

AB 1747

Comprehensive School Safety Plan

Phillip M. Stokoe Elementary School

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For 2023 – 2024 School Year

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Introduction

It is the policy of the Alvord Unified School District Board of Education that all students enrolled in this District, and all employees employed by this District, have the right to attend campuses, which are safe and secure.

The Board of Education believes that a beginning step toward safer schools is the development of a Comprehensive School Safety Plan for every school within the District. The Board intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans, including local law enforcement and other first responder entities, and approved by the Board.

In order for the development of an effective Comprehensive School Safety Plan, the plan should address the needs of the school and students and consider three essential components (California Education Code §35294.21):

1. Assuring each student has a safe physical environment;
2. Assuring each student has a safe respectful, accepting, and emotionally nurturing environment; and
3. Developing each student's resiliency skills.

The School Site Safety Committee will review these safe school plans on an annual basis and proposed changes will be submitted to DTS by December 2022, approved by the School Site Council by January 2023, and submitted to the Board of Education for approval by March 1, 2023.

The Comprehensive School Safety Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under AB 1747 and the National Incident Management System. It is designed to be an electronic or hard-copy safety plan.

The document is designed as a living document to be updated as necessary to meet site, district and community needs, forms, or requirements.

This document is NOT intended to be a "grab and go" guide in an actual emergency.

Continuity of Operations (COOP)

The U.S. Department of Education views a COOP as a program that ensures continued performance of essential functions across a full range of potential emergencies be they natural or man-made when a significant interruption of educational services occurs following a severe disaster or tragedy.

A COOP provides guidance and establishes responsibilities and procedures to ensure that essential functions are maintained. COOP is not the same as an Emergency Operations Plan or a Recovery Plan, but rather supplements it, in the event normal facility or human resources are not available.

A COOP provides a continuity infrastructure that through careful planning ensures:

- Emergency delegation of authority and an orderly line of succession, as necessary
- Safekeeping of essential personnel, resources, facilities, and vital records
- Emergency acquisition of resources necessary for business resumption
- The capability to perform critical functions remotely until resumption of normal operations

A school district's COOP plan should allow for its implementation anytime, with or without warning, during normal or after hours operations; provides full operational capability for essential functions no later than 12 hours after activation; and sustain essential functions for up to 30 days.

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption or normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

Scope: It is the responsibility of Alvord Unified School District officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing recovery.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential academic business, and physical services when interrupted for an extended period of time following an incident.

Responsibilities: The delegation of authority and management responsibilities in the event of an incident follow the hierarchy outline in the Alvord Organizational Chart. Designate staff/faculty, in conjunction with the affected principal(s) and staff, will perform the essential functions as follows:

- Superintendent / Principal**
 - Determine when to close schools, and/or send students/staff to alternate locations
 - Disseminate information internally to students and staff
 - Communicate with parents, media, and the larger school community
 - Identify a line of succession, including who is responsible for restoring which business functions for schools
- Assistant Superintendent of Educational Services; Assistant Superintendent of Human Resources; Chief Business Officer**
 - Ensure systems are in place for rapid contract execution after an incident
 - Identify relocation areas for classrooms and administrative operations
 - Create a system for registering students (out of district or into alternative school)
 - Brief and train staff regarding their additional responsibilities
 - Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations
 - Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests)

- Re-evaluate the curriculum, materials and instructional delivery methods as needed
- ☐ **Director of Maintenance/Operations/Facilities/Transportation; Operations Manager; Maintenance Manager**
 - Work with local and state government officials to determine when it is safe for students and staff to return to the school buildings and grounds
 - Manage the restoration of school buildings and grounds (e.g., debris removal, repairing, repainting, and/or landscaping)
 - Collaborate with private and public sector service providers and contractors
- ☐ **Business Services; Fiscal Services; School Secretary, School Office Staff**
 - Maintain inventory
 - Maintain essential records (and copies of records) including school's insurance policy
 - Ensure redundancy of records is kept at a different physical location
 - Secure classroom equipment, books, and materials in advance
 - Restore administrative and recordkeeping functions such as payroll, accounting and records
 - Retrieve, collect, and maintain personnel data
 - Provide accounts payable and cash management services
- ☐ **Pupil Services / Student Services, Counselors; School Psychologists; School Nurses and Health Assistants**
 - Establish necessary support services for student and staff/faculty
 - Implement additional response and recovery activities according to establish protocols
 - Collaborate with public and private providers
- ☐ **Food Service / Cafeteria Worker**
 - Determine how food services will resume
 - Support staff and volunteers as possible
- ☐ **Transportation (contracted through First Student)**
 - Provide emergency transportation services as needed
 - Assess and implement alternative transportation services that may be necessitated

Guidelines for Plan Development

Pursuant to California Education Code §35294 and Alvord Unified School District BP 0450, this document is designed to ensure compliance with the requirements of AB 1747. This Comprehensive School Safety Plan shall identify strategies and programs that will maintain a high level of school safety and address the schools' safety procedures and is required to contain the following elements:

- Assessment of school crime committed on school site/campus and at school-related functions (California Education Code §32282). The assessment may include:
 - Data from California Healthy Kids Survey
 - Data on school suspensions, expulsions, and crime rates
 - Students, parents, and staff perceptions of school safety
- Child Abuse reporting procedures
- Policies pursuant to California Education Code §48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students
- Campus safety, including:
 - Weapons on campus
 - Campus visitors
 - COVID-19 considerations
- School discipline policies and procedures to prevent bullying, hazing, hate crime, and cyberbullying – including behavioral expectations and consequences
- Policy prohibiting discrimination, intimidation, sexual harassment, other harassment, and bullying (California Education Code §§200 - 2624)
- School wide dress code policy
- Drug free school expectations
- Parent involvement strategies to support and reinforce school rules
- Collaborative relationships with organizations to prevent violence and crime
- Crisis prevention and intervention strategies, identify possible crises that may occur and determine tasks that need to be addressed, including:
- Routine and emergency disaster procedures including natural disasters such as earthquakes, human created disasters such as active shooter, or power outages. In addition, the following must be addressed:
 - Procedures for students with disabilities
 - Procedures for public agency use of facilities in the event of a disaster or emergency
 - Development of the site/campus evacuation plan, including opportunities for students and staff to practice the evacuation
- Procedures for safe ingress and egress of students, parents/visitors, and employees to and from school
- Procedures for responding to the release of hazardous substances on or near the site/campus

In the development of this Comprehensive School Safety Plan, the Safety Planning Committee shall be composed of:

- Principal or designee
- One teacher
- One classified employee
- One parent/guardian
- Other members as desired

In addition, the committee shall consult with law enforcement and other local emergency providers in the development of the plan. The committee shall provide a public meeting at the school site to allow members of the public to express an opinion of the plan (California Education Code §32288). Certain elements that are not designed for public knowledge or might be deemed detrimental to safety plans may be omitted from public review.

Existing law requires the School Site Council to consult with a representative from a law enforcement agency, the fire department, and other first responder entities in the writing and development of the comprehensive school safety plan and requires the comprehensive school safety plan and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The School Site Council or Safety Committee shall notify in writing, if available, the following persons and entities of a public meeting for comment on the plan (California Education Code §32288):

- A campus representative for CSEA
- A campus representative for AEA
- A representative from each parent organization at the school site
- A student body government representative, if applicable
- Any individual who has requested notification

Such strategies and assessments will ensure that a safe and orderly environment, conducive to learning is maintained. Such strategies will also ensure compliance with existing laws related to school safety. This plan outlines several elements critical to maintaining a safe school environment.

School Safety Committee

Every school campus should have an active School Site Safety Committee as directed by California Education Code and California School Boards Association policy. An active committee is crucial to ensuring a relevant and consistent safety education and emergency readiness training program on a campus. An effective School Site Safety Committee will see to it that emergency preparedness and school site safety does not slip through the cracks amid the everyday urgencies that arise daily on a school campus.

The School Site Council is responsible for developing the school site safety plan or for delegating the responsibility to a School Safety Committee. (California Education Code §35294.1)

The School Site Safety Committee shall be composed of the following members:

- Principal or designee,
- One teacher who is a representative of the recognized certificated employee organization;
- One classified employee who is a representative of the recognized classified employee organization;
- One parent/guardian whose child attends the school;
- Other members if desired. (California Education Code §35294.1)

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

Additional members may include:

- Local law enforcement (California Education Code §39294.1)
- Other local agencies, such as health care and emergency services, may be consulted if desired. (California Education Code §39294.2)
- Guidance counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives

School Crime Assessment

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

Based on data analysis, the School Safety Committee identifies potential challenges in order to create an effective Comprehensive School Safety Plan. The objective is to provide meaningful data in order to improve the campus safety climate.

	2019-2020	2020-2021	2021-2022
Student Enrollment	675	647	651
Office Referrals	309	12	370
Suspensions	5	0	19
Expulsions	0	0	0
Chronic Absenteeism Count	N/A	87	254

Student, Parent, Staff Perceptions / California Health Kids Survey Information:

School climate surveys were administered to staff, families and 5th grade students in spring of 2022. 104 (76%) 5th grade students were surveyed with the California Healthy Kids Survey (CHKS). 102 of those students attended in person instruction and 2 of those students participated in the home based learning model. 39 (6%) parents were surveyed with the California School Parent Survey (CSPS). All of those parents had students who attended in person instruction. 36 (46%) staff members were surveyed with California School Staff Survey. All staff members supported an in person instructional model. Analysis of the surveys revealed the following:

Strengths:

*High expectations: 89% of students, 97% of parents and 94% of staff report that staff wants students to do their best and 95% of students report having an adult at home who wants them to do their best. 76% of students and 86% of staff report that staff believes students can do a good job and 90% of students report having an adult at home who believes in them.

*School environment: 71% of students, 93% of parents and 100% of staff report that Stokoe is a supporting and nurturing place to learn. 68% of students, 87% of parents and 97% of staff report that Stokoe is a safe place for learners. 97% of students, 92% of parents and 93% of staff report that weapons, alcohol, tobacco and marijuana are not a problem at Stokoe. 77% of students report that they have not been victims of mean rumors, bad names, or mean jokes. 81% of students report that they have not been victims of cyberbullying. 90% of students and 97% of staff report that bullying is not tolerated.

*School Discipline/Clarity of rules: 77% of students, 79% of parents and 91% of staff report that students are treated fairly and that rules are equally enforced. 70% of students and 93% of staff report that Stokoe clearly explains rules and that students know the rules.

*Positive behavior on campus: 79% of students, 83% of parents and 88% of staff report that students are treated with respect at Stokoe. 85% of students report that they engage in positive behaviors. Students report that they follow rules in class 87% of the time and 81% of the time on playground; that they listen to adults 87% of the time; and that they treat others kindly 85% of the time.

*Parent Involvement: 83% of parents and 92% of staff report that Stokoe encourages active parent partnerships. 68% of parents and 81% of teachers report that Stokoe is welcoming for parents. 75% of parents and 96% of teachers report that parent concerns are taken seriously. 82% of parents and 96% of teachers report that parent-teacher communication is effective. 76% of parents feel well informed.

Areas in need of improvement:

*Caring adults: 61% of students report that there are caring adults in our school. 76% of students, 83% of parents and 91% of staff report that staff cares about students. 68% of students feel that staff listens to them and 39% feel that staff makes an effort to get to know them.

*Meaningful participation: 35% of students feel that they have opportunities for meaningful participation. Students report they are allowed to provide input related to school or classroom rules/activities 22% of the time; that interesting activities are offered 63% of the time; and that they

have input into learning and instruction 16% of the time. 88% of staff report they give students the chance to provide input for rules/activities; and 88% of staff report that lessons are relevant and interesting. 32% of students, 96% of parents and 94% of staff report that students feel motivated to learn. Parents report that their input is solicited 76% of the time.

*Connectedness/peer interactions: 66% of students feel connected to school. Students report that they feel close to others 48% of the time; that they are happy in school 71% of the time; that they feel part of the school 64% of the time; that they are treated fairly 77% of the time; and that they feel safe 68% of the time. 75% of staff report that students are well behaved. 66% of students, 76% of parents and 100% of staff feel Stokoe encourages students to care about how others feel.

*Routines: 56% of staff feel that students are well rested and alert. 39% of students report a bedtime of 10pm or later.

Other Assessment Data:

Attendance

School closure and the pandemic have impacted attendance data sets for the past two years. In 2020-2021 all students participated in fully distance learning from August- March. In 2021-2022, most students attended in person instruction. 7 students participated in the Home-Based Learning Program. Pandemic conditions, specifically guidelines related to illness and quarantine, impacted attendance during the 2021-2022 school year. As a result, attendance data comparisons may not portray accurate representations across multiple years. Stokoe average daily attendance (ADA) rate decreased by 5.1% when comparing 2021-2022 with 2020-2021. The overall percent of students who were chronically absent increased by nearly 26% when comparing 2021-2022 with 2020-2021. There was a 0.4% decrease in the number of unexcused absences in 2021-2022 when compared to 2020-2021. State law suspended the reporting of state indicators on the 2021 Dashboard. The most recent Dashboard reports were in 2019. According to the Dashboard in 2019, 11.9% of our students are chronically absent. Our students were at a high status and increased by 1.6% which corresponds with the orange performance gauge. Data indicates an ongoing need for a comprehensive attendance incentive plan.

School Climate (Discipline and Suspensions)

The number of referrals for behavior incidents has fluctuated over the past 3 years as a result of school closure and the pandemic. State law suspended the reporting of state indicators on the 2021 Dashboard. The most recent Dashboard reports were in 2019. According to the Dashboard in 2019, 0.9% of students were suspended at least once. Our students were at a low status and increased by 0.3% which corresponds with the yellow performance gauge. In the 2019-2020 school year, 309 students were referred for behavior incidents between August and March when school closed. Of those referrals, 29% were referred for conflict with another student (no fight), 11% were referred for inappropriate physical contact (hitting, pushing etc), 10% were referred for defiance of authority and 9% were referred for disrespect. 0.01% of discipline incidents resulted in student suspensions. In 2020-2021 all students participated in fully distance learning from August- March. When school reopened using the hybrid model, only 12 students were referred for behavior incidents between March and May, and there were no assertive student discipline incidents in 2021. In 2021-2022, most students attended in person instruction. 7 students participated in the Home-Based Learning Program. In the 2021-2022 school year, 370 students were referred for behavior incidents. Of those referrals, 36% were referred for misbehavior, 15% were referred for disturbance, 12% were referred for, inappropriate physical contact (hitting, pushing etc), and 10% were referred for conflict with another student (no fight). 19 of those incidents resulted in suspensions (0.05%). Law enforcement was not involved in any of the incidents resulting in suspensions. Past data trends for suspensions indicates that the number of suspensions increased significantly (14 students) between the 2019-2020 school year and the 2021-2022 school year. Although the number of referrals increased following the pandemic, data indicates an overall positive school climate and low percent of discipline incidents resulting in suspension. The majority of behavior incident referrals occur during non-structured times (recess, lunch etc). We recently hired a Registered Behavior Technician who will support student behavior needs and teacher training for dealing with challenging behaviors. We anticipate that this will have a positive impact on our school climate. There is an ongoing need for consistent systems and procedures during non-structured times. Ongoing character development lessons and conflict resolution lessons are also needed to maintain the number and frequency of student discipline incidents.

Counselor and Character Development

School counselor provides lessons to support character development, social skills and positive behavior traits using 'Character Strong' curriculum. Students in all grade levels participate in whole class lessons. Some students in grades K-5th participate in small groups for social skills and/or anger management. Participation in small groups is based on report card grades for citizenship and/or study habits. Counselor also offers student lounge as an alternative to recess for students struggling to connect in large unstructured groups. In addition, Stokoe is an AVID school and all classrooms provide instruction and focus on study habits, time management and organizational skills. During the 2022-2023 school year, Stokoe focused on Social-emotional learning using tenets from the "FISH Philosophy" which include 'Choose your attitude', 'be present', 'make their day', and 'play'. These SEL skills are interwoven to align with traits of 'Character Strong' and reinforced in our classrooms, on our playground and in our Site Systems for Success. Stokoe was selected as a HERO school for the 2022-2023 school year as well. The program has a "Kindness" focus and students had several opportunities to participate in activities during the year to promote kindness, tolerance and acceptance.

Child Abuse Reporting and Prevention

A. Definition of Child Abuse (California Penal Codes §§11165.5, 11165.6)

Child abuse means a physical injury or death that is inflicted by other than accidental means on a child by another person. Child abuse also means the sexual abuse of a child, including sexual assault or sexual exploitation (California Penal Code §11165.1), or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

B. Mandated Child Abuse Reporting

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators, and directors; administrators and employees of a licensed child day care facility; head start teachers; district police or security officers; licensed nurses or health care providers; administrators, counselors; athletic coaches, athletic administrators and directors employed by any public or private school that provides any combination of instruction for kindergarten, or grades 1 to 12, inclusive. (California Penal Code §11165.7)

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

C. Reportable Offenses

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

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (California Penal Codes §§11166.05, 11167)

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

D. Responsibility for Reporting

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

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

E. Reporting Procedures

1. Initial Telephone Report

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

10540 Magnolia Avenue, Ste. B
Riverside, CA 92505
(951) 826-5700

Riverside County Sheriff's Department
7477 Mission Blvd.
Jurupa Valley, CA 92509
(951) 955-2600

Corona Police Department
730 Public Safety Way
Corona, CA 92880
(951) 736-2330

Riverside County Department of Public Social Services
11070 Magnolia Avenue
Riverside, CA 92505
(951) 358-4000
Hotline: 1-800-442-4918

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

2. Written Report

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

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

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

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

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

3. Internal Reporting

The mandated reporter shall not be required to disclose their identity to their supervisor, the principal, or the superintendent or designee. (California Penal Code §11166)

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

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

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

F. Training

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

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

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

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

G. Parent / Guardian Complaints

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

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

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

H. Notifications

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

Before beginning employment, any person who will be a mandated reporter by virtue of their position shall sign a statement indicating that they have knowledge of the reporting obligations under California Penal Code §11166 and will comply with those provisions. The signed statement shall be retained by the superintendent or designee. (California Penal Code §11166.5)

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

The superintendent or designee also shall notify all employees that:

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

Child Abuse Reporting Hotline

1-800-442-4918

Suspension and Expulsion and Due Process

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

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

Definitions

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

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (California Education Code §48900(u))

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (California Education Codes §§35291, 48900.1, 48980)

Grounds for Suspension and Expulsion

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury. (California Education Code §48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (California Education Code §48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code §11053-11058, alcoholic beverage, or intoxicant of any kind. (California Education Code §48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code §11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant. (California Education Code §48900(d))
5. Committed or attempted to commit robbery or extortion. (California Education Code §48900(e))

6. Caused or attempted to cause damage to school property or private property. (California Education Code §48900(f))
7. Stole or attempted to steal school property or private property. (California Education Code §48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing their own prescription products. (California Education Code §48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity. (California Education Code §48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code §11014.5. (California Education Code §48900(j))
11. Knowingly received stolen school property or private property. (California Education Code §48900(l))
12. Possessed an imitation firearm. As used in this section, imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (California Education Code §48900(m))
13. Committed or attempted to commit a sexual assault as defined in California Penal Codes §§261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in California Penal Code §243.4. (California Education Code §48900(n))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (California Education Code §48900(o))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (California Education Code §48900(p))
16. Engaged in, or attempted to engage in, hazing. (California Education Code §48900(q))
 - a. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.
17. Engaged in an act of bullying. (California Education Code §48900(r))
18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in California Penal Code §31. (California Education Code §48900(t))
19. Made terrorist threats against school officials and/or school property. As used in this section,
 - a. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (California Education Code §48900.7)
20. Committed sexual harassment as defined in California Education Code §212.5 (California Education Code §48900.2)
 - a. Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (California Education Codes §§212.5, 48900.2)
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in California Education Code §233 (California Education Code §48900.3)
 - a. Hate violence means any act punishable under California Penal Codes §§422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (California Education Code §233; California Penal Code §422.55)
22. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting

classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (California Education Code §48900.4)

Removal from Class by a Teacher and Parental Attendance

A teacher may remove a student from their class for the remainder of the day and the following day only for acts specified in California Education Code §48900 and listed under "Grounds for Suspension and Expulsion" above. When removing a student from their class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, they shall be appropriately supervised during the class periods from which they have been removed. As soon as possible after the teacher decides to remove the student, they shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. 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 or designee. A student removed from class shall not be placed in another regular class during the period of removal. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which they were removed. 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. (California Education Code §48913)

Pursuant to Board policy, a teacher may require the parent/guardian of a student whom the teacher has removed to attend a portion of a school day in their 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. (California Education Code §48900.1)

The notice shall:

1. Inform the parent/guardian when their presence is expected and by what means they may arrange an alternate date
2. State that if the parent/guardian does not have a means of transportation to school, they may ride the school bus with the student
3. Direct the parent/guardian to meet with the principal after the visit and before leaving school
4. Direct the parent/guardian to contact the school if there are reasonable factors that would prevent them from complying with the attendance requirement

Suspension by Superintendent, Principal, or Designee

The superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to be: (California Education Code §48915(c))

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Brandishing a knife as defined in California Education Code §48915(g)
3. Unlawfully selling a controlled substance listed in Health and Safety Codes §§11053-11058
4. Committing or attempting to commit a sexual assault as defined in California Penal Codes §§261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in California Penal Code §243.4
5. Possessing an explosive as defined in 18 USC 921

In addition, the superintendent, principal, or designee may impose a suspension upon a first offense if they determine that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons. (California Education Code §48900.5)

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

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

Due Process

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

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against them, and given the opportunity to present their version and evidence in support of their defense. At the conference, the student should be informed of other means of corrections that were attempted before the suspension. (California Education Code §48911)
2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the superintendent or designee. (California Education Code §48911)
3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (California Education Code §48911) This notice shall state the specific offense committed by the student. (California Education Code §48900.8) In addition, the notice may 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 cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (California Education Code §48914)
Although the parent/guardian is required to respond without delay to a request for a conference about their child's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (California Education Code §48911)
5. In addition to suspending a student, the superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct their behavior and keep them in school.

Suspension by the Board

The Board of Education may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (California Education Code §48912)

Mandatory Recommendation and Mandatory Expulsion

The superintendent, principal, or designee shall recommend that the Board of Education expel any student found at school or at a school activity to be: (California Education Code §48915(c))

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the firearm from a certificated school employee, with the principal or designee's concurrence. However, possession of an imitation firearm, as defined in California Education Code §48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion.

2. Brandishing a knife as defined in California Education Code §48915(g) at another person.
3. Unlawful possession of a controlled substance listed in Health and Safety Codes §§11053-11058.
4. Committing or attempting to commit a sexual assault as defined in California Penal Codes §§261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in California Penal Code §243.4.
5. Possessing an explosive as defined in 18 USC 921.

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

Student's Right to Expulsion Hearing

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

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (California Education Codes §§48900.8, 48918(b)) (BP/AR 5144)

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 California 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 California Education Code §48915(a) or (c).
5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney advisor.
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.

Post-Expulsion Placements

The Board of Education shall refer expelled students to a program of study that is: (California Education Codes §§48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems;
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site;
3. Not housed at the school site attended by the student at the time of suspension.

When the placement described above is not available and when the county superintendent so certifies, students expelled for acts described in items #6-13 and #21-23 under "Grounds for Suspension and Expulsion" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (California Education Code §48915)

Readmission after Expulsion

Readmission procedures shall be as follows:

1. On the date set by the Board of Education when it ordered the expulsion, the district shall consider readmission of the student. (California 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 of Education their recommendation regarding readmission. The Board of Education shall consider this recommendation in closed session if information would be disclosed in violation of California Education Codes §§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 of Education's decision regarding readmission.
5. The Board of Education 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. (California Education Code §48916)
6. If the Board of Education denies the readmission of a student, the Board of Education 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. (California Education Code §48916)
7. The Board of Education shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board of Education's determination of the educational program which the Board of Education has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (California Education Code §48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (California Education Code §48645.5) (BP/AR 5144)

Appropriate Use of Suspension and Expulsion

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

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

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

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

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

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

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

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

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

Supervised Suspension Classroom

The Board of Education recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing them with supervision that is separated from the regular classroom.

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

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.

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

Decision Not to Enforce Expulsion Order

Upon voting to expel a student, on a case-by-case basis the Board of Education may suspend enforcement of the expulsion order pursuant to the requirements of law and administrative regulation. (California Education Code §48917)

Maintenance and Monitoring Outcome Data

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

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

Staff Notification of Dangerous Students

The Board of Education desires to provide a safe, orderly working environment for all employees. As part of the district's Comprehensive School Safety Plan, the superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation.

California Education Code §49079 and the districts' collective bargaining agreement with the California Teachers Association require that the school principal notify classroom teachers/bargaining unit members of students who have engaged in, or are reasonably suspected of, engaging in certain suspendable or expellable acts for the three previous years. (California Education Codes §48900 and §48915)

In order to ensure every classroom teacher and substitute have immediate access to the names of those students currently enrolled in their classroom who meet the criteria of California Education Code §48900, the Student Information System's staff have updated all assertive discipline offenses based on California Education Code §49079 with a Safe School Act Date (SSA Date) field in our student information system (AERIES). The teacher of record can see the SSA identification of the class roster written in red text **"SSA"** next to the student's name. Teachers have been advised, that should they have a student with the SSA identification, they are to see the site administrator for more information. This data is live and updated accordingly.

Whenever a principal believes a condition of student unrest exists on the campus which may develop into a serious disruption of the operation of the school, the principal shall:

1. Direct all campus supervisors, administrative building certificated personnel, and available teachers to take such steps (campus control, counseling with students) as they deem to be helpful in controlling the problem and in leading to its resolution.
2. Inform the Superintendent's Office.
3. Inform the appropriate law enforcement agency (Riverside Police Department; Riverside County Sheriff's Department or Corona Police Department).

Weapons and Dangerous Instruments

Prohibited weapons and dangerous instruments include, but are not limited to: (California Education Codes §§48915, 49330; California Penal Codes §§626.10, 16100-17350, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion;
2. Ammunition or reloaded ammunition;
3. Knives, razor blades, and box cutters: dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing; weapons with a blade fitted primarily for stabbing; weapons with a blade longer than 2-1/2 inches; folding knives with a blade that locks into place; and razors with an unguarded blade;
4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices;
5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun;
6. Any other dangerous device, instrument, or weapon, including those defined in California Penal Code §12020, including a blackjack, slingshot, billy club, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon; and
7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Any employee may confiscate any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the district. (California Education Codes §§49331, 49332)

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

1. Confiscate the object and deliver it to the principal immediately;
2. Immediately notify the principal, who shall take appropriate action;
3. Immediately notify the local law enforcement agency and the principal.

When informing the principal about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The principal shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (California Education Codes §§49331, 49332)

Students shall not possess weapons or dangerous devices of any kind in school buildings, on school grounds or buses, or at any school related or school-sponsored activity away from school unless written permission has been obtained from

the school principal to possess such objects. Principals may permit the possession of weapons or dangerous instruments at school only at the request of a teacher and with assurance that such possession serves a positive educational purpose.

Any employee may use reasonable force necessary to protect themselves from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects upon the person or within control of a student. However, employees are prohibited from inflicting corporal punishment on students. All security equipment must be authorized and issued by the district. (California Education Codes §§44807, 49001, 49331-49333)

Reporting of Injurious Objects

Employees shall take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use their own judgment as to the dangerousness of the situation and act appropriately.

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

If criminal or civil proceedings are brought against an employee alleging that the employee committed an assault in connection with their employment, such employee may request the Board of Education to furnish legal counsel to defend the employee in any civil action or proceeding brought against them within the limits set by law. (Government Code §995)

An employee whose person or property is injured or damaged by willful misconduct of a student may request the school district to pursue legal action against the student or the student's parent/guardian. (California Education Code §48905)

Employees shall promptly report to their principal or other immediate supervisor any attack, assault, or physical threat made against them by a student.

Both the employee and the principal or other immediate supervisor shall promptly report such instances to the appropriate local law enforcement agency. (California Education Code §44014)

In addition, employees shall promptly report to their principal or supervisor, and may report to law enforcement, any attack, assault, or threat made against them on school grounds by any other individual. Such reports shall also be forwarded immediately to the superintendent or designee.

An employee whose person or property is injured or damaged by willful misconduct of a student when the property is either (1) located on district property, (2) being transported to or from a district-sponsored event, (3) present at a district-sponsored event, or (4) injured or damaged in retaliation for conduct engaged in by the employee in the exercise of their duties, may ask the district to pursue legal action against the student or the student's parent or guardian. (California Education Code §48905)

Visitor Screening Policy

Parent volunteers should be encouraged and welcomed. However, it is imperative that an appropriate and aggressive screening process be in place to ensure only qualified visitors are present on campus. The district's visitor monitoring program, Raptor, is designed to both screen visitors from unwanted lists and log their arrival and purpose. In addition to this process, additional visitor-screening policy includes:

- Visitors must check in at front desk attendant through the Raptor system with their photo ID and receive their visitor pass indicating their purpose.
- Post signs at key arrival points directing all visitors to the entry door.
- Lock all gates and entry points to the campus after school has started to direct all visitors to a single point of entry at the front office.
- Direct visitors to sign out upon leaving campus.
- Acquaint parents and community members with visitor policy.

- Familiarize all teachers and staff with the visitor policy.
- Encourage all staff to question unidentified visitors and direct them to the office before proceeding onto campus.

COVID-19 Considerations

On February 11, 2020, the World Health Organization announced an official name for the disease that is causing the 2019 novel coronavirus outbreak, first identified in Wuhan, China. The new name of this disease is Coronavirus disease 2019, abbreviated as COVID-19. In COVID-19, 'CO' stands for 'corona,' 'VI' for 'virus,' and 'D' for disease. Formerly, this disease was referred to as “2019 novel coronavirus” or “2019-nCoV”. There are many types of human coronaviruses including some that commonly cause mild upper-respiratory tract illnesses. COVID-19 is a new disease, caused by a new coronavirus that has not previously been seen in humans.

It is the policy of the Alvord Unified School District to ensure a safe and healthy environment for employees, staff, and students. Communicable and infectious diseases such as COVID-19 are minimized by providing prevention, education, identification through examination, observation, immunization, treatment and follow-up, isolation, and reporting.

Due to the widespread pervasiveness of COVID-19 in the community, the Alvord Unified School District has implemented infection control measures, including applicable and relevant recommendations from the Centers for Disease Control and Prevention (CDC) and our state and local guidelines. The Alvord Unified School District also determined that the 2020-2021 school year would start in a virtual and distance-learning only format in which students attend school remotely. Upon the return to in-person instruction, the Alvord Unified School District will follow the current county and state COVID-19 guidelines and protocols for the safe re-opening of schools.

Pandemic Outbreak / Infectious Disease

Schools must help protect the health and safety of staff and students. Experts believe that up to 30 percent of the population may be sick at the same time. When a pandemic occurs, there will likely be no vaccine for the first six months of the pandemic, and anti-viral medication will be in very limited supply. To control the spread of illness, social distancing, such as closing schools and having people stay at home, will be the primary approach to preventing the spread of the virus. Schools may have to be closed for a few weeks to a month or more if there is an outbreak in the area.

Mitigation and Prevention

Identify or create a countywide, districtwide, or regional committee to provide guidance regarding the pandemic preparations to district school sites. Review communicable disease policies as well as district and school emergency/crisis response and safe school plans. Determine if any additional policies or procedures are needed. Develop procedures for communicating with the local health department and the media during normal and emergency situations. Prepare for the possibility of schools functioning with up to 30 percent of all school staff absent. Assess the financial impact of alternate scheduling, school closures, and before- and after-school programs closures. Assess the requirements of medically fragile students and students with special needs and incorporate the requirements into the emergency/pandemic response plan. Develop communication and dissemination plans for staff, student, and families, including information about schedule changes, busing changes and possible school closures. Develop information about alternative instructional delivery systems and communicate that information to staff, students, and families to ensure that student continue to receive instructional and academic credit in the event of school closures. Identify school-based individual(s) to work with the local health department pandemic planning committee on the possible need for school sites to help meet temporarily the health-related needs to the community. Identify strategies to provide meals for those children who rely on school meals as their primary source of daily nutrition. Identify school-based individual(s) to educate all staff, including before- and after-school program staff, about the pandemic and the school plan. Identify school-based individual(s) to educate students, staff and parents about washing hands, following hygiene/cough etiquette, and staying home when sick. Identify individual(s) to ensure (1) each room has adequate supplies of soap/water/paper towels or waterless hand sanitizer for hand washing and receptacles for disposal; and (2) basic hygiene supplies are replaced daily and trash is disposed of daily. A supply of surgical/face masks is also recommended.

Preparedness

Continue educating staff, families and student on pandemic prevention and school plans. Identify the district and school site staff chain of command in case of illness. Establish a backup chain of command if necessary- see continuity of operations system. Review procedures for communicating with staff, students and families. Identify the languages spoken by student population, including the communicatively disabled, and recruit translators to translate information into template form. Review policies and procedures for identifying ill students and staff, isolating and masking them as necessary, and sending them home. Use prevention strategies for reducing the spread of germs. Preplan for recovery- identify and prescreen health and grief service providers and provide training for school staff regarding grief and possible health problems. Identify or develop educational materials for families and staff on topics such as how to support their student with recovery from a pandemic, common symptoms of loss and grief and constructive way to cope with stress.

Response

Track the number of staff and students absent daily. Report to the district office and to the local health department the number of students absent. Finalize the information that needs to be communicated to staff, students, and families including translated documents. Hold staff meeting(s) to provide information on the extent of the infection at the school site and potential changes that may take place. Conduct timely debriefings districtwide to identify lessons learned and make necessary changes to the response plan.

Recovery

Mobilize the district crisis recovery team that provides emotional-psychological support. If there is a loss of life in the school community, establish the location of the "safe room" for counseling services to be provided. Hold staff meetings and provide information on the extent of the pandemic in the community. Provide staff with information on activities that may assist students and inform staff of the signs and symptoms of emotional distress to watch for. Announce counseling support services available to faculty and staff. Identify students, families, and staff who may need long-term physical and mental health support or intervention and develop school and community resources to provide these services. Follow up with student referrals made to community agencies. Conduct debriefings with the crisis recovery team. Document "lessons learned" and incorporate them into revisions and training.

Expanded Learning Opportunity Program

Students and staff participating in the Expanded Learning program will follow the school site's emergency plan. All staff will be trained on their site's specific emergency plan on an annual basis.

Earthquake, evacuation, and shelter-in-place drills will be conducted regularly during Expanded Learning hours to ensure all students and staff are trained in emergency responses outside of the general school day.

In the event of an emergency, the school site's administration will be contacted and will serve as designee following the site's order of succession list. Should no one on the site's Order of Succession list be on site, staff will immediately contact Expanded Learning management for assistance. The site facilitator will serve as designee until a member of the management team or emergency personnel arrive.

School Discipline

The Board of Education desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

Board policies and administrative regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's individual needs.

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

Student Conduct

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats;
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption;
3. Conduct that disrupts the orderly classroom or school environment;
4. Willful defiance of staff's authority;
5. Damage to or theft of property belonging to students, staff, or the district;
The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.
6. Obscene acts or use of profane, vulgar, or abusive language;
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs;
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose;
Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.
9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time;
Permitted devices shall:
 - a) Be turned off during class time and at any other time directed by a district employee
 - b) Not disrupt the educational program or school activity
 - c) Not be used inappropriately as determined by staff
10. Plagiarism or dishonesty on school work or tests;
11. Inappropriate attire;
12. Tardiness or unexcused absence from school;
13. Failure to remain on school premises in accordance with school rules.

Enforcement of Standards

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

When a school official suspects that a search of a student or their belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, a school official may confiscate the device. The employee shall store the item in a secure manner until an appropriate time.

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

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

Discipline

Students are expected to conform to the regulations of the school and obey all directions of the teachers and others in authority. Rules and regulations consistent with the laws of the State of California, the California Education Code, and California Administrative Code, Title V, and relating to areas of discipline including corporal punishment, suspension, expulsion, exclusion, exemption, and transportation shall be spelled out in a code of discipline for approval and periodic review by the Board of Education.

1. All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools. (California Education Code §10609)
2. Every pupil shall attend school punctually and regularly; conform to the regulations of the school; obey promptly all the directions of their teacher and others in authority; observe good order and propriety of deportment; be diligent in study; be respectful to their teacher and others in authority; be kind and courteous to schoolmates; and refrain entirely from the use of profane and vulgar language. (C.A.C., Title 5, Section 300)
3. While on the school grounds (or elsewhere when under the authority of direct supervision of school personnel or when such conduct is otherwise related to school activity or school attendance), a pupil shall refrain from any and all of the following acts:
 - a. Gambling; immorality, profanity; and the use or possession of tobacco, alcohol beverage, narcotics or other hallucinogenic or dangerous drugs or substances. (Drugs shown to have been prescribed by a licensed physician for a pupil are an exception as to that pupil.)
 - b. Willful or negligent conduct likely to result in injury to other pupils or school employees or in danger to school property.
4. A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare themselves for the schoolroom before entering. (C.A.C., Title 5, Section 302)
5. A pupil who defaces, damages, or destroys any school property or willfully or negligently injures another pupil or school employee is liable to suspension or expulsion, according to the nature of the offense. (C.A.C., Title 5, Section 305)

Principals are responsible for establishing specific regulations essential for the protection of student health and safety in the activities of the school, and for the protection of school property and equipment. Special precautions should be implemented in areas of instruction such as physical education, athletics, laboratory, and shop activities.

Each principal must review school rules with their faculty each August and file a copy of rules relating to health and safety with the Director of Student Services by October 15.

The principal must ensure the effective communication of the school rules to students and parents, and the principal must supervise their enforcement.

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

Disciplinary strategies may include, but are not limited to:

1. Referral of the student for advice and counseling;
2. Discussion or conference with parents/guardians;
3. Convening a study team or other intervention-related team;
4. Referral for a comprehensive psychosocial or psychoeducational assessment;
5. Enrollment in a program for teaching prosocial behavior or anger management;
6. Participation in a restorative justice program;
7. A positive behavior support approach with tiered interventions;
8. Participation in a program that is sensitive to the traumas experienced by students and that focuses on students' behavioral health needs;
9. Recess restriction;
10. Detention after school hours;
11. Community service (including outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs);
12. Reassignment to an alternative educational environment
13. Removal from the class in accordance with Board policy, administrative regulation and law
14. Suspension and expulsion

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property or to obtain possession of weapons or other dangerous objects within the control of the student. (California Education Code §49001) (BP/AR 5144)

Restructured Recess

A teacher may restructure a student's recess time when they believe that this action is the most effective way to bring about improved behavior, subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restructure.
3. Teachers shall inform the principal of any recess restrictions they impose.

Detention after School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

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

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

Notice to Parents/Guardians and Students

At the beginning of the school year, the superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (California Education Code §48980)

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

Bullying / Cyberbullying / Hate Crime

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

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

As appropriate, the superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

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

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.

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

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the superintendent or designee shall develop means for students to report threats or incidents confidentially. Students may file a complaint using the district's Student Complaint of Harassment or Bullying Form. This form is available online via Student Services webpage and at the school.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (California Education Code §234.1)

When appropriate based on the severity or pervasiveness of the bullying, the superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school

nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (California Education Code §48900.9)

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report their observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in BP/AR 1312.3 - Uniform Complaint Procedures.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in BP/AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Sexual Harassment Policy

Definition

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when any of four conditions are met: (California Education Code §212.5; Government Code §12940; 5 CCR 4916)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting them.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. Regardless of whether or not the alleged harasser was motivated by sexual desire, the conduct is sufficiently severe, persistent, pervasive, or objectively offensive as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting them regarding benefits, services, honors, programs, or activities available at or through the district.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors;
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects;
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements;

Training

The superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. Such training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

Every two years, the superintendent or designee shall ensure that supervisory employees receive at least two hours of training regarding sexual harassment and that non-supervisory employees receive at least one hour of training regarding sexual harassment. All newly hired or promoted employees shall receive training within six months of their assumption of the new position. (SB 778)

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

Discrimination and Other Harassment Policy

Students

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

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include counseling, suspension or expulsion for behavior that is severe or pervasive as defined in California Education Code §48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in BP/AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (California Education Code §234.1; 5 CCR 4621)

Alvord Unified School District
Assistant Superintendent of Human Services
9 KPC Parkway
Corona, CA 92879
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Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site, district-approved social media, and other locations that are easily accessible to students. (California Education Code §234.1)
2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (California Education Code §234.1)
3. Annually notify all students and parents/guardians of the district's nondiscrimination policy. The notice shall inform students and parents/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the compliance officer shall meet with the student and/or parent/guardian who raises the objection to determine how best to accommodate that student. The notice shall inform students and parents/guardians that the district will not typically notify them of individual instances of transgender students participating in a program or activity.
4. The superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.
5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.
6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so.
7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Process for Initiating and Responding to Complaints

Any student who feels that they have been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (California Education Code §234.1)

When any report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, they shall inform the student or parent/guardian of the

right to file a formal complaint pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the superintendent or designee. Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

Upon receiving a complaint of discrimination, the compliance officer shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in BP/AR 1312.3.

Transgender and Gender-Nonconforming Students

Gender identity means a student's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (California Education Code §210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature, where the act has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited under state and federal law. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with their gender identity;
2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to their gender identity, or a non-transgender student because their mannerisms, hairstyle, or style of dress do not conform to stereotypes for their gender or are perceived as indicative of the other sex;
3. Blocking a student's entry to the bathroom that corresponds to their gender identity because the student is transgender or gender-nonconforming;
4. Taunting a student because they participate in an athletic activity more typically favored by a student of the other sex;
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information;
6. Use of gender-specific slurs;
7. Physical assault of a student motivated by hostility toward them because of their gender, gender identity, or gender expression.

The district's uniform complaint procedures (BP/AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students. Examples of basis for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. **Right to privacy:** A student's transgender or gender-nonconforming status is their private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being. Any district employee to whom a student discloses their transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless they are required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to their status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days. As appropriate given the physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or gender-nonconformity status to their parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.
2. **Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to their parents/guardians.
3. **Addressing a Student's Transition Needs:** The compliance officer shall arrange a meeting with the student and, if appropriate, their parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to their status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it.
4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with their gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because they are transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with their gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with their gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.
5. **Student Records:** A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, their parents/guardians, the district shall use the student's preferred name and pronouns consistent with their gender identity on all other district-related documents.
6. **Names and Pronouns:** If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with their gender identity, without the necessity of a court order or a change to their official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.

- 7. Uniforms/Dress Code:** A student has the right to dress in a manner consistent with their gender identity, subject to any dress code adopted on a school site.

Personnel

The Board of Education desires to provide a positive work environment where employees and job applicants are assured of equal access and opportunities and are free from harassment in accordance with law. The Board prohibits district employees from discriminating against or harassing any other district employee or job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation.

Prohibited discrimination consists of the taking of any adverse employment action against a person, including termination or denial of promotion, job assignment, or training, or in discriminating against the person in compensation, terms, conditions, or other privileges of employment based on any of the prohibited categories of discrimination listed above. The prohibition against discrimination based on the religious creed of an employee or job applicant includes any discrimination based on the person's religious dress or grooming practices or any conflict between the person's religious belief, observance, or practice and an employment requirement. The prohibition against discrimination based on the sex of an employee or job applicant shall include any discrimination based on the person's pregnancy, childbirth, breastfeeding, or any related medical conditions. (Government Codes §12926, §12940)

Harassment consists of any unwelcome verbal, physical, or visual conduct that is based on any of the prohibited categories of discrimination listed above and that is so severe or pervasive that it adversely affects an individual's employment opportunities, has the purpose or effect of unreasonably interfering with the individual's work performance, or creates an intimidating, hostile, or offensive work environment.

The Board also prohibits retaliation against any district employee or job applicant who complains, testifies, assists, or in any way participates in the district's complaint procedures instituted pursuant to this policy.

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

The following position is designated as Coordinator for Nondiscrimination in Employment:

Alvord Unified School District
Assistant Superintendent of Human Resources
9 KPC Parkway
Corona, California 92879
(951) 509-5030

Any employee or job applicant who believes that they have been or is being discriminated against or harassed in violation of district policy should, as appropriate, immediately contact their supervisor, the coordinator, or the superintendent who shall advise the employee or applicant about the district's procedures for filing, investigating, and resolving any such complaint.

Complaints regarding employment discrimination or harassment shall immediately be investigated in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment shall report the incident to the principal, district administrator or superintendent as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. Failure of a district employee to report discrimination or harassment may result in disciplinary action.

Training and Notifications

The superintendent or designee shall provide training to employees about how to recognize harassment and discrimination, how to respond appropriately, and components of the district's policies and regulations regarding discrimination.

The superintendent or designee shall regularly publicize, within the district and in the community, the district's nondiscrimination policy and the availability of complaint procedures. Such publication shall be included in each announcement, bulletin, or application form that is used in employee recruitment.

The district's policy shall be posted in all district schools and offices including staff lounges.

Other Remedies

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

1. To file a valid complaint with DFEH, the employee must file their complaint within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code §12960. (Government Code §12960)
2. To file a valid complaint directly with EEOC, the employee must file their complaint within 180 days of the alleged discriminatory act(s). To file a valid complaint with EEOC after filing a complaint with DFEH, the employee must file the complaint within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier. (42 USC 2000e-5)

Employees wishing to file complaints with the DFEH and EEOC should contact the nondiscrimination coordinator for more information.

Dress Code Policy

The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board of Education 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 interferes with the educational process.

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

Gang-Related Apparel

Gang-related apparel is strictly prohibited. "Apparel" includes, but is not limited to, hats, jewelry, belt buckles, bandannas, colors, paraphernalia, and professional sports jerseys or logos that indicate an affiliation with a group or gang which may provoke others to act violently or be intimidated.

Appropriate Dress—General

Brief garments, such as swimsuit tops, strapless or halter tops, beach wear, tank tops with deep armholes, bare midriffs, backless shirts, tube tops, pajamas, lounge wear, sheer clothes, ripped or tattered jeans that expose private parts of the body, low necklines, and exposed undergarments are not appropriate for school. Dresses, skirts or shorts must cover the full curve of the buttocks when walking, sitting, reaching or bending and should be no shorter than fingertip length with arms down.

Bagging or sagged pants shall not be worn at school. "Baggy pants" means the waistline of the pants, located at the hipbone of the student when pulled and pinched will gather more than one inch of material. "Sagged pants" means the waistline of the pants is located below the hipbone of the student. Properly fitted pants, incorrectly worn (below the hipbone) are "sagged pants".

Prohibited Items

Clothing, jewelry, and personal items (backpacks, gym bags, water bottles, etc.) shall be free from writing, pictures, or any other insignia which are crude, vulgar, profane, sexually suggestive, or which bear weapons, drug, alcohol, tobacco company advertising, promotions, or likenesses.

Also prohibited are clothing or other items which advocate gender, racial, ethnic, religious prejudice, or which demean or exalt any group of people such that it infringes upon the rights of others to be free from harassment or intimidation. Also prohibited are items containing messages that promote or glorify death, mutilation, violence, or which constitute gang "silent code" messages.

Jewelry

Jewelry with gang-related or other inappropriate symbols, as described above, is prohibited. Also prohibited is jewelry designed for use as a weapon or designed to contain hazardous or contraband materials. In addition, jewelry or other accessories which display studs, spikes, chains, replica weapons, drug paraphernalia, or which may pose a threat to student safety are prohibited.

Shoes

Shoes must be worn at all times. For safety reasons, only shoes which are appropriate for school wear are allowed, as determined by school administration. Shoes should stay on when walking or running. No slippers are allowed.

Hats

Only school-approved hats, caps, or other head coverings may be worn outdoors for sun protection.

Sunglasses

Sunglasses may not be worn in the classroom.

Hair

Hair must be clean and neatly groomed. Hair lengths or styles which jeopardize the health and safety of the wearer, or others, or which substantially disrupt or interfere with school activities are not allowed.

School Dress Code

All students in grades TK-5th must comply with the mandatory dress code for Stokoe Elementary School which aligns with the Alvord USD dress code policy. The dress code is vital to insure personal safety, to create a positive learning environment, and to discourage classroom disruptions or distractions. Outward appearances that are radical, unusual and draw specific attention to an individual are disruptive to the learning process and present a disruptive influence to the social interaction between students. All Stokoe staff is responsible for assuring that all students follow the dress code. Changes may be made during the school year.

Modesty should be maintained by all students at all times

Dress Code Requirements for All Students:

- * Students are expected to be neat and clean. Modesty must be maintained at all times.
- * Shoes must be worn at all times. Footwear with a substantial sole and an enclosed toe and enclosed heel are required. Roller skates/shoes and heels are not permitted.
- * Skirts and shorts must reach at least mid-thigh in length.
- * Tops must have a 2 inch wide strap and not expose bra straps. Aerobic style clothing, bare midriffs, halter tops, tube tops, strapless tops, net tops, see through clothing, spaghetti straps, and low cut necklines are not permitted.
- * Oversized, baggy fitting and low-slung pants or shorts are not allowed. Pants must be worn at the waist at all times.
- * Jewelry which creates a health and safety hazard is not permitted. (ie Long earrings, hoop earrings) Facial piercings, other than the ears, are not permitted. Spiked earrings are prohibited.
- * Baseball hats (brim forward), beanies, berets, and sunglasses may be worn outside but are not to be worn in the classroom or inside any building.
- * Gang attire of any kind is not permitted. This includes clothing with writing promoting or relating to gang activity, bandanas, stocking caps, hair nets and mittens with the fingers cut off.
- * Clothing, jewelry, and personal items (backpacks, gym bags, water bottles, etc.) containing emblems, lettering or pictures promoting gangs, tagging, drugs, alcohol, tobacco, sex, death, mutilation, violence, and/or messages with double meanings are not permitted. We expect that the clothing reflects positive messages.
- * Clothing which has been altered in an inappropriate manner (written on or personalized) will not be allowed.
- * Students may not wear make-up or have excessive hairdos, emblems or jewelry.
- * Chains, including wallet chains are not allowed.
- * Pajamas and slippers are not appropriate attire for school.
- * Undergarments must be worn and covered at all times.
- * Students may not change clothes at school (including at Halftime).

We will continue to follow and implement all CDC recommendations for safety during the pandemic, including use of masks.

NON-COMPLIANCE FOR DRESS CODE

Final decisions as to whether student dress and grooming is inappropriate shall be made by the principal or designee. The following progressive interventions will be followed:

1. Verbal warning—child may be required to turn shirt inside out or borrow school shirt
2. Notice sent home with student for return with parent signature
3. Phone call home—parent may be expected to bring appropriate clothing
4. Loss of privileges in classroom or recess

5. Referral to office

a. Student may be required to change clothes

b. An appointment may be scheduled with parent to formulate a compliance plan for the student

Alcohol and Other Drugs

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

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

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

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

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

Staff should encourage students to participate as responsible partners in efforts to maintain a safe, constructive school climate.

The Board encourages the establishment of site-level advisory groups to assist in promoting alcohol- and drug-free schools.

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

Instruction

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

All instruction and related materials shall consistently state that unlawful use of alcohol or other drugs is wrong and harmful. Instruction shall not include the concept of responsible use of drugs or alcohol when such use is illegal. (20 USC 7114, 7162; Health and Safety Code §11999.2)

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

The curriculum of all elementary and secondary schools shall include instruction on the effects upon the human body, as determined by science, of tobacco, alcohol, narcotics, dangerous drugs as defined in Health and Safety Code §11032, and other dangerous substances. Instruction shall be sequential in nature and suited to meet the needs of students at their respective grade level.

In grades 1-6, instruction in drug education should be given in health courses required by California Education Code §51210. (California Education Code §51260)

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

Secondary school instruction shall also include a study of the effects of alcohol and other drugs upon prenatal development. (California Education Code §51203)

Instruction shall be provided by appropriately trained instructors who have demonstrated competencies, as determined by the principal or designee, in the following areas: (California Education Code §51260)

1. The ability to interact with students in a positive way
2. Knowledge of the properties and effects of tobacco, alcohol, narcotics, dangerous drugs, and shared drug apparatus
3. Effective teaching skills and competency in helping students to express opinions responsibly and to become aware of their values as they affect drug-use decisions

Intervention, Referral, and Student Assistance Programs

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

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

District staff shall intervene whenever students use alcohol or other illegal drugs while on school property or under school jurisdiction. Staff members who have a reasonable suspicion that a student may be under the influence of alcohol or drugs shall immediately notify the principal or designee.

If the principal or designee, in their professional capacity or in the course of their employment, knows, observes, or suspects that a student may be under the influence of alcohol or drugs, they may notify the parent/guardian. (California Education Code §44049)

School staff shall not disclose confidential information provided during counseling by a student 12 years of age or older. A school counselor may report such information to the principal or parent/guardian only when they believe that disclosure is necessary to avert a clear and present danger to the health, safety or welfare of the student or other persons living in the school community. The school counselor shall not disclose such information to the parent/guardian if they believe that the disclosure would result in a clear and present danger to the student's health, safety, or welfare. (California Education Codes §44049, 49602)

Enforcement/Discipline

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

Students possessing, using, or selling alcohol or other drugs or related paraphernalia shall be subject to disciplinary procedures including suspension or expulsion and/or referral to law enforcement in accordance with law, Board policy and administrative regulation. In addition, such students may be referred to an appropriate counseling program, transferred to an alternative placement, and/or be restricted from extracurricular activities, including athletics.

Parent Involvement Strategies

The following are some of the parent involvement strategies used to support and reinforce school rules:

Parents are an integral part of a child's education. Our goal at Stokoe Elementary School is to ensure that our students develop their full potential socially, academically and physically. We are committed to creating an atmosphere for learning and for developing social responsibility. Each student is encouraged to take responsibility for his or her own learning and behavior. We urge parents and guardians to be actively involved in supporting our efforts in learning and discipline. School wide expectations and systems for success have been developed to provide a safe and secure learning environment. It is the responsibility of each parent and teacher to instruct the students in proper behavior at school and to be consistent in the enforcement of these rules. The consequences and disciplinary actions have been carefully considered and will be enforced if expectations are not met.

Stokoe Elementary has a Parent Involvement Policy that outlines all the ways parents can get involved in our school. The Parent Involvement Policy is distributed annually as part of data confirmation and is discussed during all parent meetings. Parent Involvement Policy is updated and approved every other year based on input from all stakeholders. The current Parent Involvement Policy is effective from 2022-2024. Our Title 1 Compact is distributed annually as part of data confirmation and outlines key responsibilities and commitments for staff, students and parents. Title 1 Compact is updated and approved every other year based on input from all stakeholders. The current Title 1 Compact is effective from 2022-2024. Translation is provided for school correspondence and during events.

Stokoe Elementary School will build the school's and parent's capacity for strong parent involvement, in order to ensure effective involvement of parents and to support a partnership between the school, parents and the community to improve student academic achievement. The format of all parent involvement opportunities, events and meetings will align with CDC recommendations for safety during post-pandemic conditions. Events may be held in virtual on in-person settings in alignment with CDC recommendations. . The following activities are used to promote an effective home-school partnership:

- *Parent workshops
- *Family Nights
- *College and Career Events (Career Day)
- *Parent-Teacher Conferences
- *Parent Square/Blackboard--parent phone/email messages
- *Annual Title 1 Meeting
- *TK/Kinder Camp
- *CABE Conference
- *Principal's Coffee
- *ELAC, ATP, SSC, and PTO meetings
- *Student Success Team (SST) meetings
- *Parent Involvement Week
- *Student Recognition and Award Assemblies (Flag Ceremony, Semester Awards etc)
- *Running Rockets
- *Watch DOGS
- *Explore Riverside/Where's Waldo events
- *Class Dojo, Remind

Collaboration Strategies

The following strategies are used to develop relationships and collaborate and partner with organizations and community to prevent violence and crime:

Stokoe is committed to collaborating and developing partnerships with organizations in the community. We work closely with our site assigned School Resource Officer (SRO) to assess and to identify potential security issues and to remediate and resolve any incidents involving crime and violence. In addition, our SRO typically works to develop relationships with our school community by participating in Career Day and other events on campus. Our school counselor works closely with all staff, parents and families to provide resources, support and services for mental health, social emotional needs or safety. We also partner with local outreach organizations, such as Alvord Cares, Wylie Center and Care Solace to provide training opportunities and resources.

Prevention and Intervention Strategies

Developing and sustaining a strong safe-school culture free of intimidation or violence requires the efforts of all stakeholders, administration, staff, students, parents, and community members. At the site level, administration, staff, and student leaders should strive to help students develop meaningful connections to school. One way to achieve this is to train staff and students in a variety of violence prevention strategies as well as to provide a broad scope of opportunities for student engagement.

Maintain a School Culture Free of Violence

- Examine how policies and programs in the classroom, school building, and district office facilitate the peaceful interaction of individuals and groups
- Communicate and consistently enforce the school's policy on weapons possession and aggressive behavior
- Make it clear in all communications, verbal and written, that all threats that compromise the safety and security of any student, staff, or other school community member, will be taken seriously. This includes any threat expressed through electronic means or technological device
- Develop and implement a systematic, team-oriented threat inquiry process that includes a referral process for mental health or social services as well as the capacity to monitor and support both perpetrators and victims
- Implement staff training in nonviolent conflict resolution and threat inquiry processes
- Encourage all site staff to develop sincere relationships with students, visit classrooms, be visible on campus, and maintain a reasonable level of accessibility to students and parents

Suicide Prevention

Suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. The implementation of instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning sign of suicidal intent in others is an essential part of prevention, intervention, and postvention.

- Implement instructional strategies for teaching suicide prevention curriculum and promoting mental and emotional health
- Awareness of individual risk factors and warning signs
- Identify appropriate mental health services at the school site and within the community, and how to refer youth and their families to those services
- Student identification cards for students in grades 7-12 include the National Suicide Prevention Lifeline telephone number
- Implementation of procedures to address students' and staffs' grief and to minimize the risk of imitative suicide or suicide contagion

The following curriculum and program strategies are used to emphasize prevention and alternatives to violence and strategies to provide a broad scope of opportunities for student engagement:

At Stokoe, we strive to create an academically rigorous, inclusive environment that not only fosters safety and academics, but that promotes active student engagement and positive peer relationships. All Stokoe students are expected to show outstanding character in all that they do. Stokoe has adopted the Character Strong curriculum which focuses on a specific character trait each month of the year. Students use social stories and specific lessons each week to learn how to apply each trait to all areas of our campus and all aspects of their lives. Lessons are differentiated to support the age and development of students. Throughout the year, students focus on the following traits: respect, responsibility, gratitude, empathy, perseverance, honesty, cooperation, courage and creativity. In addition, we utilize Second Step, Boys Town, and CASEL curriculum to ensure student develop and learn to apply social skills to their lives. Students are taught strategies for conflict resolution and are encouraged to use problem solving strategies when conflict arises. We also use the Playworks curriculum to support positive social, conflict resolution and peer interactions through games during recess. Some of our upper grade students are selected to participate in recess as "Junior Coaches". Jr coaches help encourage participation in structured outdoor games and positive play strategies. Our students participate annually in several events designed to educate, promote and encourage healthy life choices such as Red Ribbon Week, Bullying Prevention Week, Kindness Week and Career Week. In addition, our Student Council plans several school spirit days throughout year to add an element of cohesion and a layer of fun to encourage attendance and school engagement. Our school counselor provides a variety of programs and services including: social-emotional classroom guidance lessons, interventions (small group and behavior counseling), attendance intervention supports, student council, friendship group, lunch bunch groups, individual (crisis) counseling, family support services and teacher support. We recently hired a Registered Behavior Technician (RBT) who will support all students with challenging behavior and who will provide training, guidance and support to teachers who have students with challenging behaviors. The RBT will add another layer of preventative and intervention support for students and staff. We also utilize a variety of restorative practices including social stories, behavior reflection activities and behavior contracts to reshape, to modify and to promote positive behavior choices following all incidents resulting in discipline. All of these activities contribute to our site engagement plan and are part of our comprehensive Positive Behavior Intervention Supports (PBIS) program.

One of the ways that we encourage students to strive to perform at their best is through positive reinforcement and incentives. It is our goal to motivate students to strive for academic excellence and to encourage students to make ongoing improvement in academics and social skills. To attain that goal, we celebrate student achievement and success in a variety of ways. We use multiple strategies to promote positive peer relationships and behavior in our classrooms and on our playground. In alignment with our Character Strong curriculum, the monthly social skill focus is referenced daily during morning announcements and reinforced in all classrooms and areas of campus. Students who demonstrate the targeted social skill receive "Caught Being Good" tickets. Every Monday before a new application of the targeted social skill is introduced, one student from each grade level is recognized for modeling the social skill. Student winners receive a small incentive and get their picture on the "Character Trait Wall of Fame" which is displayed all year in our MPR. In addition, Stokoe has developed and uses Site Systems for Success which outline behavioral expectations across all areas of our campus. These systems are reinforced throughout the year. Every day our campus supervisors, select specific classes who have done a good job following the systems. The selected classes receive a "Recess/Lunch Superstar" recognition daily during morning announcements. After classes receive 25 recognitions, they earn a class celebration. Classroom character accomplishments are displayed on a bulletin board in our MPR as well. Stokoe is also committed to celebrating student achievements and successes in the classroom. We recognize students on a monthly basis for academic achievements. Each month during Flag Ceremonies, a student who demonstrates academic excellence is chosen by their teacher to receive a "Student of the Month" or "STEAM" award. In addition, at each monthly Flag Ceremony, a student who demonstrates positive character traits is chosen by their teacher to receive a "Citizen of the Month" award. During Semester Award ceremonies, student awards are presented for ELA, Math, Improvement and Honor Roll. We also conduct special recognitions for our EL students who have achieved all criteria for reclassification. EL students who achieve reclassification status are recognized with a yard sign to proudly display their accomplishment in their community. Lastly, now that standardized SBAC assessments have resumed, we will recognize and celebrate student growth and achievement on standardized exams (CAASPP and ELPAC) during our annual SBAC Awards ceremony. Students will be recognized for meeting or exceeding grade level standards on SBAC. In subsequent years, students will also be recognized for demonstrating growth on SBAC.

To promote health and safety and to discourage students from coming to school with COVID like symptoms, we modified our attendance incentive program to recognize excellent attendance (97%) instead of perfect attendance. We use a variety of strategies to promote and celebrate excellent attendance. Every month, students who have excellent attendance are announced. Students with excellent attendance receive a lanyard and a 'brag tag'. Also, every month, the class with the highest percentage of attendance in TK-2 and in 3-5 grades are announced and recognized across our entire campus. In addition, during semester awards, students with excellent attendance receive a medal for excellent attendance in the semester and a trophy for excellent attendance all year. Stokoe will continue to modify and adjust our attendance incentive program each year in alignment with post-pandemic conditions.

Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff, and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

The school has identified the following number of students, who may require special assistance or provisions in the event of an emergency at the school.

Impairment	Visual	Orthopedic	Auditory	Cognitive	Life-Threatening Health Conditions
# Students Identified	0	3	0	4	69

The Alvord Unified School District makes every effort to assure the safety and welfare of students, staff, parents, and visitors to the school by adhering to the procedures outlined below.

Parents' perceptions of safety, along with multiple and competing obligations, often influence their child's mode of school transport.

In addition to these procedures, site emergency and evacuation maps, which designate planned evacuation from the building and routes to evacuation centers, along with staging areas for assembly, first aid, parent reunification, bussing, and Incident Command Post.

Arrival / Departure Practices

STUDENT ARRIVAL AND DISMISSAL

Student safety is very important. Student behavior to and from school is subject to school behavioral expectations. Students riding the bus must abide by all rules on the bus contract. Continued misbehavior on the bus may result in loss of bus privileges. The following procedures, practices and rules will help your child be safe.

1. Parents must insist that children go directly to and from school. We encourage parents to never let students travel alone to and from school.
2. Students should arrive at school between 8:15 a.m. and 8:40 a.m.
3. Before school, all students must enter our campus through gate by front office.
4. Upon entering campus, students will proceed to playground or MPR (if eating breakfast). When bell rings at 8:40am, students wait in their classroom line on playground for their teacher to escort them to class.
5. At dismissal, students stay with their teachers until they reach the gate where they are released. Classroom teachers will inform parents which gate they will be dismissing at.
6. Students may not wait in hallways or by other classrooms for siblings or friends. Students who attend Half Time program must report directly to MPR for sign in.
7. Please pick students up PROMPTLY after school.
8. Student use of cell phones is prohibited during dismissal. (Refer to cell phone section for all protocols related to cell phones.)

PARKING LOT PROCEDURES

1. There is a one-way flow of traffic during arrival and dismissal
2. The only point of entry in the morning is the main gate by the front office.
3. Families may drop students off in the large lane in the front of the school or on Amb's.
4. Students dropped off on Amb's may walk down the ramp and use the crosswalk in our parking lot. No students may walk up or down the hillsides.
5. Parking is available in the lots near the MPR or near the Kinder playgrounds. Parents must park in marked spaces only.

6. All parking lot curbs are drop off and pick up zones only—drivers must stay in cars so that you do not interrupt the flow of traffic. Pull completely forward at all curb zones so that we can load/unload as many students as possible. If you would like to walk your child to the gate, you must park in a designated parking area.
7. Students are not to cross the bus lane, parking lot or street except at crosswalks.
8. Parents and students are required to comply with and follow all traffic and safety rules when dropping off and picking up students. Please be courteous of others by not blocking vehicle or pedestrian traffic and by following requests made by staff and traffic helpers. **NO CURB PARKING ALLOWED IN PARKING LOT OR PICK UP AREAS—NO DOUBLE PARKING.**

Emergency Evacuation Routes and Procedures

Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

Evacuation routes and assembly locations have been identified on the school site's evacuation map. Sets of aerial maps are kept in each of the three RPD SRO's patrol cars, the watch commander, and lieutenant's offices. At the district level, a set of maps are kept in the Office of School Safety/Emergency Operations Center (EOC)

Staff Training

The site has trained staff on an annual basis using the following methods:

Annual review of safety procedures occurs during staff meeting at the beginning of the year. Certificated and classified staff members participate in the training. Procedures are reviewed in October during a staff meeting. Emergency procedures are updated and revisited as needed throughout the year. Active shooter training is planned for early in 2023.

In an Emergency Building Evacuation, all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so. Upon safe re-entry, report anything amiss to the operations chief.

In an Emergency Building Evacuation, teachers will also:

- Upon emergency alert, assemble students for evacuation using designated routes and account for all students.
- Secure room. If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly.
- Account for all students.
- Check room and report anything amiss to the team leader and/or operations chief.
- Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the principal will:

- Notify the superintendent of the campus evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Accommodations for People with Special Needs

It is critical to make appropriate accommodations to ensure the safety of students and staff with special needs.

☐ Identification

- Identify and document staff and students with special needs and the types of assistance required in an emergency.
- Keep an up-to-date list of staff and students with special needs in the office and classroom emergency packet.
- On the up-to-date list, highlight those with priority needs in the event of an evacuation. (i.e. ambulatory vs. non-ambulatory, verbal vs. nonverbal)
- Create a system to keep this information up-to-date and accessible by all who might need it in event of emergency, including classroom teachers.
- Allow visitors to self-identify their special evacuation needs via sign-in log.

☐ Evacuation routes and maps:

- Establish a buddy system and assign an adult or peer tutor to assist a disabled individual in exiting the building or getting to the evacuation assembly area.
- Review all paths of travel and potential obstacles to determine most practical evacuation routes.
- For individuals with mobility impairments avoid barriers such as stairs and narrow doors.
- Include special needs evacuation information indicating primary and secondary exits in all campus emergency packets.
- Identify areas of rescue where students with special needs can wait for assistance if necessary.

☐ Training and drills:

- Provide training for those designated to evacuate students with special needs.
- Include individuals with special needs when conducting evacuation drills.
- Stress self-help responsibilities and capabilities as well as the importance of self-assessment of emergency needs.
- Review emergency protocol to address confrontational student/staff behavior during evacuation. If a person refuses to move and all possible strategies have been employed, rescuer must self-evacuate. Under no circumstances may an individual re-enter a building once evacuated.

☐ Equipment and supplies:

- Have student carry medical information in wallet, purse, or backpack.
- If reliant on battery-operated technology, have student carry extra batteries in wallet, purse, or backpack.

Reunification

It is the responsibility of school personnel to assure the reunification of students with their parents/guardians or authorized adult through separate request and release gates. The student release process may be supported by student runners. Refer all requests for information to the public information officer (PIO).

- Check with operations chief for assignment to "Request Gate" or "Release Gate"
- Obtain necessary equipment and forms from Logistics
- Secure area against unauthorized access.
 - Mark gates with signs.
- Set up "Request Gate" at the main student access gate.
 - Use alphabetical grouping signs to organize parent requests.
- Have student release forms available for parents outside the fence at "Request Gate".
 - Have enough student release forms for every student
 - Assign volunteers to assist.
- Set up "Release Gate" some distance from "Request Gate".

Follow procedures outlined below to ensure the safe reunification of students with the parents/guardians or authorized adult:

- Requesting adult fills out student release form, gives it to staff member, and shows identification.
- Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- Staff instructs the requester to proceed to the "Release Gate".
- Staff files the Emergency Card in the "out box."
- Runner takes form to the designated classroom evacuation site.
- If a parent refuses to wait in line, do not argue
- Note the time with appropriate comments on the Emergency Card and place in "out box."

If student is WITH class:

- Runner shows student release form to the teacher
- Teacher marks box, "Sent with Runner"
- If appropriate, teacher sends parent copy of first aid form with runner
- Runner walks student(s) to "Release Gate"
- Runner hands paperwork to release personnel
- Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of student release form, and release student.
 - Parents are given the Notice of First Aid Care Given, if applicable

If student is NOT with class:

- Teacher makes appropriate notation on student release form:
 - "Absent" if the student was never at school that day
- "First-Aid" if student is in Medical Treatment Area
- "Missing" if student was in school, but now cannot be located
- Runner takes student release form to Command Post (CP)
- CP verifies student location if known and directs runner accordingly
- Parent should be notified of missing student status by a staff member and escorted to crisis counselor
- If student is in First Aid, parent should be escorted to Medical Treatment Area
- If student was marked absent, parent will be notified by staff member

Closing Down:

- At the direction of the Operations Chief, return equipment and unused supplies to Logistics
- Complete all paperwork and turn into the Documentation Unit

Emergency and Disaster Response Procedures

The Board of Education recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

The superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters which shall be included in the district's comprehensive school safety plan. (California Education Code §32282)

The superintendent or designee shall also develop and maintain emergency plans for each school site.

In developing the district and school emergency plans, the superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators.

The superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans. The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. See attached agreement with public agency and school district.

Earthquake

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the Comprehensive School Safety Plan. (California Education Code §32282)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System.

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Earthquake emergency procedures shall include, but not be limited to, all of the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff;
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows;
3. Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools;
4. Protective measures to be taken before, during, and following an earthquake;
5. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system.

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus, if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The superintendent or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

Earthquake procedures in a building

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure.
 - a. **DROP** to the ground.
 - b. **COVER** the back of the neck with your hands. Seek protective cover under or near desks, tables, or chairs in a kneeling or sitting position. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.
 - c. **HOLD** onto a table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. You should remain in the HOLD position until ground movement ends.
2. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
3. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

Earthquake procedures while outside

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to move away from hazards such as buildings, trees, overhead power lines, power poles, or exposed wires.
2. **DROP** to the ground and **COVER** the back of the neck with your hands. Be aware of aftershocks.
3. Have students stay in the open until the earthquake is over or until further directions are given.

Subsequent Emergency Procedures

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take attendance, and report missing students to the principal or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.
6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The principal or designee shall contact the superintendent or designee and request further instructions after assessing the earthquake damage.
8. The superintendent or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.

Fire

All classrooms and offices shall have an "Emergency Exit" sign and evacuation map posted in a prominent location.

Fire within a School Building:

In the event that a fire is detected within a school building, use the following procedures:

1. **The principal or designee will:**
 - o Order an evacuation if the fire alarm doesn't work
 - o Call 911
 - o Notify the superintendent
2. Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.
3. Teachers will close doors upon evacuating.
4. Teachers will take their attendance sheets to the evacuation site and take attendance.
5. Teachers will report any missing student(s) to their Team Supervisor/Administrator.
6. The head custodian or designee shall assist by shutting off gas valves, electricity, etc., if necessary for evacuating, putting out the fire, etc.
7. The head custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The head custodian or designee will also keep access entrances open for emergency vehicles.
8. Notify students and staff when it is safe to return to the school site under the direction of the fire department and in consultation with the superintendent or designee.

Fire Near School

The principal or designee shall:

1. Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
2. Notify the fire department by calling 911.
3. Notify the superintendent's office.
4. Notify students and staff when it is safe to return to the school site under the direction of the fire department and in consultation with the Superintendent or designee.

Power Outage / Rolling Blackouts

It is the district's intent that schools will remain open during a power outage.

There are several stages of alerts that are being broadcast over the radio:

- **STAGE 1 EMERGENCY** indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- **STAGE 2 EMERGENCY** indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.
- **STAGE 3 EMERGENCY** indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a **STAGE 3 EMERGENCY**, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district.

During an outage

- Contact Maintenance and Operations immediately if your site is experiencing a blackout.
- Phones that require power from an electrical outlet will not work. Communication to the district office will need to be done by radio or cell phone.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.

- Use a buddy system when going to the restrooms.
- DO NOT USE** candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours, and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the superintendent for directions (release students/staff, evacuation to another site, etc.).

Communication

Email Communication

Communication with district office administration is done by the principal/designee initiating a group text to "AUSD911" whenever an emergency/disaster has taken place on or near campus. "AUSD911" group text notifies the Superintendent, Cabinet, Office of School Safety, Directors of Elementary and Secondary Education, and Directors of Expanded Learning.

The principal/designee will initiate an email using the "AUSD911" distribution group to inform district office administration that a call has been placed to request an ambulance, police officer, or fire department. The "AUSD911" email is also used to notify district office administration whenever a lockdown or shelter-in-place has been initiated for ANY reason.

"AUSD911" only notifies district office administration; it DOES NOT summon public safety officials for you.

- After a call to 911 has been placed or a lockdown has been initiated, send the appropriate crisis email.
 - Do not wait until the situation has been resolved
 - The purpose of the crisis email is to alert certain staff members, alert the assigned school resource officers, and place district resources at your disposal should the need arise

Lockdown

Purpose: To mitigate harm caused by an intruder by securing students and staff in locked rooms. Lockdown is implemented when the threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During Lockdown, students and staff are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or an **ALL CLEAR** signal is given by site administration.

Notification: PA announcement will state: "**We are in lockdown, please secure your rooms.**" This will repeat three times.

Lockdown is a protective action against human threat while Shelter-in-Place protects against environmental threat. Lockdown requires closing and locking doors immediately after which no one is allowed to enter or exit. Shelter-in-Place allows for the free movement of staff and students within the classroom or office.

Principal/Site Administrator Actions:

- Assume Incident Command role and continue until relieved by law enforcement. Put on IC vest
- Instruct office manager/secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation.
- Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- Designate assigned individual to lock all doors leading into administration building.
- Instruct office staff to seek safe refuge in a pre-determined "Safe" location within the building.
- Contact school resource officer or other security personnel and provide available information.
- When able, alert superintendent's office.

- Riverside Police Department (RPD) SROs have badge and key access to schools within their jurisdiction. Aerial maps of each school are in the trunks of each SROs patrol car. Sets of aerial maps for of each school are also kept with the supervising Lieutenant and Watch Commander. At the district office, a set of aerial maps are located in the Office of School Safety/Emergency Operations Center (EOC). RSO SRO has badge and key access to schools within their jurisdiction. Lake Hills Elementary School and Villegas Middle School have provided their SRO with maps of their campuses. Promenade Elementary School is under the jurisdiction of Corona Police Department. The school does not have a dedicated SRO. In the event of an emergency, Promenade will contact 911.
- According to site communication plan, provide periodic updates to staff via public address, e-mail, or other means. Continue updates even if there is no change in the situation.
- After the emergency has been neutralized, initiate **EVACUATION** or **ALL CLEAR** procedures as directed by law enforcement.
- Meet law enforcement at Incident Command Post.
- According to site protocol, implement student/staff accountability procedures and notify law enforcement of any missing persons.
- If incident includes casualties, deploy Liaison Officer and alternate to first responder's Emergency Medical Command Post. Using **Mass Casualty Patient Tracking Sheet**, request victim identification and transport information. Complete tracking sheet for School Site Incident Commander. Only the coroner, police chaplain, or other public official should deliver official notification of deceased persons.
- Transfer incident command to law enforcement but provide whatever assistance/information they require. Site administrator becomes part of the ICS Unified Command and is expected to remain at Incident Command Post through duration of event.
- The superintendent will assume the role as district PIO. Together, through whatever means is most effective, they will provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath.

Staff Actions: If Students Are In Class At Time Of Lockdown:

- Immediately** move to the door and check for passing students. Divert as many students as possible into the classroom.
- Close and lock the door. **DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or site administrator will use keys to unlock door and clear the room.
- Close blinds and turn off lights. If door has a window, cover with a pre-cut piece of heavy **black** construction paper.
- Instruct students to stay quiet and out of sight. Relocate against the **"Safe Wall,"** the wall least visible to the outside and most out of the line of fire. Control all cell phone activity (no outgoing or incoming calls).
- Turn off television, LCD projector, document camera, etc. The room should be dark and quiet.
- If safe to do so, locate emergency packet including attendance rosters. Take attendance and document on appropriate form.
- Remain in the classroom or secured area until further instructions are provided by the principal or law enforcement.

If anyone is injured or wounded inside the room and it is safe to do so, alert 911 of the nature and severity of injury or injuries. Use classroom phone, cell phone, or Internet to do so.

- Do **NOT** call office to ask questions; Incident Command will send out periodic updates according to site communication protocol.
- Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2 - 4 hours.

Staff Actions: If Students Are Not In Class At The Time Of Lockdown:

- If staff member is somewhere on campus other than own classroom or office, stay put. Do not attempt to get back to a specific location.
- Direct students to nearest available safe building or location. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option.
- Do **not** chase students that run. Let them go.
- Do **not** go into rooms that cannot be secured and offer no way out.

- Students who find themselves in a room with no adult supervision should call the designated office number immediately. Visible instructions at every classroom phone provide additional **“Need to Know”** information.
- If sheltering inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to move to **“Safe Wall”** inside the room.
- Instruct students to stay quiet and out of sight. Control student cell phone activity (not outgoing or incoming calls)
- Remain calm and communicate with authority. If safe to do so, attempt to maintain separation between students and the perpetrator.
- If anyone is injured or wounded and it is safe to do so, alert 911 of the nature and severity of injury or injuries. Use classroom phone, cell phone, or Internet to do so.
- If safe to do so, take attendance and document on appropriate form.
- If safe to do so and according to site communications protocol, contact designated ICS Command to report your lockdown location as well as names of students/staff under your supervision.
- Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2 - 4 hours.

Staff Actions: If Students Are Engaged In Class Activity On An Outlying Field (PE Or Activity Classes):

- Gather students together and organize into an orderly formation.
- Inform students that as part of **LOCKDOWN** procedures, the class will evacuate off-campus to a pre-determined Off-Site Evacuation Location.
- Follow pre-arranged evacuation route to evacuation location.
- Upon arrival at the pre-arranged location, take attendance.
- By 2-way radio communication, cell phone, or other agreed-upon means, contact designated ICS Command to report class location and any absent or missing students.
- Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander.
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine.

For Those Staff Members Who Work in an Office or Auxiliary Space:

- Through drills and training, pre-determine and practice where staff can safely hide.
- Designate specific individuals to take responsibility for locking doors; always assign a second and third alternate.
- Be alert to opportunities to improve the safety of the situation (Barricade the door, move off campus, respond proactively).

Active Shooter

Profile of an active shooter

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area. In most cases, there is no pattern or method to their selection of victims.

Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Because active shooter situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.

How to respond when an active shooter is in your vicinity

Quickly determine the most reasonable way to protect your own life.

1. Run / Evacuate

If there is an accessible escape path, attempt to evacuate the premises.

Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow

- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering an area where the active shooter may be
- Keep your hands visible
- Follow the instructions of any police officers
- Do not attempt to move wounded people
- Call 911 when you are safe

2. Hide Out

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.

Your hiding place should:

- Be out of the active shooter's view
- Provide protection if shots are fired in your direction
- Not trap you or restrict your options for movement

To prevent an active shooter from entering your hiding place:

- Lock the door
- Blockade the door with heavy furniture

If the active shooter is nearby:

- Lock the door
- Remain quiet. Silence your cell phone and/or pager.
- Turn off any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)

If evacuation and hiding out are not possible:

- Remain calm
- Dial 911, if possible, to alert police to the active shooter's location. If you cannot speak, leave the line open and allow the dispatcher to listen.

3. Take action against the active shooter

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- Acting as aggressively as possible against them
- Throwing items and improvising weapons
- Yelling
- Committing to your actions

How to react when law enforcement arrives:

Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- Remain calm and follow officers' instructions.
- Put down any items in your hands (i.e., bags, jackets).
- Immediately raise hands and spread fingers. Keep hands visible at all times.
- Avoid making quick movements toward officers such as holding on to them for safety.
- Avoid pointing, screaming and/or yelling.
- Do not stop to ask officers for help or direction when evacuating. Proceed in the direction from which officers are entering the premises.

Information to provide to law enforcement or 911 Operator:

- Location of the active shooter
- Number of shooters, if more than one

- Physical description of shooter(s)
- Number and type of weapons held by the shooter(s)
- Number of potential victims at the location

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

Shelter-in-Place

Shelter-in-Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter-in-Place:

- SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the principal and/or public safety responders.
- SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- LISTEN.** Remain quiet to hear critical instructions from school officials.

If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

Additional steps for teachers and staff, if appropriate:

- Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
- A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
- Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
- Advise students to remain sheltered until the **ALL CLEAR** signal is given by a school or local official.

Bomb Threat

Most likely, threats of a bomb or other explosive device will be received by telephone.

The person receiving the bomb threat will:

- Attempt to gain as much information as possible when the threat is received.
- Do not hang up on the caller.
- Use the "**Bomb Threat Checklist**" form as a guide to collect the information needed. Ask direct, specific questions about the threat. Keep the caller on the phone as long as possible.
- Immediately after receiving the bomb threat, the person receiving the call will verbally notify the site administrator of the threat received. Complete the **Bomb Threat Checklist** form.
- Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger bomb).

Administrator will (if necessary):

- Call 911.
- Notify Superintendent's Office

- Evacuate involved buildings using fire drill procedures. Principal must have superintendent's permission to evacuate the entire site.
- Implement a systematic inspection of the facilities to determine if everyone is out.
- Fire department or police officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- Maintain an open telephone line for communications.
- Secure all exits to prevent re-entry to buildings during the search period.
- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- Re-occupy buildings only when proper authorities give clearance

Unauthorized Person on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- Have the person(s) under suspicion kept under constant covert surveillance.
- Approach and greet the intruder in a polite and non-threatening manner.
- Identify yourself as a school official.
- Ask the intruder for identification. Ask them what their purpose is for being on campus.
- Advise intruder of the trespass laws. Ask the intruder to quietly leave the campus or invite them to accompany you to the office.
- If the intruder refuses to respond to your requests, inform them of your intention to summon law enforcement officers.
- If the intruder gives no indication of voluntarily leaving the premises, notify police and administration.

If Intruder(s) are on the playground or school grounds during breakfast, lunch time or recess:

- Outdoor supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- Lock exit doors to cafeteria/gym.
- Issue **SHELTER-IN-PLACE** or **LOCKDOWN** announcement, as appropriate.

Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

- Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that they would be facing if they left the classroom. The intruder may perceive themselves as being sane.
- If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is probably disturbed and mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.
- Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "**TAKE COVER**" position or run in a zig-zag fashion to the staging areas and **STAY CALM**.
- If and when possible, call administration and/or 911

Poisoning, Chemical Spills, Hazardous Substances, Severe Weather

Poisoning:

If a student ingests a poisonous substance:

- Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- Call parents.
- Notify the Health Services Office and Superintendents' Office.

Chemical spills:

The following are guidelines for Chemical Spills:

- Evacuate the immediate area of students and personnel.
- Determine whether to initiate Shelter-in-Place protocol.
- Secure the area (block points of entry).
- Identify the chemical and follow the procedures for that particular chemical.
- Notify the district office.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a **SPILL RESPONSE EVALUATION**. The incident must be reported to the superintendent and the Office of School Safety **WITHIN 24 HOURS OF THE SPILL**.

Spill Clean Up

Chemical spills may not be cleaned up by school personnel. Call Maintenance and Operations. The cleanup will be coordinated through a designated contractor as determined by Maintenance and Operations.

Hazardous Substances

Hazardous Substances include, but are not limited to, the following:

- Lacquer Thinner
- Gasoline/Diesel Fuel
- Solvents
- Paint
- Motor Oil
- Agricultural Spray
- Paint Thinner
- Kerosene
- Stain
- Anti-Freeze
- Airborne Gases/Fumes
- Brake Fluid

Always call for assistance and:

- Extinguish all ignition sources.
- Shut off main emergency switch to fuel pump, if appropriate.
- Move appropriate fire extinguishing equipment to area.
- If possible, contain the spill to prevent further contamination.
- Evacuate students and staff away from contamination area, if appropriate. Move uphill, upwind, or upstream, if possible.

Severe Weather

Lightning

- Immediately seek shelter indoors if you cannot count to 30 after seeing a flash of lightning and hearing a crack of thunder.
- Close windows and blinds. Move everyone away from windows.
- Take attendance. List any missing students or staff members and their possible locations.
- Students and staff should be kept indoors until 30 minutes after the last thunderclap is heard.
- Call 911 if any student or staff member is struck by lightning.

High Heat

Weather conditions vary from one end of the district to the other. To this end, high heat warnings issued out of the district office may not always apply to your particular school location. Each site is encouraged to monitor weather related occurrences locally. There are online tools such as Weather Underground (www.wunderground.com), Weather Bug (www.weatherbug.com), the National Weather Service (www.weather.gov) to name just a few and most have apps for the various smartphones available. This puts the information needed directly into your hands relative to making a sound decision for calling an inclement weather schedule, which has always been and still is, at the site's discretion. In extreme circumstances, such as very high or dangerous risk levels (98° and above) a Shelter-in-Place order may be justified.

The following guidelines are for high temperature incidents. Keep in mind that the heat index is a combination of temperature and humidity.

Heat Guidelines

When the heat index temperatures are rated as being "high" (80° - 98°), the following precautions should be observed:

- Students and staff shall be encouraged to wear light clothing
- Students and staff physical activity, both indoors and outdoors shall be limited
- Students and staff shall be encouraged to remain in areas protected from the sun
- Students and staff shall be encouraged to drink large amount of liquids

Poor Air Quality

In the event of poor air quality (smoke, heavy smog) the Air Quality Management District (AQMD) will notify the district and that information will then be forwarded to school sites and appropriate departments of the district. When the schools are notified of a smoke alert, either by AQMD, the City of Riverside, or the County of Riverside Department of Emergency Management outdoor activities should be kept at a minimum.

Recommendations Regarding Air Quality

- Unhealthful Air – PSI (Pollutant Standards Index) of 100:** At this unhealthful level, susceptible individuals, such as those with heart or lung disease, asthma, or some other type of compromised respiratory system, should minimize outdoor activity.
- Unhealthful Air – Health Advisory Episode – PSI of 138:** At this unhealthful level, everyone, including healthy adults and children, should avoid prolonged, vigorous outdoor exercise. Susceptible individuals, especially those with heart or lung disease, asthma, or some other type of compromised respiratory system, should avoid outdoor activity.
- 1st Stage Episode – PSI of 200:** At this very unhealthful level, everyone, including healthy adults and children, should avoid vigorous outdoor exercise. Susceptible persons, especially those with heart or lung disease, asthma, or some other type of compromised respiratory system, should stay indoors.

Curtailment of Physical Activity of Students during Smog Episode and/or High Heat Level Period

- Notification and Dissemination**
 - If a notification of a predicted smog or smoke episode for the following day is received before the end of the school day and/or staff working day, principals and supervisors shall advise staff members present. School staff shall be prepared to modify programs requiring students' prolonged or strenuous physical activities on the day of the predicted smog episodes.
 - Upon receipt of notification that a smog episode has occurred, each principal or designee shall be responsible for notifying all students and staff members present at their site that an episode has been declared. The principal or designee shall be responsible for notifying employees working in the gymnasium, cafeteria, and custodial rooms.
 - Once a smog or smoke episode has been declared and the notification transmitted to the school offices, the procedures required by these regulations shall remain in effect until notification has been received in the principal's office that the episode has ended.

Earthquake Drills

The earthquake emergency procedure system shall include, but not be limited to, all of the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff.
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to their knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
3. Protective measures to be taken before, during, and following an earthquake.
4. A program to ensure that the students and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Drop, Cover and Hold procedures:

- DROP** down on the floor.
- Take **COVER** under a sturdy desk, table, or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD** onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuations shall occur when directed over the loud speaker by the principal or designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take attendance once in the evacuation area, and be prepared to identify missing students to administrators and first responders.

Upon sounding of the all clear, students and staff return to their appropriate classroom and the teacher takes attendance once more. Missing students are reported to the attendance office.

Fire Drills

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools. (Code of Regulations, Title 5, Section 550)

1. Whenever the fire alarm is given, all students and staff shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lanes.
4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take attendance once in the evacuation area, and be prepared to identify missing students to administrators and/or fire marshals/designees.
5. Upon sounding of the **ALL CLEAR**, students and staff return to their appropriate classroom and the teacher takes attendance once more. Missing students are reported to the attendance office.
6. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report through Informed K12.

Medical Emergencies

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear gloves to prevent contact with bodily fluids.

Rescue Breathing

To Open Airway for Adults

- Head-Tilt/Chin-Lift Technique
 - Press down on the forehead while pulling up on the bony part of the chin with 2 to 3 fingers of your other hand
 - Tilt the head to the past-neutral position for adults

Modified Jaw-Thrust Maneuver

If you suspect head, neck and/or spinal injury, use the modified jaw-thrust maneuver providing you can effectively maintain an open airway

- To perform the Modified Jaw-Thrust Maneuver
 - Position yourself above the patient's head
 - Put one hand on each side of the patient's head with your thumbs near the corners of the mouth and pointed toward the chin
 - Use your elbows for support
 - Slide your fingers under the angles of the jawbone without moving the patient's head or neck
 - Thrust the jaw up, again without moving the head or neck, to life the jaw and open the airway

Respiratory Arrest or Respiratory Failure in Adults

- Call for an AED and 911
- Gently tilt the head back and lift the chin to open the airway
- Pinch the nose closed
- Breathe into an adult once every six seconds, and for children or infants breathe gently once every three seconds
- If you are doing the procedure correctly, you should see the chest rise and fall
- Start CPR as necessary

To Stop Bleeding

- Immediately CALL 9-1-1 and get equipment or tell someone to do so.
- Find the source of the bleeding.
- Tell the person to expect pain from the pressure needed to control the bleeding.
- Place dressing on the wound.
- Apply steady, firm pressure directly over the wound
 - Put one hand on top of the dressing and put the other hand on top
 - Position your shoulders over your hands and lock your elbows
 - Push down as hard as you can
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart
- Apply a roller bandage only if bleeding stops before EMS arrives.
 - Apply the bandage over the dressing and secure it firmly
 - Check for circulation beyond the injury before and after applying the bandage
- Monitor for re-bleeding, if bleeding reoccurs:
 - Do not apply an additional dressing or bandage
 - Remove the bandage and leave only the single dressing on the wound in place
 - Apply direct manual pressure
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding

- After giving care, remove your gloves and wash your hands

Treatment for Shock

- Find the source of why the person is in shock and treat accordingly
 - Examples: bleeding, injury, choking
- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Verify the person is choking
 - If the adult can speak, cry or cough forcefully, encourage them to keep coughing. Observe and prepare to act if their condition changes
 - If the person is unable to speak, cry or cough, CALL 9-1-1
- Position yourself to the side and slightly behind the choking person
- Place one arm diagonally across the person's chest and bend them forward at the waist
- Firmly strike the person between the shoulder blades with the heel of your hand 5 times
 - Each back blow should be separate from the other
- Have the person stand up and find their navel with two fingers
- Move behind the person and place your front foot in between the person's feet with your knees slightly bent
- Make a fist with your other hand and place the thumb side against the person's stomach right above your fingers
- Cover your fist with your other hand
- Pull inward and upward to give an abdominal thrust 5 times
 - Each abdominal thrust should be forceful and separate from the other
- Continue giving sets of 5 back blows and 5 abdominal thrusts until:
 - The person can cough forcefully, speak, cry, or breathe
 - The person becomes unresponsive
- If the person becomes unresponsive, gently lower them to the floor and begin CPR, starting with compressions
- After each set of compressions and before attempting breaths, open the person's mouth, look for the object, and if seen, remove it with a finger sweep

Triage Guidelines

Triage is defined as the sorting of patients into categories of priority for care based on injuries and medical emergencies. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the **S.T.A.R.T.** (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities	
Highest Priority - RED TAG	
1.	Airway and breathing difficulties
2.	Cardiac arrest
3.	Uncontrolled or suspected severe bleeding
4.	Severe head injuries
5.	Severe medical problems
6.	Open chest or abdominal wounds
7.	Severe shock
Second Priority - YELLOW TAG	
1.	Major multiple fractures
2.	Back injuries with or without spinal cord damage
Third Priority - GREEN TAG	
1.	Fractures or other injuries of a minor nature
Lowest Priority - BLACK	
2.	Obviously mortal wounds where death appears reasonably certain
3.	Obviously deceased

S.T.A.R.T Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM CPR
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test and check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life-threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess
- If patient cannot follow simple commands, tag **RED**

- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**. This will depend on other conditions, where their injuries will determine the priority of YELLOW versus GREEN (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Automated External Defibrillator (AED)

All school sites are equipped with at least one Automated External Defibrillator (AED). Effective AED programs are designed to deliver a shock to a victim within three to five minutes after the person collapses. AEDs can be placed near elevators, cafeterias, main reception areas, in secured or restricted access areas, and on walls in main corridors. The AEDs are located in the following areas:

An AED is located Inside main office on wall near health office door.

Operation Summary

1. Confirm patient is unconscious, no breathing, no pulse.
2. Turn on the AED and follow the voice and visual prompts.
3. Attach electrode pads to patient's bare chest (male or female) as indicated.
4. Stop CPR and do not touch patient while AED analyzing.
5. Deliver a shock by pressing flashing red light if indicated.
6. Continue 2-minute cycles with CPR between shocks if victim is still not breathing until help arrives.

Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- Determine what the problem is and call 911 for local emergency services.
 - o Note: A casualty is a victim of an accident or disaster.
- Identify the problem and give the school address.
- Site administrators decide whether or not to activate the school site disaster first aid team protocols (see school site disaster plan).
- Determine if problem will continue or if it is over.
- Notify superintendent's office.
- School representative will meet Incident Command Officer (fire department or police official) who will determine exact nature of incident.
- Site administrators/first responders will implement mass casualty tracking protocols as appropriate to the situation.
- Keep calm, reassure students.
- Fire department will notify appropriate agencies for additional help.
- Crisis team will convene.

Order of Succession

The public has the right and need to know important information related to an emergency or disaster at the school site as soon as it is available. The principal/designee will act as the office spokesperson for the school site in an emergency situation. As such, all inquiries must be directed to the principal/designee. Under no circumstances should staff release any information regarding the situation without first clearing it with the principal/designee.

The superintendent/designee will act as the official spokesperson for the district in an emergency situation. As such, all inquiries must be directed to the superintendent/designee. Under no circumstances should staff release any information regarding the situation without first clearing it with the superintendent/designee.

The news media can play a key role in assisting the school site dissemination emergency or disaster related information to the public. Representatives of new media are, therefore, treated with the respect warranted for the role. Each site needs to identify on its site disaster/emergency preparedness map a pre-established media reporting check-in location.

Questions from news representatives are answered completely and truthfully to the extent possibly from information available; however, issues of confidentiality need to be considered as well as legal issues, chain reactions, and emotional impact.

Again, under no circumstance should staff release any information regarding the situation without first clearing it with the superintendent/designee.

Order of Succession

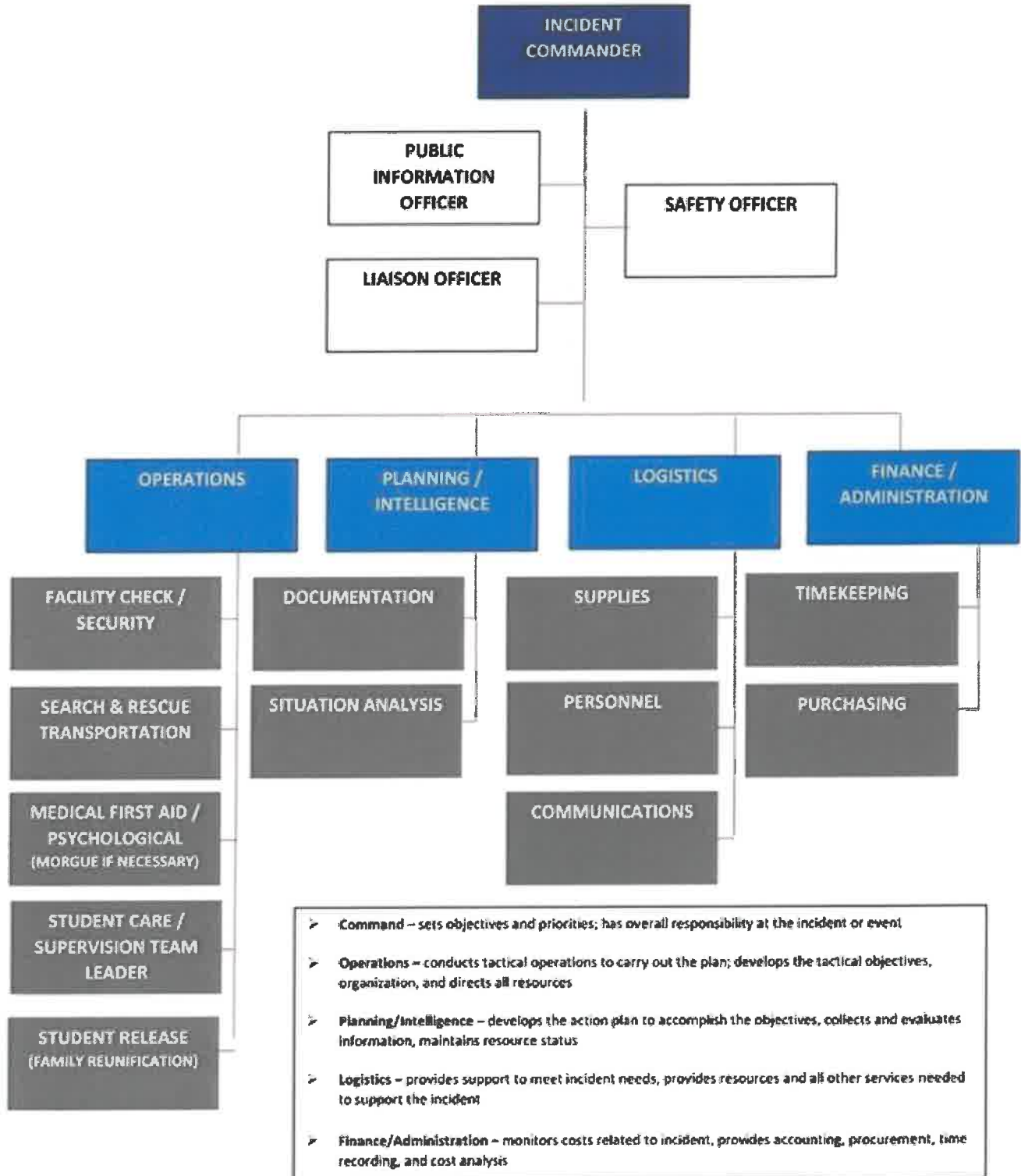
In case of the Incident Commander's absence or injury at the time of an emergency/disaster, there must be an order of succession at each school site. The order of succession for the Incident Command Center will be:

1. Principal – Francine Ramirez
2. Administrative Designee – Danielle Romain
3. Administrative Designee/Other – Michelle Morales
4. Administrative Designee/Other – Mary Kramer

Should any of these people move to the Incident Command position, other staff will have to be assigned to fill the role previously designated to them.

Incident Command Center

SEMS / NIMS Structure



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ALVORD UNIFIED SCHOOL DISTRICT

AB 1747 School Safety Plan Discussion

November 9, 2022

0900 - 1100

Video Conference - Zoom

Meeting Agenda

- | | | |
|--|------------|------------------|
| A. Call to Order/Purpose of Meeting | 15 minutes | M. Annas |
| B. Introductions | 15 minutes | Participants |
| C. School Site Discussion with Public Safety Personnel | 60 minutes | School Personnel |
| a. This is an opportunity to ask questions of our first responders to assist with problem-solving any concerns you may have regarding your school safety plan. | | |
| i. Hillcrest High School | | |
| ii. La Sierra High School | | |
| iii. Norte Vista High School | | |
| iv. Alvord Continuation High School | | |
| v. Alvord Alternative Continuation High School | | |
| vi. Arizona Middle School | | |
| vii. Loma Vista Middle School | | |
| viii. Wells Middle School | | |
| ix. Villegas Middle School | | |
| x. Arlanza Elementary School | | |
| xi. Collett Elementary School | | |
| xii. Foothill Elementary School | | |
| xiii. La Granada Elementary School | | |
| xiv. Lake Hills Elementary School | | |
| xv. McAuliffe Elementary School | | |
| xvi. Myra Linn Elementary School | | |
| xvii. Orrenmaa Elementary School | | |
| xviii. Promenade Elementary School | | |
| xix. RMK Elementary School | | |
| xx. Stokoe Elementary School | | |
| xxi. Terrace Elementary School | | |
| xxii. Twinhill Elementary School | | |
| xxiii. Valley View Elementary School | | |
| D. Final Comments | 20 minutes | M. Anna |
| E. Adjournment | 10 minutes | |

CHILD ABUSE PREVENTION AND REPORTING

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

(cf. 0450 – Comprehensive Safety Plan)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

Child Abuse Prevention

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

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

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

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

Child Abuse Reporting

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

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 5145.7 - Sexual Harassment)

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

(cf. 0450 - Comprehensive Safety Plan)

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

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

CHILD ABUSE PREVENTION AND REPORTING (continued)

Legal References:

EDUCATION CODE

32280-32288 *Comprehensive school safety plans*
33195 *Heritage schools, mandated reporters*
33308.1 *Guidelines on procedure for filing child abuse complaints*
44252 *Teacher credentialing*
44691 *Staff development in the detection of child abuse and neglect*
44807 *Duty concerning conduct of students*
48906 *Notification when student released to peace officer*
48987 *Dissemination of reporting guidelines to parents*
49001 *Prohibition of corporal punishment*
51220.5 *Parenting skills education*
51900.6 *Sexual abuse and sexual assault awareness and prevention*

PENAL CODE

152.3 *Duty to report murder, rape, or lewd or lascivious act*
273a *Willful cruelty or unjustifiable punishment of child; endangering life or health*
288 *Definition of lewd or lascivious act requiring reporting*
11164-11174.3 *Child Abuse and Neglect Reporting Act, especially:*

WELFARE AND INSTITUTIONS CODE

15630-15637 *Dependent adult abuse reporting*

CODE OF REGULATIONS, TITLE 5

4650 *Filing complaints with CDE, special education students*

UNITED STATES CODE, TITLE 42

11434a *McKinney-Vento Homeless Assistance Act; definitions*

COURT DECISIONS

Camreta v. Greene (2011) 131 S.Ct. 2020

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve
Health Framework for California Public Schools, Kindergarten Through Grade Twelve

WEB SITES

California Attorney General's Office, Suspected Child Abuse Report Form:

http://www.ag.ca.gov/childabuse/pdf/ss_8572.pdf

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

California Department of Social Services, Children and Family Services Division:

<http://www.childsworld.ca.gov>

U.S. Department of Health and Human Services, Child Welfare Information Gateway:

<http://www.childwelfare.gov/can>

Policy amended: June 25, 2020

Policy amended: March 19, 2009

Policy adopted: June 7, 2001

Students

AR 5141.4 (a)

CHILD ABUSE PREVENTION AND REPORTING

Definitions

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

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

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 5145.7 - Sexual Harassment)

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

(cf. 3515.3 - District Police/Security Department)

3. An injury resulting from the exercise by a teacher, assistant principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144 - Discipline)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

CHILD ABUSE PREVENTION AND REPORTING (continued)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

(cf. 6142.7 - Physical Education and Activity)
(cf. 6145.2 - Athletic Competition)

6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

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

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

Reportable Offenses

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

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

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

Responsibility for Reporting

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

When two or more mandated reporters jointly have knowledge of a known or suspected instance

CHILD ABUSE PREVENTION AND REPORTING (continued)

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

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

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

(cf. 1240 - Volunteer Assistance)

Reporting Procedures

1. Initial Telephone Report

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

Child Protective Services
23119 Cottonwood Avenue, Building A
Moreno Valley, CA 92553-9661
(800) 442-4918

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

2. Written Report

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

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

CHILD ABUSE PREVENTION AND REPORTING (continued)

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

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

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

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

3. Internal Reporting

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

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

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

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the app

CHILD ABUSE PREVENTION AND REPORTING (continued)**Training**

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

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

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

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

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

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

Victim Interviews by Social Services

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

CHILD ABUSE PREVENTION AND REPORTING (continued)

2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

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

Release of Child to Peace Officer or Child Protective Services Agent

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

(cf. 5145.11 – Questioning and Apprehension)

Parent/Guardian Complaints

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

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

(cf. 1312.1 - Complaints Concerning District Employees)

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

(cf. 1312.3 - Uniform Complaint Procedures)

Notifications

CHILD ABUSE PREVENTION AND REPORTING (continued)

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

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

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

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

The Superintendent or designee also shall notify all employees that:

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

Regulation amended: June 25, 2020
Regulation amended: March 19, 2009
Regulation approved: June 7, 2001

COMPLAINTS CONCERNING DISCRIMINATION IN EMPLOYMENT

Any employee or job applicant (the "complainant") who believes he/she has been subjected to prohibited discrimination or harassment shall promptly inform his/her supervisor, or in the case of an applicant, notify the District's Assistant Superintendent of Human Resources Development who serves as Coordinator for Nondiscrimination in Employment.

The complainant may file a written complaint in accordance with this procedure, or if he/she is an employee, may first attempt to resolve the situation informally with his/her supervisor.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the Coordinator, whether or not the complainant files a written complaint.

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

(cf. 4030 – Nondiscrimination in Employment)

(cf. 4032 – Reasonable Accommodation)

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

The following procedures shall be used when a district employee or job applicant has a complaint alleging that a specific action, policy, procedure or practice discriminates against him/her on any basis specified in the district's nondiscrimination policies.

1. The complaint should be initiated promptly after a complainant knew, or should have known, of the alleged discrimination.
2. All parties involved in allegations of discrimination shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made. The parties also shall be notified of their right to appeal the decision to the next level.
3. When a complaint is brought against the individual responsible for the complaint process at any level, the complainant may address the complaint directly to the next appropriate level.
4. Meetings related to a complaint shall be held at times the district determines appropriate to the circumstances.
5. For the protection of all the parties involved, complaint proceedings shall be kept confidential insofar as appropriate.
6. All documents, communications and records dealing with the investigation of the complaint shall be placed in a confidential district personnel complaint file and not in the employee's individual personnel file.
7. Time limits specified in these procedures may be revised only by written agreement of all parties involved. If the district fails to respond within a specified or adjusted time limit, a complainant may proceed to the next level. If a complainant fails to take

COMPLAINTS CONCERNING DISCRIMINATION IN EMPLOYMENT (continued)

the complaint to the next step within the prescribed time, the complaint shall be considered settled at the preceding step. The Board expects that complaints shall be handled in an expedient manner.

Level I

The complainant shall first meet informally with his/her supervisor or the administrator of the school or department where the alleged discriminatory act occurred. A complaint regarding discrimination away from the school site or department should be discussed informally with the complainant's supervisor. If the complainant's concerns are not clear or cannot be resolved through informal discussion, the supervisor or other administrator shall prepare, within 10 working days, a written summary of his/her meeting(s) with the complainant. This report shall be made available to the nondiscrimination coordinator (coordinator) designated by the Board of Education in BP 4030 – Nondiscrimination in Employment.

Level II

If a complaint cannot be resolved to the satisfaction of the complainant at Level I, he/she may submit a formal written complaint to the coordinator within 10 working days of his/her attempt to resolve the complaint informally. The written complaint shall include the following:

1. The complainant's name, address and telephone number
2. The name and work location of the district staff member who committed the alleged violation
3. A description of the alleged discriminatory act(s) or omission(s)
4. The discriminatory basis alleged
5. A specific description of the time, place, nature, participants in and witnesses to the alleged violation
6. Other pertinent information which may assist in investigating and resolving the complaint
7. The complainant's signature or that of his/her representative

The coordinator shall assign a staff member to assist the complainant with this writing if such help is needed. The Coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment regardless of whether a written complaint has been filed or whether the written complaint is complete. The coordinator shall respond to the complaint in writing within 10 working days.

COMPLAINTS CONCERNING DISCRIMINATION IN EMPLOYMENT (continued)

The Coordinator shall meet with the complainant to describe the District's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The Coordinator shall inform the complainant that the allegations will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation. The coordinator shall conduct any investigation necessary to respond to the complaint, including discussion with the complainant, person(s) involved, appropriate staff members and students, and review of the Level I report and all other relevant documents. If a response from third parties is necessary, the coordinator may designate up to 10 additional working days for investigation of the complaint.

(cf. 3580 – District Records)

(cf. 4112.6/4212.6/4312.6 – Personnel Files)

(cf. 4119.23/4219.23/4319.23 – Unauthorized Release of Confidential/Privileged Information)

If the Coordinator determines that a detailed fact-finding investigation is necessary, he/she shall begin the investigation immediately. As part of this investigation, the Coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information. When necessary to carry out his/her investigation or to protect employee or student safety, the Coordinator may discuss the complaint with the Superintendent or designee, District legal counsel, or the District's risk manager. The Coordinator shall also determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents do not occur. The Coordinator shall ensure that such interim measures do not constitute retaliation.

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

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report also shall include any corrective action(s) that have been or will be taken to address the behavior, correct the effect on the complainant, and ensure that retaliation or further discrimination or harassment does not occur.

Level III

If the complaint cannot be resolved at Level II, either party may present the complaint to the Superintendent or designee within 10 working days. The Superintendent or designee shall review the Level II investigation file, including the written complaint and all responses from district staff. The Superintendent or designee shall respond to the complaint in writing within 10 working days.

COMPLAINTS CONCERNING DISCRIMINATION IN EMPLOYMENT (continued)

If the Superintendent or designee finds it necessary to conduct further investigation, he/she may designate up to 10 additional working days for such investigation and shall respond to the complaint in writing within 10 working days of completing the investigation.

Level IV

If the matter is not resolved at Level III, either party may file a written appeal to the Board within 10 working days after receiving the Level III response. The Superintendent or designee shall provide the Board with all information presented at previous levels.

The Board shall grant the hearing request for the next regular Board meeting for which the matter can be placed on the agenda. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 working days.

(cf. 1312.1 – Complaints Concerning District Employees)
(cf. 9321 – Closed Session Purposes and Agendas)

The Board may appoint a hearing panel to review the complaint and previous decisions and make recommendations to the Board. The panel shall hear the appeal and render its decision within 10 working days.

Other Remedies

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

1. To file a valid complaint with DFEH, within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960 (Government Code 12960)
2. To file a valid complaint directly with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)
3. To file a valid complaint with EEOC after first filing a complaint with DFEH, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier (42 USC 2000e-5)

Complainants may appeal the Board's action to the California Department of Education. The Superintendent or designee shall ensure that complainants are informed that injunctions, restraining orders and other civil law remedies may also be available to them. This information shall be published with the district's nondiscrimination complaint procedures and included in any related notices. (Education Code 262.3)

COMPLAINTS CONCERNING DISCRIMINATION IN EMPLOYMENT (continued)

Legal References:

EDUCATION CODE

200-262.4 Prohibition of discrimination

GOVERNMENT CODE

12920-12921 Nondiscrimination

12940-12948 Discrimination prohibited; unlawful practices, generally

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 29

621-634 Age Discrimination in Employment Act

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964, as amended

2000e-2001e-17 Title VII, Civil Rights Act of 1964

2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008

2001h-2-2001h-6 Title IX of the Civil Rights Act of 1964

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 34

106.8 Designation of responsible employee for Title IX

Management Resources:

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

Enforcement Guidance: Reasonable Accommodation and Undue Hardship under the Americans with Disabilities Act, October 2002

Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

EEOC: <http://www.eeoc.gov>

COMPREHENSIVE SAFETY PLAN

The Board of Education recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that include strategies for violence prevention and high expectations for student conduct, responsible behavior and respect for others.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 3515 - Campus Security)
(cf. 3515.2 - Disruptions)
(cf. 3515.3 - District Police/Security Department)
(cf. 3515.7 - Firearms on School Grounds)
(cf. 5131 - Conduct)
(cf. 5131.10 - Bullying)
(cf. 5131.4 - Student Disturbances)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5136 - Gangs)
(cf. 5137 - Positive School Climate)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

The school site council at each District school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)

(cf. 0420 – School Plans/Site Councils)
(cf. 1220 – Citizen Advisory Committees)

The school safety plan shall take into account the school’s staffing, available resources and building design, as well as other factors unique to the site.

The Superintendent or designee shall oversee the development of a district wide comprehensive safety plan that is applicable to each school site. (Education Code 32281)

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

(cf. 0500 - Accountability)
(cf. 9320 - Meetings and Notices)

COMPREHENSIVE SAFETY PLAN (continued)

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

Notwithstanding the process described above, any portion of a comprehensive safety plan that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 9011 - Disclosure of Confidential/Privileged Information)
(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9321.1 - Closed Session Actions and Reports)

Access to Safety Plan(s)

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

(cf. 1340 - Access to District Records)

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

The Superintendent or designee shall share the comprehensive safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

Legal References:

EDUCATION CODE

200-262.4 Prohibition of sex discrimination

32260-32262 Interagency School Safety Demonstration Act of 1985

32270 School safety cadre

32280-32289 School safety plans

32290 Safety devices

35147 School site councils and advisory committees

35183 School dress code; uniforms

35291 Rules

35291.5 School-adopted discipline rules

COMPREHENSIVE SAFETY PLAN (continued)

41020 Annual audits
 48900-48927 Suspension and expulsion
 48950 Speech and other communication
 49079 Notification to teacher; student act constituting grounds for suspension or expulsion
 67381 Violent crime
GOVERNMENT CODE
 54957 Closed session meetings for threats to security
PENAL CODE
 422.55 Definition of hate crime
 626.8 Disruptions
 11164-11174.3 Child Abuse and Neglect Reporting Act
CALIFORNIA CONSTITUTION
 Article 1, Section 28(c) Right to Safe Schools
CODE OF REGULATIONS, TITLE 5
 11987-11987.7 School Community Violence Prevention Program requirements
 11992-11993 Definition, persistently dangerous schools
UNITED STATES CODE, TITLE 20
 7111-7122 Student Support and Academic Enrichment Grants
 7912 Transfers from persistently dangerous schools
UNITED STATES CODE, TITLE 42
 12101-12213 Americans with Disabilities Act

Management Resources:CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

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

Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2010

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Safe Schools: A Planning Guide for Action, 2002

FEDERAL BUREAU OF INVESTIGATION PUBLICATIONS

Uniform Crime Reporting Handbook, 2004

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007

U.S. SECRET SERVICE AND U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2004

WEB SITES

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

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

California Governor's Office of Emergency Services: <http://www.caloes.ca.gov>

California Healthy Kids Survey: <http://chks.wested.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov/ViolencePrevention>

Federal Bureau of Investigation: <http://www.fbi.gov>

National Center for Crisis Management: <http://www.schoolcrisisresponse.com>

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

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

U.S. Secret Service, National Threat Assessment Center: <http://www.secretservice.gov/protection/ntac>

COMPREHENSIVE SAFETY PLAN (continued)

Policy amended: June 25, 2020

Policy amended: November 3, 2016

Policy amended: June 26, 2008

Policy adopted: May 3, 2016

Philosophy, Goals, Objectives and Comprehensive Plans

AR 0450 (a)

COMPREHENSIVE SAFETY PLAN

The school site council shall consult with local law enforcement, the local fire department, and other first responders in the writing and development of the comprehensive school safety plan. When practical, the school site council also shall consult with other school site councils and safety committees. (Education Code 32281, 32282)

(cf. 0420 – School Plans/Site Councils)

The school site council may delegate the responsibility for developing a comprehensive school safety plan to a school safety planning committee composed of the following members: (Education Code 32281)

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

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

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. The local mayor
2. A representative of the local school employee organization
3. A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs

(cf. 1230 - School-Connected Organizations)

4. A representative of each teacher organization at the school site

(cf. 4140/4240/4340 - Bargaining Unit)

5. A representative of the student body government

COMPREHENSIVE SAFETY PLAN (continued)

6. All persons who have indicated that they want to be notified

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

(cf. 1700 - Relations between Private Industry and the Schools)

Content of the Safety Plan

Each comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

The assessment may include, but not be limited to, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.

(cf. 0500 - Accountability)

(cf. 0510 - School Accountability Report Card)

The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164 - 11174.3

(cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Routine and emergency disaster procedures including, but not limited to:

- a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act

(cf. 6159 - Individualized Education Program)

- b. An earthquake emergency procedure system in accordance with Education Code 32282

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 3516.3 - Earthquake Emergency Procedure System)

COMPREHENSIVE SAFETY PLAN (continued)

- c. A procedure to allow a public agencies, including the American Red Cross, to use school buildings, grounds and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

(cf. 1330 - Use of School Facilities)

(cf. 3516.1 Fire Drills)

(cf. 3516.2 - Bomb Threats)

(cf. 3516.5 - Emergency Schedules)

(cf. 3543 - Transportation Safety and Emergencies)

3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

(cf. 5131.7 - Weapons and Dangerous Instruments)

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

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

4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079

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

5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4

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

(cf. 1312.3 - Uniform Complaint Procedures)

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

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel," pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"

(cf. 5132 - Dress and Grooming)

7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school

(cf. 5142 - Safety)

8. A safe and orderly school environment conducive to learning

(cf. 5137 - Positive School Climate)

COMPREHENSIVE SAFETY PLAN (continued)

9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

(cf. 5144 - Discipline)

10. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions

Among the strategies for providing a safe environment, the comprehensive school safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management and conflict resolution.

(cf. 5138 – Conflict Resolution/Peer Mediation)

(cf. 6141.2 – Recognition of Religious Beliefs and Customs)

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing and cyberbullying, as well as behavioral expectations and consequences for violations.

(cf. 5113 – Absences and Excuses)

(cf. 5113.1 - Truancy)

(cf. 5131 – Conduct)

3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence.

(cf. 6142.3 - Civic Education)

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

(cf. 6142.8 - Comprehensive Health Education)

4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus.

(cf. 1240 – Volunteer Assistance)

(cf. 5020 – Parent Rights and Responsibilities)

(cf. 6020 – Parent Involvement)

5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students.

(cf. 5131.6 – Alcohol and Other Drugs)

(cf. 5131.61 - Drug Testing)

(cf. 5131.62 – Tobacco)

COMPREHENSIVE SAFETY PLAN (continued)

(cf. 5131.63 - Steroids)

6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction.
7. District policy related to possession of firearms and ammunition on school grounds

(cf. 3515.7 - Firearms on School Grounds)

8. Measures to prevent or minimize the influence of gangs on campus

(cf. 5136 - Gangs)

9. Procedures for receiving verification from law enforcement when a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime

(cf. 5116.1 – Intradistrict Open Enrollment)

10. Assessment of the school’s physical environment, including a risk management analysis and development of ground security measures such as procedures for the closing of campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus.

(cf. 1250 – Visitors/Outsiders)

(cf. 3515 – Campus Security)

(cf. 3515.3 – District Security Department)

(cf. 3530 – Risk Management/Insurance)

(cf. 5112.5 – Closed Campus)

(cf. 5131.5 – Vandalism, Theft and Graffiti)

11. Guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses. Guidelines may include, but are not limited to, the following:
 - a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement
 - b. Strategies to prioritize the mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support
 - c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or

COMPREHENSIVE SAFETY PLAN (continued)

while going to or coming from a school-sponsored activity

12. Strategies for suicide prevention and intervention

(cf. 5141.52 - Suicide Prevention)

13. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff

(cf. 3515.2 - Disruptions)

14. Crisis prevention and intervention strategies, which may include the following:

- a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate

(cf. 3515.5 – Sex Offender Notification)

(cf. 5131.4 - Student Disturbances)

(cf. 5131.41 – Use of Seclusion and Restraint)

- b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)
- c. Assignment of staff members responsible for each identified task and procedure
- d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan
- e. Coordination of communication to schools, Board of Education members, parents/guardians and the media

(cf. 1112 – Media Relations)

(cf. 9010 – Public Statements)

- f. Development of a method for the reporting of violent incidents
- g. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling

15. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan

(cf. 4131/4231/4331 – Staff Development)

COMPREHENSIVE SAFETY PLAN (continued)

16. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants

(cf. 3510 - Green School Operations)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 3514 - Environmental Safety)

(cf. 3514.1 - Hazardous Substances)

(cf. 3514.2 - Integrated Pest Management)

Regulation amended: June 25, 2020

Regulation amended: November 3, 2016

Regulation amended: June 26, 2008

Regulation approved: May 3, 2001

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0470 (a)

COVID-19 MITIGATION PLAN

The following policy establishes actions that will be taken by the district to provide a safe learning and working environment during the coronavirus (COVID-19) pandemic, and shall supersede any conflicting language in existing district policies or administrative regulations until the Governing Board determines that the need for this policy no longer exists. The Board acknowledges that, due to the evolving nature of the pandemic, federal, state, and local orders impacting district operations are subject to change without notice. In the event that any federal, state, or local order may conflict with this policy, the order shall govern.

(cf. 2210 - Administrative Discretion Regarding Board Policy)

(cf. 5141.22 - Infectious Diseases)

(cf. 9310 - Board Policies)

The Board may also adopt resolutions or take other actions as needed to respond to such orders or provide further direction during the pandemic.

The Board recognizes that students and staff have the right to a safe campus that protects their physical and psychological health and well-being. School campuses shall only be open when deemed safe for in-person instruction. The Board's decision to reopen school campuses for classes, before or after school programs, child care centers, and/or preschool programs shall be made in consultation with state and local health officials, the county office of education, and neighboring school districts. The district shall evaluate its capacity to implement safety precautions and to conduct full or partial school operations, and shall consider student, parent/guardian, and community input.

(cf. 0400 - Comprehensive Plans)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Prior to the return to on-campus teaching and learning, the Superintendent or designee shall provide to students, parents/guardians, and staff current information about COVID-19, including its symptoms, how it is transmitted, how to prevent transmission, the current recommendations from the state and local departments of public health, and any other information and/or resources to prepare for a safe return to on-campus teaching and learning. The Superintendent or designee shall also provide information on the processes and protocols the district will follow to minimize the health risks associated with COVID-19, including, but not limited to, physically separating individuals (social distancing), limits on large gatherings, the provision of personal protective equipment (PPE) such as masks and gloves, and the sanitization of facilities.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6020 - Parent Involvement)

Student Support

The Board recognizes that the consequences of the COVID-19 pandemic, including fear for one's

COVID-19 MITIGATION PLAN (continued)

safety, the economic crisis, the loss of school-based relationships, and disruptions in student learning, impact all students but may have a disproportionate effect on the youngest students, students with disabilities, those students most vulnerable to basic needs insecurity or child abuse and neglect, and other at-risk students.

(cf. 0415- Equity)

As school campuses reopen, staff shall provide a caring and nurturing educational environment for students. The district may provide instruction on social-emotional well-being to all students, including information on how to deal with stress and anxiety in healthy ways and the importance of emotional well-being for academic success.

(cf. 6142.8 - Comprehensive Health Education)

Staff shall pay careful attention to students' increased mental health concerns. Counseling, other support services, and/or referrals to other agencies shall be available to assist students in dealing with the social and emotional effects of COVID-19, such as stress, anxiety, depression, grief, social isolation, and post-traumatic stress disorder.

(cf. 5141.5 - Mental Health)

(cf. 5141.52 - Suicide Prevention)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

As needed, the district may provide referrals of students and families to basic needs assistance or social services, and may assess students for eligibility for the free and reduced-price meal program or assistance under the McKinney-Vento Homeless Assistance Act.

(cf. 6173 - Education for Homeless Children)

The Superintendent or designee shall ensure that staff understand their obligations as mandated reporters to report suspected child abuse or neglect, regardless of whether the student is on campus or participating in distance learning.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

The Superintendent or designee may provide information to staff and parents/guardians regarding how to provide mental health support to students. The Superintendent or designee may also provide counseling to staff who are experiencing emotional difficulties as a result of COVID-19.

Instruction/Schedules

The district shall offer a combination of on-campus instruction and distance learning to meet the needs of all students.

(cf. 6157 - Distance Learning)

(cf. 6158 - Independent Study)

COVID-19 MITIGATION PLAN (continued)

The Superintendent or designee shall work with school principals, teachers, other staff, students, and parents/guardians to recommend to the Board a schedule of on-campus instruction for each school. If all students cannot attend on-campus instruction for the entire school day due to space limitations as a result of social distancing requirements, the Superintendent or designee shall consider arrangements for rotating groups of students, such as on a daily or weekly basis, and/or shall provide on-campus instruction to students with the greatest need for in-person supervision.

(cf. 6111 - School Calendar)
(cf. 6112 - School Day)

Priority for on-campus instruction shall be given to the lowest performing students, students with disabilities, elementary level students, students at risk of child abuse and neglect, homeless students, foster youth, and English learners. To the extent practicable, the district shall also consider the needs of essential workers, as designated in the Governor's executive orders, for child care during normal school hours.

(cf. 6173.1 - Education for Foster Youth)
(cf. 6174 - Education for English Learners)

On-campus instruction may be prioritized for subjects that are difficult to deliver through distance learning, such as laboratory science, art, or career technical education.

For distance learning, lessons may be delivered through live video sessions, pre-recorded lectures, or other technology-based distance learning platforms and/or the district may supplement on-campus instruction with home assignments. As much as possible, distance learning shall be provided through small-group synchronous learning.

Appropriate training shall be provided to teachers and other instructional staff involved in distance learning, including training on how to use any technology or platform approved for distance learning by the school and opportunities for the sharing of best practices among instructional staff. Available training resources may also be provided to students and parents/guardians when necessary.

Evaluation of Academic Progress Following Campus Closure

Upon return to on-campus instruction following an extended campus closure, the Superintendent or designee shall evaluate the impact of the campus closure on students' academic progress. Such evaluation may:

1. Address student-specific needs arising from the transition back into on-campus instruction
2. Consider whether or not a student has experienced a regression of skills and/or lack of progress
3. If regression and/or a lack of progress is present, identify opportunities for recovery, including supplemental educational services and/or new or different support services

COVID-19 MITIGATION PLAN (continued)

(cf. 6179 - Supplemental Instruction)

For students with disabilities, the evaluation of academic progress shall also be used to determine whether an additional or revised individualized education program (IEP) or Section 504 plan is needed for the student to be academically successful when returning to on-campus instruction. The Superintendent or designee may prioritize urgent student need in scheduling initial and triennial assessments and annual IEP meetings. The Superintendent or designee shall ensure district compliance with all procedural timelines for IEPs and Section 504 plans as required, unless amended by executive order.

(cf. 6159 - Individualized Education Program)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

Grading

For each grading period, student progress shall be reported in accordance with BP/AR 5121 - Grades/Evaluation of Student Achievement. However, in the event that school campuses are closed for an extended period of time during any grading period, the Board may, upon recommendation by the Superintendent or designee, adopt one or more alternative grading policies which may vary by grade level or type of course. Options for such grading include, but are not limited to:

1. Assignment of final grades based on the student's grades when the campus shutdown occurred, with opportunities to increase the final grade based on progress through distance learning or other assignments and assessments
2. Assignment of pass/no pass grades for all courses
3. Grading based on students' understanding of applicable course content through assessments, projects, portfolios, or other appropriate means

(cf. 5121 - Grades/Evaluation of Student Achievement)

Health Screening of Students

To the extent feasible, students shall be screened for COVID-19 symptoms before boarding a school bus and/or upon arrival at school each day. The Superintendent or designee shall work with local health officials to determine the appropriate means of screening, which may include temperature checks with a no-touch thermometer.

If the screening indicates a fever or other COVID-19 symptoms, or if the student exhibits symptoms at any time during the school day, the student shall be placed in a supervised isolation area until the student's parent/guardian is contacted and the student can be transported home or to a health care facility. School staff may provide the parent/guardian with referrals to school or community health centers for further testing.

COVID-19 MITIGATION PLAN (continued)

(cf. 5141 - Health Care and Emergencies)
(cf. 5141.3 - Health Examinations)
(cf. 5141.6 - School Health Services)

Student Absence and Attendance

The Board recognizes that COVID-19 will continue to impact the attendance of students following the reopening of school campuses. The Superintendent or designee shall notify students and parents/guardians of expectations regarding school attendance. Such notification shall direct any student who contracts the virus or lives with someone who has been diagnosed with COVID-19 to stay home in accordance with state and local health directives so as to curtail the spread of the disease.

Students who are infected with COVID-19 shall be excluded from on-campus instruction until a medical provider states in writing that the student is no longer contagious. (Education Code 49451; Health and Safety Code 120230; 5 CCR 202)

Students who are identified as being in a high-risk population for serious complications from COVID-19 because of a medical condition may request assessment and accommodations under Section 504 and/or an alternative instructional method that allows the student to continue receiving instruction off campus.

When a student is absent, the student's parent/guardian shall notify the school of the reason for the absence. A physician's verification of a student's illness or quarantine may be submitted, but is not required.

(cf. 5113 - Absences and Excuses)

If a student would otherwise be required to attend on-campus instruction but is kept home by the parents/guardians due to concerns for the welfare of their child, the principal or designee shall work with the student and parent/guardian to find alternative means of instruction, which may include distance or blended learning, independent study, printed class assignments, or other reasonable means.

(cf. 6154 - Homework/Makeup Work)

The Superintendent or designee shall maintain enrollment and student attendance data, including the participation of students in distance learning, and shall report data in accordance with state requirements.

The district employee designated as the attendance supervisor pursuant to Education Code 48240 shall track patterns of student absence throughout the district and regularly report such information to the Superintendent. When a student who is participating in distance learning repeatedly fails to check in with the teacher when required, the teacher and/or attendance supervisor shall attempt to contact the student or parent/guardian to resolve the issues leading to the absence.

COVID-19 MITIGATION PLAN (continued)

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5113.11 - Attendance Supervision)

Social Distancing

In order to maintain a campus environment that allows for social distancing, the district shall assess the capacity of school facilities, including classrooms, cafeterias, multi-purpose rooms, gyms, and outdoor areas, and determine the means by which the facilities can best be utilized considering space and time alternatives. To the extent reasonably possible, the district may:

1. Within classrooms, space desks at least six feet apart and position them in a way that limits students facing each other
2. Stagger students in areas of high traffic, such as when students are using lockers, lining up for class, or passing between classes
3. Mark six-foot boundaries within classrooms, common areas, outdoor spaces, and places where students are likely to gather so that students and staff are more readily aware of and can more easily abide by social distancing requirements
4. Utilize restroom stalls and sinks in a manner that allows for social distancing, such as limiting the number of students and/or staff who may use the restroom at a time, blocking off every other stall or sink from use, and/or marking six-foot boundaries
5. Minimize the mixing of students from different classrooms in common spaces, such as in cafeterias and libraries
6. Conduct recess and physical education classes in a manner that allows for social distancing and minimizes the use of physical education equipment
7. Assess the capacity of school buses and develop a plan for bus routes and bus seating consistent with social distancing objectives

(cf. 3540 - Transportation)
(cf. 3543 - Transportation Safety and Emergencies)

8. Encourage students to walk, bicycle, or travel by private vehicle to reduce the number of students traveling on school buses. Schools may provide designated areas with proper distancing for bicycles to be stored during the school day, and may mark spaces for private vehicle drop-off and pick-up zones.

(cf. 5142.2 - Safe Routes to School Program)

Large gatherings, such as assemblies, rallies, field trips, extracurricular activities, and athletic events, shall be suspended until the Board determines, consistent with guidance from state and local health

COVID-19 MITIGATION PLAN (continued)

officials, that it is safe to resume such activities. The Superintendent or designee may grant an exception if an activity can be arranged to take place in phases or per class, or modified in a manner that would keep participants from violating social distancing recommendations. When deciding whether an activity may resume, the Superintendent or designee may consider the size of the group that participates, the extent to which the students and other attendees have physical contact, whether the activity can be modified to avoid physical contact, if shared equipment is required for the activity, and if social distancing can be maintained.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

Personal Protective Equipment and Hygiene Practices

The Board encourages students, staff, and visitors to wear PPE while on school campuses or school buses, especially in high-traffic areas and/or when social distancing is not possible. If the use of PPE in schools is required by state or local health officials, the district shall provide PPE to students and staff who do not bring their own personal PPE. Students and staff shall be provided instruction in the proper use, removal, disposal, and cleaning of PPE.

Face coverings shall not be required for children younger than two years, or for anyone who has trouble breathing or is incapacitated or otherwise unable to remove the covering without assistance. Reasonable accommodations shall be made for anyone who is unable to wear a face covering for medical reasons.

The Board also encourages students and staff to practice good hygiene, such as appropriate covering of coughs and sneezes and regular hand washing of at least 20 seconds, including before eating and after blowing one's nose, coughing, or sneezing. The district shall provide adequate time and opportunity for students to wash hands, and shall make hand sanitizer available in areas where handwashing is less accessible. Signage regarding healthy hygiene practices and how to stop the spread of COVID-19 may be posted in and around school facilities.

Sanitization of Facilities and Equipment

School facilities, school buses, and shared equipment such as desks, tables, sports/playground equipment, computers, door handles, light switches, and other frequently used equipment and supplies shall be cleaned and disinfected daily with appropriate cleaning agents. Disinfectants and cleaning agents shall be stored properly and in a manner not accessible to students.

(cf. 3510 - Green School Operations)

(cf. 3514.1 - Hazardous Substances)

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

The Superintendent or designee shall ensure that ventilation systems are operating properly and that air flow and ventilation within district facilities is increased, to the extent possible, by opening

COVID-19 MITIGATION PLAN (continued)

windows and doors and using fans and air conditioning. Garbage shall be removed daily and disposed of safely.

Food Services

The Superintendent or designee shall ensure that students have access to clean drinking water other than through a drinking fountain, and food which is procured, stored, and served in a manner that reduces the likelihood of COVID-19 transmission and follows state and national guidelines for nutrition.

(cf. 3550 - Food Service/Child Nutrition Program)

For meals that are consumed on school grounds, the Superintendent or designee shall ensure that students will be able to maintain proper social distancing while eating. In order to do so, the Superintendent or designee may consider the consumption of meals in classrooms, gyms, the outdoors, and/or other district grounds.

Meal service shall also be available to students participating in distance learning, which may include and/or entirely consist of a "grab and go" service or delivery.

Due to the changing financial circumstances of many families as a result of COVID-19, the Superintendent or designee shall regularly provide information to students and parents/guardians regarding the free and reduced-price meal program, eligibility, and how to apply for the program.

(cf. 3553 - Free and Reduced Price Meals)

Staff

Prior to reopening campuses, the Superintendent or designee shall review staff assignments and, upon request, may reassign employees to reduce exposure to the virus, especially for high-risk staff. When feasible for the position, employees may be granted a remote work assignment.

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4113 - Assignment)

(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)

(cf. 4113.5/4213.5/4313.5 - Working Remotely)

In the event that employees are unable to perform their duties due to partial or full closure of campuses, the Board shall compensate employees as permitted by law.

(cf. 4151/4251/4351 - Employee Compensation)

Any employee who contracts the virus, shows symptoms of possible infection, or is caring for someone who has been diagnosed with the virus shall self-quarantine for the period of time recommended by health authorities in order to prevent the spread of the disease to students or other staff.

COVID-19 MITIGATION PLAN (continued)

An employee may use personal illness and injury leave and/or family care and medical leave, as applicable, if the employee is unable to work or telework because the employee is ill or needs to take care of a spouse, parent/guardian, or child with COVID-19 or other serious health condition. (Education Code 44978, 45191; Government Code 12945.1-12945.2; Labor Code 245-249; 29 USC 2601-2654)

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

(cf. 4261.1 - Personal Illness/Injury Leave)

Until December 31, 2020, an eligible employee may take paid sick leave for up to 80 hours, or the number of hours that a part-time employee works on average over a two-week period, if the employee is unable to work or telework because the employee is: (29 USC 2601)

1. Subject to a federal, state, or local quarantine or isolation order related to COVID-19
2. Advised by a health care provider to self-quarantine due to concerns related to COVID-19
3. Experiencing symptoms of COVID-19 and seeking a medical diagnosis
4. Caring for an individual who is subject to a federal, state, or local quarantine or isolation order or has been advised by a health care provider to self-quarantine
5. Caring for the employee's child whose school or child care provider is closed or unavailable for reasons related to COVID-19
6. Experiencing any other substantially similar condition specified by the U.S. Department of Health and Human Services

Employees shall be paid their regular rate of pay for leave taken pursuant to items #1-3 above, or two-thirds their regular rate of pay for leave taken pursuant to items #4-6 above, within the limits specified in law. (29 USC 2601)

For the purpose specified in item #5 above, eligible employees who have been employed by the district for at least 30 calendar days shall be granted extended leave for up to 12 work weeks upon request. The first 10 days of such leave shall be unpaid unless the employee uses accrued vacation leave, personal leave, sick leave, or paid sick leave granted pursuant to 29 USC 2601. After the first 10 days, the district shall pay not less than two-thirds of the employee's regular pay for the number of hours per week the employee normally works, with a maximum of \$200 per day and \$10,000 for the total period. Eligibility for extended leave for this purpose is subject to the employee's eligibility for leave pursuant to the Family and Medical Leave Act. (29 USC 2601, 2620)

The district shall post, in conspicuous places where employee notices are customarily posted, a notice prepared by the U.S. Department of Labor regarding the requirements of 29 USC 2601 and 2620. (29 USC 2601)

COVID-19 MITIGATION PLAN (continued)**Follow-Up with Infected Persons/Contact Tracing**

The Superintendent or designee shall work with county health officials to track confirmed cases of students and staff with COVID-19, including, but not limited to, following up with students, their parents/guardians, and staff who exhibit symptoms while at school and those who report an absence or miss work due to illness. The Superintendent or designee shall report confirmed cases to local health authorities.

If a student, family member of a student, or staff member has tested positive for COVID-19, the district shall assist local health officials in conducting contact-tracing to identify potentially exposed individuals and ask them to self-quarantine, which may include not participating in on-campus instruction. While maintaining the privacy of the infected person, the district shall inform other students and staff with whom the infected person may have had contact in school.

Nondiscrimination

The Board prohibits discrimination based on actual or perceived medical condition or disability status. (Government Code 11135)

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

Individual students and staff shall not be identified as being COVID-positive, nor shall students be shamed, treated differently, or denied access to a free and appropriate public education because of their COVID-19 status or medical condition. Staff shall not disclose confidential or privileged information, including the medical history or health information of students and staff. (Education Code 49450)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

The Superintendent or designee shall investigate any reports of harassment, intimidation, and bullying targeted at any student based on COVID status, exposure, or high-risk status.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

Community Relations

The Superintendent or designee shall use a variety of methods to regularly communicate with students, parents/guardians, and the community regarding district operations, school schedules, and steps the district is taking to promote the health and safety of students. In addition, the members of the Board have a responsibility as community leaders to communicate matters of public interest in a manner that is consistent with Board policies and bylaws regarding public statements.

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 9010 - Public Statements)

COVID-19 MITIGATION PLAN (continued)

The district shall continue to collaborate with local health officials and agencies, community organizations, and other stakeholders to ensure that district operations reflect current recommendations and best practices for keeping students, staff, and visitors safe during the COVID-19 state of emergency. The Superintendent or designee shall keep informed about resources and services available in the community to assist students and families in need.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

While the Board recognizes the rights of parents/guardians to participate in the education of their children and the critical importance of parental involvement in the educational process, all visitors and volunteers are encouraged to respect guidelines regarding social distancing and large gatherings. School visitors and volunteers shall be limited in number and expected to observe all district protocols for COVID-19. The Superintendent or designee may place signage around the school advising that visitors and volunteers may be required to use PPE while on school sites and interacting with school personnel, and may keep a supply of such equipment available for their use.

(cf. 1240 - Volunteer Assistance)

(cf. 1250 - Visitors/Outsiders)

Use of school facilities by persons or organizations for community purposes involving large gatherings shall be suspended until the Board determines, consistent with guidance from state and local health officials, that it is safe to resume such activities. The Superintendent or designee may only grant an exception if the number of participants in the activity will be limited and the person or organization follows the processes and protocols established by the district to minimize the health risks associated with COVID-19.

(cf. 1330 - Use of School Facilities)

Potential Reclosure of Campus

The district shall monitor student and staff absences and data provided by local health officials to determine if there is a risk of resurgence of COVID-19 and a need to reclose school campuses for the protection of students, staff, and the community. The Superintendent or designee shall develop plans and procedures for alternative methods of operations to the extent possible in the event that reclosure becomes necessary.

If any person diagnosed with COVID-19 is known to have been in district building(s), the Superintendent or designee shall immediately notify local health officials to determine a course of action. The building should be closed until cleaning and disinfecting of the building can be completed and the district can consult with local health officials to determine, based on up-to-date information about the specific cases in the community, whether an extended closure is needed to stop or slow further spread of COVID-19.

COVID-19 MITIGATION PLAN (continued)

If local health officials report that there has been no community transmission of COVID-19, or minimal to moderate transmission in the community, school campuses may not necessarily be closed, but the district shall continue to take all preventative measures described in this policy.

If local health officials report substantial community transmission of COVID-19, campus closures of more than two weeks may be necessary, and the Superintendent or designee shall cancel group activities and events during that period. Campuses shall not reopen until recommended by local health officials.

*Legal Reference:*EDUCATION CODE

44978 Sick leave for certificated employees

45191 Leave of absence for illness and injury, classified employees

48205 Excused absences

48213 Prior parent notification of exclusion; exemption

48240 Supervisors of attendance

49451 Exemption from physical exam; exclusion from attendance

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

12945.1-12945.2 California Family Rights Act

HEALTH AND SAFETY CODE

120230 Exclusion from attendance

LABOR CODE

245-249 Healthy Workplaces, Healthy Families Act of 2014

CODE OF REGULATIONS, TITLE 2

11087-11098 California Family Rights Act

CODE OF REGULATIONS, TITLE 5

202 Exclusion from attendance

306 Explanation of absence

420-421 Record of verification of absence due to illness and other causes

UNITED STATES CODE, TITLE 29

2601-2654 Family and Medical Leave Act of 1993, as amended, especially:

2601 Paid sick leave

2620 Public health emergency leave

UNITED STATES CODE, TITLE 42

1760 Note National School Lunch program waivers addressing COVID-19

CODE OF FEDERAL REGULATIONS, TITLE 29

825.100-825.702 Family and Medical Leave Act of 1993

*Management Resources:*CSBA PUBLICATIONS

Sample School Board Resolution on Grading During Emergency School Closures

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

FAQs for 2019 Novel Coronavirus

FAQs on Grading and Graduation Requirements

CALIFORNIA DEPARTMENT OF PUBLIC HEALTH PUBLICATIONS

CDPH Guidance for the Prevention of COVID-19 Transmission for Gathering, March 16, 2020

School Guidance on Novel Coronavirus or COVID-19, March 7, 2020

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

Considerations for Schools, rev. May 19, 2020

Interim Guidance for Schools and Day Camps, May 2020

Interim Guidance for Administrators of U.S. K-12 Schools and Child Care Programs to Plan, Prepare, and

Respond to Coronavirus Disease 2019 (COVID-19), March 25, 2020

COVID-19 MITIGATION PLAN (continued)

OFFICE OF THE GOVERNOR PUBLICATIONS

Executive Order N-30-20, March 17, 2020

Executive Order N-26-20, March 13, 2020

OFFICE OF MANAGEMENT AND BUDGET PUBLICATIONS

Administrative Relief for Recipients and Applicants of Federal Financial Assistance Directly Impacted by the Novel Coronavirus (COVID-19) Due to Loss of Operations, Memorandum M-20-17, March 19, 2020

U.S. DEPARTMENT OF LABOR POSTERS

Employee Rights: Paid Sick Leave and Expanded Family and Medical Leave Under the Families First Coronavirus Response Act

WEB SITES

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

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

California Department of Public Health: <http://www.cdph.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov/coronavirus/2019-ncov>

Office of the Governor: <http://www.gov.ca.gov>

Office of Management and Budget: <http://www.whitehouse.gov/omb>

U.S. Department of Labor: <http://www.dol.gov>

World Health Organization: <http://www.who.int>

Policy adopted: September 10, 2020

DISCIPLINE

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

(cf. 5113.1 – Chronic Absence and Truancy)
(cf. 5131 – Conduct)
(cf. 5131.1 – Bus Conduct)
(cf. 5131.10 – Bullying)
(cf. 5137 – Positive School Climate)
(cf. 5145.9 Hate-Motivated Behavior)
(cf. 6020 – Parent Involvement)

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

(cf. 5138 – Conflict Resolution/Peer Mediation)
(cf. 6164.2 – Guidance/Counseling Services)

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

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

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

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial of a school meal. (Education Code 49557.5)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3553 - Free and Reduced Price Meals)

DISCIPLINE (continued)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

(cf. 5131.41 – Use of Seclusion and Restraint)

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

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

(cf. 0450 – Comprehensive Safety Plan)

(cf. 9320 - Meetings and Notices)

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

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

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

(cf. 0415 – Equity)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 51457 – Sexual Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

(cf. 4131/4321/4331 – Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

DISCIPLINE (continued)

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

Legal References:

EDUCATION CODE

32280-32288 School safety plans
35146 Closed sessions
35291 Rules
35291.5-35291.7 School-adopted discipline rules
37223 Weekend classes
44807.5 Restriction from recess
48900-48926 Suspension and expulsion
48980-48985 Notification of parent/guardian
49005-49006.4 Seclusion and restraint
49330-49335 Injurious objects
49550-49564.5 Meals for needy students
52060-52077 Local Control an accountability plan

CIVIL CODE

1714.1 Parental liability for child's misconduct

CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus
353 Detention after school

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

1751-1769j School Lunch Program

1773 School Breakfast Program

Management Resources:

CSBA PUBLICATIONS

Recent Legislation on Discipline: AB 240, Fact Sheet, March 2015
The Case for Reducing Out-of-School Suspensions and Expulsions, Fact Sheet, April 2014
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011 Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009
CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES
Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

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

<http://www.cde.ca.gov>

Public Counsel: <http://www.fixschooldiscipline.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy amended: June 25, 2020

Policy amended: October 16, 2014

DISCIPLINE (continued)

Policy amended: May 16, 2013

Policy amended: September 1, 2011

Policy amended: August 11, 2005

Policy adopted: June 7, 2001

Students

AR 5144 (a)

DISCIPLINE

Site-Level Rules

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

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any

(cf. 3515.3 – District Police/Security Department)

5. For middle and high schools, students enrolled in the school

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

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

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

Disciplinary Strategies

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

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

(cf. 5020 – Parent Rights and Responsibilities)

(cf. 6020 – Parent Involvement)

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

DISCIPLINE (continued)

(cf. 5138 – Conflict Resolution/Peer Mediation)
(cf. 6164.2 – Guidance/Counseling Services)

3. Convening of a study team, guidance team, resource panel, or other intervention- related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and parents/guardians

(cf. 6164.5 - Student Success Teams)

4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education under Section 504)

5. Enrollment in a program for teaching prosocial behavior or anger management
6. Participation in a restorative justice program
7. A positive behavior support approach with tiered interventions that occur during the school day on campus
8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

(cf. 5148.2 - Before/After School Programs)

11. Recess restriction as provided in the section below entitled “Recess Restriction”
12. Detention after school hours as provided in the section below entitled “Detention After School”
13. Community service as provided in the section below entitled “Community Service”
14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

(cf. 6145 – Extracurricular/Co-curricular Activities)

DISCIPLINE (continued)

15. Reassignment to an alternative educational environment

(cf. 6158 – Independent Study)
(cf. 6181 – Alternative Schools/Programs of Choice)
(cf. 6184 – Continuation Education)
(cf. 6185 – Community Day School)

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

(cf. 5144.1 – Suspension and Expulsion/Due Process)
(cf. 5144.2 – Suspension and Expulsion/Due Process [Students with Disabilities])

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

(cf. 5125 - Student Records)

Recess Restriction

Teachers may restrict a student's recess time only when they believe that this action is the most effective way to bring about improved behavior. When recess restriction involves the withholding of physical activity from a student, teachers shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. Teachers shall inform the principal of any recess restrictions they impose.

(cf. 5030 - Student Wellness)
(cf. 6142.7 - Physical Education and Activity)

Detention After School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

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

DISCIPLINE (continued)

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

(cf. 6176 – Weekend/Saturday Classes)

Community Service

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

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

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

(cf. 5145.6 – Parental Notifications)

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

Regulation amended: June 25, 2020
Regulation amended: October 16, 2014
Regulation amended: May 16, 2013
Regulation amended: September 1, 2011
Regulation amended: August 11, 2005
Regulation approved: June 7, 2001

SEARCH AND SEIZURE

The Board of Education is fully committed to promoting a safe learning environment and, to the extent possible, eliminating the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, school officials may search students, their property, and/or district property under their control and may seize illegal, unsafe, or otherwise prohibited items.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3515 - Campus Security)
(cf. 3515.3 - District Police/Security Department)
(cf. 5131 - Conduct)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

The Board urges that employees exercise discretion and good judgment. When conducting a search or seizure, employees shall act in accordance with law, Board policy, and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall ensure that staff who conduct student searches receive training regarding the requirements of the district's policy and administrative regulation and other legal issues, as appropriate.

(cf. 4131/4231/4331 - Staff Development)

Individual Searches

School officials may search individual students and their property, or district property under his/her control when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, Board policy, administrative regulation, or other rules of the district or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, student vehicles parked on district property, cellular phones, or other electronic communication devices.

Any search of a student, his/her property, or district property under his/her control shall be limited in scope and designed to produce evidence related to the alleged violation. Factors to be considered by school officials when determining the scope of the search shall include the danger to the health or safety of students or staff, such as the possession of weapons, drugs, or other dangerous instruments, and whether the item(s) to be searched by school officials are reasonably related to the contraband to be found. In addition, school officials shall consider the intrusiveness of the search in light of the student's age, gender, and the nature of the alleged violation.

SEARCH AND SEIZURE (continued)

Employees shall not conduct strip searches or body cavity searches of any student. (Education Code 49050)

Searches of individual students shall be conducted in the presence of at least two district employees.

When possible, staff shall use a metal detector when searching an individual for weapons.

The district shall notify the parent/guardian of a student subjected to an individualized search as soon after the search as possible.

(cf. 5145.11 – Questioning and Apprehension)

Student Lockers

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

For health and safety reasons, a general inspection of school properties such as lockers and desks may be conducted on a regular, announced basis, with students standing by their lockers or desks. Any items contained in a locker shall be considered to be the property of the student to whom the locker was assigned. Notice of this policy shall be given to all students when lockers are assigned.

Random Use of Metal Detectors

The Board finds that the growing presence of weapons in the schools threatens the district's ability to provide the safe and orderly learning environment to which our students and staff are entitled. The Board also finds that random metal detector searches offer a reasonable means to keep weapons out of the schools and mitigate the fears of students and staff.

The Superintendent or designee shall establish procedures which ensure that metal detector searches are conducted in a random fashion which excludes individual discretion as to who will be searched.

(cf. 0450 – Comprehensive Safety Plan)

(cf. 5131.7 – Weapons and Dangerous Instruments)

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

Use of Contraband Detection Dogs

In an effort to keep the schools free of drugs, the district may use specially trained nonaggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or district policy.

SEARCH AND SEIZURE (continued)

The dogs may sniff the air around lockers, desks, bags, items or vehicles on district property or at district-sponsored events. Dogs shall not sniff within the close proximity of any students or other persons and may not sniff any personal items on those persons without their consent.

The above inspections shall be unannounced and may be made at the discretion of the Superintendent or designee.

Students and parents/guardians shall be informed of this policy at the beginning of each school year.

Legal References:

EDUCATION CODE

32280-32289 School safety plans

35160 Authority of governing boards

35160.1 Broad authority of school districts

49050-49051 Searches by school employees

49330-49334 Injurious objects

PENAL CODE

626.9 Firearms

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

CALIFORNIA CONSTITUTION

Article I, Section 28(c) Right to Safe Schools

COURT DECISIONS

Redding v. Safford Unified School District, (9th Cir. 2008) 531 F. 3d 1071

B. C. v. Plumas, (9th Cir. 1999) 192 F. 3d 1260

Jennings v. Joshua Independent School District, (5th Cir. 1989) 877 F. 2d 313

O'Connor v. Ortega, (1987) 107 S. Ct. 1492

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

Horton V. Goose Creek Independent School District, (5th Cir. 1982) 690 F. 2d 470

Zamora v. Pomeroy, (10th Cir. 1981) 639 F. 2d 662

ATTORNEY GENERAL OPINIONS

75 *Ops. Cal. Atty. Gen.* 155 (1992)

Management Resources:

NATIONAL INSTITUTE OF JUSTICE PUBLICATIONS

The Appropriate and Effective Use of Security Technologies in U.S. Schools:

A Guide for Schools and Law Enforcement Agencies, 1999

WEB SITES

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

California Attorney General's Office: <http://caag.state.ca.us>

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

National Institute of Justice: <http://www.ojp.usdoj.gov/nij>



ALVORD UNIFIED SCHOOL DISTRICT
Stokoe Elementary School

School Site Council

Thursday, December 8, 2022

3:15 p.m.

AGENDA

- I. Introductory Procedures**
 - 1. Call to Order
 - 2. Establishment of Quorum
 - 3. Pledge of Allegiance
 - 4. Welcome
- II. Action Items**
 - 1. Minutes of Meeting held November 17, 2022
 - 2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
 - 3. Approve Comprehensive School Safety Plan 2023-2024
- III. Discussion/Information**
 - 1. Budget Reports
 - 2. Training Topic:
 - a. District Parent Involvement Policy
 - b. AUSD Wellness Policy
 - 3. School Plan (SPSA)
 - a. SPSA Goal 1 Conditions of Learning: 1C EL Students Achievement Data Reports
 - o EL Student Reports
 - 4. Local Control and Accountability Plan (LCAP) Input
 - 5. Parent Committee Reports
 - a. ELAC Report
 - b. ATP Report
 - c. PAC Report
 - 6. Program Reports
 - a. Professional Development Opportunities (Paraprofessionals, Teachers)
 - b. Parent and Family Involvement Opportunities
 - c. Interventions
 - 7. Principal's Report
- IV. Hearing Session/Public Comments**
- V. Adjournment: Action Item**

The next School Site Council meeting is scheduled for January 19, 2023



DISTRITO ESCOLAR UNIFICADO ALVORD
Escuela Primaria Stokoe

Concilio Escolar

Thursday, 8 de diciembre del 2022

3:15 p.m.

AGENDA

- I. Procedimientos de Introducción**
 1. Llamar al orden
 2. Establecer el Quórum
 3. Saludo a la bandera
 4. Bienvenida
- II. Asuntos de Acción**
 1. Minuta de la Reunión del 17 de noviembre, 2022
 2. Aprobar los reglamentos SSC
 3. Solicitudes de Gastos (TI, LCFF-LI, LCFF-EL)
 4. Aprobación del Plan de Seguridad Escolar Comprensivo 2023-2024
- III. Diálogo/Información**
 1. Reportes del Presupuesto
 2. Temas para la capacitación
 - a. Política de Participación de Padres en AUSD
 - b. Política de Bienestar AUSD
 3. Plan Escolar (SPSA)
 - a. Meta 1 SPSA Condiciones de Aprendizaje: 1C Estudiantes EL Logros de Rendimiento
 - o Reportes del Estudiantes EL
 4. Recomendaciones de Plan de Control y Responsabilidad Local (LCAP)
 5. Reportes de Comités de Padres
 - a. Reporte ELAC
 - b. Reporte ATP
 - c. Reporte PAC
 6. Reportes de Programas
 - a. Oportunidades de Desarrollo Profesional (Semiprofesionales, Maestros)
 - b. Oportunidades para la participación de Familia y Padres
 - c. Intervenciones
 7. Reporte del Director
- IV. Sesión de Audiencia/Comentarios del Público**
- V. Clausura: Asunto de Acción**

La próxima reunión del Concilio Escolar está programada para el 19 de enero del 2023



Stokoe Elementary

School Site Council Elementary Sign In Sheet December 8, 2022

Name (Print)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Francine Ramirez		Principal	
Tiffany (Star) Ferreira		Teacher	Chairperson
Michele Morales		Teacher	Secretary
Cherise Rodriguez		Teacher	
Susan Perez		Other Staff	← Counselor
OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)			
Erika Bowden		AP	
Areli Diaz			
Cassandra Hicks			
Classified, FSSD Hart			

Stokoe SSC Meeting
Dec 2022

First name	Last name	Email	Duration	Time joined	Time exited
Maria	Gallegos	gall*****@	47 min	3:13 PM	4:00 PM
Charnell	Mabon	char*****@	15 min	3:25 PM	3:40 PM
Francine	Ramirez	francine.ramirez@	1 hr 3 min	2:58 PM	4:00 PM
Cherise	Rodriguez	cherise.rodriguez	7 min	3:53 PM	4:00 PM
Stephanie	Thomas	step*****@	33 min	3:18 PM	3:51 PM



ALVORD UNIFIED SCHOOL DISTRICT
Stokoe Elementary School

School Site Council

Thursday, December 8, 2022

3:15 p.m.

MINUTES

- I. **Introductory Procedures**
 1. Meeting was called to order at 3:22pm.
 2. Establishment of Quorum: Quorum was established with 8 out of 10. The following members were present: Francine Ramirez, Star Ferreira, Stephanie Thomas, Maria Gallegos, Charnell Jones, Michele Morales, Jessica Gallardo, and Susan Perez.
 3. Pledge of Allegiance was recited.
 4. Members were welcomed and asked to sign in.
- II. **Action Items**
 1. No revisions were noted in the November 17, 2022 minutes:
 - a. It was motioned/seconded/carried (Perez/Morales 8/0/0) to approve the minutes as revised.
 2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
 - a. No categorical expenditures were brought forward for consideration.
 3. Approve Comprehensive School Safety Plan 2023-2024
 - a. It was motioned/seconded/carried (Gallardo/Thomas 8/0/0) to approve the Comprehensive School Safety Plan for 2023-2024
 - b. Committee members signed the CSSP document for submission to the Board for approval.
- III. **Discussion/Information**
 1. Budget Reports
 - a. Categorical budgets were reviewed and discussed
 2. Training Topic:
 - a. District Parent Involvement Policy
 - o Members reviewed and discussed the District Parent Involvement Policy
 - b. AUSD Wellness Policy
 - o Members reviewed and discussed the AUSD Wellness Policy
 3. School Plan (SPSA)
 - a. SPSA Goal 1 Conditions of Learning: 1C EL Students Achievement Data Reports
 - o Members reviewed and discussed student achievement trends from ELPAC assessments in 2022.
 - o Members reviewed baseline data for EL student achievement trends in fluency.
 4. Local Control and Accountability Plan (LCAP) Input
 - a. Members reviewed and discussed LCAP goals and priorities
 - b. Members made recommendations during the Nov meeting. New recommendations include:
 - o Additional funding/ stipends for certificated staff to facilitate enrichment clubs and activities such as, art, chess, cheerleading, garden, writing, dance, history etc.
 - o Support staff: Itinerant teachers to minimize combining classes when substitutes do not pick up vacant positions.
 5. Parent Committee Reports
 - a. ELAC Report
 - o December ELAC highlights included: Aeries Parent Portal, DELAC report, AUSD parent involvement policy, AUSD Wellness policy, SPSA Goal 1C EL student achievement reports and CABA conference.
 - o ELAC minutes from December were distributed for review.
 - o Next ELAC meeting will be January 11.
 - b. ATP Report
 - o December ATP highlights included: event analysis for Family STEAM Night and Parent Involvement Week and preliminary planning for Family Literacy Night and Read Across America.

- o December ATP meeting notes were distributed for review.
- o Next ATP meeting will be February 2.
- c. PAC Report
 - o An update from the November PAC meeting was provided. Meeting highlights included: PAC responsibilities and role, parent engagement update, and LCAP
 - o Next PAC meeting will be February 2, 2023.
- 6. Program Reports
 - a. Professional Development Opportunities (Paraprofessionals, Teachers)
 - o Recent professional development included: learning summit sessions, strategies for supporting challenging behaviors, phonemic awareness/phonics, and number strings/problem types.
 - b. Parent and Family Involvement Opportunities
 - o Recent parent involvement opportunities included: Parent Involvement Week and Family STEAM Night
 - o Upcoming parent involvement opportunities include: Flag Ceremony (Dec 15)
 - c. Interventions
 - o Skill based literacy and numeracy intervention blocks continue at all grade levels.
 - o All students take MOY iReady in ELA and Math this month.
 - Data from MOY iReady will support adjustment of intervention groups.
 - MOY iReady data reports will be provided when we review SPSA goals 1A and 1B.
- 7. Principal's Report
 - a. Upcoming events include:
 - o Festival of Lights Choir Performance--Dec 8th 7pm
 - o Santa Run--Dec 9th 315pm
 - o Choir Performance at Retirement Center--Dec 14th
 - o 4th/5th grade digital Science Fair Projects due to classroom teacher Dec 15th
 - Science Board due Jan 9th
 - Site winners announced Jan 12th
 - o Minimum Day--Thurs Dec 15
 - o Teacher Work Day--No School--Dec 16
 - o Christmas Break--Dec 19-Jan 2
 - o Classes Resume--Tues Jan 3
 - o Stokoe Spelling Bee--Jan 12th
 - o 3rd GATE Testing--Jan
 - o AUSD Science Fair--Jan 20
 - Project Viewing 4-6pm
 - Awards 630pm
 - o AUSD Spelling Bee--Feb 7th 630pm
- IV. Hearing Session/Public Comments
 - 1. No additional discussion was brought forward:
 - 2. Flyers for the following upcoming events were distributed: Santa Run
- V. Adjournment: Action Item
 - 1. It was motioned/seconded/carried (Susan Perez/Tiffany Ferreira 8/0/0)to adjourn the meeting at 3:58 pm.

The next School Site Council meeting is scheduled for January 19, 2023



ALVORD UNIFIED SCHOOL DISTRICT
Stokoe Elementary School

School Site Council

Thursday, November 17, 2022

AGENDA

- I. Introductory Procedures**
 - 1. Call to Order
 - 2. Establishment of Quorum
 - 3. Pledge of Allegiance
 - 4. Welcome
- II. Action Items**
 - 1. Minutes of Meeting held October 20, 2022
 - 2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
- III. Discussion/Information**
 - 1. Budget Reports
 - 2. Training Topic:
 - a. Uniform Complaint Procedures
 - b. Comprehensive School Safety Plan 2023-2024
 - 3. School Plan (SPSA)
 - a. SPSA Goal 1 Conditions of Learning: 1B Math Achievement Data Reports
 - o iReady Beginning of Year Reports
 - 4. Local Control Accountability Plan (LCAP) Input
 - 5. Parent Committee Reports
 - a. ELAC Report
 - b. ATP Report
 - c. PAC Report
 - 6. Program Reports
 - a. Professional Development Opportunities (Paraprofessionals, Teachers)
 - b. Parent and Family Involvement Opportunities
 - c. Interventions
 - 7. Principal's Report
- IV. Hearing Session/Public Comments**
- V. Adjournment: Action Item**

The next School Site Council meeting is scheduled for December 8, 2022



DISTRITO ESCOLAR UNIFICADO ALVORD
Escuela Primaria Stokoe

Concilio Escolar

jueves, 17 de noviembre del 2022

AGENDA

- I. Procedimientos de Introducción
 - 1. Llamar al orden
 - 2. Establecer el Quórum
 - 3. Juramento a la bandera
 - 4. Bienvenida
- II. Asuntos de Acción
 - 1. Minutas de la Reunión del 20 de octubre 2022
 - 2. Solicitudes de Gastos (TI, LCFF-LI, LCFF-EL)
- III. Diálogo/Información
 - 1. Reportes del Presupuesto
 - 2. Entrenamiento
 - a. Procedimiento Uniforme para Presentar Quejas
 - b. Plan de Seguridad Escolar Comprensivo 2023-2024
 - 3. Plan Escolar (SPSA)
 - a. Meta 1 SPSA Condiciones de Aprendizaje: 1B Matemáticas Logros de Rendimiento
 - o Reportes del príncipe del año por iReady
 - 4. Recomendaciones de Plan de Control y Responsabilidad Local (LCAP)
 - 5. Reportes de Comités de Padres
 - a. Reporte ELAC
 - b. Reporte ATP
 - c. Reporte PAC
 - 6. Reportes de Programas
 - a. Oportunidades de Desarrollo Profesional (Semiprofesionales, Maestros)
 - b. Oportunidades para la participación de Familia y Padres
 - c. Intervenciones
 - 7. Reporte de la Director
- IV. Sesión de Audiencia/Comentarios del Público
- V. Clausura: Asunto de Acción

La próxima reunión del Concilio Escolar está programada para el 8 de diciembre del 2022



Stokoe Elementary

School Site Council Elementary Sign In Sheet November 17, 2022

Name (Print)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Francine Ramirez	<i>[Signature]</i>	Principal	
Tiffany (Star) Ferreira	<i>[Signature]</i>	Teacher	Chairperson
Michele Morales		Teacher	Secretary
Cherise Rodriguez	<i>[Signature]</i>	Teacher	
Susan Perez	<i>[Signature]</i>	Other Staff	Counselor
OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)			
Erika Bowden	<i>[Signature]</i>	AP	
Areli Diaz			
Cassandra Hicks			
classified CSSP input	<i>[Signature]</i>		

First name	Last name	Email	Duration	Time joined	Time exited
Francine	Ramirez	francine.ramirez@	1 hr 37 min	3:15 PM	4:52 PM
Cherise	Rodriguez	cherise.rodriguez@	1 hr 43 min	3:09 PM	4:52 PM



ALVORD UNIFIED SCHOOL DISTRICT
Stokoe Elementary School

School Site Council

Thursday, November 17, 2022

MINUTES

- I. **Introductory Procedures**
 1. Meeting was called to order at 3:20pm .
 2. Establishment of Quorum: Quorum was/was not established with 7 out of 10. The following members were present: Francine Ramirez, Star Ferreira, Cherise Rodriguez, Susan Perez, Jessica Gallardo, Charnell Jones and Lorena Diaz. Erika Bowden was present as a non-voting member.
 3. Pledge of Allegiance was recited.
 4. Members were welcomed and asked to sign in.
- II. **Action Items**
 1. No revisions were noted in the October 20, 2022 minutes:
 - a. It was motioned/seconded/carried (Jones/Gallardo 7/0/0) to approve the minutes as revised.
 2. Approve Revised Title 1 Budget 2022-2023
 - a. Title 1 revised budget was reviewed and discussed.
 - b. ENT positions have been shifted to district Title 1 budget. Site budgets have been adjusted accordingly.
 - c. Revised budget comparison sheet was provided and discussed.
 - d. It was motioned/seconded/carried (Perez/Jones 7/0/0) to approve the Title1 budget for 2022-2023.
 3. Approve Revised SPSA 2022-2023
 - a. Four sections of SPSA were revised to align with the revised Title 1 budget. Revised sections include: Conditions of Learning, Budget Summary, Budget Funds and Expenditures and Expenditures by Goal.
 - b. Revised figures for each SPSA section were provided, reviewed and discussed.
 - c. It was motioned/seconded/carried (Ferreira/Gallardo 7/0/0) to approve the revised SPSA for 2022-2023.
 4. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
 - a. Proposed categorical expenditures on the categorical expenditure request sheet were reviewed and discussed.
 - b. It was motioned/seconded/carried (Diaz/Jones 7/0/0) to approve all LCFF LI expenditures as listed on the expenditure request sheet
- III. **Discussion/Information**
 1. Budget Reports
 - a. Categorical budgets were reviewed and discussed.
 2. Training Topic:
 - a. Uniform Complaint Procedures
 - o Members reviewed and discussed the Uniform Complaint Procedures
 - b. Comprehensive School Safety Plan 2023-2024
 - o Members discussed timelines for the development of the School Safety Plan. Members reviewed and discussed all elements of the plan.

- Members discussed concerns over flow of traffic when buses exit the parking lot and possible solutions once the 8 hour campus supervisor is secured.
 - Members agreed with items currently in the CSSP.
 - o Members will be prepared to discuss any final revisions prior to the approval of the CSSP in December.
- 3. School Plan (SPSA)
 - a. SPSA Goal 1 Conditions of Learning: 1B Math Achievement Data Reports
 - o Members reviewed and discussed student achievement trends from BOY administration of iReady for Math
 - Members discussed progress in the reduction of students in the red bands.
- 4. Local Control Accountability (LCAP) Overview and Input
 - a. Members discussed LCAP priority areas, state indicators, local indicators and Alvord LCAP goals
 - b. Member suggestions and input included:
 - o Social Emotional learning and ongoing purchase of Character Strong Program
 - o Site support staff: ENT, ELT, elementary counselors and elementary APs
 - o Renewal of digital platforms (Brain Pop etc)
 - o Extra curricular activities--sports, STEAM, arts, music coding with possible partnerships from local universities
 - o Before/after school tutoring with possible partnerships with local universities
 - o GATE academy and opportunities for GATE enrichment
 - c. Members will continue to provide input and suggestions for LCAP throughout the year
- 5. Parent Committee Reports
 - a. ELAC Report
 - o Nov. ELAC highlights included: Strategies to support math instruction, Uniform Complaint Procedures, SPSA Goal 1B student achievement reports for BOY iReady and CABE conference .
 - o ELAC minutes for November were distributed for review.
 - o Next ELAC meeting is December 7.
 - b. ATP Report
 - o ATP minutes from November were distributed for review.
 - o November ATP highlights included: event planning for Family STEAM night, Parent Involvement Week, and Family Engagement website.
 - o Next ATP meeting is December 1.
 - c. PAC Report
 - o The first PAC meeting will be November 28, 2022.
- 6. Program Reports
 - a. Professional Development Opportunities (Paraprofessionals, Teachers)
 - o Recent staff professional development included: CAASPP data analysis and AUSD Learning Summit.
 - b. Parent and Family Involvement Opportunities
 - o Recent parent involvement opportunities included: Parent Bullying Presentation, Family STEAM Night and Parent Involvement Week
 - o Upcoming parent involvement opportunities include: Flag Ceremony (Nov 18) and Principal's Coffee (Dec 2).
 - c. Interventions
 - o Literacy and numeracy teachers will begin assessments and progress monitoring. Student groups will be adjusted accordingly.

- o Skill based literacy intervention blocks using prescriptions continue in all grade levels
- 7. Principal's Report
 - a. Upcoming events include:
 - o Thanksgiving Break—November 21-25
 - o MOY iReady Assessment Window--Nov 28-Dec 15
 - o 4th/5th Grade Science Fair Digital Projects due to classroom teacher Dec 15th
 - Science Board due Jan 9th
 - Site winners announced Jan 12th
 - o Minimum Day--Dec 15
 - o Christmas Break--Dec 16- Jan 2
 - Classes resume--Tuesday, Jan 3
 - o Stokoe Spelling Bee (4th/5th Grade) Jan 12
- IV. Hearing Session/Public Comments
 - 1. The following additional discussion was brought forward:
 - a. Possible choir participation in the Festival of Lights pending a solution with contract signing
 - b. Possible formation of a new PTO
 - c. Upcoming Where's Waldo events--Night of Arts--Dec 1st and possibly Festival of Lights
- V. Adjournment: Action Item
 - 1. It was motioned/seconded/carried (Ferreira/Perez 7/0/0) to adjourn the meeting at 4:51pm.

The next School Site Council meeting is scheduled for December 8, 2022



DISTRITO ESCOLAR UNIFICADO ALVORD
Escuela Primaria Stokoe

Concilio Escolar

Jueves, 17 de noviembre 2022

MINUTA

- I. Procedimientos de introducción
 1. La junta se llamó al orden a las 15:20 horas.
 2. Establecimiento del quórum: El quórum se estableció/no se estableció con 7 de 10. Los siguientes miembros estaban presentes: Francine Ramirez, Star Ferreira, Cherise Rodriguez, Susan Perez, Jessica Gallardo, Charnell Jones y Lorena Diaz. Erika Bowden estuvo presente como miembro sin derecho a voto.
 3. Se realizó el juramento a la bandera.
 4. Se dio la bienvenida a los miembros y se les pidió que anotaran su nombre.
- II. Asuntos de acción Action Items
 1. No Se realizaron modificaciones a la minuta del 20 de octubre 2022
 - a. Se propuso la moción y fue secundada para aprobar la minuta sin modificaciones (Jones/Gallardo
 - b. 7/0/0)
 2. Aprobación de la modificación del presupuesto de Título 1 2022-2023.
 - a. Se revisó y habló del presupuesto de Título 1.
 - b. Los puestos ENT se transfirieron al presupuesto de Título I del Distrito. Los presupuestos escolares se ajustaron respectivamente.
 - c. Se proporcionó la hoja de comparación del presupuesto y se habló de él.
 - d. Se propuso la moción y fue secundada para aprobar el presupuesto de Título 1 2022 2023 (Perez/Jones 7/0/0).
 3. Aprobar las modificaciones de SPSA 2022-2023
 - a. Se revisaron cuatro secciones de SPSA para alinearlos con las modificaciones del presupuesto de Título I. Las secciones incluyen: Condiciones de aprendizaje, Resumen del Presupuesto, Fondos de Presupuesto y gastos por Meta.
 - b. Se proporcionaron las cantidades revisadas para cada sección de SPSA y se habló de ellas.
 - c. Se propuso la moción y fue secundada para aprobar el SPSA 2022-2023 con modificaciones (Ferreira/Gallardo 7/0/0).
 4. Solicitud de gastos (TI, LCFF-LI, LCFF-EL)
 - a. Se revisaron y se habló de los gastos categóricos de la hoja de solicitud de gastos.
 - b. Se propuso la moción y fue secundada para aprobar todos los gastos LCDD-LI de la lista de solicitud de gastos (Diaz/Jones 7/0/0).
- III. Diálogo/Información
 1. Reportes del presupuesto
 - a. Se revisaron y se habló de los gastos categóricos.
 2. Tema de capacitación:
 - a. Procedimiento Uniforme para Presentar Quejas
 - o Los miembros revisaron y hablaron del Procedimiento Uniforme para Presentar Quejas.
 - b. Plan Integral de Seguridad Escolar 2023-2024

- o Los miembros hablaron de las fechas límites para el desarrollo del Plan de Seguridad Escolar. Los miembros revisaron y hablaron de todos los elementos en el plan.
 - Los miembros hablaron de las preocupaciones acerca del flujo de tránsito cuando los autobuses salen del estacionamiento y las posibles soluciones una vez que tengamos a un supervisor escolar de tiempo completo.
 - Los miembros estuvieron de acuerdo con los asuntos que actualmente se encuentran en CSSP.
 - o Los miembros se prepararán para hablar de las revisiones finales antes de la aprobación del CSSP en diciembre.
3. Plan Escolar (SPSA)
- a. META 1 SPSA Condiciones de Aprendizaje: Reportes de datos de rendimiento en 1B Matemáticas.
 - o Los miembros revisaron y hablaron de las tendencias de rendimiento estudiantil de la administración BOY de iReady para matemáticas.
 - Los miembros hablaron del progreso en la reducción de alumnos en las franjas rojas.
4. Plan Local de Control y Responsabilidad (LCAP) Descripción general y recomendaciones
- a. Los miembros hablaron de las áreas de prioridad de, indicadores estatales y locales y metas LCAP de Alvord.
 - b. Las sugerencias y recomendaciones de los miembros incluyeron:
 - o Aprendizaje socio-emocional y la compra continua del programa *Character Strong*
 - o Personal escolar de apoyo: ENT, ELT, consejeros y APs de primaria
 - o Renovación de las plataformas digitales (Brain Pop, etc)
 - o Actividades extracurriculares – deportes, STEAM, artes, codificación musical con posibles colaboraciones con las universidades locales.
 - o Tutoría antes/después de clase con posible colaboración de universidades locales.
 - o Academia GATE y oportunidades para enriquecimiento GATE
 - c. Durante el año, los miembros continuarán proporcionando sugerencias para LCAP.
5. Reportes de los comités de padres
- a. Reporte de ELAC
 - o Los puntos destacados del ELAC de noviembre incluyeron: Estrategias de apoyo a la enseñanza de matemáticas, Procedimientos Uniformes de Presentación de Quejas, reportes del rendimiento estudiantil de la Meta 1B del SPSA para BOY iReady y la conferencia de CABE.
 - o Se distribuyó la minuta ELAC de noviembre para su revisión.
 - o La próxima junta de ELAC será el 7 de diciembre.
 - b. Reporte de ATP
 - o Se distribuyó la minuta ATP de noviembre para su revisión.
 - o Los puntos destacados del ATP de noviembre incluyeron: planeación del evento para la noche familiar STEAM, Semana de Participación Familiar y sitio web de Participación Familiar.
 - o La próxima junta de ATP será el 1 de diciembre.
 - c. Reporte de PAC
 - o La primera junta de PAC será el 28 de noviembre 2022.
6. Reportes de programa
- a. Oportunidades de desarrollo profesional (paradocentes, maestros)

- o Las recientes oportunidades de desarrollo profesional incluyeron: análisis de datos de y el Learning Summit de AUSD.
 - b. Oportunidades de participación para padres y familias
 - o Las recientes oportunidades de participación de padres incluyeron: Presentación para los padres del acoso escolar "bullying", Noche Familiar STEAM y Semana de Participación Familiar.
 - o Las próximas oportunidades de participación familiar incluyen: Ceremonia a la Bandres (18 de nov.) y café con la Directora (2 de dic.)
 - c. Intervenciones
 - o Los maestros de lectoescritura y aritmética iniciarán las evaluaciones y monitoreo de progreso. Literacy and numeracy teachers will begin assessments and progress monitoring. Los grupos de estudiantes se ajustarán en la forma correspondiente.
 - o Continúan los grupos de intervención de lectoescritura con base en habilidades utilizando prescripciones en todos los niveles de grado
7. Reporte de la Directora
- a. Los próximos eventos incluyen:
 - o Vacaciones de Acción de Gracias — 21-25 de noviembre
 - o Plazo de evaluación MOY de iReady – 28 de noviembre al 15 de diciembre
 - o Los proyectos digitales para la Feria de Ciencias de 4^{to}/5^{to} grado, deben entregarse al maestro el 15 de diciembre.
 - El tablero de ciencias debe entregarse el 9 de enero.
 - Los ganadores de la escuela se anunciarán el 12 de enero.
 - o Día de horario reducido – 15 de diciembre.
 - o Vacaciones de Navidad – 16 de diciembre al 2 de enero.
 - Regreso a clases – martes 3 de enero
 - o Concurso de deletreo *Stokoe Spelling Bee* (4^{to}/5^{to} grado) - 12 de enero
- IV. Sesión de audiencia/Comentarios públicos
1. También se presentaron los siguientes temas:
 - a. Posible participación del coro en el *Festival of Lights* en espera de la solución con la firma del contrato.
 - b. Posible información de un nuevo PTO
 - c. Próximos eventos: *Where's Waldo* – Noche de Arte – 1 de diciembre y posiblemente *Festival of Lights*
- V. Clausura: Asunto de acción
1. Se propuso la moción y fue secundada para clausurar la junta a las 4:51 p. m. (Ferreira/Perez 7/0/0).

La próxima junta del Concilio Escolar está programada para el 8 de diciembre 2022.

2023 Safety Plan Signature Page

The undersigned members of the Stokoe Elementary School Safety Committee certify that the requirements for the AB 1747 Comprehensive School Safety Plan have been met

[Signature] Francine Ramirez 12-8-22
 Principal Signature Print Name Date

[Signature] Tiffany (Star) Ferreira 12/8/22
 School Site Council Representative Signature Print Name Date

[Signature] Michèle Morales 12/8/2022
 Teachers Representative Signature Print Name Date

[Signature] Leticia Velazquez 12/8/2022
 Classified Representative Signature Print Name Date

[Signature] Charrett Jones 12/8/2022
 Parent Representative Signature Print Name Date

The undersigned consulted and conferred with a school site representative in compliance with the requirements of the AB 1747 Comprehensive School Safety Plan law.

^{11/9/22}
[Signature] David Larez 11/9/2022
 City of Riverside Fire Department Representative Signature Print Name Date

[Signature] Officer Eric Johansen 11/9/2022
 City of Riverside Police Department Representative Signature Print Name Date

[Signature] Deputy David Ayers 11/9/2022
 County of Riverside Sheriff Department Representative Signature Print Name Date

[Signature] Mark Annas 11/9/2022
 City of Riverside Emergency Management Department Representative Signature Print Name Date

Students

BP 5141.52 (a)

SUICIDE PREVENTION

The Board of Education recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for suicide prevention and intervention, the Superintendent or designee shall consult with school and community stakeholders such as administrators, other staff, parents/guardians, and students; school-employed mental health professionals such as school counselors, school psychologists, school social workers, and school nurses; suicide prevention experts such as local health agencies, mental health professionals, and community organizations; law enforcement; and, in developing policy for grades K-6, the county mental health plan (Education Code 215)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

The Board shall ensure that measures and strategies for students in grades K-6 are age appropriate and delivered and discussed in a manner that is sensitive to the needs of young students. (Education Code 215)

Measures and strategies for suicide prevention, intervention, and postvention shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other District employees who interact with students, as described in the accompanying administrative regulation

(cf. 4131/4231/4331 – Staff Development)

2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

(cf. 6142.8 – Comprehensive Health Education)

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

(cf. 5131 - Conduct)

(cf. 5131.2 – Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

SUICIDE PREVENTION (continued)

4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the suicide problem among youth the District's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis
5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
6. Crisis intervention procedures for addressing suicide threats or attempts
7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

If a referral is made for mental health or related services for a student in grade K-6 who is a Medi-Cal beneficiary, the Superintendent or designee shall coordinate and consult with the county mental health plan. (Education Code 215)

(cf. 5141.6 - School Health Services)

District employees shall act only within the authorization and scope of their credential or license. Nothing in this policy shall be construed as authorizing or encouraging district employees to diagnose or treat mental illness unless they are specifically licensed and employed to do so. (Education Code 215)

The Board shall review, and update as necessary, this policy at least every five years. (Education Code 215)

The Superintendent or designee shall post this policy on the district's web site, in a prominent location and in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Legal Reference:

EDUCATION CODE

215 Student suicide prevention policies

215.5 Suicide prevention hotline contact information on student identification cards

216 Suicide prevention online training programs

234.6 Posting suicide prevention policy on website

32280-32289 Comprehensive safety plan

49060-49079 Student records

49602 Confidentiality of student information

SUICIDE PREVENTION (continued)

49604 Suicide prevention training for school counselors

GOVERNMENT CODE

810-996.6 Government Claims Act

PENAL CODE

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

5698 Emotionally disturbed youth; legislative intent

5850-5883 Mental Health Services Act

COURT DECISIONS

Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

Management Resources:

CDE PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2019

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS

Preventing Suicide, Guidelines for Administrators and Crisis Teams, 2015

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012

Preventing Suicide: A Toolkit for High Schools, 2012

WEB SITES

American Association of Sociology: <http://www.suicideology.org> American

Foundation for Suicide Prevention: <http://afsp.org> American

Psychological Association: <http://www.apa.org> American School

Counselor Association: <http://www.apa.org>

California Department of Education, Mental Health: <http://www.cde.ca.gov/ls/cg/mh>

California Department of Health Care Services, Mental Health Services: <http://www.dhcs.ca.gov/services/MH>

Centers for Disease Control and Prevention, Mental Health: <http://www.cdc.gov/mentalhealth>

National Association of School Psychologists: <http://www.nasponline.org>

National Institute for Mental Health: <http://www.nimh.nih.gov>

Suicide Prevention Resource Center: <http://www.sprc.org/about-suicide>

Suicide Prevention Lifeline: <http://suicidepreventionlifeline.org>

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration: <http://www.samhsa.gov>

Policy amended: June 25, 2020

Policy amended: June 14, 2018

Policy amended: October 16, 2014

Policy adopted: March 19, 2009

Students

AR 5141.52 (a)

SUICIDE PREVENTION

Staff Development

Suicide prevention training shall be provided to teachers, counselors, and other District employees who interact with students. The training shall be offered under the direction of a District counselor/psychologist and/or in cooperation with one or more community mental health agencies.

(cf. 4131/4231/4331 – Staff Development)

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are impacted by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth
2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors

(cf. 5131.6 – Alcohol and Other Drugs)

3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent
4. Protective factors that may help to decrease a person's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community
5. Instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health
6. School and community resource and services, including resources and services that meet the specific needs of high-risk groups

(cf. 5141.6 – School Health Services)

(cf. 6164.2 – Guidance/Counseling Services)

SUICIDE PREVENTION (continued)

7. Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, including, but not limited to, appropriate protocols for monitoring the student while the immediate referral of the student to medical or mental health services is being processed
8. District procedures for responding after a suicide has occurred

Instruction

The District's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum in an appropriate manner designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide
2. Develop coping and resiliency skills and self-esteem
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent
4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, and/or suicide prevention services

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5141.6 - School Health Services)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6164.2 - Guidance/Counseling Services)

Student Identification Cards

Student identification cards for students in grades 7-12 shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number. (Education Code 215.5)

Intervention

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

SUICIDE PREVENTION (continued)

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, the staff member shall promptly notify the principal or school counselor, who shall implement district intervention protocols as appropriate.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parent/guardians when there is reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or others within the school community. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. (Education Code 49602)

(cf. 5141 – Health Care and Emergencies)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

(cf. 5138 – Conflict Resolution/Peer Mediation)

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services in necessary
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
4. Removing other students from the immediate area as soon as possible

(cf. 0450 – Comprehensive Safety Plan)
(cf. 5141 – Health Care and Emergencies)

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

(cf. 5125 – Student Records)

The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not

SUICIDE PREVENTION (continued)

access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether he/she is required, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

(cf. 5141.4 – Child Abuse Prevention and Reporting)

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school and determine the need for ongoing support.

Postvention

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parent/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. The Superintendent or designee shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Students significantly affected by suicide death and those at risk of imitative behavior should be identified and closely monitored. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The District's response shall not sensationalize suicide and shall focus on the District's postvention plan and available resources.

(cf. 1112 – Media Relations)

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Regulation amended: June 25, 2020
 Regulations amended: June 14, 2018
 Regulation amended: October 16, 2014
 Regulation approved: June 7, 2001

UNIFORM COMPLAINT PROCEDURES

The Board of Education recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing any program subject to the UCP which is offered by the district, including adult education programs; After School Education and Safety programs; agricultural career technical education; federal career technical education; child care and development programs; child nutrition programs,; compensatory education; consolidated categorical aid programs; the federal Every Student Succeeds Act; migrant education; Regional Occupational Centers and Programs; school safety plans; California State Preschool Programs; and any other district-implemented state categorical program that is not funded through the local control funding formula pursuant to Education Code 6400.

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3555 - Nutrition Program Compliance)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6159 - Individualized Education Program)

(cf. 6171 - Title I Programs)

(cf. 6174 - Education for English Language Learners)

(cf. 6175 - Migrant Education Program)

(cf. 6178 - Career Technical Education)

(cf. 6178.1 - Work-Based Learning)

(cf. 6178.2 - Regional Occupational Center/Program)

(cf. 6200 - Adult Education)

2. Any complaint, by a student, employee, or other person participating in a district program or activity, alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) in district programs and activities, including those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other

UNIFORM COMPLAINT PROCEDURES (continued)

characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student. (Education Code 222)

(cf. 5146 - Married/Pregnant/Parenting Students)

4. Any complaint alleging district noncompliance with requirements to provide a pregnant or parenting student the accommodations specified in Education Code 46015, including those related to the provision of parental leave, right of return to the school of previous enrollment or to an alternative education program, if desired, and possible enrollment in school for a fifth year of instruction to enable the student to complete state and Board-imposed graduation requirements (Education Code 46015)

5. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

(cf. 3260 - Fees and Charges)

(cf. 3320 - Claims and Actions Against the District)

6. Any complaint alleging district noncompliance with applicable requirements of Education Code 52060-52077 related to the implementation of the local control accountability plan, including the development of a local control funding formula budget overview for parents/guardians (Education Code 52075)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

7. Any complaint alleging noncompliance with requirements related to the development of a school plan for student achievement or the establishment of a school site council, as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64000-64001)

(cf. 0420 - School Plans/Site Councils)

8. Any complaint, by or on behalf of a student who is a foster youth as defined in Education Code 51225.2, alleging district noncompliance with any requirement applicable to the

UNIFORM COMPLAINT PROCEDURES (continued)

student regarding placement decisions; the responsibilities of the district's educational liaison to the student; the award of credit for coursework satisfactorily completed in another school, district, or country; school or records transfer; or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 6173.1 - Education for Foster Youth)

9. Any complaint, by or on behalf of a student who transfers into the district after the second year of high school and is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student currently enrolled in the district, a child of a military family as defined in Education Code 49701, or a migrant student as defined in Education Code 54441, or by or on behalf of an immigrant student participating in a newcomer program as defined in Education Code 51225.2 in the third or fourth year of high school, alleging district noncompliance with any requirement applicable to the student regarding the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6173.3 - Education for Juvenile Court School Students)

10. Any complaint, by or on behalf of a student who is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student, a child of a military family as defined in Education Code 49701, a migrant child as defined in Education Code 54441, or a newly arrived immigrant student who is participating in a newcomer program as defined in Education Code 51225.2, alleging district noncompliance with requirements for the award of credit for coursework satisfactorily completed in another school, district, or country (Education Code 51225.2)
11. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

(cf. 6152 - Class Assignment)

12. Any complaint alleging district noncompliance with the physical education instructional minutes requirement (Education Code 51210, 51222, 51223)

(cf. 6142.7 - Physical Education and Activity)

13. Complaints regarding the noncompliance of a license-exempt California State Preschool Program (CSPP) with health and safety standards specified in Health and Safety Code

UNIFORM COMPLAINT PROCEDURES (continued)

1596.7925 and related state regulations (Education Code 8235.5; Health and Safety Code 1596.7925)

14. Any complaint alleging retaliation against a complainant or other participant in the complain process or anyone who has acted to uncover or report a violation subject to this policy.
15. Any other complaint as specified in district policy.

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination, (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint, if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)
(cf. 9011 - Disclosure of Confidential/Privileged Information)

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

(cf. 4131/4231/4331 - Staff Development)

The Superintendent or designee shall maintain a records of each complaints and subsequent related actions, including steps taken during the investigations and all information required for compliance with 5 CCR 4631 and 4633.

(cf. 3580 - District Records)

UNIFORM COMPLAINT PROCEDURES (continued)**Non-UCP Complaints**

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division, and the appropriate law enforcement agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.

3. Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.

Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030-Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.

Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with the procedures in AR 1312.4 – Williams Uniform Complaint Procedures. (Education Code 8235.5, 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference:**EDUCATION CODE**

200-262.4 Prohibition of discrimination

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32280-32289 School safety plan, uniform complaint procedures

35186 Williams uniform complaint procedure

46015 Parental leave for students

48853-48853.5 Foster Youth

48985 Notices in language other than English

49010-49014 Student fees

49060-49079 Student records, especially;

49069.5 Records of foster youth

49490-49590 Child nutrition programs

49701 Interstate Compact on Educational Opportunity for Military Children

UNIFORM COMPLAINT PROCEDURES (continued)

51210 Courses of study grades 1-6
 51223 Physical education, elementary schools
 51225.1-51225.2 Foster youth, homeless children, former juvenile court school students, military-connected students, migrant students, and new arrived immigrant students; course credits; graduation requirements
 51226-51226.1 Career technical education
 51228.1--51228.3 Course periods without educational content
 52060-52077 Local control and accountability plan, especially;
 52075 Complaint for lack of compliance with local control and accountability plan requirements
 52300-52462 Career technical education
 52500-52616.24 Adult schools
 54000-54029 Economic Impact Aid
 54400-54425 Compensatory education programs
 54440-54445 Migrant education
 54460-54529 Compensatory education programs
 56000-56865 Special education programs
 59000-59300 Special schools and centers
 64000-64001 Consolidated application process; school plan for student achievement
 65000-65001 School site councils
GOVERNMENT CODE
 11135 Nondiscrimination in programs or activities funded by state
 12900-12996 Fair Employment and Housing Act
HEALTH AND SAFETY CODE
 1596.792 California Child Day Care Act; general provisions and definitions
 1596.7925 California Child Day Care Act; health and safety regulations
PENAL CODE
 422.55 Hate crime; definition
 422.6 Interference with constitutional right or privilege
CODE OF REGULATIONS, TITLE 2
 11023 Harassment and discrimination prevention and correction
CODE OF REGULATIONS, TITLE 5
 4600-4670 Uniform complaint procedures
 4680-4687 Williams uniform complaint procedures
 4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
 1221 Application of laws
 1232g Family Educational Rights and Privacy Act
 1681-1688 Title IX of the Education Amendments of 1972
 6301-6576 Title I Improving the Academic Achievement of the Disadvantaged
 6801-7014 Title III language instruction for limited English proficient and immigrant students
UNITED STATES CODE, TITLE 29
 794 Section 504 of Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
 2000a-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
 2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
 6101-6107 Age Discrimination Act of 1975
 12101-12213 Title II equal opportunity for individuals with disabilities
CODE OF FEDERAL REGULATIONS, TITLE 28
 35.107 Nondiscrimination on basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
 99.1-99.67 Family Educational Rights and Privacy
 100.3 Prohibition of discrimination on basis of race, color or national origin
 104.7 Designation of responsible employee for Section 504
 106.8 Designation of responsible employee for Title IX
 110.25 Notification of nondiscrimination on the basis of age

UNIFORM COMPLAINT PROCEDURES (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Uniform Complaint Procedure 2020-2021 Program Instrument

Sample UCP Board Policies and Procedures

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

Dear Colleague Letter, September 22, 2017

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014

Dear Colleague Letter: Harassment and Bullying, October 2010

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002

WEB SITES

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

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

Family Policy Compliance Office: <http://www2.ed.gov/policy/gen/guid/fpco>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/ocr>

U.S. Department of Justice: <http://www.justice.gov>

Policy amended: June 25, 2020
Policy amended: April 25, 2019
Policy amended: March 15, 2018
Policy amended: January 12, 2017
Policy amended: November 3, 2016
Policy amended: August 13, 2015
Policy amended: June 6, 2013
Policy amended: March 21, 2013
Policy amended: August 9, 2012
Policy amended: June 26, 2008
Policy amended: February 6, 2003
Policy adopted: May 3, 2001

Community Relations

AR 1312.3 (a)

UNIFORM COMPLAINT PROCEDURES

Except as the Governing Board may otherwise specifically provide in other district policies, these general uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 4030 – Nondiscrimination in Employment)

Compliance Officers

The district designates the individual(s), position(s), or unit(s) identified below as responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s), position(s), or unit(s) also serve as the compliance officer(s) specified in AR 5145.3- Nondiscrimination/Harassment as the responsible for handling complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). The compliance officer(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

Assistant Superintendent
Human Resources
9 KPC Parkway
Corona, CA 92879
(951) 509-5030

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints, to which they are assigned. Training provided to such employees shall include current state and federal laws and regulations governing the program, applicable processes for

UNIFORM COMPLAINT PROCEDURES (continued)

investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

(cf. 4331 - Staff Development)
(cf. 9124 - Attorney)

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the results of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement, one or more of the interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

In addition, the Superintendent or designee shall annually provide written notification of the District's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties.

(cf. 0420 – School Plans/Site Councils)
(cf. 1220 – Citizen Advisory Committees)
(cf. 4112.9/4212.9/4312.9 – Employee Notifications)
(cf. 5145.6 – Parental Notifications)

The notice shall include:

1. A statement that the district is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group and all programs and activities that are subject to UCP as identified in the section "Complaints Subject to UCP" in the accompanying Board policy
2. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3260 - Fees and Charges)

UNIFORM COMPLAINT PROCEDURES (continued)

3. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities
4. A statement that a complaint regarding student fees must be filed no later than one year from the date the alleged violation occurred
5. A statement that the district will post a standardized notice of the educational rights of foster youth, homeless students, former juvenile court school students now enrolled in the district, children of military families, migrant students, and immigrant students enrolled in a newcomer program, as specified in Education Code 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6173.3 - Education for Juvenile Court School Students)

(cf. 6175 - Migrant Education Program)

6. Identification of the responsible staff member(s), position(s), or unit(s) designated to receive complaints
7. A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant
8. A statement that the complainant has a right to appeal the district's decision to CDE by filing a written appeal, including a copy of the original complaint and the district's decision, within 15 days of receiving the district's decision
9. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable
10. A statement that copies of the district's UCP are available free of charge

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the district web site and may be provided through district-supported social media, if available.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant

UNIFORM COMPLAINT PROCEDURES (continued)

information provided in the district's policy, regulation, forms, and notices concerning the UCP. If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

Filing of Complaint

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

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, District staff shall assist in the filing of the complaint. (5CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs; specified in the accompanying Board policy (item #1 of the section "Complaints Subject to UCP") may be filed by any individual, public agency, or organization. (5 CCR 4630)
2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)
3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), may be filed only by a persons who alleges that they have personally suffered unlawful discrimination or who believe that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an

UNIFORM COMPLAINT PROCEDURES (continued)

investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.

5. When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Mediation

Within three business days after receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation, unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

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

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed to through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or the complainant's representative with the opportunity to present the information contained in complaint to the compliance officer and shall notify the complainant and/or representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

UNIFORM COMPLAINT PROCEDURES (continued)

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation, unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the District's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations, in the complaint, failure or refusal to cooperate in the investigations, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Timeline for Final Decision

Unless extended by written agreement with the complainant, a final decision shall be sent to the complainant within 60 calendar days of the district's receipt of the complaint. Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Final Written Decision" below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five business days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. When required by law, the matter shall be considered in closed session. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

(cf. 9321 - Closed Session)

UNIFORM COMPLAINT PROCEDURES (continued)

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

For any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent also shall be informed of any extension of the timeline agreed to by the complainant, shall be sent to the district's final written decision, and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

Final Written Decision

For all complaints, the district's final written decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:
 - a. Statements made by any witnesses
 - b. The relative credibility of the individuals involved
 - c. How the complaining individual reacted to the incident
 - d. Any documentary or other evidence relating to the alleged conduct
 - e. Past instances of similar conduct by any alleged offenders
 - f. Past false allegations made by the complainant
2. The conclusion(s) of law
3. Disposition of the complaint
4. Rationale for such disposition

For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

- a. The manner in which the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct

UNIFORM COMPLAINT PROCEDURES (continued)

- c. The relationship between the alleged victim(s) and offender(s)
 - d. The number of persons engaged in the conduct and at whom the conduct was directed
 - e. The size of the school, location of the incidents, and context in which they occurred
 - f. Other incidents at the school involving different individuals
5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:

- a. The corrective actions imposed on the respondent
 - b. Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent.
 - c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence
6. Notice of the complainant's and respondent's right to appeal the District's decision to CDE within 15 calendar days and procedures to be followed for initiating such an appeal.

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the district's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved is enrolled in a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language pursuant to Education Code 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

UNIFORM COMPLAINT PROCEDURES (continued)

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with the CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies, training for faculty, staff, and students, updates to school policies, or school climate surveys.

(cf. 5137 - Positive School Climate)

For complaints involving retaliation, unlawful discrimination, (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling

(cf. 6164.2 - Guidance/Counseling Services)

2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

UNIFORM COMPLAINT PROCEDURES (continued)

For complaints involving retaliation, unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team

(cf. 6164.5 - Student Success Teams)

6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law

(cf. 6145 - Extracurricular and Cocurricular Activities)

7. Disciplinary action, such as suspension or expulsion, as permitted by law

(cf. 5144 - Discipline)

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

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the District shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreements.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and

UNIFORM COMPLAINT PROCEDURES (continued)

parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51222, 51223, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the District shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's final written decision on a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with the CDE within 15 calendar days of receiving the district's decision. (5 CCR 4632)

The complainant shall specify the basis for the appeal of the decision and how the facts of the district's decision are incorrect and/or the law has been misapplied. The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's decision in that complaint. (5 CCR 4632)

When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the District's final written decision, the respondent, in the same manner as the complainant, may file an appeal with the CDE.

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

1. A copy of the original complaint
2. A copy of the decision
3. A summary of the nature and extent of the investigation conducted by the District, if not covered by the decision
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's UCP
7. Other relevant information requested by the CDE

UNIFORM COMPLAINT PROCEDURES (continued)

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