number and names of hostages
 - ✦ Any demands or instructions the hostage taker has given
 - ✦ Description of the area
- ☐ Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- ☐ Protect building occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both) for all or parts of the building.
- ☐ Secure exterior doors from outside access.
- ☐ When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- ☐ Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- ☐ Identify media staging area, if appropriate. Implement a hotline for parents.
- ☐ Account for students as they are evacuated.
- ☐ Provide recovery counseling for students and staff.

STAFF ACTIONS:

- ☐ If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
- ☐ Alert the principal/site administrator.
- ☐ Account for all students

EMERGENCY RESPONSE

INTRUDER

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.
California Penal Code Title 16, Chapter 1, § 627.2

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate LOCKDOWN.
- Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
 - "What can we do to make this better?"
 - "I understand the problem, and I am concerned."
 - "We need to work together on this problem."
- As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- Keep subject in view until police or law enforcement arrives.
- Take measures to keep subject away from students and building.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- Be available to deal with the media and bystanders and keep site clear of visitors.

STAFF ACTIONS:

- Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the ALL CLEAR instruction is announced.

EMERGENCY RESPONSE

LOCKDOWN

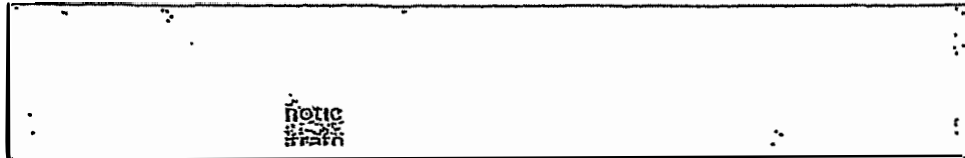
LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the building. The concept of LOCKDOWN is a "no one in, no one out" scenario. During LOCKDOWN, all exterior doors are locked, and students and staff are to remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. LOCKDOWN is not normally proceeded with any warning. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom

LOCKDOWN differs from SHELTER-IN-PLACE because it does not involve shutting down the HVAC systems to provide protection from outside air and does not allow for the free movement of staff and students within the building.

ANNOUNCEMENT:

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



PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

- ☐ Immediately lock doors and instruct students to lie down on the floor or sit against a wall where they are not visible through windows.
- ☐ Close any shades and/or blinds if it appears safe to do so.
- ☐ Remain in the classroom or secured area until further instructions are provided by the principal or law enforcement. DO NOT open doors or windows until ALL CLEAR is given correctly (See ALL CLEAR on Page 4).
- ☐ If ALL CLEAR has not been given correctly, you are to consider the LOCKDOWN to still be in effect!

EMERGENCY RESPONSE

MEDICAL/INJURY EMERGENCY

Should an injury or medical situation that appears to be of an emergency nature occur, the following procedure should be followed.

Staff Actions:

- If imminent risk exists, call 911 immediately.
- Initial radio message sent declaring, "I have a medical emergency involving _____ (describe nature of situation). Please send Nurse and emergency medication (i.e., epipen, AED, etc.) and Administration. Location is _____. Involved parties please switch to channel 3." Repeat message two times or until confirmation is received.
- Check A- Airway, B- Breathing, C- CPR
- If no head or spinal injury suspected roll patient onto left side.
- Once nurse and/or administration are on scene, you may need to assist with crowd control (keep uninvolved parties away from the immediate scene).
- If possible, record or assign another staff member to record vital signs, time of injury, names of witnesses, symptoms, etc.

Office Actions:

- Upon notification from staff of an immediate injury, do the following:
 - Confirm to staff member initiating emergency that you have received their communication.
 - Immediately insure that nurse has been notified and is involved in situation.
 - Insure that administration is informed of the emergency.
 - If necessary, call 911 to provide location information.
 - If medical or emergency personnel are called, immediately print student information sheet from AERIES. Take information to the emergency location or send with a trusted runner (preferably a staff member).
 - Text message phone number of parents to administration. 559-859-3772 and 559-280-9690

Administration Actions:

- Report to scene immediately to assess situation. If needed, make 911 call.
- If 911 has been called, insure access to the emergency area (Vicki W. #1)
- Insure necessary personnel are on scene.
- Assume coordination of emergency.
- Coordinate contact of parents/guardians. Determine hospital of choice when appropriate.
- In the absence of parents, accompany student/patient to the hospital.
- When parent arrives on scene, assume primary responsibility for dialogue with parents/family.

Things to remember:

- Remain calm. Your demeanor impacts the reaction of others involved in the situation.
- Attempt to keep radio communication about emergency away from patient to the extent possible.
- Emotions run high during an emergency situation. Be understanding...
- AED's located in Office and Room 12.

EMERGENCY RESPONSE

MISSING STUDENT

If a student is missing, a search of the school should be organized immediately. If at any point the child is found, inform everyone who was notified of the incident that the student is no longer missing.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Call 911 and explain the situation.
- ☐ Appoint staff to surveillance points; ask staff to note license plate numbers and look for any unusual activity.
- ☐ Conduct an immediate search of the school campus/bus, as appropriate.
- ☐ Gather information about student to provide to law enforcement authorities:
 - * photo
 - * home address
 - * parent contact numbers
 - * class schedule
 - * special activities
 - * bus route /walking information
- ☐ Notify parents/guardians if the student is not found promptly.
- ☐ If case involves abduction, begin gathering witness information for the police. Interview friends, last person to see student.
- ☐ Double-check circumstances:
 - * Did someone pick up the student?
 - * Could the student have walked home?
 - * Is he or she at a medical appointment or another activity?
- ☐ Assist police with investigation. Provide a photo and complete information on the missing child: name. Assure that all parties who know the student or have participated in the search are available to speak with police when they arrive.
- ☐ Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- ☐ Advise law enforcement dispatcher of the staff member key contact's name and number.
- ☐ If missing during bus transportation, provide law enforcement with child's bus stop location and nearest other bus stops.
- ☐ Have driver keep in communication with the transportation dispatcher. Have transportation dispatcher coordinate efforts and information with the law enforcement dispatcher
- ☐ Exchange phone numbers (household, cell phone, school key contact) with parents/guardian.
- ☐ When the child is found, contact all appropriate parties as soon as possible.
- ☐ Arrange for counseling of students, as needed.

STAFF ACTIONS:

- ☐ Confirm that student attended school that day. Notify Principal.
- ☐ Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.

- Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
- Take attendance in the classroom and report any other missing students to the office. Keep students in secure areas until notified to resume regular school activities.

EMERGENCY RESPONSE

PUBLIC DEMONSTRATION

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Obtain information on when, why and how many people are expected. Identify the spokesperson for the group
- ☐ Contact local police department for the school's jurisdiction and advise them of the situation.
- ☐ Notify staff of the planned demonstration.
- ☐ Develop an information letter to parents.
- ☐ Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.
- ☐ Designate a staff member to handle incoming calls during the demonstration.
- ☐ Establish areas where demonstrators can set up without affecting the operation of the school
- ☐ Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

STAFF ACTIONS:

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

EMERGENCY RESPONSE

SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

ANNOUNCEMENT:

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

Example: Attention please: We have a hazard in the community and are instituting **SHELTER IN PLACE** procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume.
- Make arrangements for central HVAC shutdown, as necessary.

TEACHER and STAFF ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.
- Take attendance and call report in to school secretary. Wait for further instructions.

STUDENT ACTIONS:

Proceed to the classroom, if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

EMERGENCY RESPONSE

SHOOTING

Immediate response to a rapidly changing incident is critical. In most cases, initiate **LOCKDOWN** procedures to isolate students from danger or send them to a secure area. Safety must always be the foremost consideration.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Remain calm. Do not confront the shooter(s).
- ☐ Assess the situation:
 - Is the shooter in the school?
 - Has shooter been identified?
 - Has the weapon been found and/or secured?
- ☐ Depending on the situation, initiate **LOCKDOWN** or **EVACUATION**, as appropriate.
- ☐ Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, injuries/casualties, actions taken by the school (e.g. **LOCKDOWN**).
- ☐ Identify command post for police to respond. Assist police in entering the school; provide officers with critical information.
- ☐ Ensure injured students and staff receive medical attention.
- ☐ If shooter has left, secure all exterior doors to prevent re-entry.
- ☐ If a firearm is known to exist, do not touch it. Allow a law enforcement officer to take possession of the weapon.
- ☐ Keep crime scene secure. Organize **OFF-SITE EVACUATION**, if necessary, or prepare to continue with classes.
- ☐ Isolate and separate witnesses.
- ☐ Gather information for police about the incident and everyone involved with it:
 - Name of suspect(s)
 - Location of shooting
 - Number and identification of casualties and injured
 - Current location of the shooter(s)
- ☐ Prepare written statements for telephone callers and media. Refer media inquiries to designated Public Information Officer.
- ☐ Prepare letter for students to take home to their families.
- ☐ Arrange for immediate crisis counseling for students and staff.
- ☐ Provide liaison for family members of injured students and staff members.
- ☐ Debrief staff and school police officers.
- ☐ Provide informational updates to staff, students and their families during the following few days.

STAFF ACTIONS:

- ☐ Remain calm.
- ☐ Alert the principal/site administrator.

- Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger. Institute LOCKDOWN or EVACUATION as appropriate.
- Provide first aid for victims, if needed.
- Account for all students. Maintain order in assembly area or shelter and await arrival of law enforcement.
- Assist police officers -- provide identity, location and description of individual and weapons.

EMERGENCY RESPONSE STORM / SEVERE WEATHER

Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather poses any risk to the staff and students. Assure that each student's method of returning home is safe and reliable.

Severe Storm

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations.
- Report to site by 6 a.m. to check for power outages, flooding, etc.
- Determine whether school will be closed or remain open.
- Notify superintendent of school status.
- Assign staff to activate staff and parent phone trees
- Post school status on school website.
- Notify utility companies of any break or suspected break in utility lines.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

Windstorm

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Monitor weather forecasts to determine onset of storm conditions that may affect school operations
- Notify utility companies of any break or suspected break in utility lines.
- Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

STAFF ACTIONS:

- Evacuate any classrooms bearing full force of wind. Evacuate to lower floor of school building near inside walls.
- Initiate TAKE COVER with students in the shielded areas within the building. Stay away from windows.
- Take attendance. Report any missing students to principal/site administrator.
- Close all blinds and curtains.
- Avoid auditoriums, gymnasiums and other structures with large roof spans.
- Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks and quiet recreational activities.

EMERGENCY RESPONSE

STUDENT RELEASE

Certain situations may involve releasing students from school or relocating them at a time when parents expect their children to be at the school site. Student release will be implemented by a school administrator in times of extreme emergency that warrant its execution. Whenever possible, it is preferred that students remain at school during the academic day.



INCIDENT COMMANDER (PRINCIPAL/SITE ADMINISTRATOR) ACTIONS:

- ☐ Set up Incident Command Post (ICP).
- ☐ Notify staff of school evacuation and communicate that this is not a drill.
- ☐ Designate the Student Assembly Area or direct teachers to a pre-designated spot. Analyze situation; re-evaluate evacuation spot to determine if students should be moved.
- ☐ Determine medical and assistance needs after population assessment.
- ☐ Determine search and rescue needs.
- ☐ Reassess as situation changes. Reassign emergency teams as needed.
- ☐ Keep staff informed as to status of missing students.

TEACHER and STAFF ACTIONS:

- ☐ Evacuate students to designated area, with students grouped as determined by district or school site.
- ☐ Take roll by distributing pre-labeled nametags to each student.
- ☐ Report population assessment to Incident Commander by holding up green or red card. Mark undistributed nametags with student status beside name:
 - A = Absent*
 - M = Medical; students taken to the First Aid station*
 - U = Missing/Unaccounted*
- ☐ Send undistributed nametags to the Student Request Table.
- ☐ Organize students. Monitor students' medical and emotional condition.
- ☐ Extra staff should partner for other assigned duties; report to Command Post.

TEAM ASSIGNMENTS

STUDENT RELEASE TEAM

- ☐ Take supplies to designated Request/Release Table locations.
- ☐ Set out tables at least 20 feet apart to reduce crowding. For large student body, establish several lines at the Request Table for speedier processing.
- ☐ Post signs and set out file boxes of Student Emergency Cards for each line. Identify volunteer runners and review where to find students.
- ☐ Wear identifying vests or hats.
- ☐ Distribute clipboards with Student Request Forms to parents in line.
- ☐ Set out white board for special instructions and parent requests.

- Pull cards of absent, injured and missing students. Note status on those cards and file at back of file box.

TRAFFIC CONTROLLER (Staff members and/or parent volunteers):

- Set out parking area directional signs and enlarged site map with walking path designated for parents picking up students.
- Set out traffic cones to cordon off parking for emergency vehicles.
- Maintain order in parking areas; direct cars away from areas for emergency vehicles.
- Report to Incident Command Post any crowd control issues in parking lot and on school grounds.
- For schools with no room for parent parking and turnaround, develop a procedure that enables students to be released directly to the authorized adult's vehicle.

PARENT INFORMATION REPRESENTATIVE (Staff or trained volunteer):

- Provide information about student release procedures to parents.
- Maintain white board with special information.
- Learn which students need medical attention and attempt to locate their parents.

CRISIS INTERVENTION COUNSELOR (Health practitioner)

- Maintain order at Student Request Table; calm agitated parents and students.
- Facilitate delivery of information to parents of students with special circumstances (e.g. missing, injured, deceased).
- Escort parents to First Aid Station to reunite with injured students.

RUNNERS (Staff, students and/or parent volunteers - number depends on size of campus)

- Take Student Request Form to Student Assembly Area to find requested student. Alternately, a walkie-talkie may be used to request a student from the Assembly Area.
- Retrieve student and escort him/her to Student Release Table -OR- return to Student Request Table with status information on those who are not in the Student Assembly Area.

EMERGENCY RESPONSE

STUDENT RIOT

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

STUDENT ACTIONS:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

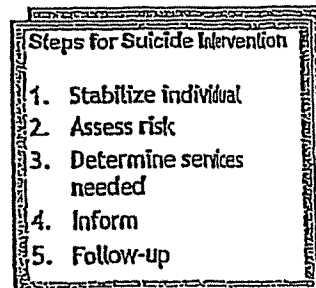
Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call ambulance in event of overdose or injury requiring medical attention.
- Call 911 if immediate threat exists to the safety of the student or others.
- Calm student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. If individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- Cancel all outside activities.
- Determine if the student's distress appears to be the result of parent or caretaker abuse, neglect, or exploitation. If not, contact parents/guardians and encourage them to have the child evaluated. Provide a list of referral sources and telephone numbers.
- If allegations warrant, refer student to Child Protective Services. Contact parents/guardians and inform them of actions taken.
- Arrange for medical or counseling resources that may provide assistance.

STAFF ACTIONS:

- Inform the Principal of what was written, drawn, spoken and/or threatened.
- Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
- Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do NOT struggle if you meet resistance.
- Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.



TAKE COVER

- Actual enemy attack or imminent threat of attack
- Severe windstorm with little or no warning

ANNOUNCEMENT:

- Example: "Attention please. (Pause) TAKE COVER (Pause) TAKE COVER. (Pause) TAKE COVER (Pause)." (1)

- ANNOUNCEMENT:**

- Example:** "Attention please, (Pause) TAKE COVER, (Pause) TAKE COVER, (Pause) TAKE COVER, (Pause) Severe windstorm imminent."

- PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

EMERGENCY RESPONSE

UTILITY FAILURE

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

PRINCIPAL/SITE ADMINISTRATOR:

- ☐ Notify utility company. Provide the following information:
 - * Affected areas of the school site
 - * Type of problem or outage
 - * Expected duration of the outage, if known
- ☐ Determine length of time service will be interrupted.
- ☐ Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- ☐ If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- ☐ Use messengers with oral or written word as an alternate means of faculty notification.
- ☐ Implement plan to provide services without utilities or with alternate utilities.

EMERGENCY RESPONSE

WEAPON

The brandishing of any weapons poses an immediate threat to students and staff. Response is the same whether the weapon is used, seen or suspected but not in use. Safety must always be the foremost consideration. A person wielding a weapon will usually respond best to calm, reasonable talk. In addition to calming the individual, talking allows time for law enforcement officials and other professionals to arrive.

STAFF ACTIONS:

- Remain calm. Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger.
- Alert the principal/site administrator.
- Make no effort to intervene. Allow a law enforcement officer to take possession of the weapon.
- Provide first aid for victims, if needed.
- Account for all students.
- Assist police officers -- provide identity, location and description of individual and weapons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Remain calm. Depending on how the situation unfolds, initiate LOCKDOWN or EVACUATION, as needed. Do not confront the suspect.
- Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, actions taken by the school (e.g. LOCKDOWN).
- Identify command post for police to respond. Assist police to enter the school. Provide officers with critical information. Accompany the police officer to the student suspected of having a weapon.
- If suspect has left, secure all exterior doors to prevent re-entry.
- Isolate and separate witnesses. Instruct them to write a statement of events while waiting for police to arrive.
- Gather information about the incident for the police:
 - * Name of student with weapon.
 - * Location of witness when weapon was seen.
 - * What did the student do with the weapon after it was displayed?
 - * What is the current location of the student with the weapon?
- Reserve a private area for the student to be taken and questioned. Allow police officer to thoroughly search student with another adult witness present. Police officer should take possession of and secure any weapon located.
- Assign an administrator to remove all of the suspected student's belongings (book bag, clothing, etc.) from the classroom. Do not allow the student to pick-up or carry his own belongings.
- Search student's belongings, including--but not limited to --backpack, purse, locker, and auto, if applicable.
- Notify parents/guardians.
- Follow procedures for student disciplinary actions. Take photo of weapon to be included in the expulsion proceedings.