

**Soledad Unified School District**  
**Comprehensive**  
**School Safety Plan**



**Rose Ferrero Elementary**  
**School**

27 75440 6118756

**Contact Information:**  
**Tommy Frank, Principal**  
**[tfrank@soledad.k12.ca.us](mailto:tfrank@soledad.k12.ca.us)**  
**400 Entrada Drive**  
**Soledad, CA 93960**  
**(831) 678-6480**

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## I. The Comprehensive School Safety Plan Overview

The Comprehensive School Safety Plan (CSSP) is required by Education Code 32282-32289 to be reviewed and updated by March 1 annually and subsequently submitted for approval to the School Site Council (or School Safety Planning Committee) as well as to the district's governing board or county office of education. The contents of the CSSP should include at a minimum, information assessing the current status of school crime committed on school campus and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. For additional information on school safety programs, policies, or procedures and how you may become involved locally, please contact:

Tommy Frank, Principal  
Rose Ferrero Elementary School  
400 Entrada Drive  
Soledad, CA 93960  
(831) 678-6480  
tfrank@soledad.k12.ca.us

**Prepared by:**

School Site Council

**Reviewed and Approved by:**

	Date Approved	Authorized Representative Signature
<input type="checkbox"/> Principal Signature	<u>2/3/2022</u>	<u>T. Frank</u>
<input type="checkbox"/> Soledad City Police Department	<u>3-6-22</u>	<u>[Signature]</u>
<input type="checkbox"/> Soledad City Fire Department	<u>3-10-22</u>	<u>[Signature]</u>
<input type="checkbox"/> Soledad Unified School District Governing Board	<u>2/9/22</u>	<u>[Signature]</u>

- An evaluation of the 2021-22 School Safety Plan goals took place on February 3, 2022. (EC 32282)
- A hearing was held on February 3, 2022 at School Site Council meeting to obtain public input pursuant to Education Code 32288.
- School staff was advised of the updated school safety plan on February 8, 2022 during staff development. (EC 32282)
- The most current copy of the school plan is available in the school office for public review.

### COMPREHENSIVE SCHOOL SAFETY PLAN ADOPTION

Rose Ferrero Elementary School  
CDS Code # 27-75440-6118756  
Date of Adoption: February 3, 2022

The Comprehensive School Safety Plan has been approved at the regular meeting of the Rose Ferrero School Site Council.

Contact Person: Tommy Frank  
Position: Principal  
Telephone Number: (831) 678-6480  
Address: 400 Entrada Drive  
Soledad, CA 93960  
Email Address: [tfrank@soledad.k12.ca.us](mailto:tfrank@soledad.k12.ca.us)

**Key Elements:** *(Please check all that apply)*

- Fire
- Evacuation
- Earthquake
- Intruder Drill
- Pandemic Influenza

School Site Council: Rebecca D'Amico Date: 2.4.2022

Principal: T. Frank Date: 2/4/2022



*Form A: For schools with their own School Safety Plan*

## COMPREHENSIVE SCHOOL SAFETY PLAN VERIFICATION 2021 - 2022

Rose Ferrero Elementary	Soledad Unified
Name of School	Name of District
27-754400-118756	
CDS #	

Date of Safety Plan Adoption: February 3, 2022

Contact Person: Tommy Frank  
Position: Principal

Telephone Number: (831) 678-6480  
Address: 400 Entrada Drive, Soledad, CA 93960  
E-mail Address: tfrank@soledad.k12.ca.us

**NOTE: By signing below, you are assuring that your school has a Comprehensive School Safety Plan that meets all requirements listed in Ed. Code 32280-32289, and that an annual evaluation of the plan has occurred and that any necessary changes have been made.**

School Principal: T. Frank 2/3/2022  
Signature Date

*Please return completed form to the General Services office of the Monterey County Office of Education. Please call (831) 755-0300, ext. 620 with any questions.*

**Fax:** (831) 753-7888  
**Email:** [dfort@montereycoe.org](mailto:dfort@montereycoe.org)  
**Address:** Monterey County Office of Education  
General Services Department  
901 Blanco Circle  
Salinas, CA 93901

**COMPLIANCE CHECKLIST FOR COMPREHENSIVE SCHOOL SAFETY PLANS**

**CA Education Code 32280 – 32289**

Please initial next to each requirement to confirm that your Safety Plan includes the listed required element.

Required Component	Requirement Met <i>(please initial)</i>
<b>Section 32280</b>	
(b) (1) Plan is written and developed by a school site council (SSC) or a safety planning committee. (2) The school safety planning committee is made up of a principal/designee, teacher, parent of child who attends the school, classified employee, others.	TF
(b) (3) SSC/planning committee consulted with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan.	TF
<b>Section 32282</b>	
(a) The comprehensive school safety plan includes, but is not limited to all of the following:	
(1) An assessment of the current status of school crime at the school and at school-related functions. You may accomplish this by reviewing the following types of information:  <input type="checkbox"/> Reviewed UMIRS data <input type="checkbox"/> Office Referrals <input type="checkbox"/> Attendance rates/SARB data <input type="checkbox"/> Suspension/Expulsion data <input type="checkbox"/> Local law enforcement juvenile crime data <input type="checkbox"/> CA Healthy Kids Survey data <input type="checkbox"/> School Improvement Plan <input type="checkbox"/> Property Damage data <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____	TF
(2) Identify appropriate strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including but not limited to the following:	TF
(A) Child Abuse Reporting procedures ( <i>reference board policy</i> )	TF
(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities and the following: ( <i>i.e. crisis plan</i> )	TF
(i) Earthquake emergency procedures that include:  (I) a school building disaster plan ( <i>evacuation map</i> ) (II) a drop procedure (student & staff take cover) <i>dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary</i> (III) protective measures to be taken before, during, and after an earthquake (IV) a program to ensure that pupils and staff are aware of and trained in the earthquake emergency procedure system	TF

Required Component	Requirement Met <i>(please initial)</i>
(ii) Establish procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency <i>(reference board policy)</i>	TF
(C) Suspension/Expulsion procedures <i>(reference policy and/or student handbook)</i>	TF
(D) Teacher notification of dangerous students <i>(reference board policy)</i>	TF
(E) Discrimination and Harassment policy <i>(reference cyber-bullying policies in this section)</i>	TF
(F) Dress code, including prohibition of gang-related apparel <i>(reference board policy and/or student handbook)</i>	TF
(G) Procedures for safe ingress and egress of pupils, parents, and employees to and from school site	TF
(H) A safe and orderly environment conducive to learning at the school, including two Safe School Components defined in Safe Schools: A Planning Guide for Action	TF
(I) School rules and procedures for discipline <i>(reference student handbook and/or board policy)</i>	TF
(J) Hate crime reporting procedures and policies <i>(reference board policy)</i>	TF
(d) When practical, consult, cooperate and coordinate with other school site councils or school safety planning committees	TF
(e) Evaluate and amend the plan as needed and at least once each year, to ensure the plan is properly implemented. Also keep an updated file of all safety-related plans and materials readily available for inspection by the public.	TF
<b>Section 32288</b>	
(a) Submit the plan to school district office of approval	TF
(b) (1) SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site	TF

## II. General School Information

### A. School Profile

Rose Ferrero Elementary School is located in the City of Soledad which is in central Monterey County. The school is located next to the high school and is predominantly surround by single-family homes and a few moderate-income apartment buildings.

2020-21 Enrollment: 441  
 Grades K-6  
 Certificated teachers: 19  
 Classified staff: 22

### B. Safe School Mission

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

### C. Description of School Facilities

The campus is partially enclosed with chain-link perimeter fencing. During school hours, visitors are to sign in at the office before visiting any area of the school grounds, and must sign out prior to leaving the campus so all individuals can be accounted for at all times. School staff and administration supervise the campus throughout the day. An exterior surveillance security camera system is installed at strategic locations throughout the campus.

Campus Description		Auxiliary Buildings	Qty.
Year Built	2001	Computer Labs	2
Acreage	10	Conference Rooms	2
Square Footage	56,940	Library	1
Number of Permanent Classrooms	26	Multipurpose Room	1
Number of Portable Classrooms	0		
Number Restrooms (in sets)			

### D. Personal Characteristics of Students

Student enrollment includes 45.6% English learners, 92.5% socioeconomically disadvantaged, 10.9% students with disabilities, 1.6% migrant, and 4.1% homeless youth.

\*\*Date Source: 2020-21 DataQuest

Student Demographics			
Ethnicity	%	Ethnicity	%
American Indian or Alaskan Native	0.2	Hispanic or Latino	94.8
Asian	0.7	African American	0.5
Pacific Islander	0.5	Caucasian	2.5
Filipino	0.7	Two or More Races/No Response	0.2

### E. School Site Council Membership

Education Code Section 32282 requires that the Comprehensive School Safety Plan be reviewed and updated at least annually by the school site council. The School Site Council for Rose Ferrero Elementary School during the 2021-22 school year was comprised of the following individuals.

School Site Council Members	Title
Tommy Frank	Principal
Buckley Collins	Certificated Member
Sophia Dakis	Certificated Member
Delia Sanchez	Certificated Member
Blanca Camarena	Other School Personnel
Rochelle DeShazo	Parent/Community Member
Talissa Morales	Parent/Community Member
Erasmus Aguilar	Parent/Community Member
Lourdes Aguilar	Parent/Community Member
Fabian Barrera	Parent/Community Member
Henry Tavarez	Parent/Community Member

## F. Notifications and Communications

### Required Notifications of Hearing

The following persons and entities were notified in writing of the public hearing concerning input on this Comprehensive School Safety Plan in accordance with the district's administrative regulations (AR 0450) (EC 32288):

- Local mayor
- A representative of the local school employee organization
- A representative of each parent organization at the school site, including the parent teacher organization and parent teacher clubs
- A representative of each teacher organization at the school site
- A representative of the student body government
- All persons who have indicated that they want to be notified

### Notice to Public

The Comprehensive School Safety Plan prepared for the 2021-22 school year was shared with: (EC 32282 and 32288)

- Parents at a monthly School Site Council Meeting to be held \_\_\_\_\_.
- School staff through staff meetings.
- Communicated to the general public through school site council meetings or board meetings.
- Communicated to the following entities:
  - Law Enforcement Agencies
  - Local Fire Stations

### Assurances

The school site council may include the following three essential components and/or strategies into this plan (AR 0450):

- Assuring each student a safe physical environment
- Assuring each student a safe, respectful, accepting and emotionally nurturing environment
- Providing each student resiliency skills

Evidence of these assurances is embedded throughout this school safety plan.

### III. Safe School Reports

#### A. School Crime Status

Rose Ferrero Elementary School does not experience high incidents of crime on campus or during school-related functions. Incidents of crime in nearby areas and neighborhoods is low. The school is nestled among single family homes and the high school is situated on the property next to the school. Local neighborhoods are comprised of a few moderate-income apartment buildings, fast food restaurants, and local area businesses. There are no known safety hazards on campus or nearby at this time.

2020-21 Suspensions and Expulsions	
Total Suspensions	0
Total Expulsions	0

#### B. Safe School Assessment Resources

The following resources were analyzed to develop an understanding of current conditions of school safety and standard practices to develop a comprehensive plan of action and procedures to ensure students, staff, and visitors are provided a safe and secure environment.

- School Needs Assessment
- Healthy Kids Survey Results
- Suspension, Truancy, and Expulsion Data
- Staff Surveys
- Discipline Data
- Office Referrals
- Attendance Rates / SARB Data

**C. Evaluation of 2020-21 Action Plans/Goals**

There was no evaluation of the 2020-21 action plans/goals completed in the 2020-21 school year as 2021-22 is the first year of full implementation of the Comprehensive School Safety Plan. A full evaluation of the action plans and goals will be completed and reported in the 2022-23 Comprehensive School Safety Plan.

<b>Component #1 – People and Programs</b>	
Were objectives met? Why?	N/A
Identify deficiencies in meeting objectives.	N/A
Explain how the objectives/action plans can be strengthened.	N/A
<b>Component #2 – Places</b>	
Were objectives met? Why?	N/A
Identify deficiencies in meeting objectives.	N/A
Explain how the objectives/action plans can be strengthened.	N/A



### D. 2021-22 Safe School Needs Assessment

S = Strength  
N = Need

What are Needs of School, Staff, and Students?			
<b>Assure a Safe Physical Environment</b>			
<input type="checkbox"/>	Improve safety of school grounds	<input type="checkbox"/>	Improve ingress/egress routes
<input type="checkbox"/>	Improve safety of buildings/classrooms	<input type="checkbox"/>	Improve safety of field/equipment
<input type="checkbox"/>	Improve internal security	N	Prepare students and staff for crisis emergencies
S	Improve exterior and/or perimeter security	<input type="checkbox"/>	Prevent and reduce vandalism and graffiti
N	Improve dropping off/picking up students	S	Prevent weapons on campus
<input type="checkbox"/>	Other		
<b>Provide each Student with Resiliency Skills (Expectations, Caring and Participation) by enhancing:</b>			
<input type="checkbox"/>	Community service opportunities	N	Problem solving skills
N	Parent involvement	<input type="checkbox"/>	Autonomy (sense of self/identity)
<input type="checkbox"/>	Alternatives to violence	<input type="checkbox"/>	Sense of purpose and future
<input type="checkbox"/>	Good Communication skills	S	Participation in academic activities
<input type="checkbox"/>	Character/value education	S	High academic self-expectations
<input type="checkbox"/>	Social competence	<input type="checkbox"/>	Other (CHAMPS)
<b>Assure a Safe, Respectful Accepting, and Emotionally Nurturing Environment by promoting:</b>			
<input type="checkbox"/>	Positive structure in classroom	<input type="checkbox"/>	Prevention and intervention strategies
N	Fair, consistent discipline and consequences	<input type="checkbox"/>	Anti-bullying/hazing
<input type="checkbox"/>	Acceptance of diversity	S	Ongoing staff development
S	Drug-Free school	<input type="checkbox"/>	Attendance enhancement
<input type="checkbox"/>	Character/values education	<input type="checkbox"/>	Gang suppression
<input type="checkbox"/>	Parent Involvement	<input type="checkbox"/>	Effective teacher/student relationships
<input type="checkbox"/>	Nurture positive self-esteem	<input type="checkbox"/>	Suicide prevention/response plans
S	High behavior expectations	N	Extra-curricular activities
<input type="checkbox"/>	Conflict resolution skills	<input type="checkbox"/>	Student recognition
<input type="checkbox"/>	Anger Management	<input type="checkbox"/>	Supervision of students across all settings
<input type="checkbox"/>	Personal and social responsibility	<input type="checkbox"/>	Student support
<input type="checkbox"/>	Collaboration among agencies, law enforcement and judicial system		
<input type="checkbox"/>	Participation in and collaboration of parents/students/community		

## E. Conclusions of 2021-22 Safe Schools Assessment

- Areas of Pride and Strength: (Components 1 & 2)
  - **High Academic Expectations** ... this is something we promote to students on a consistent basis, during Morning Assemblies ... we are a Growth Mindset School
  - **Drug-Free School** ... this may have a lot to do with being an “elementary school”; however, we do consistently talk to students about taking care of themselves
  - **Ongoing Staff Development** ... This may be one of our strengths as we believe in building the capacity of our teachers and staff, and we always provide teachers (especially) with only high-quality PD
  
- Areas to Change: (Components 1 & 2)
  - **Improve dropping off/picking up students** ... We do agree that this can improve, but what it would take may be beyond our control (i.e., re-constructing the area, 100% parent cooperation, possible change in dismissal schedule, or the hiring of extra personnel just for this activity)
  - **Parent Involvement** ... Agree that this could increase/improve as well; however, it may require the use of incentives to get parents to do what they should be doing – being involved in their child’s education
  - **Prepare students and staff for crisis & emergencies** ... This is a good goal to have as this issue has been obscured by the Covid-19 Pandemic. There are many different emergencies that could arise in which we all could be better prepared.
  
- Analysis of how the data, needs, and perceptions about the school’s safety determined the goals: (EC 35294.2(a)(1))
  - **Improve dropping off/picking up students** ... It is a reality that traffic backs up as parents park in no parking zones/the yellow pick up/drop off zone to wait for their child to arrive. In addition, this perpetuates parents dropping off their child in unsafe areas (like in the middle of the parking lot) and expecting that they will safely navigate the parking lot and make it into the school.
  - **Prepare students and staff for crisis & emergencies** ... Besides this issue being obscured by the Covid-19 Pandemic, as stated above, there are many different emergencies that could arise in which we all could be better prepared. We do our due diligence by conducting regular fire drills and earthquake drills, but do these drills REALLY prepare students and staff for a REAL fire or earthquake? In addition, though we practice Shelter-In-Place drills, there are other methods (A.L.I.C.E. – which we have been trained on) that encourage students and staff to make decisions (shelter or evacuate) in the midst of the crisis.
  
- Generalized statement of goals for 2021-22 (EC 35294.2(a)(2)(H):

At Rose Ferrero, we truly work towards making our school as safe and secure as possible by working to improve in the areas we are already strong, as well as working extremely hard to improve the areas were we may be deficient.

## **IV.2021-22 Safe School Action Plans**

After analyzing data, resources, and desired areas of change, Rose Ferrero Elementary School has determined that the following priorities for action are necessary to create a safe, secure campus and a positive learning environment emphasizing responsible and respectful behavior.

### **A. Component 1: People and Programs**

**Goal #1:** Maintain high expectations for student academic achievement and behaviors.

**Goal #2:** Maintain high expectations for student well-being.

### **B. Component 2: Places**

**Goal #1:** Establish and maintain safe and secure learning environments.

**Goal #2:** Establish and maintain safe and secure classrooms.

Component 1: People and Programs – Create a Caring and Connected School Climate		
Goal #1	Maintain High Expectations for Student Academic Achievement & Behaviors	
<b>Objective 1.1</b>	<p><b>Maintain High Expectations for Student Behaviors</b></p> <p>Resources needed: Resources to fund and supply or PBIS Student Store</p> <p>Personnel: Entire School Staff (but mainly the principal, counselor, FSSL, teachers, and Pupil Supervisors)</p> <p>Training: Continue all PBIS practices/procedures</p> <p>Administration: Principal/Counselor/Family-Student Support Liaison</p>	<b>Person(s) Responsible:</b> Administration, counselor, teachers, classified staff
		<b>Timeline for Implementation:</b> Already in place, but must continue and improve where improvements can be made
<b>Objective 1.2</b>	<p><b>Maintain High Expectations for Student Well-Being</b></p> <p>Resources needed: Continue the regular scheduled SEL Tier 1 lessons delivered to classrooms by the school counselor</p> <p>Personnel: Counselor &amp; teachers</p> <p>Training: "Hatching Results" seminars</p> <p>Administration: Principal &amp; counselor</p>	<b>Person(s) Responsible:</b> School counselor & teachers
		<b>Timeline for Implementation:</b> Already in place, but must continue and be relevant to student needs
Component 2: Places – Create a Physical Environment That Communicates Respect for Learning and for Individuals		
Goal #1	Establish & Maintain Safe & Secure Learning Environments	
<b>Objective 1.1</b>	<p><b>Establish &amp; Maintain Trusting Teacher-Student Relationships</b></p> <p>Resources needed: Growth Mindset materials/ publications that specifically target this topic</p> <p>Personnel: Principal &amp; teachers</p> <p>Training: (Not sure)</p> <p>Administration: Principal</p>	<b>Person(s) Responsible:</b> Principal & teachers
		<b>Timeline for Implementation:</b> Already in place, but must continue and improve where improvements can be made
<b>Objective 1.2</b>	<p><b>Establish &amp; Maintain Safe &amp; Secure Classrooms</b></p> <p>Resources needed: Growth Mindset materials/ publications that specifically target this topic</p> <p>Personnel: Principal &amp; teachers</p> <p>Training: (Not sure)</p> <p>Administration: Principal</p>	<b>Person(s) Responsible:</b> Principal & teachers
		<b>Timeline for Implementation:</b> Already in place, but must continue and improve where improvements can be made

## V. School Safety Practices, Policies and Procedures

### A. Bully Prevention

#### District Policy

The Board of Trustees recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

#### District Resources

The district utilizes the Sprigeo program which is a way to provide students and parents with a relevant way to report tips that keep their classmates safe and school administrators informed. The web site versions of the tip line can be utilized on personal devices as well as district-issued iPads, Chromebooks, etc. and can be located on the district's website.

### B. Child Abuse Reporting Procedures

(Penal Codes 11164-11174.3 and Child Abuse & Neglect Reporting Act)

Soledad Unified S.D. Board Policy 5141.4

As stated in the Board Policy, "District employees are obligated to report all known or suspected incidents of child abuse and neglect in accordance with law, Board policy, and administrative regulation. Employees shall not investigate any suspected incidents but rather shall fully cooperate with agencies responsible for reporting, investigating and prosecuting cases of child abuse and neglect." District employees are mandated reporters.

Soledad Unified S.D. Administrative Regulation 5141.4 (b)

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.

#### Reporting Procedures

- Complete Child Abuse reporting form.
- Call Monterey County Department of Social Services at (800) 6060-6618 or (831) 755-4461
- Forward completed Child Abuse Report form within 36 hours.
- Do not pass on the responsibility to report. However, you can/should consult with your supervisor.
- If you have a reasonable suspicion, you then have a duty to check (reasonable suspicion creates a duty).
- If in doubt, file.
- The burden of proof is not with you. Department of Social Services will do the investigation.
- School staff is not liable for defamation if done in the course and scope of your employment.

### C. Discipline and School Rules

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

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.

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 or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

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

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

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for district schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

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

### **Rose Ferrero Elementary Schoolwide Rules**

Why do we have School-wide Rules?

Having a few simple, positively stated rules facilitates the teaching of behavioral expectations across school settings because students will be learning through the same language. Moreover, by focusing on 1 simple rule it is easier for students to remember. It is also important for staff because instruction focusing on one simple rule will improve teaching and consistency across staff through the use of a common language.

Positively stated rules are important, because research has shown that recognizing students for following the rules is even more important than catching them breaking the rules. By stating rules positively, the hope is that staff will be more likely to use the rules to catch students engaging in the appropriate behavior.

By selecting only a few rules it is important that the rules are broad enough to talk about all potential problem behaviors. With the rules selected, the PBIS team believes that we can then teach all specific behavioral expectations across all school settings according to these simple rules, for example:

- Helping a classmate with a task is an example of respecting others because you were empathizing with his or her needs.
- You were respecting yourself when you walked away from someone who was mean to you on the playground.
- Thank you for respecting the environment by picking up the trash someone left at your cafeteria table.

The Behavioral Expectations Matrix (see the next page) uses the school-wide rules to identify specific behavioral expectations across all school settings.

All staff and students in the school are expected to know the School-wide Rules. Schools will be evaluated twice per year (Fall & Spring) to see if staff and students know the school-wide rules. The goal is that 100% of staff and students know the school-wide rules. To be most effective, regular teaching using the school-wide rules should become part of the school culture.

*Rose Ferrero Elementary School Rules*

**R E S P E C T**

<b>Respect</b>	<b>O</b> thers	<b>S</b> elf	<b>E</b> nvironment
In the Classroom	<ul style="list-style-type: none"> <li>Follow the directions of your teacher</li> <li>Allow others to learn</li> </ul>	<ul style="list-style-type: none"> <li>Do your personal best</li> <li>Be prepared and on time</li> </ul>	<ul style="list-style-type: none"> <li>Use classroom tools in a scholarly manner</li> </ul>
On the Playground	<ul style="list-style-type: none"> <li>Keep your hands and feet to yourself</li> <li>Share equipment</li> </ul>	<ul style="list-style-type: none"> <li>Follow all directions given by adults</li> <li>Play fair and have fun</li> </ul>	<ul style="list-style-type: none"> <li>Use the equipment appropriately</li> <li>Keep the grounds clean</li> </ul>
In the Cafeteria	<ul style="list-style-type: none"> <li>Form a single line and enter calmly</li> <li>Use normal voices</li> <li>Use "please" and "thank you"</li> </ul>	<ul style="list-style-type: none"> <li>Use restroom before you enter</li> <li>Walk slowly and make sure you have everything you need</li> </ul>	<ul style="list-style-type: none"> <li>Remain seated</li> <li>Clean up after yourself</li> </ul>
Walkways, Quad,	<ul style="list-style-type: none"> <li>Allow others to walk directly to their destinations</li> </ul>	<ul style="list-style-type: none"> <li><b>WALK</b> directly to your destination in a calm and quiet manner</li> </ul>	<ul style="list-style-type: none"> <li>Stay on the walkways</li> </ul>
Restrooms	<ul style="list-style-type: none"> <li>5 minutes or less</li> </ul>	<ul style="list-style-type: none"> <li>Use restrooms at recess</li> <li>Wash your hands</li> </ul>	<ul style="list-style-type: none"> <li>Keep restroom clean</li> </ul>

## D. Dress and Grooming

Education Code 35294.2 (f)

Gang-related apparel is defined as apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus.

Soledad Unified S.D. Board Policy 5132 (Dress Code)

The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

Soledad Unified S.D. Administrative Regulation 5132 (Gang-Related Apparel)

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel

## E. Emergency Drills Schedules

California law requires public schools to conduct minimum emergency drills every school year. On an annual basis, school sites develop a calendar of scheduled emergency drills. Parents/Guardians are provided written notification during the first quarter of each school year about emergency procedures in the district.

1. Earthquake drills shall be practiced at least once each school quarter in elementary schools and at least once a semester in secondary schools (California Education Code 35297).
2. Fire drills shall be practiced not less than once every calendar month at the elementary level, four times every school year at the intermediate level and not less than twice every school year at the secondary level. In addition, each Administrator shall sound the fire alarm in a test monthly (California Education Code 32001).

Although not mandated by local or federal entities, the Soledad Unified School District schedules and conducts tactical response drills related to the increasing Active Shooter/Intruder events in schools nationwide.

A copy of the Emergency Drills Schedule is maintained in the school site administration office. A complete districtwide calendar is on file at the school district office in the Superintendent's Office or the Assistant Superintendent of Educational Services Office.

## F. Hate Motivated Behavior

Soledad Unified S.D. Board Policy 5145.9

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

## G. Nondiscrimination/Harassment

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

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



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

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

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's web site in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

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

#### **Record-Keeping**

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

## **H. Notification to Teachers of Pupil Suspension or Expulsion**

(Pursuant to Education Code 49079)

The district shall inform the principal/teachers annually of students who were engaged in, or reasonably suspected to have engaged in, for the previous three school years, any of the acts described in:

- Education Code 48900 subdivision [except subdivision (h)]
- Education Code 48900.2 (sexual harassment)
- Education Code 48900.3 (hate violence)
- Education Code 48900.4 (harassment of school/district personnel or pupil; threats/intimidation)
- Education Code 48900.7 (terrorist threat)

The principal/teacher shall keep this information in confidence and must not further disseminate.

Soledad Unified School District Board Policy 4158, 4258, 4358

The Board of Trustees desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or his/her parent/guardian to recover damages to the employee or his/her property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of his/her duties. (Education Code 48904, 48905)

## I. Safe Ingress/Egress Procedures

### Arrival Procedures

The gate at the northeast side of the school (next to the Transitional Kinder classrooms) opens each morning at 7:30 a.m. There is no supervision of students before this time. Students should not arrive to school before 7:30 a.m. Once they arrive, all students will make their way to the multi-purpose room where breakfast will be served. (Transitional Kinder & Kinder students who do not eat breakfast may use the Kinder playground, while the weather permits, next to Room 2 as soon as the Pupil Supervisor arrives.) Students will be seated at their designated tables where they may eat breakfast, read a book, complete their school work, or converse with one another. Students may only leave the multi-purpose room if given permission by a supervising adult, or when classes are dismissed.

### Dismissal Procedures

1<sup>st</sup> thru 6<sup>th</sup> Dismissal - Students should always know how they are expected to get home. On Mondays, Tuesdays, Thursdays, & Fridays, 1st, 2nd, and 3rd grade students are dismissed at 2:35 p.m., while 4th, 5th, & 6th grade students are dismissed at 2:40 p.m. On Wednesdays, we have our Early Release Schedule where dismissal for 1st, 2nd, & 3rd grade students is at 1:35 p.m., while 4th, 5th, and 6th grade students are dismissed at 1:45 p.m.

During any 1st – 6th dismissal, teachers walk students to the quad area where they are formally dismissed. Staff will supervise all students until they have exited the campus. Students will then do one of the following:

- Meet calmly at a designated area to take part in the After-School Program
- Walk to the tables near the West Gate and be seated while waiting for their bus to arrive
- Walk to the loading zone (northeast corner of the school) to wait to be picked up car
- Meet a parent at one of the gates to be accompanied home
- Begin walking home (with parental permission)

Transitional Kinder & Kindergarten Dismissal

TK & Kindergarten Dismissal - AM Transitional Kindergarten students will be dismissed at 12:20 by an Instructional Aide at the gate by Room 1. Parents need to park in the parking lot, and using the crosswalk that leads to the front door of the school, walk to the Kinder gate. Parents will sign out their child daily. (On Wednesdays, our district's early dismissal day, all Transitional Kindergarten AM and PM students will follow this {AM} schedule. Kindergarten dismissal is at 1:25 on Wednesdays and follows the procedures described below.)

Every Monday, Tuesday, Thursday, and Friday for PM Transitional Kindergarten as well as all Kindergarten classes, dismissal will be at 2:35 at the gate near Room 1. Parents need to park in the parking lot, and using the crosswalk that leads to the front door of the school, walk to the Kinder gate to sign out their child. The clipboards for sign out will be hung on the gate by 2:30 p.m. The sign out sheets are separated by teacher and contain only the first names of the child. Please know that your child's safety is of the highest priority for the teachers who are responsible for dismissal. Therefore, students will only be released to individuals that are listed on the Emergency Contact form who are over the age of eighteen (18).

Finally, if you need to have a conversation with your child's T.K. or Kinder teacher, please make an appointment. It becomes difficult for the teachers to supervise their class, oversee dismissal, and engage in a meaningful conversation. Thank you for your help in following our dismissal procedures.

## J. Search and Seizure

Soledad Unified S.D. Board Policy 5145.12

The Board of Trustees is fully committed to promoting a safe learning environment and, to the extent possible, eliminating the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, school officials may search students, their property, and/or district property under their control and may seize illegal, unsafe, or otherwise prohibited items.

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.

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.

Individual Searches

School officials may search any individual student, his/her property, or district property under his/her control when there is a reasonable suspicion that the search will uncover evidence that he/she is violating the law, Board policy, administrative regulation, or other rules of the district or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, student vehicles parked on district property, cellular phones, or other electronic communication devices.

Any search of a student, his/her property, or district property under his/her control shall be limited in scope and designed to produce evidence related to the alleged violation. Factors to be considered by school officials when determining the scope of the search shall include 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.

Employees shall not conduct strip searches or body cavity searches of any student. (Education Code 49050)

Searches of individual students shall be conducted in the presence of at least two district employees.

The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

Searches of Multiple Student Lockers/Desks

All student lockers and desks are the property of the district. The principal or designee may conduct a general inspection of school properties that are within the control of students, such as lockers and desks, on a regular, announced basis, with students standing by their assigned lockers or desks. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned.

Use of Metal Detectors

The Board believes that the presence of weapons in the schools threatens the district's ability to provide the safe and orderly learning environment to which district students and staff are entitled. The Board also believes that metal detector searches offer a reasonable means to keep weapons out of the schools and mitigate the fears of students and staff.

The Superintendent or designee shall use metal detectors at district schools as necessary to help provide a safe learning environment. He/she shall establish a plan to ensure that metal detector searches are conducted in a uniform and consistent manner.

Use of Contraband Detection Dogs

In an effort to keep the schools free of dangerous contraband, the district may use specially trained, nonaggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or Board policy.

The dogs may sniff the air around lockers, desks, or vehicles on district property or at district-sponsored events. Dogs shall not sniff within the close proximity of students or other persons and may not sniff any personal items on those persons without their consent.

## **K. Suspension and Expulsion Policies**

(Pursuant to Education Code §48900 and Soledad Unified School District Board Policy 5144.1)

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

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

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

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

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

#### Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K 8 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

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

#### On-Campus Suspension

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

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

#### Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

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

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

Due Process

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

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, 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. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

## VI. Sample Communications Forms and Postings

### A. Pandemic Influenza

# PANDEMIC INFLUENZA

Pandemic flu is a worldwide outbreak of disease that occurs when a new flu virus appears that can spread from person to person. Because people have not been exposed to the new virus they have little or no immunity.

Therefore, serious illness or death is more likely to result. The illness rates for both seasonal and pandemic flu are high among children. Because schools are the most densely populated environments in society, they are likely to contribute significantly to the containment or to the spread of flu in the community.

Therefore, school closures may result as a means of reducing the overall illness rates within communities.

### GOAL

Plan and increase preparedness for the possibility of an influenza pandemic.

### Stages of Preparation include planning for:

- Mitigation and Prevention - anticipating needs
- Preparedness - planning what to do and how to do it
- Response - implementing your plan
- Recovery - what to do to return to normal

### Principal/Designee

- Review instructions for staff and students
- Implement prevention policies and procedures including:
  - Posting of health education materials more frequently
  - Education of staff/students on how to cover coughs and sneezes
  - Education of staff/students on frequent hand washing
  - Use of waterless hand sanitizers and wipes
- Develop platoon system for rotation of staff, and identify a priority list for staff release.
- Plan for possible use of facility by Public Health Officials.

### All Personnel

Basic elements required for pandemic influenza preparedness:

Any staff member can be designated to serve as Civil Service Worker

- Each employee will be assigned priority for serving as a Civil Service Worker depending on the need.
- The platoon system for rotation purposes will be implemented and a general plan made for systematic dismissal of staff.
- Students will be dismissed according to standard student release procedures as outlined for any emergency.
- “All Call” system will communicate with parents and staff as needed.

For more information:

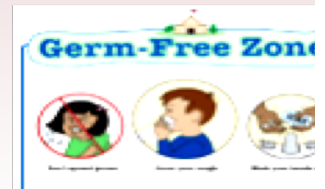
<http://www.pandemicflu.gov/plan/>

**FOLLOW STANDARD  
OPERATING  
PROCEDURES**

**Cough or Sneeze  
Into Your Upper  
Sleeve  
Not Your Hand**

### Prevention

Hand Hygiene  
Cough Hygiene  
Sneeze Hygiene  
Social Distance



## **B. Responding to Inquires – Principal’s Template**

### **SAMPLE – SCRIPT FOR OFFICE MANAGER/SECRETARY/CLERK Responding to Inquires**

#### **What has happened?**

Share the information honestly;

*e.g...”This morning one of our kindergarten students, (NAME), was hit by a car outside of his home. According to the family (he/she) ran out into the street and was seriously injured. He/she died this afternoon.”*

#### **What actions are being taken?**

Security measures, emotional issues, correspondence.

*e.g...”The Standardized Emergency Management System was activated. School support staff including school psychologist, counselor, and nurse have been and will continue to be available to students, teachers, and parents.*

*A written correspondence will be sent home sharing pertinent and resource information.”*

#### **When to retrieve students?**

Explain that safety and welfare of students is of the foremost concern. Be prepared for an influx of students wanting to go home or parents trying to retrieve.

*e.g...”Your son or daughter is not in immediate danger and therefore will be dismissed as usual.”*

#### **What can the parent/community member do to help?**

Immediate and long term.

*e.g...”As per the request of the family, monetary donations can be sent to defray the cost of the funeral. If you wish for your son/daughter to attend the funeral, parents/guardians are expected to attend with their child.*

*If victim is hospitalized, respect hospital visitation hours and respect the privacy of the family.*

*Be observant of your child’s feelings and listen to them. If you have concerns about how your child is coping, seek support from family members, clergy, doctor, or contact the school site support staff.”*

### C. Notification of Student Death – Sample Letter to Parents/Guardians - English

Date:

Dear Parents and Guardians:

We are extremely saddened to learn today that *Student*, 6<sup>th</sup> grader at *School* has died. *He/she* collapsed at school. Emergency care was provided and *he/she* was immediately transported by ambulance to the hospital where *he/she* passed away. *Student* attended *Elementary School and Middle School*.

We are all saddened by *Student's* death and we send condolences to his/her family and friends.

Today we have shared the information of *Student's* death with the student's in each classroom. We have also enlisted the help of *Name* school psychologist, *Name* and *Name*, school counselors and other psychologists, administrators, nurses and counselors throughout the district to help children who need to express their feelings, concerns, and questions.

The death of a student like *Student* is very hard for us to understand or accept. For the children who knew *Student*, it may be especially difficult to deal with, but even those who did not know him/her may still have strong emotional reactions upon receiving this news. It is very important for you to be available to discuss this tragic event if your children want to talk to you. Please be alert to special possible behavior changes in our child because this might indicate a need for support. If you think your child needs to talk to a counselor, please call us at *Phone Number*.

Sincerely,

*Name*  
Principal



## D. Notification of Student Death – Sample Letter to Parents/Guardians – Spanish

Fecha:

Estimados padres y tutores:

Es con mucha tristeza que le informamos que hoy falleció el/la estudiante *NOMBRE DEL ALUMNO* que cursaba el a grado en *Escuela*. Se desmayo en la escuela, se le dieron primeros auxilios; inmediatamente se le transporto por ambulancia al hospital a donde *el/ella* dejo de existir. *NOMBRE DEL ALUMNO* asistió las escuelas de \_\_\_\_\_ y de \_\_\_\_\_.

Se que todos estamos muy entristecidos por la defunción de *NOMBRE DEL ALUMNO* y participamos nuestras condolencias a su familia y amistades.

Hoy hemos compartido información del fallecimiento de *NOMBRE DEL ALUMNO* con los alumnos en sus salones de clases. También hemos solicitado la ayuda del *Nombre, el/la* psicólogo(a) la escuela, *Nombre y Nombre*, los consejeros y otros psicólogos, administradores, enfermeras y consejeros de todo el Distrito para asistir a los niños que necesiten ayuda para expresar sus sentimientos, dudas y preguntas.

La muerte de un estudiante como *NOMBRE DEL ALUMNO* no es fácil comprenderla ni aceptarla. Para los niños que conocían a *NOMBRE DEL ALUMNO*, va a ser especialmente difícil encarar esto, pero aun los que no lo conocían podrían tener una reacción emocionalmente difícil al recibir la mala noticia. Es muy importante que este disponible en caso de que su hijo o hija quiera hablar con usted este trágico evento. Por favor este al tanto de cualquier cambio emocional en el comportamiento de su hijo o hija que pueda indicar la necesidad de apoyo emocional. Si siente que hijo o hija necesita hablar con un consejero, por favor llámenos al teléfono.

Atentamente,

*Nombre*  
Director(a)

## **E. Bomb Threat – Sample ParentSquare Message – English**

### **Initial message:**

This is \_\_\_\_\_, the principal of \_\_\_\_\_ School. This message is to inform/update you on an existing situation at our school this morning/afternoon. A suspicious item was found this morning/afternoon on the school campus. The school is now in a lockdown mode. Working collaboratively with the Soledad Police Department, we are being guided through the process and children and staff are all safe. At this time, it is best for your children to remain in the safe surroundings of their locked classroom. The Soledad Police Dept. has requested that no one approach the school at this time or use their cell phone to call or text message their children because of the suspicious item. As soon as the Police give us the go ahead to open the school, we will contact you immediately. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

### **All clear message:**

Hello families, this is \_\_\_\_\_, the principal of \_\_\_\_\_ School and I am happy to report that the situation with the suspicious item on campus has been resolved safely and the school is no longer on lockdown. The Soledad Police Dept. removed the item and it is being analyzed. There is an ongoing investigation at this time. Students will be released from school at the usual time. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

## **F. Bomb Threat – Sample ParentSquare Message – Spanish**

### **Initial message / Mensaje inicial:**

(Buenas padres de familia) Habla el/la director/directora, \_\_\_\_\_ de la Escuela \_\_\_\_\_. Este mensaje es para informarle de un incidente en nuestra escuela esta mañana/tarde. La escuela se encuentra actualmente en situación de confinamiento porque esta mañana/tarde se encontró un artículo sospechoso en nuestro campo escolar. Trabajando conjuntamente con el departamento de policía de Soledad se nos ha guiado a través del proceso y los niños de mantengan protegido en el salón de clases que está cerrado con llave. El departamento de policía de Soledad nos ha solicitado que nadie se acerque a la escuela por el momento y, que so se envíen llamadas telefónicas ni mensajes de texto con el celular debido al artículo sospechoso. Tan pronto que la policía nos dé el visto bueno para abrir la escuela, nos podremos en contacto con ustedes inmediatamente. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus niños, que son nuestra mayor prioridad.

### **All clear message / Mensaje de que pasó el peligro:**

(Buenas padres de familia) Habla el/la director/directora, \_\_\_\_\_ de la Escuela \_\_\_\_\_; tengo el placer de reportarles que se ha resuelto el incidente con el artículo sospechoso en el campo escolar y, ya la escuela no se encuentra en situación de confinamiento. El departamento de policía de Soledad retiró el artículo y está siendo analizado. Por el momento se está realizando una investigación. La salida de los estudiantes será a la hora de costumbre. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus niños, que son nuestra mayor prioridad.

### **G. Evacuation – Sample ParentSquare Message – English**

#### **Initial Message:**

Hello families.

This is \_\_\_\_\_, the principal of \_\_\_\_\_ School. This message is to inform/update you on an existing situation at our school this morning/afternoon. We are currently in the process of evacuating our campus due to \_\_\_\_\_. The safety and welfare of all student is our top priority. All children are safe in their classrooms with their teachers at this time.

Your son or daughter is not in immediate danger, however, since the school is being evacuated we need all students to be picked up by a person listed on your student's emergency card as soon as possible.

Students may be picked up at location . Please have the person picking up your student bring identification with them. You do not need to contact the school before coming to pick up your student. If possible, please do not call the school office or staff as the phone lines need to be kept open for emergency calls.

## H. Evacuation – Sample ParentSquare Message – Spanish

### **Mensaje inicial:**

Hola Familias.

Este es \_\_\_\_\_, el director/la directora de la escuela \_\_\_\_\_ . Este mensaje es para informarle/actualizarlo de una situación existente en nuestra escuela esta mañana/tarde. Actualmente estamos en el proceso de evacuar nuestro campo escolar debido a \_\_\_\_\_ . La seguridad y bienestar de todos los estudiantes es nuestra prioridad principal. Todos los niños están seguros en sus aulas con sus maestros en este momento.

Su hijo no está en ningún peligro inmediato, sin embargo, como la escuela está siendo evacuada necesitamos que todos los estudiantes sean recogidos por una persona que aparece en la tarjeta de emergencia de su estudiante tan pronto como sea posible.

Los estudiantes pueden ser recogidos en \_\_\_\_\_. Por favor haga que la persona que está recogiendo su estudiante traiga identificación con ellos. Usted no necesita llamar a la escuela antes de venir a recoger a su estudiante. Si es posible, por favor no llame a la oficina de la escuela o al personal, ya que las líneas telefónicas deben mantenerse abiertas para llamadas de emergencia.

### I. Letter Notifying Community Members of Public Hearing or Public Display

Printed on School Letterhead

Date:

Dear \_\_\_\_\_:

You are invited to a public meeting or public display for review of our *Comprehensive School Safety Plan* at \_\_\_\_\_ School in the \_\_\_\_\_ on \_\_\_\_\_ from \_\_\_\_\_, as per Education Code 32288(a).

Our school updates and revises the *Comprehensive School Safety Plan* annually through a systematic planning protocol. A few of the key elements in our plan include the following:

- Goals to assure each student a safe physical environment, provide each student with resiliency skills, and assure each student a safe, respectful, accepting, and emotionally nurturing environment
- School Procedures Relating to School Safety
- Emergency Response Plan

We are seeking your input and hope that you can attend. If you have any questions regarding this public meeting or public display of the plan, please do not hesitate to contact our principal, \_\_\_\_\_ at \_\_\_\_\_.

Sincerely,

Principal

-----  
Addresses to send letters:

Mayor of Soledad  
248 Main Street  
Soledad, CA 93960

Soledad Teachers Association

California School Employees Association

## VII. Emergency Response Plan

### A. Emergency Contact Datasheet

**School/Site:** Rose Ferrero Elementary School  
**IC (Incident Commander):** Principal Tommy Frank  
**Command Center Location:** On the Basketball Courts next to West Street  
**ALTERNATIVE LOCATION:** On the grass field on the East Side of the Campus  
**Release of Students Location:** Main Office (indoor)  
**ALTERNATIVE LOCATION:** West Gate (outdoor)

**PHONE NUMBERS**

Emergency – 911  
 Fire/Paramedic Emergency – 911

**PUBLIC UTILITIES**

Electricity (800) 655-4555 (So. CA Edison)  
 Gas (800) 427-2200 (The Gas Co.)  
 Water (831) 223-5000 (City of Soledad)  
 Technology/Telephone (831) 678-3950

**Soledad USD District Office – 678-3950**

Superintendent  
 Educational Services X  
 Health Services X  
 Food Services X  
 Transportation X  
 Maintenance & Operations (831) 678-2180  
 M&O After Hours

**American Red Cross**

Central Coast Chapter (main office) (831) 624-6921  
 24-Hour Number (800) 951-5600

**Monterey County**

**Office of Emergency Services** (831) 796-1905  
 Alert Monterey County (831) 755-8969  
 Disaster Services 2-1-1

**Soledad Police Department**

Main Desk (831) 223-5120  
 Non-Emergency Dispatch (831) 755-5111

**Soledad Fire Department**

Main Desk (831) 223-5100

**Hospitals**

Salinas Valley memorial Hospital (831) 757-4333  
 Mission Center HealthCare (831) 678-8899

**Radio Stations**

Soledad: KFRS 89.9 FM  
 San Ardo: KNBX 91.7 FM  
 Spanish: KHDC 90.9 FM

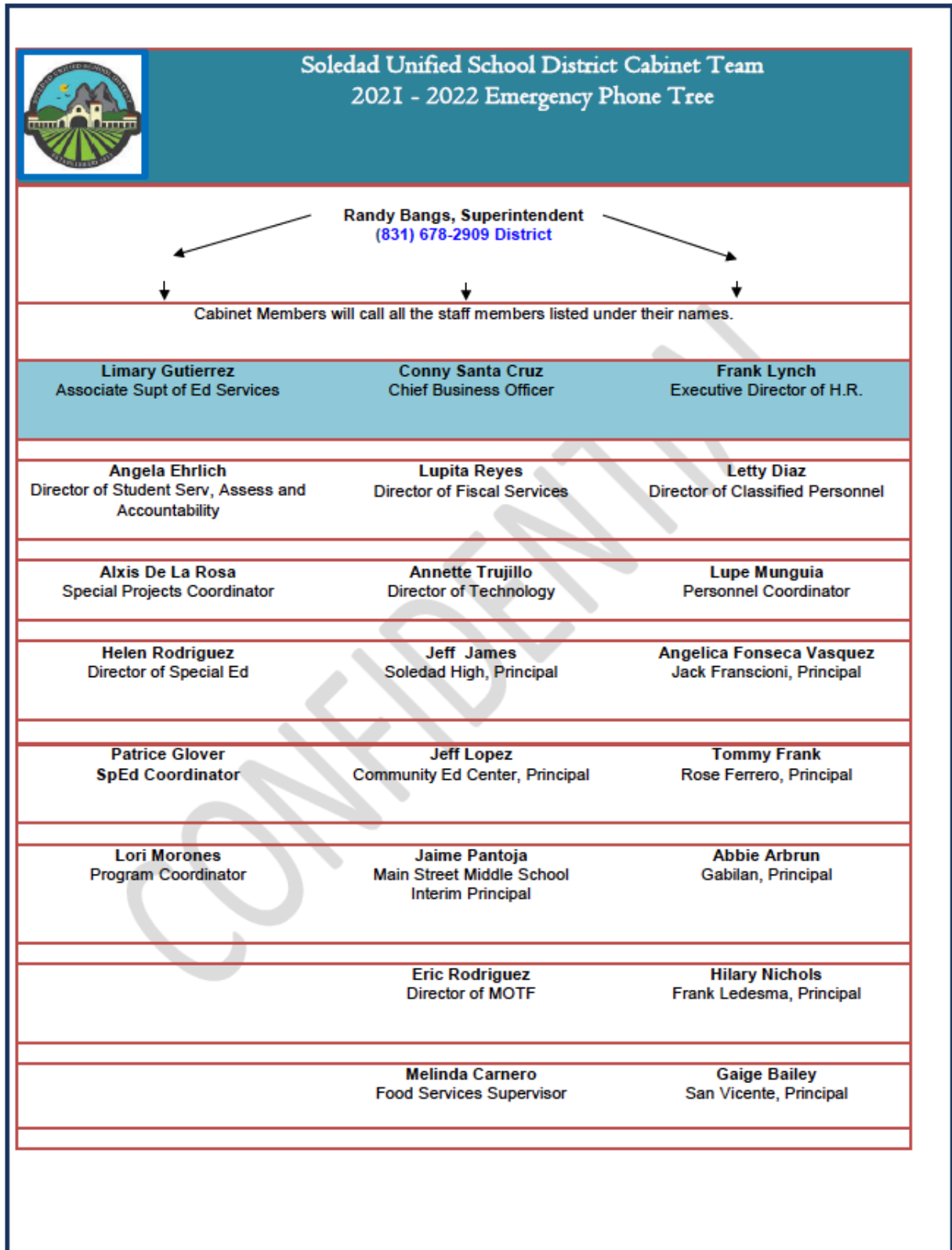
**Emergency Web Site Info**

Soledad Unified School District [www.soledadusd.org](http://www.soledadusd.org)  
 Natl. Weather Service (Western Region): [www.wrh.noaa.gov](http://www.wrh.noaa.gov)  
 Monterey County Sheriff [www.montereysheriff.org](http://www.montereysheriff.org)

**Emergency Supplies**

Location/s:  
 Gas wrench:

### B. Initial Contact to Launch District Emergency Response Phone Tree





### C. Action “Lockdown”

Types of Crisis: *Dangerous Intruder, Drive-by Shooting, Riot, Unauthorized Weapons on Site, Assault, Battery, or Kidnapping on or near the school site or Dangerous Crimes or Emergencies in the neighborhood off site.*

1. **Call 911 (if feasible, use landline)** if you witness an “Intruder,” “Active Assailant,” or threatening situation. Specify if “Intruder” or “Active Assailant.”
2. Signal "**Lockdown**" - Announce "**Lockdown**"; then use bells as appropriate. Move away from danger, help students with disabilities.
3. The person-in-charge in the Command Center will contact the city police department (or SRO designated to the school site if applicable).
4. Set up and man Command Center.
5. If grounds or maintenance staff is on campus, use the following as a “universal signal” for those who are far away or have earplugs: put wrists together and fists clenched.
6. Contact Superintendent’s Office to initiate phone tree and update status as needed.
7. Post sign on door notifying public of lockdown. (i.e., “We are in a lockdown for safety, return to your car and leave our school / Estamos en Encierro por seguridad, regrese a su automóvil y salga de nuestra escuela”.....**or**.....“We are practicing a lockdown drill, come back in 15 minutes / Estamos realizando una práctica de Encierro, regrese en 15 minutos”)
8. Activate **SEMS** (Standardized Emergency Management System) as needed.
9. **If students are in classrooms** (Office staff should lockdown in a safe area of office area with computer):
  - a. Quickly scan hallway for students walking by. Close and lock classroom doors, close and lock windows and close window treatments, if applicable.
  - b. Once the Lockdown has started, teachers should not, under any circumstance, open their doors until the end of the lockdown.
  - c. Teaching activities are to be stopped.
  - d. Silence all mobile telephones; keep the classroom computer turned on.
  - e. Assemble students in one area on the floor. Keep students quiet and away from doors and windows. Maintain a calm environment.
  - f. Continue to check email for updates.
  - g. Lights should only be left on if it would help the police search, without compromising the safety of the students.
  - h. If gunshot(s) or an explosion is heard, begin action “**Run, Hide, Fight.**”
  - i. Take roll and prepare a list of missing students.
  - j. If evacuated, bring roll sheets. Office staff takes emergency cards to the designated evacuation area.
10. **If students are not in the classroom:**
  - a. Go to the safest and closest area or room. DO NOT try to go to your classroom. Instead enter any available room.

- b. Physical Education students should be taken to the nearest room and held there until the end of the lockdown.
  - c. Follow steps “a-m” above.
11. **Action “Soft Lockdown”** consists of:
- a. All procedures above from “**Lockdown**”.
  - b. Lights can remain on, teachers may continue teaching, and students may remain in their seats.
  - c. Transition from a lockdown to a soft lockdown must be authorized by the police.
  - d. During a soft lockdown if students need to leave, only for an urgent need, they must be escorted by staff.
12. If lockdown is due to **Active Assailant**:
- a. If Assailant enters an occupied Room: **Have a Plan of Action (Run, Hide, Fight)**.
13. **Follow the direction of law enforcement** and/or other competent authority upon their arrival. Have emergency supplies for law enforcement available.
14. Only law enforcement can authorize an All Clear. The All Clear **will be signaled by Principal**. It may be hours later.
15. Principal debriefs staff, parents/community and students.
16. Follow “**Student Release Procedures**” (only send students home before end of the day if directed by Superintendent):
17. Debriefing if appropriate: City of Soledad Police Department, District administrator, Site Administrator and teachers.

## D. Dangerous Person on Campus

*A dangerous person could be someone with a legitimate purpose on campus (student, staff, or authorized visitor) or an unauthorized person.*

- Trespasser,
- Thief or vandal,
- Armed suspect,
- Or registered sex offender.

**General Procedure:** Direct all visitors to the office for registration.

1. **Warning:** The principal or designee will signal for a **“Lockdown”**.
1. **Action.** The principal or designee will call for the following actions to be accomplished:
  - a. Report the person to the office, with his or her description,
  - b. If indoors, implement **Action: Lockdown”**,
  - c. If outdoors, go immediately to the closest safe cover,
  - d. If gun shots are fired, implement **Action “Drop – Take Cover”**,
  - e. Account for all students,
  - f. Stay with students, keeping them together,
  - g. Wait for an all clear announcement.
  - h. Wait for an all clear announcement.

## E. Active Assailant on Campus

*A dangerous person could be someone with a legitimate purpose on campus (student, staff, or authorized visitor) or an unauthorized person.*

1. **Warning:** The principal or designee will signal for a “**Lockdown**”.
2. **Action.** The following actions will be accomplished:

Inside school building:

- a. Implement lockdown”, however do not post red or green placards
- b. Construct barriers using furniture, desks, etc., as far from the door and windows as possible
- c. Instruct students to hide behind barriers or implement **Run, Hide, Fight Mode**
- d. Do not open doors until after the lockdown is cancelled or you are absolutely sure of the identity or you are absolutely sure of the identity of the person asking to open the door
  1. Ask for identification, it can be slid under the door.
- e. If the assailant enters an occupied room be ready with a Plan of Action:
  1. If possible, **Run** away from the threat to a safe location
    - An open room or behind a block wall or building, or off campus
    - It is OK to leave campus if it leads to safety
  2. **Hide** where there is concealment and cover
    - A place that hides staff and students and provides protection from bullets
  3. **Fight** when there are no other options
    - Try to use surprise and/or anything you can use as a weapon
    - Chairs, books, fire extinguisher, etc.

Outside:

- a. Follow procedure e) under “Inside school building.”
  1. When law enforcement arrives, be quiet and compliant, do not look like a threat
    - a. Have your go bag ready to leave with you when instructed by law enforcement
    - b. Keep hands empty and hold them up when law enforcement approaches
    - c. If known, tell where the assailant is located

## F. Action Evacuation Procedures

Types of Crisis: *Fire, Dam Rupture, Flood or Utility Failure*

1. **Signal "Evacuation"** fire bell. Help students with disabilities. Close, but do not lock doors. Office staff takes student emergency cards to evacuation area.
2. **The first person who notices the concern is to call 911.** (Use landline phone, as cell phone contacts California Highway Patrol)
3. **Principal notifies** (or assigns designee to notify) assistant principals, campus supervisors, support staff, on-campus childcare, call the Superintendent's office.
4. **Principal activates SEMS Plan** (Standardized Emergency Management System) as needed.
5. If students are in classrooms:
  - a. Evacuate
  - b. Close, but do not lock doors.
  - c. Teacher takes roll sheets and office staff takes student emergency cards to evacuation area.
  - d. Teacher takes roll and alerts command center of any student not accounted for (telephone, intercom, walkie talkie, runner, or e-mail).
6. If students are not in classrooms:
  - a. Reunite with students in evacuation area.
  - b. Teacher takes roll and alerts command center of any student not accounted for (telephone, walkie-talkie, or runner).
7. **Follow the directions of law enforcement** and/or other competent authority upon their arrival. Have extra school maps available for law enforcement.
8. **All Clear** will be signaled by Principal.
9. **Principal debriefs** staff, parents/community (ParentSquare message, etc.), and students.
10. **"Student Release Procedures"** (only send students home before end of day if directed by Superintendent);
  - a. Use signs to designate "Request Student Pick-Up Area (or Gate)" and "Release Students Area (or Gate)."
  - b. Use signs to direct parents how to line up (e.g. alpha, grade levels, or room numbers).
  - c. Release younger students first. Use "Student Emergency Release" form to document each student release and use "Emergency Cards" or Q "Contacts" print-out to verify authorized adults who can pick up student. (RETAIN RECORDS)
  - d. Provide escort for parent/guardian to Crisis Response Team, Search/Rescue Team, or Medical area; if necessary.

*See evacuation preparation checklist on next page.*

### **Evacuation Preparation**

Before an incident check-list:

- Pre-determined pick-up spots for students
  - Store necessary furniture nearby (tables, chairs, etc.)
  - Store clipboards
- Prepare signs in advance (A-D, grade, etc.).
- Make sure Staff is aware of their assignment/role. Assignment based on Roles and Responsibilities in SEMS plan in the CSSP. Have backups selected. Make sure you have someone assigned to answer phones and make calls.
- Have script ready, and have a copy(ies) ready for the person (people) answering phones/making calls, including initial call to parents.
- Emergency Release forms for every student (copy from CSSP or use site's release forms if applicable).
- Emergency cards available via mobile set up so they can be moved to the pick-up location.
- Have communication (walkie talkies, etc.) ready.
- Clear guidelines (printed out so clear to staff) on what documentation is required for student pick up.
- Determine order of release (building wings, age, etc.) so an evacuation can be orderly.
- Have a designated parent waiting location (if different or in addition to the pick-up areas).
- Have a plan for activity/supervision for remaining students.
- Recommendations:
  - Share this procedure with all site staff
  - Train by incorporating this procedure in a drill in conjunction with a fire or EQ drill

## **G. Action “Student Release”**

1. **Warning:** Verbal Communication by the principal or designee. Action “Student Release” will be considered by the principal or designee. Students will be held at school until released to an authorized adult.
2. **Action** “Student Release” consists of:
  - a. Dismissal of all classes.
  - b. Release of students to their parents or guardian or other authorized adult at principal’s or designee’s judgment.
3. **Action “Student Release”** may be appropriate for, but not limited to, the following:
  - Flood,
  - Severe wind storm
  - Fire,
  - Or strategic alert

## H. Action “Directed Transportation”

1. **Warning:** Under certain conditions, Civil Defense officials may attempt to move people from an area of danger to an area of safety. Instructions from the authorities could come to the school via telephone, regular radio broadcast, or on the Emergency Broadcast System. The method of disseminating this warning at the school will, if at all possible, be by telephone message from the district office.
2. **Action “Directed Transportation”** consists of:
  - a. Transporting students to a safe area.
3. **Action “Directed Transportation”** is considered appropriate only when directed by a competent Civil Defense authority. It may be appropriate for, but not limited to, movement away from:
  - Flood or tsunami,
  - Fire,
  - Fallout area,
  - Or blast area



## I. Civil Disturbance

*A public or student demonstration or riot on or near school grounds that has the potential to disrupt school activities, cause injury to staff and students, and/or cause property damage.*

1. **Warning:** The principal or designee will signal for a “**Lockdown**”.
2. **Action:**
  - a. Follow principal's or designee's direction for possible “**Lockdown**”.
  - b. Account for all students and staff.
  - c. Remain in classroom or designated areas until contacted.
  - d. Remain calm and reassuring.

## J. Flood or Tsunami

*Flooding on a school site may be caused by heavy rain, failure of a dam, or for coastal sites, a tsunami.*

1. **Warning:**
  - a. Method: direct communication with principal or designee.
  - b. How Received: by telephone or notification from civil agency or district administrator.
2. The extent of the flood or tsunami and the estimated time before it arrives will dictate the course of action to be taken. The principal may initiate the following emergency actions:
  - a. Execute **Action “Leave Building”** (fire alarm), or
  - b. Execute **Action “Student Release”**, or
  - c. Execute **Action “Directed Transportation”**, or
  - d. Provide care for students at school.

## K. Windstorm

*Windstorms can be hazardous when wind speeds cause damage to property or when wind combined with cold weather causes wind chill.*

1. **Warning:** Telephone call from district office or civil agency such as fire or sheriff's department.
2. If high winds develop during school hours, the following emergency actions will be accomplished:
  - a. Students and staff should be assembled inside buildings.
  - b. Implement **Action "Drop Procedures"** (take cover signal).
  - c. Close windows and blinds.
  - d. Remain near an inside wall if possible.
  - e. Evacuate classrooms bearing full force of wind.
  - f. Keep tuned to one of the suggested radio stations for latest advisory information. (see **"Radio Stations"**)
  - g. Take roll.
  - h. School office will notify utility companies of an actual or suspected break in the utility service.
  - i. If necessary/possible, school office will contact the fire department, district office and/or district maintenance/operations office.

## L. Hazardous Material Spill

A hazardous material spill may include one or more of the following:

- Natural gas leak,
  - Science lab spill,
  - Chemical release from a nearby facility,
  - A collision or accident involving a tank truck or railroad car, or
  - An unknown powder or substance received in a letter or package.
1. **Warning:** Location, quantity, concentration, and other factors affect how a spill will be handled. Unless you are familiar with the material, risks and specific clean-up procedures, do not try to clean up the spill.
    - a. First priority is students and staff safety, then the environment, and then property.
  2. **Actions:**
    - a. Notify office immediately.
    - b. Office will notify fire/law enforcement agency and district office.
    - c. Determine the need to implement **Action "Leave Building"** (fire alarm).
    - d. Check for adverse medical symptoms (loss of breath, fainting, etc.) and request immediate medical attention.
    - e. **Isolate, identify and get names** of students and staff that could have been exposed or contaminated.
    - f. **Account** all students and staff.
    - g. Principal will direct other action as required.
    - h. Remain in designated area until contacted.

## M. Nuclear Fallout

Fallout is a radioactive combination of dirt, fission products, and anything else that is picked up by a nuclear explosion that then settles over surrounding areas.

- Fallout from an explosion by an improvised nuclear device in Los Angeles can spread to Monterey County.
- Fallout from an explosion in Los Angeles could reach eastern Monterey County.
- Radiation levels of fallout over Monterey County are not expected to be fatal, but may cause radiation illness.
  - The hazard from fallout is not from breathing the particles, but from exposure to the ionizing radiation given off after the fallout particles have settled on the ground and building roofs.

### 1. **Warning:**

a. An explosion of an improvised nuclear device may exhibit the following:

1. A bright flash of light
2. A sound of an explosion
3. Shaking ground.

b. Other warnings will be distributed over the news media.

### 2. **Announcement:**

a. The warning announcement at the school shall be: **“We have a hazard in the community and are instituting Shelter in Place procedures. Students and staff should remain inside. Those who are outside should immediately move to the protection of an inside room.”**

b. Additional information (example) **“Doors and windows should be securely closed. Do not go outdoors until you receive further instructions.”**

c. Cancellation: **“The Shelter in Place has been cancelled, the campus is safe.”**

### 3. **Actions:**

a. Get inside, stay inside, stay informed.

b. Immediately clear students from outdoor areas.

c. Close and lock classroom doors, close and lock windows and close window treatments, if available.

d. Physical Education students should be taken to the gymnasium or multipurpose room and held there until the end of the shelter in place.

e. If possible, shelter as many students as possible in larger buildings before fallout arrives. The ability of students and staff to distance themselves from exterior walls and the roof make larger structures ideal.

f. Send someone to the emergency storage container to bring food and water back to the classroom.

g. Keep students quiet and away from doors and windows. Maintain a calm environment.

h. Ensure that the heating, ventilation and air condition system is off. Turn off any other fans.

i. Seal major gaps under doors and windows with wet towels or duct tape. Allow some air exchange for breathing.

j. Take roll and prepare a list of missing students.

k. If parents or visitors are present, they should remain indoors at the site.

l. Parents who contact the site should be advised to stay inside at home until it is safe to pick up their children.

- m. Tune in to local news for updates.
- n. Principal or designee will direct other action as required.
- o. Remain in designated area until contacted.

## N. Fire

Fires can occur at school sites due to the following:

- Sources of ignition near flammable and combustible materials,
- Overloaded electrical circuits,
- Wildfires spreading onto school sites from neighboring areas,
- Or lightening.

1. **Warning:** fire alarm
2. **Action:**

### **Fire at School:**

- a. Sound the fire alarm. This will automatically implement Action “Leave Building”,
- b. Maintain control of students at the designated area,
- c. Maintain a safe distance from the fire and the firefighting equipment,
- d. Account for all students,
- e. Stay with students, keeping them together.
- f. Wait for an all clear announcement.

### **Fire near School**

- a. Determine the need to implement **Action “Leave Building”**,
- b. Determine the need to implement **Action “Directed Transportation”**,
- c. Maintain control of students at the designated area,
- d. Maintain a safe distance from the fire and the firefighting equipment,
- e. Account for all students,
- f. Stay with students, keeping them together,
- g. Wait for an all clear announcement.

## O. Fallen Aircraft

*Aircraft can fall on schools near airports or in flight paths.*

1. **Warning:**

- a. The engine of an aircraft may sputter or explode prior to the aircraft falling.
- b. The aircraft will give no warning before falling.

2. **Action:** if an aircraft falls on a portion of the school, the following will be accomplished:

- a. Staff will evacuate students from buildings as per fire drill to safe area.
- b. All students and staff will be kept at a safe distance, up wind, allowing for possible explosion. (Note: in case of a jet aircraft, minimum safe distance is 400 yards.)
- c. School office will immediate notify:
  - Fire Department 911
  - Law Enforcement Agency 911
  - District office (831) 678-3950

3. **Action:** if an aircraft falls near the school, the following will be accomplished:

- a. All students and staff will be kept at a safe distance, up wind, allowing for possible explosion. (Note: in case of jet aircraft, minimum safe distance is 400 yards)
- b. School office will immediately notify:
  - Fire Department 911
  - Law Enforcement Agency 911
  - District office (831) 678-3950



## P. Medical Emergencies

1. Medical emergencies include the following:
  - a. Heart attack,
  - b. Stopped breathing,
  - c. Severe bleeding,
  - d. Poisoning,
  - e. Diabetic emergencies,
  - f. Or heat Stroke.
2. **Warning:** Medical emergencies usually occur without warning.
3. If a medical emergency occurs during school hours, the following emergency actions will be accomplished:
  - a. Evaluate the scene of the injury or illness. isolate and secure the area.
  - b. Notify the school office.
  - c. Call (Access Code) 9-1-1, as appropriate.
  - d. If indoors, determine the need to implement **Action “Leave Building”** (affected classroom only) so that students are not unnecessarily exposed to trauma or danger.
  - e. Stabilize the victim, and administer first aid.
  - f. Use standard precautions as outlined in the district “Blood-borne Pathogens Exposure Control Plan.”
  - g. Rejoin students as soon as possible.
  - h. Account for all students and remain with them.
  - i. Remain calm and reassure students that all possible actions are being taken to care for the injured or ill person and to protect others.

## Q. Earthquake Procedures

*Hazards of ground movement in an earthquake include: items falling from shelves, breaking glass, moving furniture, and building damage and/or collapse*

1. **Warning:** Earthquakes usually strike without warning.

The following actions, as time permits, will be accomplished:

### **Inside school building:**

- a. The teacher, or staff member in authority, will implement **Action “Drop Procedure”**.
  - b. Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
  - c. Implement **Action “Leave Building”** when, in the judgment of the staff member, the earthquake is over and tremors have subsided. Implement **Action “Leave Building”** (fire alarm). Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.
  - d. Maintain control of students. **Do not run!**
  - e. Avoid touching electrical wires and metal objects such as chain link fences.
  - f. Render first aid if necessary.
  - g. Take roll and issue student name tags.
  - h. If possible, school office will immediately notify appropriate agencies/offices as per fire drill.
  - i. Do not return to building for any reason until they have been declared safe by authorized official(s).
2. The principal will determine the advisability or necessity of **Action “Student Release”**. Prior approval must be obtained by the superintendent.

### **In school grounds:**

- a. The staff member in authority implements **Action “Drop – Take Cover”**.
- b. The safest place is in the open. Stay there until the earthquake is over.
- c. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires, and wet areas.
- d. Do not run!
- e. Follow procedures c) through i) under “Inside school building”.

## R. Duck, Cover and Hold Procedures

Types of Crisis: *Earthquake, Windstorm, Tornado, or Explosion*

1. Teacher signals "**Duck, Cover and Hold**". Help students with disabilities.
2. **Call 911** (use landline phone, as cell phone contacts California Highway Patrol).
3. **Signal "Evacuation"** fire bell, if necessary. Office staff takes emergency cards to evacuation site.
4. **Principal notifies** (or assigns designee to notify) assistant principals, campus supervisors, support staff, on-campus childcare, and initiate district phone tree by calling **Superintendent's Office 678-3950**.
5. **Principal activates SEMS Plan** (Standardized Emergency Management System), as needed.

### **If students are in classrooms:**

- a. Duck under a desk, cover head w/arms and hold leg of furniture. Turn face away from windows.
- b. Take roll and alert command center of any student not accounted for (telephone, walkie-talkie, runner or e-mail).

### **If students are not in classrooms:**

- a. Move away from buildings, equipment, utility poles, signs, trees, etc.
  - b. Reunite with students in evacuation area.
6. Take roll and alert command center of any student not accounted for (telephone, walkie-talkie, runner or e-mail).
  7. **Follow the direction of law enforcement** and/or other competent authority upon their arrival. Have extra school maps available for law enforcement.
  8. **All Clear will be signaled by Principal.** Only law enforcement can authorize an all clear. It may be hours later.
  9. **Principal debriefs** staff, parents/community (ParentSquare message, etc.), and students.
  10. **"Student Release Procedures"** (only send students home before end of day if directed by Superintendent);
    - a. Use signs to designate "Request Student Pick-Up Area (or Gate)" and "Release Students Area (or Gate)".
    - b. Use signs to direct parents how to line up (e.g. alpha, grade levels, or room numbers).
    - c. Release younger students first.
    - d. Use "Student Emergency Release" form to document each student release and use "Emergency Cards" or Q "Contacts" print-out to verify authorized adults who can pick up student. (RETAIN RECORDS)
    - e. Provide escort for parent/guardian to Crisis Response Team, Search/Rescue Team, or Medical area; if necessary.

## S. Bus Incident Site Protocol

1. Bus Driver's initial communication with Transportation verify:
  - a. Transportation is aware of the incident
  - b. Transportation has contacted the appropriate law enforcement agency as/if necessary
  - c. Transportation has contacted the Assistant Superintendent of Business Services
  - d. Assist with any student medical issues if on-site
  - e. Assist any law enforcement agency, if on-site, with safety check, seating chart, etc.
  - f. Confirm with Transportation that mechanics or second bus to transport students is on the way
2. Assistant Superintendent of Business Services notifies the principal(s) of the involved school(s)
3. If students are injured, Assistant Superintendent of Business Services notifies Superintendent office. Superintendent's offices activates phone tree.
4. Communications Coordinator sends Bus Incident Scripts to school Principal(s), Transportation and district front desk. Principal shares with front desk staff to answer questions.
5. Principal of school(s) use Initial Notification Script and send email and voicemail ParentSquare to parents/guardians of all general education students on the bus as soon as accurate information is available. Transportation notifies parents/guardians for special education students on buses designated for special education students only. If Principal or Transportation are not available, Communications Coordinator can send.
6. Transportation notifies after-school programs (if happened after school) Provide them with a script or information.
7. The Principal sends Update on Incident via ParentSquare 30 minutes after initial ParentSquare if details were unknown initial contact. Transportation (special education)
8. The principal (general education) and Transportation (special education) should send all safe email if the incident happened on the way to school, if there were no injuries, and the children have now arrived safely to the school site(s).
9. District Communications Coordinator will prepare a press release or social media post if appropriate.
10. Bus Driver follows up with Transportation to follow up with any lists of students that includes names, DOB, phone and address (profile can be printed from Q) as requested.

## T. Bomb Threat or “Suspicious Object/Device” Procedures

**OFF THE AIR!**  
Do NOT text message  
Do NOT use walkie-talkies  
Do NOT use cell phones

1. **If phone call**, attempt to keep the caller on the line and complete form entitled “Bomb Threat Report” (see attached).
2. Call 911 - OFF THE AIR - DO NOT USE CELL PHONES, TEXT MESSAGE, OR USE WALK-TALKIES
3. **Principal notifies** (or assigns a designee to notify) assistant principals, campus supervisors, support staff, on campus childcare, and initiate district phone tree on a land-line by calling the Superintendent’s Office 678-3950.
4. **Intercom announcement**, “Please do a quick visual 1-minute scan of your classroom or office for anything unusual.” (A professional/law enforcement officer will decide if it is a bomb device or not) **OR Written message** for staff (see attached sample) to be sent to staff to search for anything unusual.
5. **Follow the direction of law enforcement.** They will search perimeter, public areas, roof, etc. and assist with crowd control. Have extra school maps available for law enforcement.
6. **Principal activates SEMS Plan** (Standardized Emergency Management System), as needed.
7. Secure campus perimeter.
8. **Evacuate, if deemed necessary.** Help students with disabilities. Teachers take roll sheets and office staff takes emergency cards to evacuation area.
9. **Take roll** and alert command center of any student not accounted for (telephone, intercom, walkie-talkie, and/or e-mail).
10. **All clear will be signaled by Principal.** Only law enforcement can authorize an all clear.
11. **Principal debriefs** staff, parents/community (ParentSquare message, etc.), and students.
12. **“Student Release Procedures”** (only send students home before end of day if directed by Superintendent);
  - a. Use signs to designate “Request Student Pick-Up Area (or Gate)” and “Release Students Area (or Gate)”.
  - b. Use signs to direct parents how to line up (e.g. alpha, grade levels, or room numbers).
  - c. Release younger students first.
  - d. Use “Student Emergency Release” form to document each student release and use “Emergency Cards” print-out to verify authorized adults who can pick up student. (RETAIN RECORDS)
  - e. Provide escort for parent/guardian to Crisis Response Team, Search/Rescue Team, or Medical area; if necessary.

**U. Bomb Threat Report**

** BOMB THREAT REPORT **

Try to keep the caller on the phone. Stall by saying: *I'm sorry, I didn't hear you.*

Questions to ask

- 1. Where is the bomb located? \_\_\_\_\_
- 2. What does it look like? \_\_\_\_\_
- 3. When is the bomb going to explode? \_\_\_\_\_
- 4. What kind of bomb is it? \_\_\_\_\_
- 5. What will cause the bomb to explode? \_\_\_\_\_
- 6. Why did you place the bomb? \_\_\_\_\_
- 7. What is your address? Where are you? \_\_\_\_\_
- 8. What is your name? \_\_\_\_\_

Exact wording of threat:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Time: \_\_\_\_\_ Date: \_\_\_\_\_

Sex of Caller?     M     F    Mature?     Yes     No  
 Youthful Voice?     Yes     No    Accent?     Yes     No

Caller's Voice

Calm                                       Stutter                                       Loud                                       Familiar  
 Nasal                                       Excited                                       Disguised                                       Slurred  
 Angry                                       Deep                                       Normal

Other \_\_\_\_\_

If the voice is familiar, who did it sound like? \_\_\_\_\_

Background Sounds

Street Noise                                       Voices                                       Traffic  
 Music                                       Animals

Person receiving call: \_\_\_\_\_

Reported to: \_\_\_\_\_

**V. Bomb Threat Notices for Staff**

**WRITTEN MESSAGE FOR STAFF MEMBERS ONLY: *Do NOT Read to Students***

*As you read this, try not to cause concern on the part of your students.*

A bomb threat has been received or a suspicious object has been found. We **DO NOT** believe there is a bomb in your room or we would have sounded the fire alarm to evacuate the building. However, as a precaution, casually check your cabinets and any other obvious place where a bomb/suspicious object could be hidden.

**OFF THE AIR! DO NOT USE CELL PHONE, TEXT MESSAGE, or USE WALKIE TALKIE**

If you discover nothing suspicious, destroy this notice and continue with your lessons.

**REPORT ANYTHING OF A SUSPICIOUS NATURE TO THE OFFICE IMMEDIATELY - DO NOT TOUCH IT!**  
**(a professional/law enforcement officer will decide if it is a bomb device or not)**

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**OFF THE AIR! DO NOT USE CELL PHONE, TEXT MESSAGE, or USE WALKIE TALKIE**

If you discover nothing suspicious, destroy this notice and continue with your lessons.

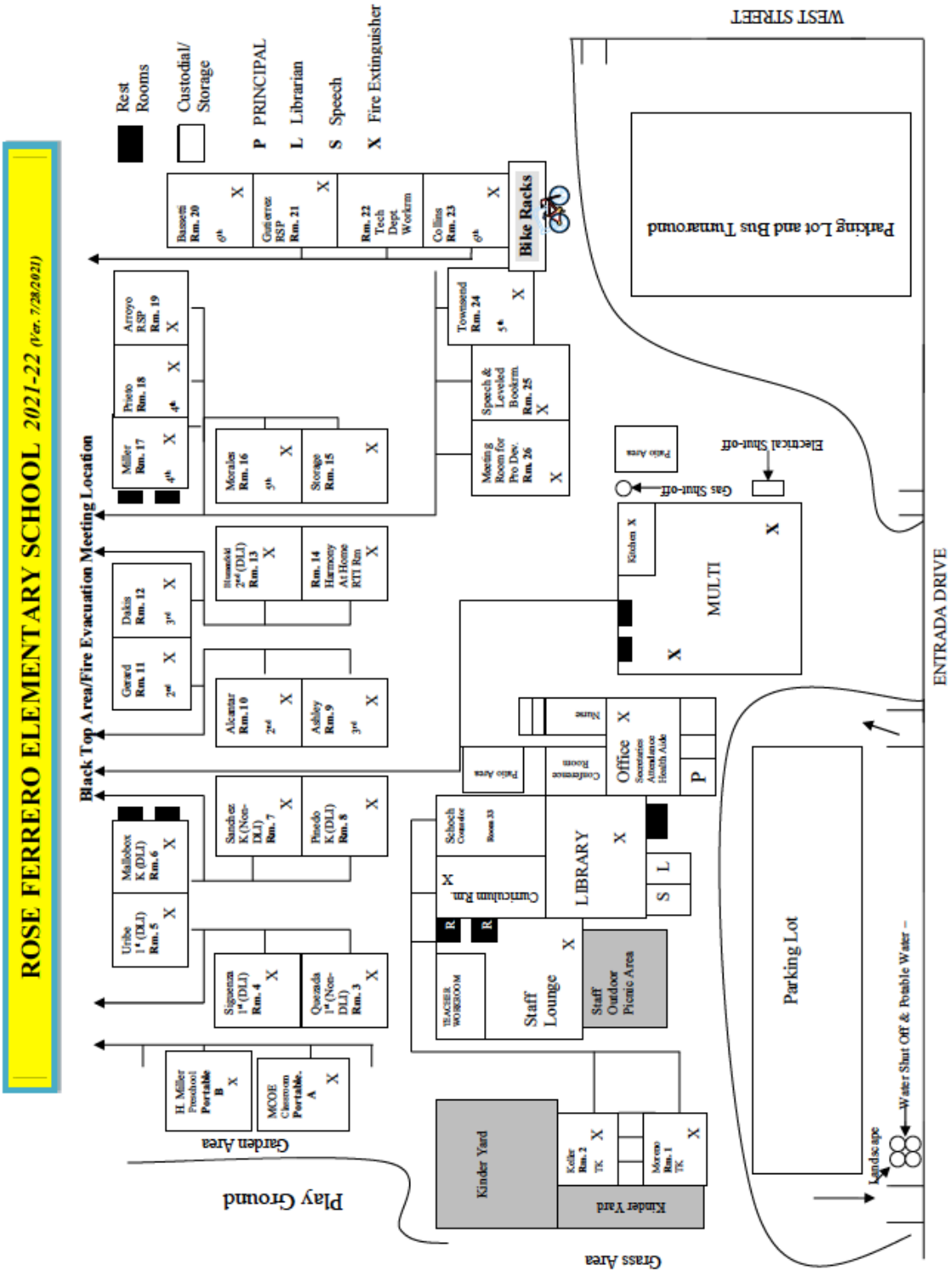
**REPORT ANYTHING OF A SUSPICIOUS NATURE TO THE OFFICE IMMEDIATELY – DO NOT TOUCH IT!**  
**(a professional/law enforcement officer will decide if it is a bomb device or not)**

**W. Staff “Buddy” List**Emergency Buddy Room  
(Check-in List/Pairings)

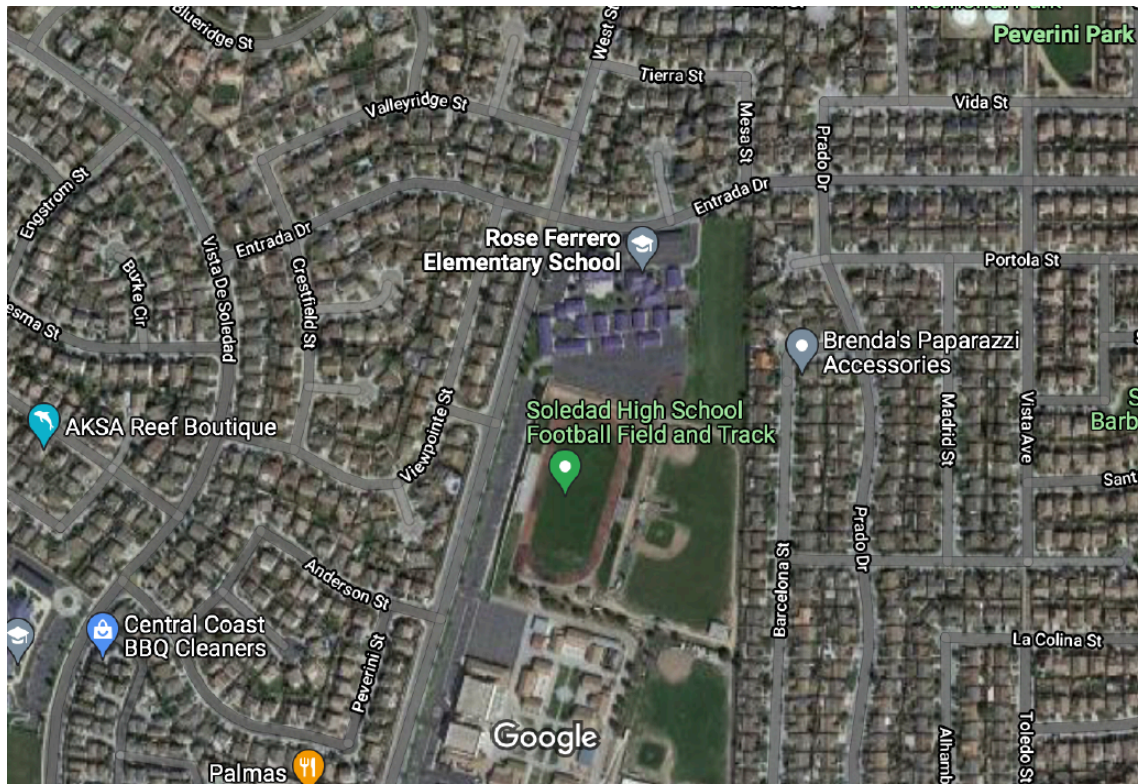
Teacher	Room #	Teacher	Room #
Parker (MCOE)	Portable A	H. Miller (SPED PS)	Portable B
Moreno (TK)	1	Keller (TK)	2
Quezada (1 <sup>st</sup> )	3	Siguenza (1 <sup>st</sup> )	4
Uribe (1 <sup>st</sup> )	5	Mallobox (K)	6
Sanchez (K)	7	Pinedo (K)	8
Ashley (3 <sup>rd</sup> )	9	*Alcantar (2 <sup>nd</sup> )	10
Galarza (2 <sup>nd</sup> )	11	Dakis (3 <sup>rd</sup> )	12
*Alcantar (2 <sup>nd</sup> )	10	Blumenfeld (2 <sup>nd</sup> )	13
Morales (5 <sup>th</sup> )	16	Miller (4 <sup>th</sup> )	17
Prieto (4 <sup>th</sup> )	18	Arroyo (RSP)	19
Bassetti (6 <sup>th</sup> )	20	Gomez (3-5 SDC)	21
Collins (6 <sup>th</sup> )	23	Townsend (5 <sup>th</sup> )	24



X. School Map



### Y. School Map – Safe Routes to School



## VIII. SEMS (Standardized Emergency Management System Plan)

### A. Crisis Team Membership and Duties

#### Crisis Team Membership and Duties

The primary Incident Command Post is the main office.

The secondary Incident Command Post is the Basketball Courts.

##### Site Incident Commander

Principal Name: Tommy Frank

Alternate Incident Commander: Gabriel Almanza

1. Activate Incident Command System by way of announcement (Evacuate or Shelter in Place or Lockdown or Duck and Cover)
2. Call Captains to a brief meeting at Command Post to establish a plan of action

##### Communication Team

Captain: Blanca Camarena

Meeting Place: Command Post

Team members: Lorena Sanchez

- Gets the word out
- Carries reports to other teams
- Sets up phones and activates phone tree
- Relays pre-approved messages to the media
- Calls in resources as needed

##### Student Release and Crowd Control Team

Captain: Gabriel Almanza

Meeting Place: Student Release Station

Team Members: Buckley Collins

- Manages parents/guardians at Student Release Station
- Keeps area secure
- Manages vehicle traffic at Student Release Station
- Supervises volunteers
- Releases students upon directive of Incident Command

##### First Aid/Basic Needs Team

Captain: Daisy Diaz

Meeting Place: Four Square Courts

Team Members: Flor Canety

- Sets up first aid station
- Prioritizes injuries (triage)
- Brings supplies to designated area
- Keeps track of students sent to hospitals for further treatment
- Assesses injuries and provides first aid
- Completes master injury report

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### **Student and Staff Safety Team**

Captain: Lety Rivera

Meeting Place: Hop-Scotch Area

Team Members: Catalina Arroyo

- Accounts for all students and staff
- Assists with evacuations
- Reports missing students or staff to Incident Commander and First Responders
- Plans and coordinates for safety of movement during evacuations and shelter in place incidents

### **Facilities Team**

Captain: Fidel Aguilar

Meeting Place: Incident Command Center

Team Members: Fernando Smith

- Shuts off valves
- Gets supplies
- Secures buildings

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**B. Student Emergency Release Form**

**Student Emergency Release Form**  
**Entrega de Información del Estudiante en Caso de Emergencia**  
(one form for each student / una forma por estudiante)

I/We Request Release of Student (name) / Yo/nosotros solicitamos la entrega de información del estudiante (nombre) \_\_\_\_\_

Name of Person Making Request / Nombre de solicitante: \_\_\_\_\_

Relationship to Student / Relación al estudiante: \_\_\_\_\_

California Drivers License Number or Other ID / Nú. de Licencia de manejo de California u otra forma de identificación: \_\_\_\_\_

Signature of Requesting Person / Firma de solicitante: \_\_\_\_\_

Date / Fecha: \_\_\_\_\_

Telephone Number / Nú de Teléfono: \_\_\_\_\_

\*\*\*\*\*

**For School Use Only**

Requestor on Student Emergency Card – Student Released

Requestor **NOT** on Student Emergency Card – Student Released

Reason for Release:

Time of Release: Date of Release:

Requestor **NOT** on Student emergency Card – Student **NOT** released.

\_\_\_\_\_ Date

\_\_\_\_\_ Signature of Student Release Team Member

## C. Roles and Responsibilities

### 1. Incident Commander (Principal)

The Incident Commander (Principal) is the decision maker for the impacted school. He/she is responsible for emergency operations to ensure safety of students, staff and others who are on campus. The Incident Commander (Principal) shall remain at the Command Center to observe and direct all operations. Below is a checklist of responsibilities (can be delegated).

- \_\_\_1. Assume command
- \_\_\_2. Communicate a "signal" to the students and staff identifying the type of emergency
- \_\_\_3. Call 911
- \_\_\_4. Notify Assistant Principals, Campus Supervisors, Support Staff, and on-campus child care of the emergency
- \_\_\_5. Call District Office 678-3950 – Superintendent's Office will initiate the phone tree.
- \_\_\_6. Activate the SEMS Plan components as needed (Command Staff, Plans, Operations, Logistics, and/or Finance) and establish a Command Center
- \_\_\_7. Conduct initial briefing with the Command Staff
- \_\_\_8. Monitor local emergency radio stations for local news
- \_\_\_9. Utilize your Deputy Incident Commander to cover the Command Center, take regular breaks (5 minutes each hour, away from the Command Center)
- \_\_\_10. Create an action plan with specific objectives including strategies to review and evaluate
- \_\_\_11. Make provisions for language translators
- \_\_\_12. Release teachers, as appropriate
- \_\_\_13. Superintendent is PIO (Public Information Officer). Review all incident information before release to the news media, parents or general public
- \_\_\_14. Signal all-clear (Police Only will signal; if present)
- \_\_\_15. Begin "Student Release Procedures" when appropriate. Only Superintendent can direct that students be sent home before the end of the regular school day.
- \_\_\_16. Create an action plan with specific objectives for returning to normal operations
- \_\_\_17. Debrief staff, parents/community, and students

### 2. Deputy IC (Deputy Incident Commander)

The *Deputy Incident Commander* assists the IC (Principal) and takes over the duties of the IC (Principal) if the IC (Principal) is absent, has to leave or is unable to do his/her job. Below is a checklist of responsibilities.

- \_\_\_1. Report to, attend briefings, and assist the IC (Principal)
- \_\_\_2. Keep unauthorized people away from the IC (Principal)
- \_\_\_3. Responsible for "Plans" in SEMS

### 3. Command Staff - Emergency Operations Coordinator

The *Emergency Operations Coordinator* facilitates the overall functioning of the Command Staff. Below is a checklist of responsibilities.

- \_\_\_1. With the assistance of the Liaison Officer, coordinate outside agencies and define roles/responsibilities
- \_\_\_2. Report to IC (Principal) and attend briefings
- \_\_\_3. Assist unit coordinators (Plans, Operations, Logistics and Finance), as needed
- \_\_\_4. Indicate the process for emergency declarations
- \_\_\_5. Develop status boards
- \_\_\_6. Maintain a "position" log of staff
- \_\_\_7. Monitor Command Staff for signs of stress or under-performance
- \_\_\_8. Fill any unstaffed positions

### 4. Command Staff - Liaison Officer

The role of the *Liaison Officer* is to serve as the point of contact for Agency Representatives from assisting organizations and agencies outside the school district (Fire, Police, County, etc.). Below is a checklist of responsibilities.

- \_\_\_1. Assist the Emergency Operations Coordinator and attend briefings
- \_\_\_2. Ensure proper flow of communication between assisting organizations and agencies outside the school district (Fire, Police, County, etc.)
- \_\_\_3. Keep records of assisting organizations, agencies and departments

### 5. Command Staff - Safety Officer

The *Safety Officer* ensures that all activities are conducted in as safe a manner as possible under the circumstances. The *Safety Officer* is the only person other than the IC (Principal) who has the authority to stop an authorized plan from being put into action. Below is a checklist of responsibilities.

- \_\_\_1. Attend briefings with IC (Principal)
- \_\_\_2. Monitor, assess, and correct operational activities for dangerous and unsafe conditions
- \_\_\_3. Monitor stress levels of personnel involved in the response
- \_\_\_4. If directed by IC (Principal), turn off gas supply, water supply and/or electricity
- \_\_\_5. Oversee "Logistics" for equipment and supplies

### 6. Command Staff - Training Coordinator – Principal/Student Support Services

The *Training Coordinator* is responsible for all training prior to the incident. Below is a checklist of responsibilities.

- \_\_\_1. Attend briefings with IC (Principal)
- \_\_\_2. Train staff prior to an emergency

**7. Command Staff - Crisis Response Leader - Psychologist**

The *Crisis Response Leader* addresses the psychosocial needs of students/staff prior to, during and after an incident. Below is a checklist of responsibilities.

- \_\_\_1. Attend briefings with IC (Principal)
- \_\_\_2. Act as referral resource for students, staff and volunteers
- \_\_\_3. Develop support systems as needed
- \_\_\_4. Conduct group meetings with parents or staff as needed

**8. Command Staff - PIO (Public Information Officer – SUPERINTENDENT)**

The *Public Information Officer* acts as the official spokesperson for the school/district site in an emergency situation. A school site-based PIO should only be used if the media is on campus and the district PIO is not available or forthcoming. Below is a checklist of responsibilities.

- \_\_\_1. Contact School Board, Risk Manager, Asst. Supts., Director of Student Support Services, and DLT Members; as appropriate.
- \_\_\_2. Contact Assistant Superintendent of Educational Services to assign psychologists and counselors to the site (do you need bilingual assistance?).
- \_\_\_3. Attend briefings with IC (Principal)
- \_\_\_4. Identify yourself as the “PIO” with a vest, visor, sign, etc.
- \_\_\_5. Establish a media information center away from the command post and students. Advise arriving media that the site is preparing a press release and approximate time of its issue.
- \_\_\_6. Statements to media should include the following: cause, time, event, current situation, care being given, injuries, evacuation plans, student release location, resources in use, best routes to school, and any other information school wishes to be released to the public.
- \_\_\_7. Convey that everything is going to be O.K., Answer questions completely and truthfully. Avoid speculation, bluffing, lying, talking off the record, arguing and using the phrase “No comment.” Repeat what you want the press to hear.
- \_\_\_8. Ensure announcements and other information are translated into other languages as needed.
- \_\_\_9. Assist with rumor control
- \_\_\_10. Keep all documentation to support the history of the event
- \_\_\_11. Remind staff and volunteers to refer all questions from media or waiting parents to the PIO – SUPERINTENDENT.
- \_\_\_12. Monitor new broadcasts about incident; correct any misinformation heard.



## 9. Plans Chief

The *Plans Chief* oversees the function of the action plan by documenting, disseminating information, assessing the seriousness of the incident, demobilization, etc. Staff is assigned to assist with these jobs. Below is a checklist of responsibilities.

- \_\_\_1. Attend briefings with IC (Principal)
- \_\_\_2. Documentation Team
  - Develop, distribute, and document all actions and site maps
  - Receive and record student/staff attendance rosters
  - Collect completed student release forms from the Parent Emergency pick-up location
  - Complete a list of students/staff missing, absent, and medical for Emergency pick-up location
- \_\_\_3. Message Team
  - Maintain a message board
- \_\_\_4. Communication Team
  - Record, collect, and evaluate information (keep all original notes – they are legal documents)
  - Monitor radio for local news
  - Maintain display boards for shelter status, transportation status, telephone numbers, school status, etc.
- \_\_\_5. Damage Assessment Team
  - Report damage to Plans Chief who will report to IC (Principal)
  - Use site and area maps to record site and surrounding area damages (i.e. road closures, utility outages, etc.)
- \_\_\_6. Demobilization Team
  - Deploy and supervise personnel as needed to gather and assess intelligence information
- \_\_\_7. Disaster Plan Update Team
  - Provide ongoing analysis of situation to Plans Chief who will report it to IC (Principal)
  - Report status of resources
  - Prepare estimates of incident escalation or de-escalation
  - Report missing, absent, and medical students/staff to IC (Principal)
- \_\_\_8. Web Page Update Team
  - Using the school's or district's web page, communicate disaster updates to the community

## 10. Operations Chief

The *Operations Chief* exercises the functions of the operation by carrying out the plan, developing tactical objectives and directing all resources. Staff is assigned to assist with the jobs. Below is a checklist of responsibilities.

- \_\_\_1. Attend briefings with IC (Principal)
- \_\_\_2. Search and Rescue Team
  - Remain in contact with Operations Chief by radio
  - Search rooms both visually and vocally. Use chalk, grease pencil, etc. to mark slash (/) on door when entering room, and when leaving room complete search by closing slash in (X) on door.
  - As rooms are reported clear, radio to Operations Chief to mark "C" on site map
  - Utilize other teams as needed (Patient Transport, Morgue and First Aid). Do not use names of students/staff on radio/map
  - Record Triage on site map (I – Immediate; D – Delay; and DEAD – Dead)
- \_\_\_3. Facilities/Hazardous Materials Team
  - Report gas/water leaks, fires or structural damage, to Operations Chief (gas, water and electricity shut-off needs approval of IC (Principal). Use yellow caution tape where necessary
  - Record assessment of facilities and hazardous materials on site map
  - Photograph damage if possible before repair
- \_\_\_4. Security Team
  - Lock gates and secure major external doors
  - Verify that campus is locked down to Operations Chief, who will report it to IC (Principal)
  - Report non-staff and non-students to Operations Chief, who will report it to IC (Principal)
  - Route all parents to "Parent Pick-up Area"
- \_\_\_5. Patient Transport and Morgue Team
  - Transport patients to First Aid; do not transport to morgue unless directed by Operations Chief
  - Mark DEAD on tag listing date/time found, exact location found, name of DEAD, person who identified, and name of person filling out tag; attach one tag to DEAD and one tag to plastic bag if body is in bag
- \_\_\_6. Medical-First Aid Team
  - Keep accurate records
  - Report deaths immediately to Operations Chief who will report it immediately to IC (Principal)
  - Establish what I-Immediate and D-Delayed treatments will be
  - Consult with Wing Leaders regarding health care, medications, and meals for students and staff with known medical conditions (asthma, diabetes, etc.)
  - Establish scope of disaster with Operations Chief and determine probability of outside emergency medical support and transport needs. Emergency card must accompany student removed from campus to receive advanced medical treatment
- \_\_\_7. Parent Pick-up Team
  - Designate "Request Area/Gate" and "Release Area/Gate" for parents to pick-up; mark with signs
  - Verify that adult completing student release form is on student's emergency card; retain form for record
  - If student is in class, use communication to get student to pick-up area. If there is no communication, have runner go to class and bring student to pick-up area
  - Release younger students first
  - Escort parent to Crisis Response Team if student is missing or with Search and Rescue Team
  - Escort parent to medical area if student is receiving treatment

- \_\_\_8. Teachers/Staff Wing Leaders
  - Liaison between teams and students/staff for communication, assistance, etc.
  - Assist teachers with attendance; buddy system and supervisor, if needed
  
- \_\_\_9. Shelter Set-up Team
  - Sleeping/living areas should be 40 square feet per person and good ventilation
  - Designate storage area for food and supplies that can be accessed by truck
  - Improvise toilets, if necessary using 5 gallon buckets/trash cans and trash liners
  - Keep medication locked up, if possible

## 11. Logistics Chief

The *Logistics Chief* is responsible for providing facilities, personnel, services and resources to meet the needs of the incident. Below is a checklist of responsibilities.

- \_\_\_1. Attend briefings with IC (Principal)
  - Supply Teams (Command, Search and Rescue, Medical, Student/Staff, Transport, Morgue, and Builders/Sanitation)
  - Maintain a visible chart of resources
  - Determine water supply needs (1/2 gallon/day/person and 5 gallons/day for other uses)
  - Determine food supply needs (2500 calories/day/person; approximately 3 ½ pounds unprepared food)
  - Obtain supplies other than food and water
  - Provide ability to transport staff/students if necessary throughout city (i.e. medical, etc.)
  
- \_\_\_2. Builders/Sanitation Team
  - Set up food preparation facilities, command post shelter area, parent pick-up area, supply check-out area, medical area, assembly area, morgue, etc.
  - Obtain sanitary supplies (1 toilet/40 persons; 6 toilets/200 persons; 14 toilets/500 persons)
  - Maintain computer support

## 12. Finance Chief (Office Manager/Secretary)

The *Finance Chief* is responsible for monitoring costs related to incident, procurements, claims and community helpers. Below is a checklist of responsibilities.

- \_\_\_1. Attend briefings with IC (Principal)
  
- \_\_\_2. Claims/Procurements /Community Helpers Team
  - Track financial records, staff hours, purchasing, etc.
  - Complete state and federal claim forms for IC (Principal)
  - Make prior agreements with close stores (i.e. Vons, etc.) for supplies
  - Make prior arrangements with community helpers (i.e. retired doctors, etc.)
  - Do a cost analysis of incident/disaster

## IX. Policies and Regulations Related to Student Safety

Soledad Unified School District has adopted the following board policies and administrative regulations to provide guidance and procedures for students, staff, and parents in an effort to provide a safe and orderly environment during regular school hours and during the event of an emergency. Legal citations and references may be found by viewing the original board policies. Please visit the district's website at [www.soledadusd.org](http://www.soledadusd.org) to access full versions of board policies and administrative regulations referred to herein.

### 1. Bomb Threats – BP 3516.2

To maintain a safe and secure environment for district students and staff, the Superintendent or designee shall ensure that the district's emergency and disaster preparedness plan and/or each school's comprehensive safety plan includes procedures for dealing with bomb threats. He/she also shall provide training regarding the procedures to site administrators, safety personnel, and staff members who customarily handle mail, telephone calls, or email.

#### Receiving Threats

Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices.

If the bomb threat is received through the mail system or in writing, the staff member who receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email or text messaging, the staff member should not delete the message.

#### Response Procedure

The following procedure shall be followed when a bomb threat is received:

1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the Superintendent or designee. If the threat is in writing, the employee shall place the message in an envelope and take note of where and by whom it was found.
2. Any student or employee who sees a suspicious package shall promptly notify the Superintendent or designee.
3. The Superintendent or designee shall immediately use fire drill signals and initiate standard evacuation procedures as specified in the emergency plan.
4. The Superintendent or designee shall turn off any two-way radio equipment which is located in a threatened building.

Law enforcement and/or fire department staff shall conduct the bomb search. No school staff shall search for or handle any explosive or incendiary device.

No one shall reenter the threatened building(s) until the Superintendent or designee declares that reentry is safe based on law enforcement and/or fire department clearance.

To the extent possible, the Superintendent or designee shall maintain communications with staff, parents/guardians, the Board of Trustees, other governmental agencies, and the media during the period of the incident.

Following the incident, the Superintendent or designee shall provide crisis counseling for students and/or staff as needed.

Any employee or student found to have made a bomb threat shall be subject to disciplinary procedures and/or criminal prosecution.

Policy SOLEDAD UNIFIED SCHOOL DISTRICT  
Adopted: June 9, 2014 Soledad, California

## 2. Bullying - BP 5131.2

The Board of Trustees recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

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 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.

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Policy SOLEDAD UNIFIED SCHOOL DISTRICT  
Adopted: August 14, 2019 Soledad, California  
Revised: March 11, 2020

## 3. Bullying – AR 5131.2

### Examples of Prohibited Conduct

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

4. Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

#### Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
2. Providing information to students, through student handbooks, district and school web sites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias
5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

#### Staff Development

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

#### Information and Resources

The Superintendent or designee shall post on the district's web site, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6
2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8
3. Title IX information included on the district's web site pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's web site pursuant to Education Code 221.6
4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying
5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media
6. A link to statewide resources, including community-based organizations, compiled by the CDE pursuant to Education Code 234.5.
7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

### Student Instruction

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

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

### 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.

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 - Uniform Complaint Procedures. 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.

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 such 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 AR 1312.3.

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.

### Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

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.

### Support Services

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. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Regulation SOLEDAD UNIFIED SCHOOL DISTRICT  
Adopted: August 14, 2019 Soledad, California  
Revised: March 11, 2020

#### **4. Bus Conduct – BP 5131.1**

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

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

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

The Superintendent or designee may deny a student the privilege of using school transportation upon the student's continued disorderly conduct or his/her persistent refusal to submit to the authority of the driver. (5 CCR 14103)

##### Bus Surveillance Systems

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

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

Policy SOLEDAD UNIFIED SCHOOL DISTRICT  
Adopted: June 9, 2014 Soledad, California

#### **5. Bus Conduct – AR 5131.1**

##### Examples of Prohibited Conduct

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Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

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4. Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

#### Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
2. Providing information to students, through student handbooks, district and school web sites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias
5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

#### Staff Development

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

#### Information and Resources

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4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying
5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media
6. A link to statewide resources, including community-based organizations, compiled by the CDE pursuant to Education Code 234.5.
7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

### Student Instruction

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

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

### 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.

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 - Uniform Complaint Procedures. 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.

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 such 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 AR 1312.3.

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.

### Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

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.

### Support Services

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. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Regulation SOLEDAD UNIFIED SCHOOL DISTRICT  
Approved: August 14, 2019 Soledad, California  
Revised: March 11, 2020

## 6. Campus Security – BP 3515

The Board of Trustees is committed to providing a school environment that promotes the safety of students, staff, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

The Superintendent or designee shall develop campus security procedures, which may be included in the district's comprehensive safety plan and/or site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

### Surveillance Systems

In consultation with the district's safety planning committee, other relevant stakeholders, and staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the district's surveillance equipment shall be disabled so that sounds are not recorded.

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous and targeted locations around school buildings and grounds. These signs shall state that the facility uses video surveillance equipment for security purposes and that the equipment may or may not be actively monitored at any time. The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district's surveillance system, including the locations where surveillance may occur and that the recordings may be used in disciplinary proceedings and/or referred to local law enforcement, as appropriate.

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements.

Policy SOLEDAD UNIFIED SCHOOL DISTRICT  
Adopted: June 9, 2014 Soledad, California  
Revised: December 11, 2019

## 7. Campus Security – AR 3515

The Superintendent or designee shall develop a campus security plan which contributes to a positive school climate, fosters social and emotional learning and student well-being, and includes strategies to:

1. Secure the campus perimeter and school facilities in order to prevent criminal activity

These strategies include a risk management analysis of each campus' security system, lighting system, and fencing. Procedures to ensure unobstructed views and eliminate blind spots caused by doorways and landscaping shall also be considered. In addition, parking lot design may be studied, including methods to discourage through traffic.

2. Secure buildings and interior spaces from outsiders and discourage trespassing

These strategies may include installing locks, requiring visitor registration, providing staff and student identification tags, and patrolling places used for congregating and loitering.

3. Discourage vandalism and graffiti

These strategies may include plans to immediately cover graffiti and implement campus beautification projects

4. Control access to keys and other school inventory
5. Detect and intervene with school crime

These strategies may include creating a school watch program, increasing adult presence and supervision, establishing an anonymous crime reporting system, analyzing school crime incidents, and collaborating with local law enforcement agencies, including providing for law enforcement presence.

All staff shall receive training in building and grounds security procedures and emergency response.

#### Locks

All state-funded new construction and modernization projects shall include locks that allow doors to classrooms and any room with an occupancy of five or more persons to be locked from the inside. Student restrooms and doors that lock from the outside at all times are not required to have locks that can be locked from the inside. (Education Code 17075.50, 17583; 24 CCR 1010.1.9, 1010.1.11)

#### Keys

All keys used in a school shall be the responsibility of the principal or designee. Keys shall be issued only to authorized employees who regularly need a key in order to carry out their job responsibilities.

The principal or designee shall create a key control system with a record of each key assigned and room(s) or building(s) which the key opens.

Keys shall never be loaned to students, parents/guardians, or volunteers, nor shall the master key ever be loaned.

Any person issued a key shall be responsible for its safekeeping. The duplication of school keys is prohibited. If a key is lost, the person responsible shall immediately report the loss to the principal or designee and shall pay for a replacement key.

Regulation SOLEDAD UNIFIED SCHOOL DISTRICT  
Approved: June 9, 2014 Soledad, California  
Revised: December 11, 2019

## **8. Child Abuse Reporting Procedures – AR 5141.4**

### Definitions

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

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

Child abuse or neglect does not include:

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

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; administrators and employees of a licensed child day

care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

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

#### Reportable Offenses

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

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

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

#### Responsibility for Reporting

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

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

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

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

#### Reporting Procedures

##### 1. Initial Telephone Report

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

Monterey County Department of Social Services  
1000 S. Main Street, Ste. 205  
Salinas, CA 93901  
1-800-606-6618 or 831-755-4461

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

##### 2. Written Report

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

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

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

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

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

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

### 3. Internal Reporting

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

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

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

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

#### Training

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

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

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

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

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

#### Victim Interviews by Social Services

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be

interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

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

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

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

#### Release of Child to Peace Officer

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

#### Parent/Guardian Complaints

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

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

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

#### Notifications

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

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

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

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

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

Regulation SOLEDAD UNIFIED SCHOOL DISTRICT  
Approved: June 22, 2016 Soledad California

## 9. Comprehensive Safety Plan – BP 0450

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

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)

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 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.

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 includes 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 a representative of an employee bargaining unit, if he/she chooses 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)

### Public Access to Safety Plan(s)

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

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

Policy SOLEDAD UNIFIED SCHOOL DISTRICT  
Adopted: October 12, 2016 Soledad, California

## 10. Conduct – BP 5131

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

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



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 to the school program
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
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 substances
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code 417.27)
9. Use of a cell phone, smart watch, pager, or other mobile communication device during instructional time or in an unauthorized manner in violation of district policy
10. Plagiarism or dishonesty on school work or tests
11. Wearing of any attire that violates district or school dress codes, including gang-related apparel
12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules

Employees are expected to enforce standards of conduct and, when they observe or receive a report of a violation of these standards, to appropriately intervene or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.

When a school employee suspects that a search of a student or a student's 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 an unauthorized manner, a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

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 nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

Policy SOLEDAD UNIFIED SCHOOL DISTRICT  
Adopted: January 14, 2015 Soledad, California  
Revised: December 11, 2019

## **11. Discipline – BP 5144**

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

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.

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 or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

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

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

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for district schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

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

Policy SOLEDAD UNIFIED SCHOOL DISTRICT  
Adopted: July 11, 2018 Soledad, California

## 12. Discipline – AR 5144

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in district discipline policies or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

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

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

### Disciplinary Strategies

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

1. Discussion or conference between school staff and the student and his/her parents/guardians
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
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 his/her parents/guardians

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
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
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
15. Reassignment to an alternative educational environment
16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

#### Recess Restriction

A teacher may restrict a student's recess time only when he/she believes that this action is the most effective way to bring about improved behavior. When recess restriction may involve the withholding of physical activity from a student, the teacher 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.

#### Detention After School

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

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

In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs. (5 CCR 307, 353)

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

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

#### Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may, at his/her discretion, require a student to perform community service during nonschool 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 the 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)

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

Regulation SOLEDAD UNIFIED SCHOOL DISTRICT  
Approved: September 10, 2014 Soledad, California

**13. Dress and Grooming – BP 5132**

The Board of Trustees recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

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 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.

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Policy SOLEDAD UNIFIED SCHOOL DISTRICT  
Adopted: August 14, 2019 Soledad, California  
Revised: March 11, 2020

**14. Dress and Grooming – AR 5132**

The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

#### Gang-Related Apparel

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

#### Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

Regulation SOLEDAD UNIFIED SCHOOL DISTRICT

Approved: July 10, 2019 Soledad, California

Revised: December 11, 2019

### **15. Earthquake Emergency Procedures – AR 3516.3**

#### Earthquake Preparedness

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. (Education Code 32282)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

The Superintendent or designee may work with the California Governor's Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Education Code 32282)

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

Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows

Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

3. Protective measures to be taken before, during, and following an earthquake
4. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

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 consider the danger of a post-earthquake tsunami when developing evacuation routes and locations, including the need to evacuate to higher ground.

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

The Superintendent or designee shall identify potential earthquake hazards in classrooms and other district facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

#### Earthquake While Indoors at School

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

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In laboratories, burners should be extinguished, if possible, before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.
4. 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.
5. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

#### Earthquake While Outdoors on School Grounds

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

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Earthquake While on the Bus

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety, which may include pulling over to the side of the road or driving to a location away from outside hazards, if possible. Following the earthquake, the driver shall contact the Superintendent or designee for instructions before proceeding on the route or, if such contact is not possible, drive to an evacuation or assembly location.

Subsequent Emergency Procedures

After 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 roll, 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.

Policy SOLEDAD UNIFIED SCHOOL DISTRICT  
Adopted: October 12, 2016 Soledad, California

**16. Emergencies and Disaster Preparedness Plan – BP 3516**

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

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

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

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

The Superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)

School employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

Policy SOLEDAD UNIFIED SCHOOL DISTRICT  
Adopted: June 9, 2014 Soledad California

## 17. Emergencies and Disaster Preparedness Plan – AR 3516

### Components of the Plan

The Superintendent or designee shall ensure that district and school site plans address, at a minimum, the following types of emergencies and disasters:

1. Fire on or off school grounds which endangers students and staff
2. Earthquake or other natural disasters
3. Environmental hazards
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group
5. Bomb threat or actual detonation
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak

The Superintendent or designee shall ensure that the district's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:

1. Regular inspection of school facilities and equipment and identification of risks
2. Instruction and practice for students and employees regarding emergency plans, including:
  - a. Training of staff in first aid and cardiopulmonary resuscitation
  - b. Regular practice of emergency procedures by students and staff
3. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
  - a. The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
  - b. Individuals responsible for specific duties
  - c. Designation of the principal for the overall control and supervision of activities at each school during the emergency, including authorization to use his/her discretion in situations which do not permit execution of prearranged plans
  - d. Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation
  - e. Assignment of responsibility for identification of injured persons and administration of first aid
4. Personal safety and security, including:
  - a. Identification of areas of responsibility for supervision of students
  - b. Procedures for evacuation of students and staff, including posting of evacuation routes
  - c. Procedures for release of students, including a procedure to release students when reference to the emergency card is not feasible
  - d. Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
  - e. Provision of a first aid kit to each classroom
  - f. Arrangements for students and staff with special needs
  - g. Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease
5. Closure of schools, including an analysis of:
  - a. The impact on student learning and methods to ensure continuity of instruction
  - b. How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians
6. Communication among staff, parents/guardians, the Board of Trustees, other governmental agencies, and the media during an emergency, including:
  - a. Identification of spokesperson(s)
  - b. Development and testing of communication platforms, such as hotlines, telephone trees, and web sites
  - c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand
  - d. Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians
7. Cooperation with other state and local agencies, including:
  - a. Development of guidelines for law enforcement involvement and intervention
  - b. Collaboration with the local health department, including development of a tracking system to alert the local health department to a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease



8. Steps to be taken after the disaster or emergency, including:
  - a. Inspection of school facilities
  - b. Provision of mental health services for students and staff, as needed.

Regulation SOLEDAD UNIFIED SCHOOL DISTRICT  
Approved: June 9, 2014 Soledad, California

### 18. Fire Drills and Fires – AR 3516.1

#### Fire Drills

The principal shall cause the fire alarm signal to be sounded at least once every month. (Education Code 32001)

The principal shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level. (Education Code 32001)

1. The principal shall notify staff as to the schedule for fire drills.
2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building. (5 CCR 550)
3. Teachers shall ascertain that no student remains in the building.
4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
5. The principal or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the Superintendent or designee.

#### Fires

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The principal or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
2. The principal or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

Regulation SOLEDAD UNIFIED SCHOOL DISTRICT  
Approved: June 9, 2014 Soledad, California

### 19. Gangs – BP 5136

The Board of Trustees desires to keep district schools free from the threats or harmful influence of any groups who exhibit behavior disruptive to the school environment and/or the safety and well-being of students. The Board additionally desires to provide support and intervention to students who are members of gangs to enable them to successfully disengage from gang involvement and be successful in school.

The Superintendent or designee shall develop strategies for gang prevention that address the reasons that students may become involved in gangs, including the identity, recognition, or status achieved as being part of a gang, protection from gang violence in the community, the need for companionship and an extended family, intimidation to join a gang, desire to join a gang to be in a position to intimidate others, and/or connection with criminal activity.

Gang violence prevention shall start as early as possible and include, but not be limited to, age-appropriate education that focuses on developing emotional and social competence, increasing prosocial peer bonds, strengthening attachment and commitment to school, and enhancing cooperative learning skills. Prevention shall also include improving parent/guardian involvement in and support for their children's academic progress, as well as ongoing gang awareness education for parents/guardians, including gang identifiers.

The Superintendent or designee shall take steps to deter gang activity on school campuses, including threats and intimidation of students and staff, recruitment or intimidation of students to join gangs, bullying, fighting, criminal activities, and confrontations between members of different gangs.

The Superintendent or designee shall ensure that school rules of conduct and any school dress code prohibiting gang-related apparel are enforced consistently. If a student exhibits signs of gang affiliation, staff shall so inform the principal or designee and the student's parent/guardian.

The Superintendent or designee shall provide in-service training which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources. The Superintendent or designee shall also provide staff development on social and emotional learning, classroom management, interactive teaching, and cooperative learning skills.

The Superintendent or designee may consider gang activity prevention and intervention when developing programs outside of the school day.

The Superintendent or designee shall collaborate with child welfare services, mental health agencies, social services, and local law enforcement authorities in the prevention and intervention of gang activity.

Policy SOLEDAD UNIFIED SCHOOL DISTRICT

Adopted: June 9, 2014 Soledad, California

Revised: October 9, 2019

## 20. Gangs – AR 5136

### Prevention Intervention and Suppression Measures

The Superintendent or designee shall become informed of the gang history in the district and community, conduct assessments of current gang activity at the school sites, and document and follow up on gang-related incidents.

In order to discourage the influence of gangs, the following measures shall be implemented:

1. Any student suspected of gang affiliation based on the display of behavior, gestures, apparel, or paraphernalia shall be referred to the principal or designee, and the following actions taken, as appropriate:
  - a. The student's parent/guardian shall be contacted and may be asked to meet with school staff in order to proactively address the concern and be included as part of the solution.
  - b. The student may be sent home to change clothes if necessary.
  - c. The student's behaviors and progress in school shall be documented, including attendance and grades.
  - d. Intervention techniques such as mentoring, academic support, and a system of wraparound support service shall be implemented to help the student disengage from gang involvement.
  - e. Consistent and graduated discipline and accountability shall be implemented when appropriate and combined with positive support using conflict resolution strategies and other restorative justice practices demonstrated to be effective with gang-involved youth.
  - f. Students shall be offered help in rejecting gang associations, including possible referral to community-based gang suppression and prevention organizations.
  - g. Law enforcement shall be notified if the student is suspected of being involved in gangs.
2. Any graffiti on school premises shall be removed, washed down, or painted over as soon as discovered. Graffiti shall be documented and photographed before it is removed. These photographs shall be shared with local law enforcement authorities and used in future disciplinary or criminal action against the offenders. This information can also be used to determine whether a threat or incident is imminent.
3. Classroom and after-school programs may include gang prevention lessons that are taught jointly by teachers, counselors, law enforcement, and/or other organizations that are knowledgeable about gang prevention and
  - a. Provide social and emotional learning designed to enhance individual self-esteem, provide positive reinforcement for acceptable behavior, and foster interest in a variety of constructive activities
  - b. Explain the dangers of gang membership
  - c. Provide counseling for targeted at-risk students
  - d. Include lessons or role-playing workshops in gang avoidance skills and nonviolent conflict resolution, including communication skills, anti-bullying, anger management, acceptance and mediation skills
  - e. Assign individual gang members to cooperative learning groups in which they may work toward common goals with students who are not members of their gang

- f. Provide school-to-career instruction
  - g. Provide positive interaction with local law enforcement
4. Staff shall actively promote membership in authorized school clubs and student organizations, sports and cultural activities and affiliations with the local community, and community service projects which can provide students companionship, safety, and a sense of purpose and belonging.

Parent/Guardian and Community Outreach

The Superintendent or designee may offer gang prevention classes or counseling for parents/guardians which may address the following topics:

1. The reasons students join gangs
2. The dangers and consequences of gang membership
3. Warning signs which may indicate that students are at risk of becoming involved with gangs, including the use of social media for gang communication and promotion
4. The nature of local gang apparel and graffiti
5. Effective parenting techniques and planning family time
6. Conflict resolution techniques

In addition, the Superintendent or designee may offer community programs that address: the scope and nature of local gang problems and strategies by which each segment of the community may alleviate gang problem.

Regulation SOLEDAD UNIFIED SCHOOL DISTRICT

Approved: June 9, 2014 Soledad, California

Revised: October 9, 2019

**21. Hate Motivated Behavior – BP 5145.9**

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively

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

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

#### Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Policy SOLEDAD UNIFIED SCHOOL DISTRICT  
Adopted: June 9, 2014 Soledad, California  
Revised: November 10, 2021

## **22. Nondiscrimination/Harassment – BP 5145.3**

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

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

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

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

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's web site in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

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

#### Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

Policy SOLEDAD UNIFIED SCHOOL DISTRICT  
Adopted: December 14, 2016 Soledad, California  
Revised: June 24, 2020

### **23. Nondiscrimination/Harassment – AR 5145.3**

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Executive Director of Human Resources  
1261 Metz Road  
Soledad, CA 93960  
(831) 678-3950  
mcline@soledad.k12.ca.us

#### Measures to Prevent Discrimination

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

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications
2. Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)
3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)
4. Post in a prominent location on the district web site in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.6, 221.61, 234.6)
  - a. The name and contact information of the district's Title IX Coordinator, including the phone number and email address
  - b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)
  - c. A description of how to file a complaint of noncompliance under Title IX, which shall include:
    - i. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
    - ii. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site
    - iii. A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office
  - d. A link to the Title IX information included on the California Department of Education's (CDE) web site
5. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)
6. 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.
7. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.
8. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

9. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students, including transgender and gender-nonconforming students.

10. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)
11. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

#### Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment
5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that the student knew was not true

#### Process for Initiating and Responding to Complaints

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

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

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

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, the principal or compliance officer shall notify the student or parent/guardian of the right to file a formal complaint in accordance with AR 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

#### Transgender and Gender-Nonconforming Students

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

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

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

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

Transgender student means a student whose gender identity is different from the gender assigned at birth.

The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of the types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity
2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the restroom that corresponds to the student's gender identity
4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information, without the student's consent
6. Using gender-specific slurs
7. Physically assaulting a student motivated by hostility toward the student because of the student's gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) or Title IX sexual harassment procedures (AR 5145.71), as applicable, shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

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

1. Right to privacy: A student's transgender or gender-nonconforming status is the student's private information and the district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to the student's status as a transgender or gender nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's transgender or gender-nonconformity status or gender identity or gender expression to the student's parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel



- present a credible and supportable basis for believing that the student's assertion is for an improper purpose.
3. **Addressing a Student's Transition Needs:** The compliance officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as a transgender or gender-nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender based discrimination.
  4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, 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 the student is transgender or gender nonconforming. In addition, a student shall be permitted to participate in accordance with the student's 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 the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.
  5. **Student Records:** A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. When a student presents government-issued documentation of a name and/or gender change or submits a request for a name and/or gender change through the process specified in Education Code 49070, the district shall update the student's records. (Education Code 49062.5, 49070)
  6. **Names and Pronouns:** If a student so chooses, district personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying district policy.
  7. **Uniforms/Dress Code:** A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site.

Regulation SOLEDAD UNIFIED SCHOOL DISTRICT  
Approved: July 12, 2017 Soledad, California  
Revised: October 14, 2020

#### **24. Notification of Dangerous Pupils (Employee Security) – BP 4158, 4258, 4358**

The Board of Trustees desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or his/her parent/guardian to recover damages to the employee or his/her property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of his/her duties. (Education Code 48904, 48905)

The Superintendent or designee shall ensure that employees receive training in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

The Superintendent or designee also shall inform teachers, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

#### Use of Pepper Spray

Employees shall not carry or possess pepper spray on school property or at school activities, except when authorized by the Superintendent or designee for self-defense purposes. When allowed, an employee may only possess pepper spray in accordance with administrative regulations and Penal Code 22810. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

#### Reporting of Injurious Objects

The Board requires employees to take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the potential danger involved and shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately call 911 and the principal

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

Policy SOLEDAD UNIFIED SCHOOL DISTRICT  
Adopted: August 8, 2018 Soledad, California

## **25. Notification of Dangerous Pupils (Employee Security) – AR 4158, 4258, 4358**

An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against him/her by a student or by any other individual in relation to the employee's performance of his/her duties, and any action the employee took in response. When appropriate, the employee and the principal or other immediate supervisor shall report the incident to law enforcement.

Reports of attack, assault, or threat shall be forwarded immediately to the Superintendent or designee.

#### Notice Regarding Student Offenses Committed While Under School Jurisdiction

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in AR 5144.1 - Suspension and Expulsion/Due Process. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended from school or expelled from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold, or possessed a controlled substance or committed specified crimes involving serious acts of violence, the district police or security department may provide written notification to the Superintendent. (Welfare and Institutions Code 828.1)

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall so inform the school principal. (Welfare and Institutions Code 827)

The principal shall disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress. The principal shall also inform any teacher or administrator directly supervising or reporting on the student's behavior or progress whom he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of his/her offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

Procedures to Maintain Confidentiality of Student Offenses

In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the principal or designee shall send the staff member a written notification that one of his/her students has committed an offense that requires his/her review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the principal or designee. He/she shall also initial the student's file when reviewing it in the school office.

Use of Pepper Spray

The Superintendent or designee shall notify employees of the district's policy prohibiting the possession of pepper spray on school property or at school-related activities without prior approval of the Superintendent or designee. Employees wishing to carry pepper spray shall submit to the Superintendent or designee a written request setting forth the need for the pepper spray. The Superintendent or designee shall notify the employee in writing as to whether the request was approved or denied.

When approving an employee's request, the Superintendent or designee shall inform the employee of the following conditions:

1. The pepper spray shall be used only in self-defense.
2. An employee who uses pepper spray other than in self-defense shall be subject to disciplinary action by the district and, in accordance with law, a fine and/or imprisonment.
3. The pepper spray must be stored in a secure place and not be accessible to students or other individuals. Negligent storage of the pepper spray may subject the employee to disciplinary action.

Regulation SOLEDAD UNIFIED SCHOOL DISTRICT  
Approved: August 8, 2018 Soledad, California

## 26. Safety - BP 5142

The Board of Trustees recognizes the importance of providing a safe school environment that is conducive to learning and promotes student safety and well-being. Measures shall be implemented to minimize the risk of harm to students, including, but not limited to, protocols for maintaining safe conditions on school grounds, promoting safe use of school facilities and equipment, and guiding student participation in educational programs and school-sponsored activities.

School staff shall be responsible for the proper supervision of students at all times when students are subject to district rules, including, but not limited to, during school hours, school-sponsored activities, before and after-school programs, morning drop-off and afternoon pick-up, and while students are using district transportation.

The Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety and emergency procedures, as well as injury and disease prevention.

### Crossing Guards/Student Safety Patrol

To assist students in safely crossing streets adjacent to or near school sites, the Board may employ crossing guards and/or establish a student safety patrol at any district school. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.

### Student Identification Cards and Safety Information

Student identification cards of students in grades 7-12 shall have printed on them safety information, including the following: (Education Code 215.5, 217)

1. The National Suicide Prevention Lifeline telephone number and, at the district's discretion, the Crisis Text Line and/or a local suicide prevention hotline telephone number
2. The National Domestic Violence Hotline.

Policy SOLEDAD UNIFIED SCHOOL DISTRICT

Adopted: June 9, 2014 Soledad, California

Revised: December 11, 2019

## 27. School Safety – AR 5142

Each principal or designee shall establish emergency procedures, rules for student conduct, and rules for the safe and appropriate use of school facilities, equipment, and materials, consistent with law, Board policy, and administrative regulation. The rules shall be communicated to students, distributed to parents/guardians, and readily available at the school at all times.

### Release of Students

Students shall be released during the school day only to the custody of an adult who is one of the following:

1. The student's custodial parent/guardian
2. An adult authorized on the student's emergency card as someone to whom the student may be released when the custodial parent/guardian cannot be reached, provided the principal or designee verifies the adult's identity
3. An authorized law enforcement officer acting in accordance with law
4. An adult taking the student to emergency medical care at the request of the principal or designee

### Supervision of Students

Teachers shall be present at their respective rooms and shall open them to admit students not less than 30 minutes before the time that school starts. (5 CCR 5570)

Every teacher shall hold students accountable for their conduct on the way to and from school, on the playgrounds, and during recess. (Education Code 44807)

The principal or designee shall require all individuals supervising students to remain alert for unauthorized persons and dangerous conditions, promptly report any such observations to the principal or designee, and file a written report as appropriate.

In arranging for appropriate supervision on playgrounds, the principal or designee shall:

1. Clearly identify supervision zones on the playground and require all playground supervisors to remain outside at a location from which they can observe their entire zone of supervision
2. Consider the size of the playground area, the number of areas that are not immediately visible, and the age of the students to determine the ratio of playground supervisors to students

At any school where playground supervision is not otherwise provided, the principal or designee shall provide for certificated employees to supervise the conduct and safety, and direct the play, of students who are on school grounds before and after school and during recess and other intermissions. (5 CCR 5552)

The Superintendent or designee shall ensure that teachers, teacher aides, playground supervisors, yard aides, and volunteers who supervise students receive training in safety practices and in supervisory techniques that will help prevent problems and resolve conflicts among students. Such training shall be documented and kept on file.

#### Playground Safety

Any new playground or any replacement of equipment or modification of components inside an existing playground shall conform to standards set forth by the American Society for Testing and Materials and the guidelines set forth by the U.S. Consumer Product Safety Commission. The Superintendent or designee shall have a playground safety inspector certified by the National Playground Safety Institute conduct an initial inspection to aid compliance with applicable safety standards. (Health and Safety Code 115725)

#### Laboratory Safety

The principal of each school offering laboratory work shall develop procedures for laboratory safety and designate a trained certificated employee to implement and regularly review these procedures.

Students in a laboratory shall be under the supervision of a certificated employee. Students shall be taught laboratory safety, and safety guidelines and procedures shall be posted in science classrooms. Students shall receive continual reminders about general and specific hazards.

Hazardous materials shall be properly used, stored, and disposed of in accordance with law and the district's chemical hygiene plan.

Bloodborne pathogens shall be handled in accordance with the district's exposure control plan.

The district's emergency plan, emergency contact numbers, and first aid supplies shall be readily accessible.

Parents/guardians shall be made aware of the kinds of laboratory activities that will be conducted during the school year.

#### Eye Safety Devices

The Superintendent or designee shall provide schools with eye safety devices for use whenever students, teachers, or visitors are engaged in or observing an activity or using hazardous substances likely to cause injury to the eyes. Eye safety devices may be sold to students for an amount not to exceed their actual cost to the district. (Education Code 32030, 32031, 32033)

#### Protection Against Insect Bites

To help protect students against insect bites or stings that may spread disease or cause allergic reactions, students shall be allowed to apply insect repellent provided by their parents/guardians, under the supervision of school personnel, and in accordance with the manufacturer's directions, when engaging in outdoor activities.

Regulation SOLEDAD UNIFIED SCHOOL DISTRICT

Approved: June 9, 2014 Soledad, California

Revised: December 11, 2019

## 28. Search and Seizure – BP 5145.12

The Governing Board 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, and only as authorized by law, Board policy, and administrative regulation, school officials may search students, their property, and/or district property under their control and may seize illegal, unsafe, or otherwise prohibited items. School officials shall exercise discretion and use good judgment when conducting searches.

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.

### Searches Based on Individualized Suspicion

School officials may search an individual student, the student's property, or district property under the student's 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.

Any search of a student, the student's property, or district property under the student's 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.

The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, and student vehicles parked on district property.

A student's personal electronic device may be searched only if a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information.

Employees shall not conduct strip searches or body cavity searches of any student. (Education Code 49050)

Searches of individual students shall be conducted in the presence of at least two district employees.

The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

### Searches of Student Lockers and Desks

All student lockers and desks are the property of the district. The principal or designee may conduct a general inspection of school properties that are within the control of students, such as lockers and desks, on a regular, announced basis, with students standing by their assigned lockers or desks. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned.

### Use of Metal Detectors

The Board finds that the presence of weapons in the schools threatens the district's ability to provide the safe and orderly learning environment to which district students and staff are entitled. The Board also finds that metal detector searches offer a reasonable means to keep weapons out of the schools and mitigate the fears of students and staff.

The Superintendent or designee shall use metal detectors as necessary to keep weapons out of schools and help provide a safe learning environment. The Superintendent or designee shall establish a plan to ensure that metal detector searches are conducted in a uniform and consistent manner.

### Use of Contraband Detection Dogs

In an effort to keep the schools free of dangerous contraband, the district may use specially trained, nonaggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or Board policy. The dogs may sniff the air around lockers, desks, or vehicles on district property or at district-sponsored events.

Dogs shall not sniff within the close proximity of students or other persons and may not sniff any personal items on those persons without individualized suspicion.

Policy SOLEDAD UNIFIED SCHOOL DISTRICT  
Adopted: June 9, 2014 Soledad, California  
Revised: November 10, 2021

## **29. Search and Seizure – AR 5145.12**

### Use of Metal Detectors

The Superintendent or designee shall ensure that the following safeguards are used when making metal detector scans:

1. Before walk-through, students shall be asked to empty their pockets and belongings of metallic objects.
2. If an initial metal detector activation occurs, students shall be asked to remove other metallic objects that they may be wearing (e.g., belt and jewelry) and to walk through a second time.
3. If a second activation occurs, a hand-held metal detector shall be used.
4. If the activation is not eliminated or explained, staff shall escort the student to a private area where an expanded search shall be conducted by a staff member of the same gender as the student in the presence of another district employee.
5. The search shall be limited to the detection of the cause of the activation.

### Use of Contraband Detection Dogs

Contraband detection dogs shall not be used in classrooms or other district facilities when the rooms are occupied, except for demonstration purposes with the handler present. When used for demonstration purposes, the dog shall be separated from the students and not allowed to sniff any individual.

Prior to conducting an inspection, students shall be asked to leave the room that will be subject to the canine sniff. No student shall be forced to leave personal items behind for inspection, unless school officials have reasonable suspicion to search the item.

Only the dog's official handler shall determine what constitutes an alert by the dog. If the dog alerts on a particular item or place, the student having the use of that item or place, or responsibility for it, shall be called to witness the inspection. If a dog alerts on a locked vehicle, the student who brought the vehicle onto district property shall be asked to unlock it for inspection.

### Notifications

At the beginning of each school year and upon enrollment, the Superintendent or designee shall inform students and parents/guardians about the district's policies and procedures for searches, including notice regarding:

1. The possibility of random searches of students, their belongings, their vehicles parked on district property, and district properties under a student's control, including lockers or desks
2. The district's contraband dog detection program
3. The use of metal detector scans

In addition, the Superintendent or designee shall ensure that signs are posted at all schools at which metal detectors are to be used to explain that anyone may be scanned by metal detector for guns, knives, or other illegal weapons when on campus or attending athletic or extracurricular events.

Regulation SOLEDAD UNIFIED SCHOOL DISTRICT  
Approved: June 9, 2014 Soledad, California

## **30. Sexual Harassment – BP 5145.7**

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their

teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

#### Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

#### Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

#### Record-Keeping

In accordance with law and district policies and regulations, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Policy SOLEDAD UNIFIED SCHOOL DISTRICT  
Adopted: December 14, 2016 Soledad, California  
Revised: April 14, 2021



### 31. Sexual Harassment – AR 5145.7

#### Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

#### Examples of Sexual Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

\_\_\_\_\_  
(title or position)

\_\_\_\_\_  
(address)

\_\_\_\_\_  
(telephone number)

\_\_\_\_\_  
(email)

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
3. Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)
4. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6; 34 CFR 106.8)
5. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
6. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
7. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to students or parents/guardians (34 CFR 106.8)

The Superintendent or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

#### Complaint Procedures

All complaints and allegations of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to BP/AR 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Regulation SOLEDAD UNIFIED SCHOOL DISTRICT  
Approved: December 14, 2016 Soledad, California  
Revised: April 14, 2021

### **32. Suicide Prevention – BP 5141.52**

The Board of Trustees 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 policy 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)

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
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
3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students
4. The 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. (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)

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)

Policy SOLEDAD UNIFIED SCHOOL DISTRICT

Adopted: July 12, 2017 Soledad, California

Revised: May 13, 2020

### **33. Suicide Prevention – AR 5141.52**

#### Staff Development

Suicide prevention training shall be provided to teachers, counselors, and other district employees who interact with students. The training shall be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health agencies.

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are 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
2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors
3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent
4. Protective factors that may help to decrease a student's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community
5. Instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health
6. School and community resources and services, including resources and services that meet the specific needs of high-risk groups
7. Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, including, but not limited to, appropriate protocols for monitoring the student while the immediate referral of the student to medical or mental health services is being processed
8. District procedures for responding after a suicide has occurred

#### Instruction

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum in an age appropriate manner and shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors in oneself and others and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide
2. Develop coping and resiliency skills and self-esteem
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent
4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

#### 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.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, the staff member shall promptly notify the principal or school counselor, who shall implement district intervention protocols as appropriate.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parents/guardians when there is reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or others within the school community. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. (Education Code 49602)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
4. Removing other students from the immediate area as soon as possible

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether it is necessary, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school and determine the need for ongoing support.

### Postvention

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. The Superintendent or designee shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. 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.

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 action.

Regulation SOLEDAD UNIFIED SCHOOL DISTRICT  
Approved: July 12, 2017 Soledad, California  
Revised: May 13, 2020

## **34. Suspensions and Expulsion/Due Process – BP 5144.1**

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

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

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

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

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

### Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K 8 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

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

On-Campus Suspension

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

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

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

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

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

Due Process

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

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, 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. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic

subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

Policy SOLEDAD UNIFIED SCHOOL DISTRICT  
Adopted: December 12, 2018 Soledad, California  
Revised: May 13, 2020

### **35. Transportation Safety and Emergencies – AR 3543**

Cautionary Notice: Government Code 17581.5 relieves districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. The Budget Act of 2016 (SB 826, Ch. 23, Statutes of 2016) extends the suspension of these requirements through the 2016-17 fiscal year. As a result, certain provisions of the following administrative regulation related to transportation safety plans and safety instruction for students may be suspended.

Each day, prior to driving a school bus, each school bus driver shall inspect the bus to ensure that it is in safe operating condition and equipped as required by law and that all equipment is in good working order. At the completion of each day's work, the driver shall prepare and sign a written report of the condition of the equipment specified in 13 CCR 1215. The report shall indicate any defect or deficiency discovered by or reported to the driver which would affect safe operation or result in mechanical breakdown of the bus or, if no defect or deficiency was discovered or reported, shall so indicate. Any defect or deficiency that would affect safe operation shall be repaired prior to operating the bus. (13 CCR 1215)

#### Passenger Restraint Systems

The Superintendent or designee shall ensure that any school bus or student activity bus which is purchased or leased by the district is equipped with a combination pelvic and upper torso passenger restraint system at all designated seating positions if that bus: (Vehicle Code 27316, 27316.5; 13 CCR 1201)

1. Is a Type 1 school bus manufactured on or after July 1, 2005 which is designed for carrying more than 16 passengers and the driver
2. Is a Type 2 school bus or student activity bus manufactured on or after July 1, 2004 which meets one of the following criteria:
  - a. Is designed for carrying 16 or fewer passengers and the driver
  - b. Has a manufacturer's vehicle weight rating of 10,000 pounds or less and is designed for carrying not more than 20 passengers and the driver

The Superintendent or designee shall prioritize the allocation of school buses purchased, leased, or contracted to ensure that elementary students receive first priority for new school buses equipped with passenger restraint systems whenever feasible.

When a school bus or student activity bus is equipped with a passenger restraint system, all passengers shall use the passenger restraint system. (5 CCR 14105)

Bus drivers shall be instructed regarding procedures to enforce the proper use of the passenger restraint system. Students who fail to follow instructions of the bus driver may be subject to discipline, including suspension of riding privileges, in accordance with Board policy and administrative regulations.

#### Fire Extinguishers

Each school bus shall be equipped with at least one fire extinguisher located in the driver's compartment which meets the standards specified in law. In addition, a wheelchair school bus shall have another fire extinguisher placed at the wheelchair loading door or emergency exit. All fire extinguishers shall be regularly inspected and serviced in accordance with regulations adopted by the State Fire Marshal. (Education Code 39838; 13 CCR 1242; 19 CCR 574-575.3)

#### Electronic Communications Devices

A bus driver is prohibited from driving a school bus or student activity bus while using a wireless telephone or other electronic wireless communications device except for work-related or emergency purposes, including, but not limited to, contacting a law enforcement agency, health care provider, fire department, or other emergency service agency or entity. In any such permitted situation, the driver shall only use a wireless telephone or device that is specifically designed and configured to allow voice-operated and hands-free operation or a function that



requires only a single swipe or tap of the driver's finger provided the device is mounted on the windshield, dashboard, or center console of the bus. (Vehicle Code 23123.5, 23125)

#### Safe Bus Operations

School buses and student activity buses shall not be operated whenever the number of passengers exceeds bus seating capacity, except when necessary in emergency situations which require that individuals be transported immediately to ensure their safety. (Education Code 39834)

School bus operations shall be limited when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home-to-school transportation service. Bus drivers for school activity trips may discontinue bus operation whenever they determine that it is unsafe to continue operation because of reduced visibility. (Vehicle Code 34501.6)

#### Unauthorized Entry

The Superintendent or designee may place a notice at bus entrances that warns against unauthorized entry. The driver or another school official may order any person to disembark if that person enters a bus without prior authorization. (Education Code 39842; 13 CCR 1256.5)

#### Transportation Safety Plan for Boarding and Exiting Buses

The Superintendent or designee shall develop a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of students. The plan shall address all of the following: (Education Code 39831.3)

1. Determining if students in grades prekindergarten through 8 require an escort to cross a private road or highway at a bus stop pursuant to Vehicle Code 22112
2. Procedures for all students in grades prekindergarten through 8 to follow as they board and exit the bus at their bus stops
3. Boarding and exiting a school bus at a school or other trip destination
4. Procedures to ensure that a student is not left unattended on a school bus, student activity bus, or youth bus

Such procedures shall include, on or before the beginning of the 2018-19 school year, the installation of a child safety alert system at the interior rear of each bus that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting. A student activity bus may be exempt from this requirement under the conditions specified in Vehicle Code 28160.

5. Procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus

A copy of the plan shall be kept at each school site and made available upon request to the California Highway Patrol (CHP). (Education Code 39831.3)

#### Parental Notifications

The Superintendent or designee shall provide written safety information to the parents/guardians of all students in grades prekindergarten through 6 who have not previously been transported in a district school bus or student activity bus. This information shall be provided upon registration and shall contain: (Education Code 39831.5)

1. A list of school bus stops near each student's home
2. General rules of conduct at school bus loading zones
3. Red light crossing instructions
4. A description of the school bus danger zone
5. Instructions for safely walking to and from school bus stops

#### Student Instruction

Students who are transported in a school bus or student activity bus shall receive instruction in school bus emergency procedures and passenger safety as follows: (Education Code 39831.5; 5 CCR 14102)

1. Each year, all students who receive home-to-school transportation in a school bus shall be provided appropriate instruction in safe riding practices and emergency evacuation drills.
2. At least once each school year, all students in grades prekindergarten through 8 who receive home-to-school transportation shall receive safety instruction which includes, but is not limited to:
  - a. Proper loading and unloading procedures, including escorting by the driver
  - b. How to safely cross the street, highway, or private road

- c. In school buses with passenger restraint systems, instruction in the use of such systems as specified in 5 CCR 14105, including, but not limited to, the proper fastening and release of the passenger restraint system, acceptable placement of passenger restraint systems on students, times at which the passenger restraint systems should be fastened and released, and acceptable placement of the passenger restraint systems when not in use
- d. Proper passenger conduct
- e. Bus evacuation procedures
- f. Location of emergency equipment

As part of this instruction, students shall evacuate the school bus through emergency exit doors. Instruction also may include responsibilities of passengers seated next to an emergency exit.

Each time the above instruction is given, the following information shall be documented:

- a. District name
- b. School name and location
- c. Date of instruction
- d. Names of supervising adults
- e. Number of students participating
- f. Grade levels of students
- g. Subjects covered in instruction
- h. Amount of time taken for instruction
- i. Bus driver's name
- j. Bus number
- k. Additional remarks

This documentation shall be kept on file at the district office or the school for one year and shall be available for inspection by the CHP.

- 3. Before departing on a school activity trip, all students riding on a school bus or student activity bus shall receive safety instruction which includes, but is not limited to, the location of emergency exits and the location and use of emergency equipment. This instruction also may include responsibilities of passengers seated next to an emergency exit.

#### Bus Accidents

In the event of a school bus accident, the driver shall immediately notify the CHP and the Superintendent or designee. The driver shall not leave the immediate vicinity of the bus to seek aid unless necessary. (13 CCR 1219)

The Superintendent or designee shall maintain a report of each accident that occurred on public or private property involving a school bus with students aboard. The report shall contain pertinent details of the accident and shall be retained for 12 months from the date of the accident. If the accident was not investigated by the CHP, the Superintendent or designee shall forward a copy of the report to the local CHP within five work days of the date of the accident. (13 CCR 1234)

The Superintendent or designee shall review all investigations of bus incidents and accidents to develop preventative measures.

Regulation SOLEDAD UNIFIED SCHOOL DISTRICT  
Approved: March 8, 2017 Soledad, California

### **36. Visitors/Outsiders – BP 1250**

The Board of Trustees believes that it is important for parents/guardians and community members to take an active interest in the issues affecting district schools and students. Therefore, the Board encourages interested parents/guardians and community members to visit the schools and participate in the educational program.

To ensure the safety of students and staff and minimize interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours should be arranged with the principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during noninstructional time.

All outsiders, as defined in law and administrative regulation, shall register immediately upon entering any school building or grounds when school is in session. (Penal Code 627.2)

The principal or designee may provide a visible means of identification for all individuals who are not students or staff members while on school premises.

No electronic listening or recording device may be used by any person in a classroom without the teacher's and principal's permission. (Education Code 51512)

The Board encourages all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing the district's complaint processes if they have concerns with any district program or employee. In accordance with Penal Code 626.7, the principal or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

#### Presence of Sex Offender on Campus

Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a district student, shall request written permission from the principal before entering the school campus or grounds. As necessary, the principal shall

consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity. The principal also shall report to the Superintendent or designee anytime he/she gives such written permission.

Policy SOLEDAD UNIFIED SCHOOL DISTRICT  
Adopted: June 9, 2014 Soledad, California

### **37. Visitors/Outsiders – AR 1250**

The Superintendent or designee shall post at every entrance to each school and school grounds a notice describing registration requirements, school hours or hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements. (Education Code 32211; Penal Code 627.6)

Unless otherwise directed by the principal or designee, a staff member shall accompany visitors/outsideers while they are on school grounds.

#### Outsider Registration

Outsiders shall register upon entering school premises during school hours. Any person other than the following is considered an outsider: (Evidence Code 1070; Penal Code 627.1, 627.2)

1. A student of the school, unless currently under suspension
2. A parent/guardian of a student of the school
3. A Board of Trustees member or district employee
4. A public employee whose employment requires being on school grounds, or any person who is on school grounds at the school's request
5. A representative of a school employee organization who is engaged in activities related to the representation of school employees
6. An elected public official
7. A publisher, editor, reporter, or other person connected with or employed by a newspaper, magazine, other periodical publication, press association or wire service, radio station, or television station

#### Registration Procedure

In order to register, an outsider shall, upon request, furnish the principal or designee with the following information: (Penal Code 627.3)

1. His/her name, address, and occupation
2. His/her age, if less than 21
3. His/her purpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

Principal's Registration Authority

The principal or designee may refuse to register any outsider if he/she reasonably concludes that the individual's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance. The principal or designee or school security officer may revoke any outsider's registration if he/she has a reasonable basis for concluding that the individual's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff. (Penal Code 627.4)

When an outsider fails to register, or when the principal or designee denies or revokes an outsider's registration privileges, the principal or designee may request that the individual promptly leave school grounds. When an outsider is directed to leave, the principal or designee shall inform him/her that if he/she reenters the school within seven days he/she may be guilty of a misdemeanor subject to a fine and/or imprisonment. (Penal Code 627.7)

Appeal Procedure

Any person who is denied registration or whose registration is revoked may appeal to the Superintendent or principal by submitting, within five days after the person's departure from school, a written request for a hearing. This request must state why he/she believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the Superintendent or principal shall promptly mail a notice of the hearing to the person requesting it. A hearing before the Superintendent or principal shall be held within seven days after receipt of the request. (Penal Code 627.5)

Regulation SOLEDAD UNIFIED SCHOOL DISTRICT  
Approved: June 9, 2014 Soledad, California

**38. Weapons and Dangerous Instruments – BP 5131.7**

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

Possession of Weapons

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

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

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

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

Reporting of Dangerous Objects

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

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

Policy SOLEDAD UNIFIED SCHOOL DISTRICT  
Adopted: June 9, 2014 Soledad, California

**39. Weapons and Dangerous Instruments – AR 5131.7**

Prohibited weapons and dangerous instruments include, but are not limited to: (Education Code 48915, 49330; Penal Code 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: any dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 2-1/2 inches, folding knives with a blade that locks into place, and razors with an unguarded blade
4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices
5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun
6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon
7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm

Any employee may take 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. (Education Code 49331, 49332)

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

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

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. (Education Code 49331, 49332)

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