

**Cutten Elementary School District  
Comprehensive School Safety Plan**

(Per Education Code Sections 32280-32289)

CDS Code

12-62745-000000

2025-2026

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# TABLE OF CONTENTS

<b>I. GENERAL INFORMATION</b>	
A. School Site Council, Board of Trustees, School Administration, and Consulting Law Enforcement Representatives School Vision and Mission	4
B. Recommendations and Assurances	5
C. District Profile	6
D. School Mission and Vision	
<b>II. CURRENT STATUS</b>	
A. Suspension Rate	7
B. Student Survey on School Climate	8
<b>III. DISTRICT ACTION PLAN</b>	
A. Component 1: People and Programs	9
B. Component 2: Physical Safety of Students and Staff	11
<b>IV. SCHOOL DISCIPLINE</b>	
A. District Rules and Procedures on School Discipline	13
B. School Rules	14
C. Behavior Tracking Form	15
D. Medical Emergency Protocol	16
E. Threat Assessment Protocol	18
<b>V. SAFETY POLICIES</b>	
A. Child Abuse Prevention and Reporting (BP & AG 5141.4)	18
B. Notification to Teachers of Dangerous Pupils (Ed Code 49079)	24
C. Safe Ingress/Egress Procedures	25
D. Community Relations (BP & AG 1250)	26
E. Nondiscrimination/Harassment (BP & AG 5145.3)	28
F. Sexual Harassment (BP & AG 5145.7)	34
G. Suspension and Expulsion/Due Process (BP & AG 5144.1)	39
H. Suspension and Expulsion/Due Process (Students with Disabilities (AG 5144.2)	60
I. Dress and Grooming (BP & AG 5132)	66
J. Response to Immigration (BP & AR 1445)	66
<b>VI. EMERGENCY RESPONSE PROCEDURES</b>	
A. Purpose and Scope	67
B. Safe School Leadership Team	68
C. Personnel Duties and Responsibilities	69
D. Ridgewood School	
1. Safe School Leadership Team	70
2. Student Wellness Team	70
3. Emergency Response Team	71
4. Evacuation Plan	71

5.	Ridgewood School Map	73
6.	Utility Shut Off Locations	74
7.	Emergency/Crisis Disaster Log	75
8.	Staff Order of Release	76
E.	Cutten School	
1.	Safe School Leadership Team	77
2.	Student Wellness Team	78
3.	Emergency Response Team	79
4.	Evacuation Plan	79
5.	Cutten School Map	80
6.	Utility Shut Off Locations	81
7.	Emergency/Crisis Disaster Log	81
8.	Staff Order of Release	82
F.	Drill Schedule	83
G.	District Emergency Phone Numbers	83
H.	2-Way Radio Procedures	84

## **VII. EMERGENCY RESPONSE PLANS**

A.	General Procedures	85
B.	Active Shooter/Armed Assailant	87
C.	Biological Agent Release	90
D.	Bomb Threat	92
E.	Chemical Accident Procedures	93
F.	Duck, Cover, and Hold On	94
G.	Earthquake	95
H.	Evacuation (On-Site)	97
I.	Evacuation (Off-Site)	98
J.	Explosion	100
K.	Fire	101
L.	Flood	102
M.	Gas Odor/Fumes	103
N.	Hazardous Material	103
O.	Hostage Situation	104
P.	Intruder	105
Q.	Lockdown	106
R.	Power Outage	107
S.	Secure Campus	108
T.	Shelter in Place	110
U.	Learning Continuity Plan	113
V.	Workplace Violence Prevention Plan	123

# I. GENERAL INFORMATION

## A. School Site Council, Board of Trustees, School Administration, and Consulting Law Enforcement Representatives

<b>School Site Council</b>
Tina Standish, chair Shandi Adkins Carissa Carsey Nancy Corran Sean Galt Katrin Lemmon Teresa McGinnis Morgan McMahon Chara Troyer Annette Sligh
<b>Board of Trustees</b>
Mary DeWald Beth Johnston Becky Reece Dennis Reinholtsen Mindy Sehon
<b>School Administration</b>
Becky MacQuarrie, District Superintendent Darcie Rutter, Cutten School Principal Annette Sligh, Ridgewood School Principal
<b>Consulting Law Enforcement Agencies</b>
Humboldt Bay Fire Humboldt County Sheriff's Office

## B. Recommendations and Assurances

The School Site Council (SSC) recommends this Comprehensive School Safety Plan to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. Under California Education Code 32281, the School Site Council or its delegates acts as the school safety planning committee, consisting of the following members:
  - The principal or the principal’s designee
  - Three classroom teachers
  - Five parents/guardians or community members
  - One other employee who is a representative of non-classroom teaching staff
3. The School Site Council reviewed the content of the Comprehensive School Safety Plan and believes all legal requirements are met.
4. This plan was reviewed by staff in December 2025.
5. This plan was submitted to area law enforcement agencies for review in December 2025.
6. This school plan was adopted by the Cutten District School Site Council on November 18, 2025.
7. This school safety plan was approved by the board of trustees on February \_\_\_\_\_.

\_\_\_\_\_  
Superintendent’s Name  
Date

\_\_\_\_\_  
Superintendent’s Signature

\_\_\_\_\_  
School Site Council Chair Name

\_\_\_\_\_  
School Site Council Chair Signature

\_\_\_\_\_  
Date

## **C. District Profile**

Cutten is a single-attendance elementary school district with students at two sites. Ridgewood School provides instruction for students in transitional kindergarten through second grade, and Cutten School serves students in grades three through six. We currently have 576 students enrolled. Ridgewood School has a full-time principal, Cutten has a full-time principal, and we have a District Superintendent. The staff totals 42 certificated and 52 classified employees. The Comprehensive School Safety Plan describes programs in place at our schools as well as strategies for continued improvement in providing a safe, orderly school environment conducive to learning. This plan also includes procedures for responding to a variety of school-based emergencies.

## **D. School Vision and Mission**

### **School Vision and Mission**

***Building a better world... one student at a time.***

The Cutten School District, in partnership with our community, provides students with the academic and social skills necessary to become contributing members of a global community. We accomplish our mission by creating a joyful, student-centered, and consistent learning environment rich in the arts and sciences, where everyone knows they are respected members of the Cutten-Ridgewood family.

## II. CURRENT STATUS

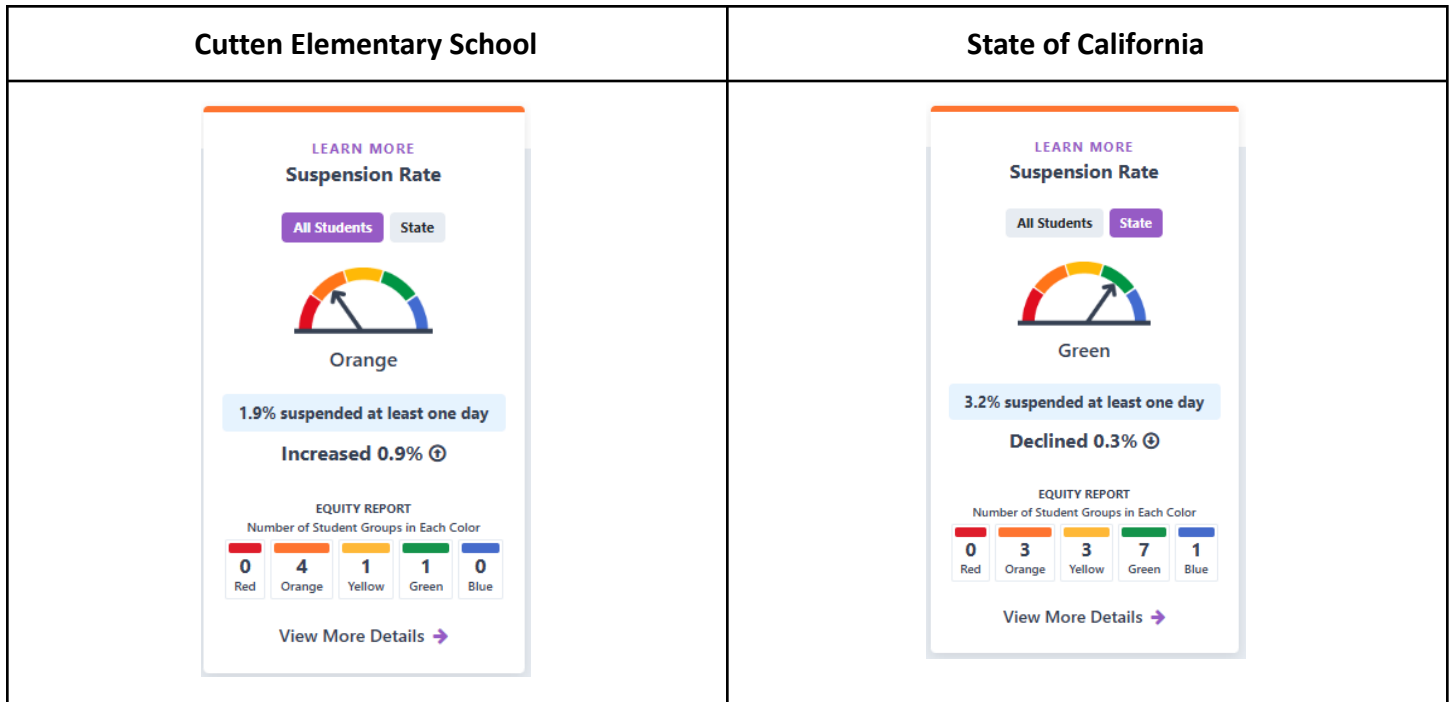
California Education Code Section 32282 requires schools include the current status of crime and related school-related functions.

### A. Suspension Rate

#### School Crime Status and Reporting

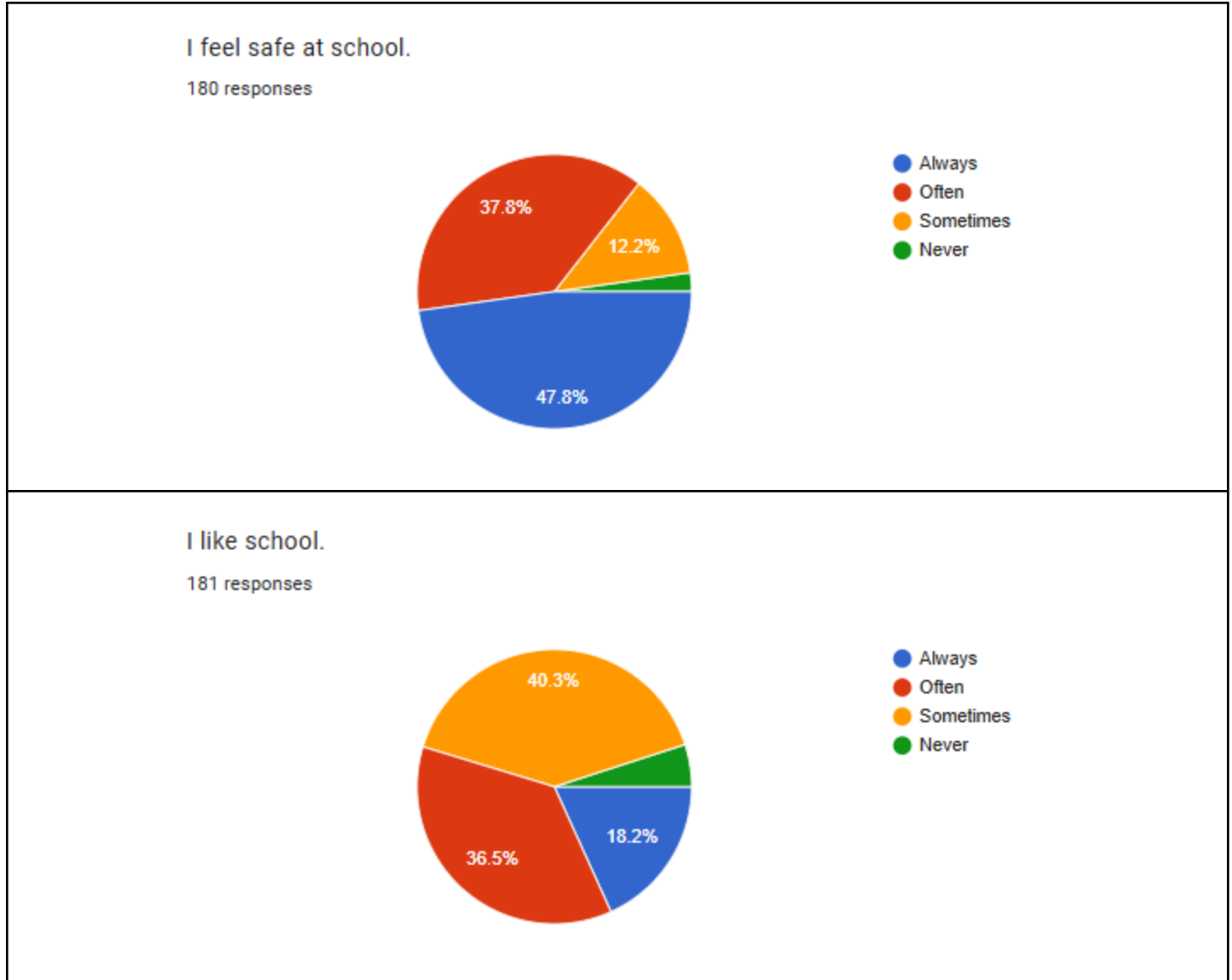
Cutten Elementary School District complies with all federal regulations in the accumulation and reporting of data and statistics pertaining to expulsions, suspension, and truancy information to satisfy NCLB requirements. In accordance with those requirements it has been determined that Cutten District is NOT at risk of being classified as a persistently dangerous school. With an enrollment of 562 students in the 2022-23 school year, the district reported a total of two (2) students suspended and zero (0) expulsions. There were no crime-related incidents at either school campuses or at school-related functions.

The below information is from the California School Dashboard (<https://www.caschooldashboard.org/>) on suspension rates from the 2024-25 school year. For comparison, the statewide suspension rate is also included.



## B. Student Survey on School Climate

Students in grades three through six were surveyed in Fall 2025 regarding their perception of connectedness and safety at school. These results will become part of our Local Control Accountability Plan local indicators. Included below are the results of two sample questions from the survey.



### III. DISTRICT ACTION PLAN

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

<b>GOAL: Cutten School District will promote a school climate of respect, responsibility, and emotional safety.</b>	<b>Assessment</b>	<b>Program or Person Responsible</b>
<p><b>Objective I: <u>Cutten School District will actively promote character development and values by:</u></b></p> <ol style="list-style-type: none"> <li>1. Implementing Positive Behavior Intervention Support (PBIS)</li> <li>2. Promoting Safe, Respectful, and Responsible behavior across all school environments</li> <li>3. Developing and implementing a reward system to recognize desired behaviors</li> <li>4. Inviting students, staff, and the community to all school activities</li> <li>5. Recognizing students at Cutten School who exhibit desirable citizenship, scholarship, art, and ACE (Attitude, Citizenship and Effort) with monthly awards</li> <li>6. Recognizing students at Ridgewood School who exhibit desired behaviors with “Bucket Filling” certificates</li> <li>7. Recognizing students at both schools who exhibit desired behaviors with “Positive Paws” tickets</li> <li>8. Modeling of desirable character traits and values by staff</li> <li>9. Utilizing the Multi-Tiered System of Support (MTSS) to guide systems in place</li> <li>10. Restorative Practice Training for all staff</li> <li>11. Community building (e.g. Assemblies and Morning Meetings)</li> <li>12. School Climate Team composed of classified and certificated staff, administration, and parents/guardians meets monthly</li> </ol>	<p>Annual review of staff, student, and parent/guardian surveys</p>	<p>Site Administrators            Certificated Staff            Classified Staff            School Social Workers            School Climate Team</p>
<p><b>Objective II: <u>Cutten School District will actively cultivate respectful communication and supportive relationships among staff members, students, family, and community members by:</u></b></p> <ol style="list-style-type: none"> <li>1. Advertising family events involving the school district, PTA, and Cutten Ridgewood Student Foundation, that are both on-site and off-site</li> <li>2. Informing the community and parents of activities, events and important issues through newspaper articles, weekly parent bulletins, marquee, social media, district website, and the district’s mass notification system</li> <li>3. Notifying families of available parenting workshops, trainings, or other appropriate educational opportunities</li> <li>4. Sharing information about community “kid friendly” events</li> </ol>	<p>Annual review of staff, student, and parent/guardian surveys</p> <p>Tools used to maintain clear communication with families will be reviewed regularly for effectiveness</p>	<p>Site Administrators            Certificated Staff            Classified Staff            School Social Workers            School Climate Team            PTA</p>

<p>5. Inviting school and community members to annual meetings to review and provide input for the Local Control Accountability Plan</p>		
<p><b><u>Objective III: Cutten School District will ensure all incoming students will have a safe and smooth transition into the district by:</u></b></p> <ol style="list-style-type: none"> <li>1. Providing a student/parent information packet which includes information on: <ol style="list-style-type: none"> <li>a. Required forms to be completed</li> <li>b. School calendar</li> <li>c. Campus map</li> <li>d. Link to website</li> <li>e. Disciplinary procedures</li> <li>f. Positive Behavior Intervention Support (PBIS) program</li> <li>g. Student support service information</li> <li>h. Student medication procedure</li> <li>i. Welcome to Ridgewood/Cutten link on website</li> <li>j. Other information helpful to new students/families</li> </ol> </li> <li>2. Providing Kindergarten Orientations (multiple events held each spring) and kindergarten screening prior to entry</li> <li>3. Conducting Class Study meetings to ensure all students' academic, social, and emotional needs are being addressed</li> <li>4. Maintaining the cross-age buddy program to familiarize all students with both campuses and enhance peer relations</li> <li>5. Leading a "Welcome Tour" to all new students</li> <li>6. Holding a transition day and an evening event for students entering 3<sup>rd</sup> grade at Cutten and exiting Cutten at 6<sup>th</sup> grade</li> </ol>	<p>Check in with new students and parents/guardians periodically to evaluate transition.</p>	<p>Site Administrators  Certificated Staff  Classified Staff  School Social Workers  School Climate Team</p>
<p><b><u>Objective IV: Cutten School District will improve campus beautification by:</u></b></p> <ol style="list-style-type: none"> <li>1. Removing campus litter each day</li> <li>2. Reminding students of their responsibility to take care of the school</li> <li>3. Holding an annual "Campus Work Day"</li> <li>4. Reporting facility problem areas in a timely fashion to the custodians</li> <li>5. Maintaining grounds and garden area</li> <li>6. Making other improvements / enhancements as funding allows</li> <li>7. Performing Facilities Inspection Tool (FIT) at least annually.</li> </ol>	<p>Annual review of staff, student, and parent/guardian surveys</p>	<p>Site Administrators  Certificated Staff  Classified Staff  School Social Workers  School Climate Team  Students  School Site Council  Parents/Guardians</p>
<p><b><u>Objective V: Cutten School District will ensure staff and students understand and appreciate diversity by:</u></b></p>	<p>Library and display cases showcase</p>	<p>Site Administrators  Certificated Staff</p>

<ol style="list-style-type: none"> <li>1. Promoting appreciation and acceptance of all learners regardless of ability</li> <li>2. Incorporating diversity awareness across curriculum</li> <li>3. Utilizing district-adopted ELA and social science curricula that emphasize diversity</li> <li>4. Providing opportunities to learn multicultural songs and instrumentation in class and from the district music teacher</li> </ol>	literature & art which emphasize diversity of cultures.	Classified Staff School Social Workers School Climate Team
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## Component 2: Physical Safety of Students and Staff

<b>GOAL: Cutten School District will ensure physical safety of students and staff.</b>	<b>Assessment</b>	<b>Program or Person Responsible</b>
<p><b><u>Objective I: Cutten School District will improve campus safety by:</u></b></p> <ol style="list-style-type: none"> <li>1. Conducting a campus walk-through by JPA Risk Manager</li> <li>2. Complying with findings of Physical Plant Safety Plan</li> <li>3. Analyzing school crime mandated report (suspensions/ed code)</li> <li>4. Updating automated emergency messaging system (SchoolWise) multiple times per year</li> <li>5. Filling out incident reports for staff/student injuries</li> <li>6. Completing California Healthy Kids Survey (CHKS) in fifth grade</li> <li>7. Maintaining security cameras at both school sites</li> <li>8. Replacing outside lighting fixtures as necessary to provide adequate illumination</li> <li>9. Installing perimeter fencing at both school sites</li> <li>10. Classroom aides supervise lunch and recess at both sites</li> </ol>	Annual update of Comprehensive School Safety Plan by School Site Council	Site Administrators Certificated Staff Classified Staff School Social Workers
<p><b><u>Objective II: Cutten School District will ensure readiness for campus emergencies and for the safety of students and staff by:</u></b></p> <ol style="list-style-type: none"> <li>1. Providing emergency supply kits as well as checking the kits yearly for adequate supplies.</li> <li>2. Providing students and staff with training and practice in the emergency procedures:             <ol style="list-style-type: none"> <li>a. Earthquake Drill</li> <li>b. Fire Drills/Earthquake with evacuation</li> <li>c. Shelter in place Modified Lockdown</li> <li>d. Lockdown Imminent Danger</li> <li>e. Threat Assessment Drill w/o school-wide action</li> </ol> </li> <li>3. Providing prevention education for students:</li> </ol>	Administrative review following each safety drill  Review and update school safety protocols on at least an annual basis	Site Administrators Certificated Staff Classified Staff School Social Workers School Climate Team School Site Council Fire Department Sheriff's Office

<ul style="list-style-type: none"> <li>a. Health education classes address: nutrition, at risk behaviors, dental hygiene, physical exercise, body image</li> <li>b. Activities and counseling address: bullying, sexual harassment, hate motivated behavior, threats</li> <li>c. Complete grade appropriate Healthy Kids Survey</li> <li>4. Offering Crisis Prevention and Response Training for staff: <ul style="list-style-type: none"> <li>a. Crisis Prevention Intervention (CPI) training</li> <li>b. First Aid / CPR</li> </ul> </li> <li>5. Providing Risk Reduction Education for staff: <ul style="list-style-type: none"> <li>a. Mandated reporting</li> <li>b. Confidentiality</li> <li>c. Universal precautions/blood borne pathogens</li> <li>d. Safe equipment operation</li> <li>e. Employee and student injury reporting</li> <li>f. Sexual harassment policy</li> <li>g. Classroom management support</li> <li>h. Medication procedures</li> <li>i. Bullying prevention and intervention</li> <li>j. Communication of high risk students</li> </ul> </li> <li>6. Ensuring that Emergency Communication Protocols are clear to staff and ready to use: <ul style="list-style-type: none"> <li>a. Phone System</li> <li>b. Two-way radios</li> <li>c. District transmitter communication</li> <li>d. District Disaster Preparedness Plan</li> <li>e. Code words or bells for specific drills</li> </ul> </li> <li>7. Practicing bus safety: <ul style="list-style-type: none"> <li>a. At the beginning of each school year drivers will inform students of bus safety and acceptable bus behavior.</li> <li>b. Drivers conduct safety bus evacuations.</li> <li>c. Staff will review expectations of Safe, Respectful, and Responsible behavior on the buses.</li> <li>d. Cameras and child safety alert systems are installed on buses.</li> </ul> </li> <li>8. Collaborating with the local Fire Dept. and Sheriff on the Safe School Plan</li> <li>9. Providing adequate safety equipment including window coverings, fire extinguishers, etc.</li> </ul>		
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## IV. SCHOOL DISCIPLINE

### A. District Procedures on School Discipline

Pursuant to Ed. Code 35291 – 35291.5

Every employee of the school is responsible for the enforcement of the discipline rules, included in this section, titled *Cutten School Tiger Pride* and *Ridgewood School Tiger Pride*.

The district shall submit the rules and procedures to the Board for review. The district shall provide the rules to each continuing student in the district at the beginning of the school year. New transfers or incoming students will receive copies as they enroll.

35291. The governing board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction. The governing board of each school district which maintains any of grades 1 through 12, inclusive, may, at the time and in the manner prescribed by Sections 48980 and 48981, notify the parent or guardian of all pupils registered in schools of the district of the availability of rules of the district pertaining to student discipline.

35291.5(a) On or before December 1, 1987, and at least every four years thereafter, each public school may, at its discretion, adopt rules and procedures on school discipline applicable to the school. For schools that choose to adopt rules pursuant to this article, the school discipline rules and procedures shall be consistent with any applicable policies adopted by the governing board and state statutes governing school discipline. In developing these rules and procedures, each school shall solicit the participation, views, and advice of one representative selected by each of the following groups:

- (1) Parents.
- (2) Teachers.
- (3) School administrators.
- (4) School security personnel, if any.
- (5) For junior high schools and high schools, pupils enrolled in the school.

Meetings for the development of the rules and procedures should be developed and held within the school's existing resources, during non-classroom hours, and on normal schooldays.

The final version of the rules and procedures on school discipline with attendant regulations may be adopted by a panel comprised of the principal of the school, or his or her designee, and a representative selected by classroom teachers employed at the school.

It shall be the duty of each employee of the school to enforce the rules and procedures on school discipline adopted under this section.

(b) The governing board of each school district may prescribe procedures to provide written notice to continuing pupils at the beginning of each school year and to transfer pupils at the time of their enrollment in the school and to their parents or guardians regarding the school discipline rules and procedures adopted pursuant to subdivision (a).

(c) Each school may file a copy of its school discipline rules and procedures with the district superintendent of schools and governing board on or before January 1, 1988.

(d) The governing board may review, at an open meeting, the approved school discipline rules and procedures for consistency with governing board policy and state statutes.

## B. School Rules

## *At Cutten and Ridgewood Schools, Self Control Is Our Goal!*

	<b>Be Safe</b>	<b>Be Respectful</b>	<b>Be Responsible</b>
<b>Everywhere &amp; Always</b>	<ul style="list-style-type: none"> <li>Keep hands, feet, and objects to yourself</li> <li>Stay in your assigned area</li> <li>Wear appropriate clothing and footwear</li> </ul>	<ul style="list-style-type: none"> <li>Be kind</li> <li>Take turns</li> <li>Use good manners</li> <li>Listen with attention</li> <li>Use appropriate voice level</li> <li>Remove hats and hoods indoors</li> </ul>	<ul style="list-style-type: none"> <li>Be honest and fair</li> <li>Accept consequences</li> <li>Follow directions quickly</li> <li>Leave gum and candy at home</li> <li>Keep cell phones, smart watches, earpods, and electronics turned off and in backpack all day</li> </ul>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>Use materials appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Take care of school property</li> </ul>	<ul style="list-style-type: none"> <li>Be on time</li> <li>Stay on task</li> <li>Keep your area tidy</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>Listen to adults</li> <li>Follow game rules</li> <li>Use equipment properly</li> </ul>	<ul style="list-style-type: none"> <li>Include everyone</li> <li>Show sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>Put away equipment</li> <li>Put trash in the trash can</li> <li>Line up quickly</li> </ul>
<b>Lunch</b>	<ul style="list-style-type: none"> <li>Face forward</li> <li>Walk to and from your lunch spot</li> </ul>	<ul style="list-style-type: none"> <li>Keep your food to yourself</li> <li>Ask permission appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Eat what you take</li> <li>Keep your area clean</li> </ul>
<b>Assemblies</b>	<ul style="list-style-type: none"> <li>Face forward</li> </ul>	<ul style="list-style-type: none"> <li>Clap when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions only when prompted to do so</li> </ul>
<b>Hallways</b>	<ul style="list-style-type: none"> <li>Face forward</li> <li>Walk at all times</li> <li>Stay in line with your group</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly</li> </ul>	<ul style="list-style-type: none"> <li>Wait patiently</li> </ul>
<b>Bathroom</b>	<ul style="list-style-type: none"> <li>Wash and dry your hands</li> <li>Report problems to an adult immediately</li> <li>Use the bathroom only for its intended use</li> </ul>	<ul style="list-style-type: none"> <li>Respect privacy</li> </ul>	<ul style="list-style-type: none"> <li>Flush the toilet</li> <li>Use paper appropriately</li> <li>Conserve water; keep soap and water in the sink</li> <li>Return quickly to class</li> </ul>
<b>Bus &amp; Bus Stop</b>	<ul style="list-style-type: none"> <li>Wait on the sidewalk and out of the street</li> <li>Stay still while the bus is pulling up, and board after the door is fully open</li> <li>Keep seatbelt buckled at all times</li> </ul>	<ul style="list-style-type: none"> <li>Respect private property at bus stops</li> <li>Select a seat quickly and quietly.</li> </ul>	<ul style="list-style-type: none"> <li>Hold your belongings</li> <li>When safe, exit promptly</li> </ul>
<b>Arrival &amp; Dismissal (RIDGEWOOD)</b>	<ul style="list-style-type: none"> <li>Follow parking lot safety rules</li> <li>Walk your wheels on school grounds</li> <li>At dismissal, check with the teacher before leaving the class group.</li> </ul>	<ul style="list-style-type: none"> <li>Leave the classroom and school grounds promptly at the end of the school day</li> </ul>	<ul style="list-style-type: none"> <li>Arrive no earlier than 7:45 and go directly to the breakfast area</li> <li>Arrive at 8:00 and go directly to classroom</li> </ul>
<b>Arrival &amp; Dismissal (CUTTEN)</b>	<ul style="list-style-type: none"> <li>Follow parking lot safety rules</li> <li>Walk your wheels on school grounds</li> <li>Exit the back of the school only</li> <li>Wait for your ride at the back fence bench or at the end of the first wing</li> </ul>	<ul style="list-style-type: none"> <li>Leave the classroom and school grounds promptly at the end of the school day</li> </ul>	<ul style="list-style-type: none"> <li>Arrive no earlier than 8:00 and wait on the playground or go directly to the Multipurpose Room for breakfast</li> </ul>

### D. Behavior Tracking Form

#### Cutten - Ridgewood Schools Behavior Tracking Form

Referral Type:  Administrator managed (Major)  Parent Contact - **Date:**  
 Staff managed (Minor)  Left Message  Text  Email

Student (Full Name): \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_  
 IEP/504

Reported by staff: \_\_\_\_\_ Incident Date \_\_\_\_\_ Time \_\_\_\_\_

#### Location

Classroom  Hallway  Bathroom  Playground  MPR/Cafeteria  Music  Library  Bus  
 Field Trip/Special Event  Learning Lab/Lane  Assembly  Parking Lot  ASP  Office  Gate

#### Behaviors (please select all that apply):

Uncooperative  Fighting ( verbal **AND/ OR**  physical)  
 Disrespect  Inappropriate Location  
 Disruption  Forgery/Theft/Plagiarism  
 Physical Aggression  Technology Violation  
 Abusive/Inappropriate Language  Inappropriate Display of Affection/Touching  
 Property Damage/Vandalism  Harassment (specify type) **OR**  Bullying  
 Lying/Cheating  Gender  Ethnicity  Sexual  Religion  
 Threatening Behavior **OR**  Possession of Weapon  Physical  Disability  Race  
 Other: \_\_\_\_\_

#### Possible Motivation:

Obtain Peer Attention  Obtain Adult Attention  
 Avoid Peer Attention  Avoid Adult Attention  
 Obtain Items/Activities  
 Avoid Tasks/Activities  Unsure

#### Others Involved:

Staff/ Substitute: \_\_\_\_\_  
 Peers: \_\_\_\_\_  
 \_\_\_\_\_

#### Action taken:

Loss of privileges: \_\_\_\_\_  Peer intervention  Parent contact  
 Community service: \_\_\_\_\_  Time in office  Conference w/student  
 Reteach expectations: \_\_\_\_\_  Restitution  
 Restorative practice: \_\_\_\_\_  Apology  ASP suspension: \_\_\_\_\_  
 Alternative placement: \_\_\_\_\_  Action pending:  
 Suspension: \_\_\_\_\_ days Return Date: \_\_\_\_\_  Bus Suspension: \_\_\_\_\_ days Return date \_\_\_\_\_  
 Other: \_\_\_\_\_

#### Incident Summary/Notes:

## **E. Medical Emergency Protocol**

### A. Staff procedures for serious student injuries or illness:

Call 911.

1. Call office personnel to report a medical emergency:  
▶ call ext. 100 secretary, ext.121(Cutten) 122 (Ridgewood) principal to report a medical emergency. IF YOU CANNOT MAKE CONTACT WITH THE EXTENSIONS SEND A RUNNER TO THE OFFICE.
2. Clear the area (or room if necessary) of all students and clear the space around the student. If back or neck injury is suspected, do not move student. Keep student on their back if conscious. Place the student in a side-lying position if unconscious. Cover the student with a jacket and raise their legs in their backpack.

Response team will:

1. Call 911 if it hasn't been done and is deemed necessary. (Notify the secretary and principal if it hasn't been done.)
2. Ask for assistance as soon as possible. A recorder, a runner, and/or an assistant to help provide medical care may be needed. Students will not be assigned any of these roles unless school personnel or other adults are not available.
3. Stay with the student and administer emergency care. Follow the Emergency Procedures for injury or illness.
4. Contact parents/guardians or have the secretary contact parents/guardians and give a brief description of the emergency. Tell parents 911 has been called.
5. Give a report to arriving emergency personnel, and relinquish command to the higher trained medical responder that is first on the scene.
6. Document the following: the time the incident started, physical assessment, student's medical history, current medications, events preceding the medical emergency, the time 911 was called, the time of parent contact, the time and to whom you gave over command, and the time an ambulance arrived and left school.

### B. School Secretary or chain of command responsibilities:

1. If needed, call 911.
2. Send available support to help supervise class if needed.
3. Notify principal.
4. Verify that student's backpack/belongings were brought to the office.
5. Have a staff member stand outside and direct first responders to the scene.
6. The secretary or other school personnel will search the student's backpack, if deemed appropriate.
7. Check student's medical record in office for special conditions.
8. Have a copy of the student information card in office ready for ambulance personnel.

C. Directions for making 911 call:

1. Identify yourself and say: We have a medical emergency at:

Cutten School at 4182 Walnut Drive in Cutten (Eureka)

or

Ridgewood School 2060 Ridgewood Drive in Cutten (Eureka)

2. Be specific about which entry to come to and the location of the student.
3. Briefly identify the nature of the emergency such as drug reaction or overdose, rapid or slow heart rate, neck injury, asthma attack, anaphylactic reaction, etc.
4. Let the operator know if CPR is in progress or any other procedures like oxygen, neck restraints, etc.
5. Identify which emergency personnel are on the scene.
6. Ask for estimated time of arrival (ETA).

D. Equipment available on campus

1. First Aid Kit
2. Command Post Kit
3. Trauma Kit
4. Basic First Aid Supplies
5. Epinephrine Pens
6. AED

E. Emergency First Aid Guidelines for California Schools

The purpose of these guidelines is to assist school staff to respond to medical emergencies until emergency medical professionals arrive on scene.

Staff members trained in CPR and Standard First Aid: School Secretary will keep a current list (updated yearly) of all staff members who are certified in CPR and First Aid.

Students with special medical conditions

A list of students with asthma, seizures, diabetes, and other medical conditions who may need staff assistance in the event of an emergency maintained.

The school secretary will keep a list of students with medical conditions. School nurse also maintains medical information for each student which is accessible in the office.

Trained staff members on Epipen: one teacher from each grade level is trained.

Trained staff members on seizure response: all certificated staff members are trained.

## **F. Threat Assessment**

In the event staff suspect a student poses a threat to others a Threat Assessment and Response Protocol must be complete (available in both school offices). Parent/guardian and law enforcement may be contacted based on the findings of the assessment.

# **V. SAFETY POLICIES**

## **A. Child Abuse Prevention and Reporting**

### **Students**

**BP 5141.4**

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

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

### Child Abuse Prevention

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

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

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

### Child Abuse Reporting

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

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

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

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

## **Child Abuse Prevention and Reporting**

### **Students**

**AG 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)

Humboldt County Department of Health and Human Services

707-445-6180

When the initial telephone report is made, the mandated reporter may want to 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)

### 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.

## **B. Notification to Teachers of Dangerous Pupils**

Pursuant to Ed. Code 49079

The district shall provide information to the teacher based upon any records that the district maintains or receives from a law enforcement agency, regarding pupil(s) having engaged in, or is reasonably suspected to have engaged in, the provisions of Section 48900, "Conditions for Suspension, Expulsion," except for subdivision (h), (see Administrative Guide for Conditions for Suspension, Expulsion). For the 1996 – 1997 school year and each school year thereafter, the information provided shall be from the previous three school years.

Teachers shall consider such information confidential in the strictest professional sense, and shall not discuss it, or take overt action to reveal it to any person.

An employee of the district who knowingly fails to have provided information about a pupil is guilty of a misdemeanor.

No district officer or employee shall be civilly or criminally liable for providing information under this section unless it is proven that the officer or employee knew that the information was false.

49079. (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

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

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

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

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

## **C. Safe Ingress/Egress Procedures**

### **Cutten School**

#### Student Supervision

Parents are required to drop off and pick up students behind the school playing fields. (Traffic proceeds down Primrose Street to the back of the school and then past Foxwood Estates on Arbutus). All students are released out the back of the school at the end of the day. This circumvents the congestion on Walnut Drive. The district employs crossing guards to safely cross students at the Primrose Street crosswalk before and after school. The buses load and unload within the school grounds. Multiple teachers serve bus duty each day and monitor student safety at the back of the school. There is adequate off-street parking for staff. The traffic plan is reinforced intermittently throughout the school year in the family newsletters which go to every student.

#### On-Campus Visitors

This is addressed in Board Policy 1250, and reinforced throughout the school year in the family newsletters.

### **Ridgewood School**

#### Student Supervision

Students are not allowed on campus each school day until supervision is available. Staff regularly supervises the parking lot at arrival time. Traffic cones and signs are placed in the parking lot to inform drivers of student drop-off and drive-through zones. Staff supervises the parking lot at dismissal time. Students who are taking the bus are escorted by staff to the bus door. Students who are being picked up are supervised on the school grounds, and are not permitted through the exit gate until they are picked up. Parking lot procedures for student drop-off and pick-up are communicated to parents annually and with follow-up reminders in the school newsletter. Emergency evacuation procedures are incorporated into the Site Disaster Plan. Each year, the Safe Routes to School Survey is completed by families. Staff reviewed data about student mobility to and from school including how students travel to school and areas of concern that inhibit or restrict mobility.

#### On-Campus Visitors

This is addressed in Board Policy 1250, and reinforced throughout the school year in the family newsletters.

## **D. Community Relations**

### **Visitors**

**BP 1250**

The Governing Board 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 non-instructional time.

Any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session.

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.

Approved: September 14, 2015

## **Community Relations**

### **VISITORS**

**AG 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 while they are on school grounds.

#### Registration Procedure

In order to register, a visitor shall, upon request, furnish the principal or designee with the following information: (Penal Code 627.3)

1. His/her purpose for entering school grounds
2. Proof of identity, upon request of the principal or designee
3. Other information consistent with the provisions of law

#### Principal's Registration Authority

The principal or designee may refuse to register any visitor 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 a visitor fails to register, or when the principal or designee denies or revokes a visitor's registration privileges, the principal or designee may request that the individual promptly leave school grounds. When a visitor 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)

Approved: September 14, 2015

## **E. Nondiscrimination/Harassment**

### **Students**

**BP 5145.3**

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

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school. (Education Code 234.1)

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

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

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

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. He/she shall provide training and 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 educational program. He/she shall report his/her findings and recommendations to the Board after each review.

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 for behavior that 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.

### **Nondiscrimination/Harassment**

#### **Students**

**AG 5145.3**

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

Superintendent  
4182 Walnut Drive  
Eureka, CA 95503  
707-441-3900

#### **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 to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site and other locations that are easily accessible to students. (Education Code 234.1)
2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

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

### 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 and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community
5. Taking appropriate disciplinary action against perpetrators and anyone determined to have engaged in wrongdoing, including any student who is found to have made a complaint of discrimination that he/she knew was not true

#### Process for Initiating and Responding to Complaints

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

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

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

When any report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, he/she shall inform the student or parent/guardian of the right to file a formal complaint pursuant to the provisions in AG 1312.3 - Uniform Complaint Procedures. Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee. Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

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

#### Transgender and Gender-Nonconforming Students

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

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

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

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

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

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

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity
2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to his/her gender identity, or a non-transgender student because his/her mannerisms, hairstyle, or style of dress do not conform to stereotypes for his/her gender or are perceived as indicative of the other sex
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity because the student is transgender or gender-nonconforming
4. Taunting a student because he/she 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
6. Use of gender-specific slurs
7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

The district's uniform complaint procedures (AG 1312.3) 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 their private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being. Any district employee to whom a student discloses their transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to their status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

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

2. **Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to their parents/guardians.
3. **Addressing a Student's Transition Needs:** The compliance officer shall arrange a meeting with the student and, if appropriate, their parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem

related to their status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. 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 student's arrangements are meeting their 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:** The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with their gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because they are transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with their gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with their gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.
5. **Student Records:** A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, their parents/guardians, the district shall use the student's preferred name and pronouns consistent with their gender identity on all other district-related documents.
6. **Names and Pronouns:** If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with their gender identity, without the necessity of a court order or a change to their official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.
7. **Uniforms/Dress Code:** A student has the right to dress in a manner consistent with their gender identity, subject to any dress code adopted on a school site.

Approved: March 14, 2016

## **F. Sexual Harassment**

**Students**

**BP 5145.7**

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

The district strongly encourages any student who feels that 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 to immediately contact the student's teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer.

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AG 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AG 1312.3 and where to obtain a copy of the procedures.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

#### Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate 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 where 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. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable

### Disciplinary Actions

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

### Record-Keeping

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

## **Sexual Harassment**

### **Students**

**AG 5145.7**

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 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AG 1312.3 - Uniform Complaint Procedures. The coordinator/compliance officer(s) may be contacted at:

Superintendent  
4182 Walnut Drive  
Eureka, CA 95503  
707-441-3900

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

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.

4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or proposition
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

#### Reporting Process and Complaint Investigation and Resolution

Any student who believes that they has been subjected to sexual harassment or who has witnessed sexual harassment is strongly encouraged to report the incident to the student's teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AG 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted the Superintendent or designee.

When a report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures.

If a complaint of sexual harassment is initially submitted to the principal, they shall, within two school days, forward the report to the compliance officer to initiate investigation of the complaint. The compliance officer shall contact the complainant and investigate and resolve the complaint in accordance with law and district procedures specified in AG 1312.3.

### Confidentiality

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

However, when a complainant or victim of sexual harassment notifies the district of the harassment but requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant or victim of sexual harassment notifies the district of the harassment but requests that the district not pursue an investigation, the district will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

### Response Pending Investigation

When an incident of sexual harassment is reported, the principal or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. Such measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy. The school should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

### Notifications

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

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, including school web sites (Education Code 231.5)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
5. Be included in the student handbook
6. Be provided to employees and employee organizations

Approved: March 14, 2016

## **G. Suspension and Expulsion / Due Process**

### **Students**

**BP 5144.1**

The Governing Board 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 his/her 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-6" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (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-3 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 may 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 under "Grounds for Suspension and Expulsion: Grades K-6" and "Additional Grounds for Suspension and Expulsion: Grades 4-6," 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 a public session.

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)

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

The report shall be disaggregated by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and

students with disabilities. The report also shall include information about whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

## **Suspension and Expulsion / Due Process**

### **Students**

**AG 5144.1**

#### Definitions

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

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

#### Notice of Regulations

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

#### Grounds for Suspension and Expulsion: Grades K-6

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written

permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-6," that has any of the effects described above on a reasonable student.

Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

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

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))
19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property

damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

#### Additional Grounds for Suspension and Expulsion: Grades 4-6

Any student in grades 4-6 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

A student in grades 4-6 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

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

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

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

#### Suspension from Class by a Teacher

A teacher may suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-6" above. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the

continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. (Education Code 48910)

As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

#### Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-6" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

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

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

### Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

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

### Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the available evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

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

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school.

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

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

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

- a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

- b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

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

- d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

### On-Campus Suspension

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

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification may be made in writing. (Education Code 48911.1)

### Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

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

### Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

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

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

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

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

### Stipulated Expulsion

After a determination that a student has committed an expellable offense, the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

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

A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board.

### Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

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

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

### Written Notice of the Expulsion Hearing

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

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney adviser

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

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

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

#### Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

#### Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

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

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

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

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

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

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-6" and "Additional Grounds for Suspension and Expulsion: Grades 4-6" above. (Education Code 48918(h))

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

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

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- a. Any complaining witness shall be given five days' notice before being called to testify.
- b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
- f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
- g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
  - (1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
  - (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
  - (3) The person conducting the hearing may:
    - (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
    - (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
    - (c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

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

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d) )

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

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

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

### Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

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

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

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

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

### Written Notice to Expel

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

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-6" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)

3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

#### Decision to Suspend Expulsion Order

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

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

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-6" or "Additional Grounds for Suspension and Expulsion: Grades 4-6" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian.

The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/us with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

### Appeal

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

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

### Notification to Law Enforcement Authorities

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

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

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

### Placement During Expulsion

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

1. Appropriately prepared to accommodate students who exhibit discipline problems

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

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-6" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-6" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

### Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

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

#### Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Approved: March 14, 2016

### **H. Suspension and Expulsion / Due Process (Students with Disabilities)**

#### **Students**

**AG 5144.2**

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) is subject to the same grounds for suspension and expulsion which apply to students without disabilities.

#### Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been officially identified as a student with disabilities pursuant to IDEA and who has engaged in behavior that violated the district's code of student conduct may assert any of the protections under IDEA only if the district had knowledge that the student is disabled before the behavior that precipitated the disciplinary action occurred.

The district shall be deemed to have knowledge that the student has a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern to district supervisory or administrative personnel in writing, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR 300.300-300.311.

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or to other supervisory district personnel about a pattern of behavior demonstrated by the student.

The district would be deemed to not have knowledge that a student is disabled if the parent/guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, the district would be deemed to not have knowledge if the district conducted an evaluation pursuant to 34 CFR 300.300-300.311 and determined that the student was not an individual with a disability. When the district is deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior.

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities.

### Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under any of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
  - a. The series of removals total more than 10 school days in a school year.
  - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
  - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

#### Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930.
2. Knowingly possesses or uses illegal drugs.
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V.
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365.

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

#### Manifestation Determination

The following procedural safeguards shall apply when a student is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

a. Caused by or had a direct and substantial relationship to the student's disability.

b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies.

If the manifestation review team determines that a condition in either #a or #b above was met, the conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless a functional behavioral assessment had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavior intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and district agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education

curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

### Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

### Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

### Decision Not to Enforce Expulsion Order

The Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

### Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

### Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

### Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.
3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Approved: March 14, 2016

## **I. Dress Code Policy**

**Students**

**BP 5132**

### **DRESS AND GROOMING**

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

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

#### Gang-Related Apparel

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

Approved: June 13, 2016

### **Dress Code Policy**

**Students**

**AG 5132**

### **DRESS AND GROOMING**

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Open-toed or backless shoes are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane, violent or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors, except under special circumstances.
4. Clothes shall be sufficient to conceal undergarments at all times and shall fit appropriately. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs, and skirts or shorts shorter than mid-thigh are prohibited.

The principal, teachers, and coaches at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other school activities. The principal has the final say about the appropriateness of attire.

#### 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 and updated whenever related information is received.

Approved: June 13, 2016

**J. RESPONSE TO IMMIGRATION** Refer to BP & AR 1445

## **VI. EMERGENCY RESPONSE PROCEDURES**

### **A. Purpose and Scope**

The Cutten Elementary School District Comprehensive School Safety Plan (CSSP) provides guidance and direction to administration, faculty and staff who have Emergency Management Responsibilities (EMR). The Emergency Response Plan along with the CSSP shall be used during an emergency incident involving Cutten Elementary School.

### **Key Emergency Contact**

After contacting 911, it is imperative during an emergency to contact the Superintendent as quickly as possible. S/he will respond immediately to the emergency and alert the appropriate members of the District School Safety Team.

## **Public Agency Use of School Buildings for Emergency Shelters**

Through a coordinated effort with local emergency service providers, the district will provide temporary shelter through the use of all school facilities during a community disaster or emergency. District staff will work in a coordinated effort with emergency response providers to promote a safe shelter for community members in need. (California Education Code 32282)

## **B. Safe School Leadership Team (SSLT)**

The Safe School Leadership Team (SSLT) will take charge of the emergency, respond effectively, protect the occupants of the facility and reduce the risk of physical injury, property damage and business interruption.

**Standardized Emergency Management System (SEMS)** is the system required by Government Code 8607(a) for managing response to multi-agency and multi-jurisdiction emergencies in California. SEMS consists of five organizational levels, which are activated as necessary:

- Field Response
- Local Government
- Operational Area
- Regional
- State

The SSLT carries out the Field Response level of crisis and emergency management. The District School Safety Team functions as the Local Government level in this system. By organizing our crisis response plans according to SEMS/NIMS, both school sites and the district are positioned to integrate services when an incident occurs on an area, regional or state level.

By standardizing key elements of the emergency management system, SEMS/NIMS is intended to:

- Facilitate the flow of information within and between levels of the system.
- Facilitate coordination among all responding agencies.

Use of SEMS/NIMS will improve the mobilization, deployment, utilization, tracking, and demobilization of needed mutual aid resources. Use of SEMS/NIMS will reduce the incident of poor coordination and communications, and reduce resource ordering duplication on multi-agency and multi-jurisdiction responses. SEMS/NIMS is designed to be flexible and adaptable to varied disasters that occur in California, and to the needs of all emergency responders.

**Essential Management Functions:** SEMS/NIMS has five essential functions adapted from Incident Command System (ICS). The Field Response uses three primary ICS functions: Incident Command, Logistics, and Operations.

Under the SEMS/NIMS, tasks are delegated to members of the SSLT to handle critical incidents successfully. The SSLT member is then responsible for the task assigned and serves as the manager of the task. This type of delegation allows each manager to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and assist them in making informed decisions. Using this organizational system during a critical incident creates clear communication channels that will

reduce the amount of confusion and chaos. Permanently assigning specific areas of responsibility to members of the SSLT provides each member with the opportunity to specialize in the management of his/her area.

The SEMS/NIMS can also address the uncertainty of exactly who will be in the building during an emergency. When assigning the management of critical roles in the SEMS/NIMS, assign an alternate for each role to assure coverage at all times. This may require some individuals to be responsible for more than one task if the primary manager were out of the building. While the SEMS/NIMS identifies roles for the members of the SSLT, all school faculty members should know their specific functions during an emergency. Teachers with students in class will have specific functions, as will teachers not assigned a class when an emergency occurs. It is imperative to emergency operations that SEMS/NIMS roles and responsibilities are assigned and understood by the SSLT members. The Roles & Responsibilities outlined in this document, will also assist the Incident Commander System if one or more team members/alternates are not available. Local emergency responders use the SEMS/NIMS to manage emergency events. Because of this, a school with assigned roles for administrators and teachers will be able to work more efficiently with local agencies.

### **Safe School Leadership Team**

Depending on staff available, team members may serve multiple roles. For example, the Principal may serve as both Incident Commander and Operations Officer, etc.

In the event of an emergency situation, the SSLT should immediately begin assigned duties. For additional information staff should report to the school office or temporary command center where they will be assigned duties to oversee and provide directions during the emergency situation. The principal and/or designee in charge are to facilitate the following: (1) secure the area, (2) check for damage, (3) assess injury situations, and (4) report findings to Incident Command.

## **C. Personnel Duties and Responsibilities**

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance. It is critical to determine *who does what, where, and how*—before such a disaster occurs.

### **State of California Government Code, Chapter 8, Division IV, Title I**

The State of California Government Code states that all public employees become emergency service workers in the event of a declared emergency. This means that all school district employees will be required to work in this capacity in case a disaster occurs and a state of emergency is declared.

## D. Ridgewood School

### 1. Safe School Leadership Team

<b>Incident Command</b>	Annette Sligh	Principal
	Joe Kencke	Alternate #1
	Amy Chastain	Alternate #2
<b>Planning</b>	Sage Garrett	School Secretary
	Carrie Carlson	Alternate
<b>Operations</b>	Annette Sligh	Principal
	Mike Richards	Alternate #1
	Dani Hinrichs	Alternate #2
<b>Logistics</b>	Jay Seeger	Head of Maintenance
	Travis O'Brien	Alternate
<b>Finance</b>	Vanesa Carillo-Salas	Business Manager

### 2. Student Wellness Team

When a school identifies an individual or group that may pose potential harm to themselves or others, the school will convene their **Threat Assessment Management Team. (TAMT)**. The task of the TAMT is to assess the level of threat posed, determine what level of response the school site will initiate, what district resources may be required and what response may be needed. This team should work with outside agencies when making referrals under Welfare and Institutions Code 5150. The team will oversee and document the school site's response to threats, 5150 referrals and plan for monitoring or services that may need to occur after the crisis has passed. When engaged in the 5150 referral process, this team becomes a Student Wellness Team. The team may expand at that point to include other staff, parents or whoever else may be required to monitor the student's well-being when and if returned to school.

Primary		Alternate	
Annette Sligh	Principal	Carrie Carlson	Resource Teacher
Ashly Luciani	School Social Worker	Anne Girard	Cutten School Social Worker
Ryan Flowers	School Resource Officer,		

	Eureka Police Department		
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Evacuation and Supervision	
<b>Supervising Teacher:</b> (blue vest)	<b>Overseeing:</b>
Amy Chastain	Joe Kencke
Nadine Seghetti	Melissa Seymour
Katrin Lemmon	Jamie Felmlee
Tom Veeh	Mike Richards
Mindi Bon	Stacey Gabbert
Suzanne Rice	Dani Hinrichs
Bethany Ibbitson	Elizabeth Escutia

### 3. Emergency Response Team

Command Post Blacktop (white vest)	Medical Center Adjacent to Bus Garage (red vest)	Damage Assessment / Search and Rescue (orange vest)	
Annette Sligh	Melissa Seymour	Mike Richards	Jay Seeger
Ashly Luciani	Liz Escutia	Stacey Gabbert	Teresa Lee
Sage Garrett	Joe Kencke	Dani Hinrichs	Travis O'Brien
Carrie Carlson	Marissa Francis	Jamie Felmlee	

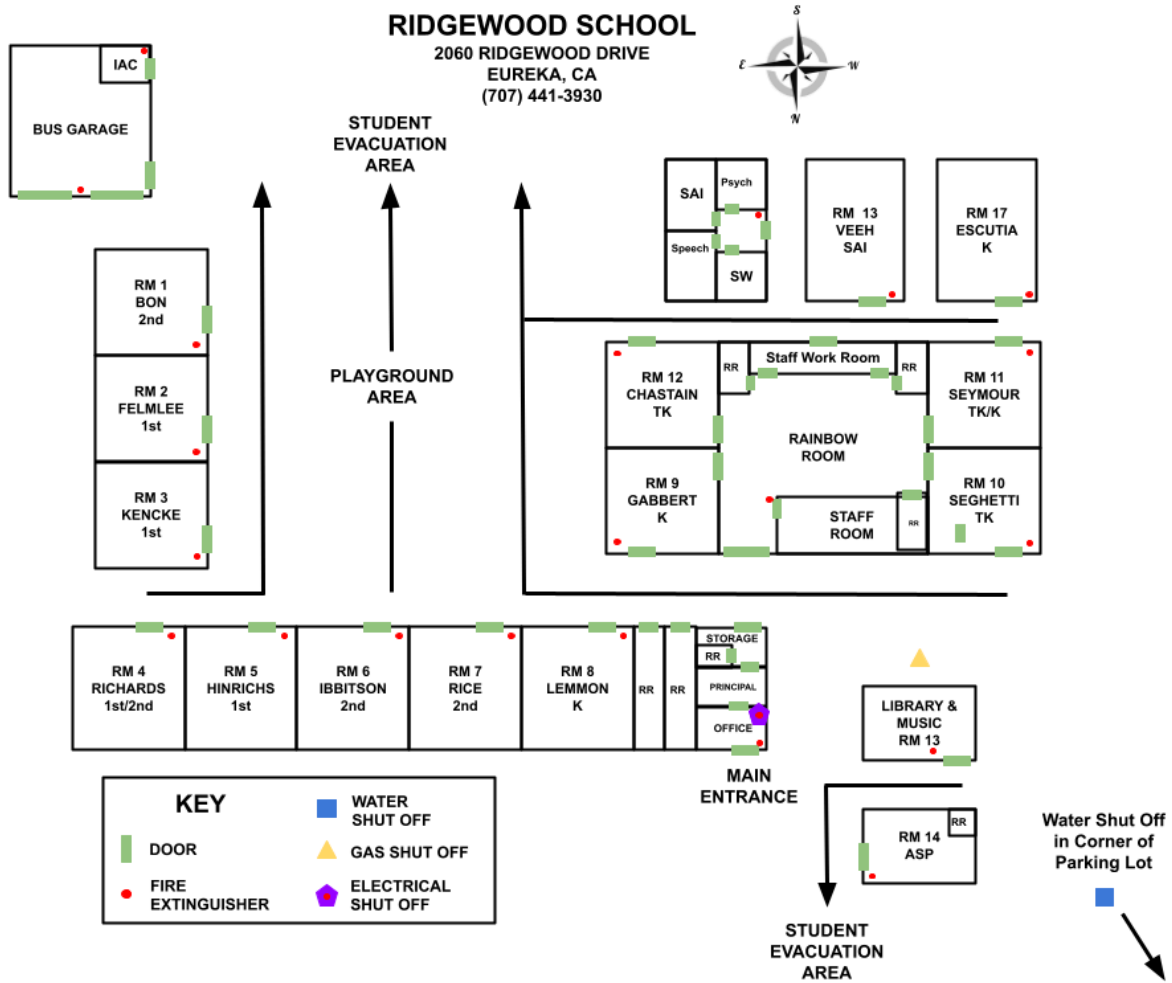
### 4. Evacuation Plan

Stage One Evacuation: ON SITE: All students and staff are evacuated from buildings per route or alternative route and stationed on the playground in designated areas (see map, page 83).

Stage Two Relocation: OFF CAMPUS: At the direction of the District Incident Commander, all students and staff are relocated to a determined location off campus at time of event. Coordinate with district transportation department, Humboldt County Sheriff, and Humboldt Bay Fire (gas leak, fallen aircraft...)

- Evacuation Plan Checklist:
  - Detailed campus diagrams that show:
    - Evacuation routes
    - Designated areas for each teacher and class
    - Areas of supervision
    - Transportation points (for both buses and autos)
    - Student Release area
    - Press / information area
  - Teams
    - Command Post
    - Medical Center
    - Damage Assessment/Search and Rescue
    - Student Evacuation and Supervision

# 5. Ridgewood School Map



## 6. Utility Shut Off Locations

- **Wrench located**
  - Inside the office storage room door to the right
- **Electrical shut offs**
  - **Rooms 4 - 8 (Main Wing) and Rooms 9 - 12 (Rainbow Room):**
    - Principal's office
    - Left-hand closet door
    - Left-hand panel
    - Lever labeled Main breaker 600 A
  - **Room 13:**
    - Principal's office
    - Right-hand closet door
    - Putty colored box
    - Upper left in closet
  - **Rooms 1 - 3, 14 - 17, and Bus Garage:**
    - Freestanding unit south of room 17
    - Left-hand lock
    - Two-inch wide lever
- **Water shutoff**
  - Staff parking lot at the street
  - Lock closest to the school is our lock
  - Two levers - either will shut off water
- **Gas shutoff**
  - Located in the hedge behind Room 13
  - Far left vertical pipe, back of the pipe
  - Half turn with wrench

## 7. Emergency/Crisis Disaster Log

Date of Incident: \_\_\_\_\_

### FACILITY:

#### **Electricity:**

Rooms 4 - 8 (Main Wing) and Rooms 9 - 12 (Commons)

Rooms 1 - 3, 14 - 17, and Bus Garage

Room 13

#### **Gas:**

Behind SDC Room, in Hedge

#### **Water:**

Staff Parking Lot

#### **Mark box when checked:**

### BUILDINGS CLEAR:

Rooms 1 - 8

 **yes** **no**

Rooms 9 - 12

Support Services, Library, Room 17

SDC and ASP

**yes**

**no**

### STUDENTS:

Injuries:

 **yes** **no**

*If yes, location(s):*

### STAFF:

All classes accounted for:

 **yes** **no**

All staff accounted for:

 **yes** **no**

**NOTE - DOORS NOT LOCKED:**

## 8. Staff Order of Release for Ridgewood

2025-2026

1. Mariah LaFlamme	23. Tom Veeh
2. Melissa Morris	24. Carrie Carlson
3. Linda Copeland	25. Amy Chastain
4. Michelle Urban	26. Melissa Seymour
5. Kacie Blacketer	27. Stacey Gabbert
6. Stephanie Hiscox	28. Joe Kencke
7. Lauren Hansen	29. Dani Hinrichs
8. Leina Blaisdell	30. Mike Richards
9. Tracy Thayer	31. Liz Escutia
10. Lorna Kidd	32. Katri Pitts
11. Shara Moser	33. Nadine Seghetti
12. Janie Packer	34. Bethany Ibbitson
13. Camille Cardona	35. Mindi Bon
14. Lilly Emerson	36. Suzanne Rice
15. Ashlee Holgerson	37. Ashly Luciani
16. Stephanie Houseworth	38. Tonja Speed
17. Ella Wagner	39. Teresa Lee
18. Viridiana Macias	40. Travis O'Brien
19. Jordan McDaniel	41. Jay Seeger
20. Marissa Francis	42. Sage Garrett
21. Jamie Felmler	43. Annette Sligh
22. Katrin Lemmon	

## E. Cutten School

### 1. Safe School Leadership Team

<b>Incident Command</b>	Becky MacQuarrie	Superintendent
	Darcie Rutter	Alternate #1
	Brandee Mitchell	Alternate #2
<b>Planning</b>	Alisha Bucher	School Secretary
	Anne Girard	Alternate
<b>Operations</b>	Becky MacQuarrie	Superintendent
	Darcie Rutter	Alternate #1
	Brandee Mitchell	Alternate #2
<b>Logistics</b>	Jay Seeger	Head of Maintenance
	Darold Ringler	Alternate
<b>Finance</b>	Vanesa Carillo-Salas	Business Manager

## 2. Student Wellness Team

When a school identifies an individual or group that may pose potential harm to themselves or others, the school will convene their **Threat Assessment Management Team. (TAMT)**. The task of the TAMT is to assess the level of threat posed, determine what level of response the school site will initiate, what district resources may be required and what response may be needed. This team should work with outside agencies when making referrals under Welfare and Institutions Code 5150. The team will oversee and document the school site’s response to threats, 5150 referrals and plan for monitoring or services that may need to occur after the crisis has passed. When engaged in the 5150 referral process, this team becomes a Student Wellness Team. The team may expand at that point to include other staff, parents or whoever else may be required to monitor the student’s well-being when and if returned to school.

Primary		Alternate	
Becky MacQuarrie	Superintendent	Darcie Rutter	Principal
Tonja Speed	School Psychologist		
Anne Girard	School Social Worker	Ashly Luciani	Ridgewood School Social Worker
Ryan Flowers	School Resource Officer, Eureka Police Department		

Evacuation and Supervision ( <i>blue vests</i> )	
<b>Supervising Teacher:</b>	<b>Overseeing:</b>
Tina Standish	Lindsay Watkins
MaryBeth Stokes	Brandee Mitchell
Shandi Atkins	Jen Code
Kaycee Cook	Andrea Yip
Chara Troyer	Tracy Benbow
Deirdre Bise	Taylor Jones
Emily Cudahy	Jaime Hague

### 3. Emergency Response Team

<b>Command Post</b> Blacktop <i>(white vests)</i>	<b>Medical Center</b> Adjacent to Bus Garage <i>(orange vests)</i>	<b>Damage Assessment / Search and Rescue</b> <i>(red vests)</i>	
Darcie Rutter	Jaime Hague	Jay Seeger	Victoria Cota
Anne Girard	Lindsay Watkins	Jen Code	Taylor Jones
Alisha Bucher	Jesse Shoghi	Alanzo Arenivaz	Tracy Benbow
Brandee Mitchell	Andrea Yip	Darold Ringler	Janel Catalano

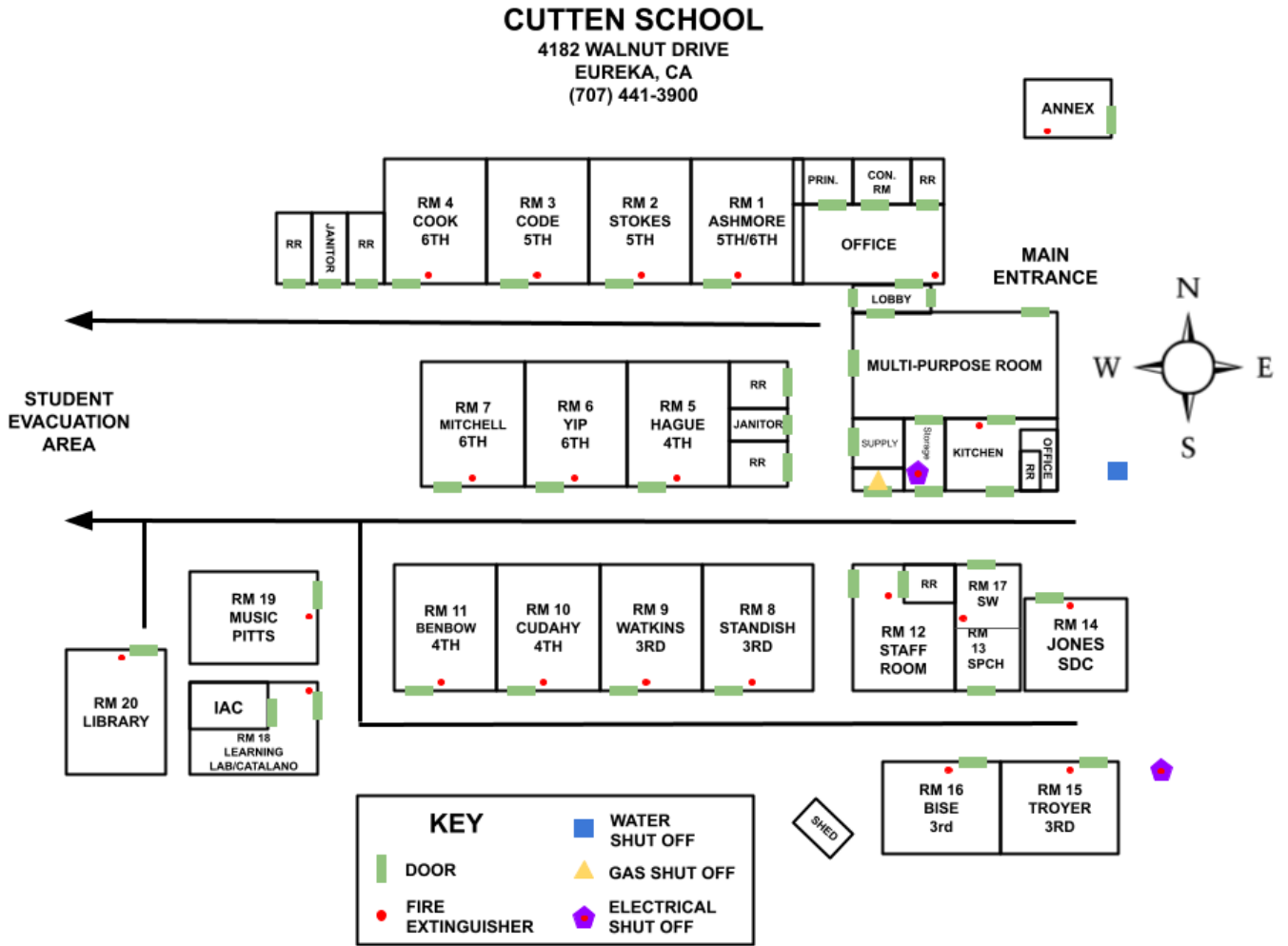
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- Evacuation Plan Checklist:
  - Detailed campus diagrams that show:
    - Evacuation routes
    - Designated areas for each teacher and class
    - Areas of supervision
    - Transportation points (for both buses and autos)
    - Student Release area
    - Press / information area
  - Teams
    - Command Post
    - Medical Center
    - Damage Assessment/Search and Rescue
    - Student Evacuation and Supervision

# 5. Cutten School Map



## 6. Utility Shut Off Locations

- **Electrical shutoffs**
  - Boiler room adjacent to multi purpose room
  - Free standing unit east of Room 15
- **Water shutoff**
  - In lawn area at the front of school
- **Gas shutoff**
  - Accessed through door adjacent to exterior boiler room door

## Emergency/Crisis Disaster Log

Date of Incident: \_\_\_\_\_

### FACILITY:

#### Electricity:

Boiler Room adjacent to Multi Purpose Room

Freestanding Unit East of Room 15

#### Gas:

Door Adjacent to Exterior, Southern Boiler Room Door

#### Water:

Lawn in Front of the School

#### Mark box when checked:

### BUILDINGS CLEAR:

Rooms 8-11 and 15-16, Learning Lab, Music Room, and Library

yes

no

Rooms 1-7, Multi Purpose Room, Kitchen, Rooms 13, 14 & 17, and Annex

yes

no

### STUDENTS:

Injuries:

yes

no

*If yes, location(s):*

### STAFF:

All classes accounted for:

yes

no

All staff accounted for:

yes

no

**NOTE - DOORS NOT LOCKED:**

## Staff Order of Release for Cutten, 2025-2026

- |   |   |
|---|---|
| <ol style="list-style-type: none"><li>1. Karen Pino</li><li>2. Amaia Lane</li><li>3. Mehgan Burton</li><li>4. Valerie Creason</li><li>5. Brandi Lawson</li><li>6. Destiny Gonzales</li><li>7. Anna Kovaly</li><li>8. Aubrie Morgan</li><li>9. Zoe Jacobs</li><li>10. Tyler Clark</li><li>11. Anne Robbins</li><li>12. Jenni Bunnell</li><li>13. Jessica Kelly</li><li>14. Jessica Smith</li><li>15. Theo Nelson</li><li>16. Tyler Christiansen</li><li>17. Quade Beattie</li><li>18. Gidget Hulstrom</li><li>19. Mikey Hulstrom</li><li>20. Alley Perry</li><li>21. Victoria Cota</li><li>22. Betty Davenport</li><li>23. Alanzo Arenivaz</li><li>24. Vanesa Carillo-Salas</li><li>25. Alisha Bucher</li><li>26. Darold Ringler</li></ol> | <ol style="list-style-type: none"><li>27. Jesse Shoghi</li><li>28. Julie Van Sickle</li><li>29. Karla Tice</li><li>30. Lindsay Watkins</li><li>31. Jen Code</li><li>32. Jaime Hague</li><li>33. Tina Standish</li><li>34. Andrea Yip</li><li>35. Katri Pitts</li><li>36. Brandee Mitchell</li><li>37. Annie Girard</li><li>38. Kaycee Cook</li><li>39. Deirdre Bise</li><li>40. Chara Troyer</li><li>41. Tracy Benbow</li><li>42. MaryBeth Stokes</li><li>43. Shandi Atkins</li><li>44. Emily Cudahy</li><li>45. Emily Landheer</li><li>46. Taylor Jones</li><li>47. Kim Goodman</li><li>48. Janel Catalano</li><li>49. Tonja Speed</li><li>50. Jay Seeger</li><li>51. Darcie Rutter</li><li>52. Becky MacQuarrie</li></ol> |
|---|---|

## **F. Drill Schedule**

- **FIRE DRILL (1x /calendar month, unless alternate drill w/evacuation)**

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).

- The principal shall notify staff as to the schedule for fire drills.
  - Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building.
  - Teachers shall ascertain that no student remains in the building.
  - Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
  - The principal or designee shall keep a record of each fire drill conducted and file a copy of this record.
- **EARTHQUAKE DRILL (2x year)**
  - **LOCKDOWN DRILL (at least once per year)**

## **G. District Emergency Phone Numbers**

### **Superintendent – Becky MacQuarrie**

(707) 441-3900 (bus.); (707) 382-1132(cell)

### **Cutten School Principal-Darcie Rutter**

(707) 441-3900 (bus.); (707)382-6270 (cell)

### **Ridgewood School Principal - Annette Sligh**

(707) 441-3930 (bus.); (707) 382-6538 (cell)

### **Vanessa Carillo-Salas-Business Manager**

(707) 441-3900 (bus.); (707) 382-0013 (cell)

### **Alisha Bucher-Cutten Secretary**

(707) 441-3900 (bus.); (916) 838-3650 (cell)

### **Sage Garrett – Ridgewood Secretary**

(707) 441-3930 (bus.); (707) 273-2801 (cell)

### **Maintenance and School Site Utilities Location (water, power, gas)**

**Jay Seeger** (707) 616-3866 (cell)

### **District School Social Workers:**

**Anne Girard (Cutten School)** (707) 502-0497 (cell)

**Ashly Luciani (Ridgewood School) (707) 223-0821 (cell)**

**District Bus Transportation:**

**Darold Ringler (707) 362-3619 (cell)**

**Martin Tunzi (707) 672-2292 (cell)**

## **H. 2-Way Radio Use**

**IN CASE OF A BOMB THREAT, DO NOT ACTIVATE RADIOS, AS THE FREQUENCY MAY ACTIVATE THE BOMB.**

Our district system is licensed and monitored by the Federal Communications Commission for school business use. In an emergency, effective communication is crucial. Follow these guidelines for radio use:

- Only one signal can be on the frequency at a time. Be sure to monitor the system before transmitting
- Minimize transmissions. Keep sentences short
- Key radio, wait 2 seconds then speak slowly, clearly, within two inches of the radio
- Use clear “sign-off” terms (eg
- During normal use, use only the channel assigned to the school.

## VII. EMERGENCY RESPONSE PLANS

### A. General Procedures

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across many emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions below are listed below. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

Type	Definition
<b>STATUS</b>	<b>ALL CLEAR</b> communicates to students and staff that the emergency is over and normal school operations can resume.
	<b>EMERGENCY DAMAGE ASSESSMENT</b> is the inspection process used immediately following an emergency (typically while students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An <b>EMERGENCY DAMAGE ASSESSMENT</b> should be performed following any event with the potential to cause damage school facilities or equipment.
<b>RESTRICTED MOVEMENT &amp; ACCESS</b>	<p><b>LOCKDOWN</b> is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. <b>LOCKDOWN</b> is used to prevent intruders from entering occupied areas of the buildings.</p> <ul style="list-style-type: none"> <li>● Lock the doors;</li> <li>● Close and lock windows, and close blinds or cover windows;</li> <li>● Turn off lights;</li> <li>● Silence all electronic devices;</li> <li>● Remain silent;</li> <li>● Use strategies to silently communicate with first responders if possible,</li> <li>● Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and</li> <li>● Remain in place until the release from lockdown by school administration or evacuated by law enforcement.</li> </ul>
	<b>SECURE CAMPUS</b> is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. <b>SECURE CAMPUS</b> requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue if all classroom and office doors are locked, and all students and staff remain inside through the duration of that event. The school perimeter should be secured.
	<b>SHELTER IN PLACE</b> is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off

	<p>pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in classrooms with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.</p> <p><b>TAKE COVER</b> is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, severe windstorms and tornados.</p> <ul style="list-style-type: none"> <li>● Move students and staff into the school’s permanent building.</li> <li>● Group students/staff together at the furthest point away from windows on the floor. <ul style="list-style-type: none"> <li>✓ Face the wall with backs to the windows</li> <li>✓ Crouch down on knees and elbows</li> <li>✓ Hands covering the back of their head/neck</li> </ul> </li> <li>● If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal.</li> </ul> <p>An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.</p> <p><b>DUCK, COVER AND HOLD ON</b> is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an EMERGENCY DAMAGE ASSESSMENT must be performed prior to occupancy of any of the site’s buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.</p>
<b>EVACUATION</b>	<p><b>EVACUATION</b> is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.</p> <p><b>OFF-SITE EVACUATION</b> is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations, OFF-SITE EVACUATION may require the use of busing. STRUCTURED REUNIFICATION should be used following any OFF-SITE EVACUATION.</p> <p><b>EARLY RELEASE</b> Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.</p>
<b>REUNIFICATION</b>	<p><b>STRUCTURED REUNIFICATION</b> is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. STRUCTURED REUNIFICATION requires:</p> <ul style="list-style-type: none"> <li>● Maintaining accurate information on the location of each child.</li> <li>● Preventing unauthorized individuals from having access to or removing children.</li> <li>● Verifying the identity of individuals coming to take custody of children.</li> <li>● Verifying everyone has the legal right to take custody of child for which they have asked.</li> <li>● Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.</li> </ul>

## B. Active Shooter/Armed Assailant

### ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

“Active shooter situations” are defined as those where an individual or individuals is “actively engaged in killing or attempting to kill people in a confined and populated area.” *Active shooters / armed assailants frequently use firearms, but attacks of this type can also be made with other types of weapons (knives, swords, etc.).* These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore, it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

### ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to take immediate action to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is about to occur.
  - a. Act immediately if you or your students:
    - hear a sound that might be gunfire.
    - see something that looks like a weapon being carried or used on or near the campus.
    - sense any other indication of active shooter / armed assailant threat.
  - b. Quickly evaluate which option (Run, Hide or Fight) will best protect you and your students.
  - c. Be decisive. Communicate your plan to your students and act quickly.
  - d. Call 911 and the School Office as soon as it is safe to do so.
2. Options: *Run, Hide or Fight*
  - a. RUN: If you can get yourself and your students safely away from danger, do so immediately.
    - Do not evacuate unless you...
      - o know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
      - o and can visualize a route that will get your students and yourself safely off campus.
    - Don't carry anything with you.
      - o Police may mistake an item in your hands as a weapon.
      - o Leave everything behind.
    - If you encounter people along the way...
      - o Adults: Warn them and take them with you if you can but don't stop if they refuse to come.

- o Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care*.
  - Place terrain and buildings between you and the assailant to cover your escape.
  - Keep going until you are certain you are out of danger.
  - Keep your students with you. Call 911 to report your location and obtain instructions.
  
- b. HIDE: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.
  - Lock the doors
  - Close and lock windows and close blinds or cover windows;
  - Turn off lights;
  - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
  - Silence all electronic devices;
  - Remain silent;
  - Position occupants spread out and out of line of sight from room entrance.
  - Prepare to act if the assailant attempts to get in the room;
  - Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
  - Call 911 as soon as it is safe to do so.
  - Remain in place until evacuated by identifiable law enforcement officers.
  
- c. FIGHT: Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the FIGHT option, commit to your actions.
  - If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
    - o Construct a strong barricade.
    - o If you have another way out (a window or back door) use it while the assailant is attempting to get in.
    - o If no other exit is available, be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
      - a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
  - Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. Call 911 and initiate a school-wide LOCKDOWN announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.
  - a. Provide as much information as possible (slow down – be calm):
    - State the emergency: “I hear gunfire.” “I saw...”
    - Give information on people who are wounded.
    - Location of the assailant (if known):
    - Description of the assailant (if known):
    - Your precise location
    - The number of children with you:
  - b. Keep the line open, even if you can’t talk, unless instructed by the dispatcher to end the call.
4. Special Topics
  - a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.
    - *Run* – If you encounter injured persons while you are trying to get out of danger...
      - o And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
    - *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.
      - o As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
    - *Fight* – This is always the option of last resort because the probability of injury is highest when you are near the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
      - o If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
      - o If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.
  - b. Law Enforcement: If you encounter law enforcement officers...
    - Immediately raise your hands in the air and display your open palms.
    - Don’t run up to officers or attempt to hug or talk to them.
    - Don’t talk unless they ask you a question.
    - Do exactly what they tell you to do.
  - c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:

- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
  - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.
- d. Ongoing Communication: (School should develop means to safely provide updates to staff to keep them informed during the incident.)
- e. Extended Day Programs / After School Activities: Train all district / site staff involved with student activities and extracurricular programs.

#### PRINCIPAL OR DESIGNEE ACTIONS:

- Follow the All Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if possible.
  - Include as much actionable information on the announcement as possible.
    - *Example “LOCKDOWN, LOCKDOWN, LOCKDOWN. Man, with a gun on campus. LOCKDOWN now.”*
- If possible, assist emergency personnel.
  - Assist police in entering the school;
  - Provide officers with keys, maps and any other information requested.

### C. Biological Agent Release

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building’s ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supplies
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

### **Outside the building**

#### **STAFF ACTIONS:**

1. Notify Principal.
2. Move students away from immediate vicinity of danger (if outside, implement Take Cover).
3. Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area for medical attention.
4. Follow standard student assembly, accounting and reporting procedures.

#### **PRINCIPAL OR DESIGNEE ACTIONS:**

1. Initiate **SHELTER IN PLACE**.
2. Shut off HVAC units.
3. Move to central location where windows and doors can be sealed with duct tape.
4. Call 911. Provide location and nature of the emergency and school actions taken.
5. Turn on radio and listen for instructions.
6. Complete the Biological and Chemical Release Response Checklist
7. Remain inside the building until it is safe to leave.

### **Inside the building**

#### **STAFF ACTIONS:**

1. Notify Principal or site administrator.
2. Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
3. Implement **EVACUATION** or **OFF-SITE EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
4. Follow standard student assembly, accounting and reporting procedures.
5. Prepare a list of those who are in the affected area to provide to emergency response personnel.

#### **PRINCIPAL OR DESIGNEE ACTIONS:**

1. Initiate **EVACUATION** of building or **OFF-SITE EVACUATION** to move students away from immediate vicinity of danger.
2. Move up-wind from the potential danger.
3. Call 911. Provide exact location and nature of emergency.
4. Designate security team to isolate and restrict access to potentially contaminated areas.
5. Wait for instructions from emergency responders-- Health or Fire Department.
6. Complete the Biological and Chemical Release Response Checklist
7. Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

**THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:**

1. Wash affected areas with soap and water.
2. Immediately remove and contain contaminated clothing
3. Do not use bleach on potentially exposed skins.
4. Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

**D. Bomb Threat**

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

**PERSON RECEIVING THREAT BY TELEPHONE:**

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

**Telephone Bomb Threats**

- Remain calm/courteous.
- Read phone's visual display.
- Listen, don't interrupt.
- Keep caller talking. Pretend hearing difficulty.
- Notice details: background noises, voice description.
- Ask: When? Where? What? How?
- Don't touch any suspicious objects.

**Call 911**

**PERSON RECEIVING THREAT BY MAIL:**

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

1. Call 911.
2. If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.

3. Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
4. Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
5. Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
6. If it is necessary to evacuate the entire school, use the fire alarm.
7. Call Sheriff to look for suspicious packages, boxes or foreign objects.
8. Do not return to the school building until it has been inspected and determined safe by proper authorities.
9. Avoid publicizing the threat any more than necessary.

**STAFF ACTIONS:**

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

## **E. Chemical Accident Procedure**

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

**PERSON DISCOVERING SPILL:**

1. Alert others in the immediate area to leave the area.
2. Close windows and doors and restrict access to affected area(s).
3. Notify principal or designee.
4. DO NOT eat or drink anything or apply cosmetics.

**PRINCIPAL OR DESIGNEE ACTIONS:**

1. Notify Fire Department and the Department of Public Health. Provide the following information:
  - a. School name and address, including nearest cross street(s)
  - b. Location of the spill and/or materials released; name of substance, if known
  - c. Characteristics of spill (color, smell, visible gasses)
  - d. Injuries, if any
  - e. Your name and telephone number
2. Notify Maintenance personnel to shut off mechanical ventilating systems.

3. If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.
4. Post a notice on the school office door stating location of evacuation site.
5. Use Parent Telephone Alert System (One Call Now), if appropriate to send brief description of the emergency, how it was handled, and, if appropriate, what steps are being taken in its aftermath.

**STAFF ACTIONS:**

1. If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
2. Upon arrival at evacuation site, take attendance. Notify Principal or designee of any missing students.
3. Upon arrival at evacuation site, take roll and report attendance to Principal immediately. Notify emergency response personnel of any missing students.
4. Do not return to the building until emergency response personnel have determined it is safe.

## **F. Duck, Cover, and Hold On**

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

- Earthquake
- Explosion

**ANNOUNCEMENT:**

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

Example: "Attention please. **DUCK, COVER AND HOLD**. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions."

**STAFF AND STUDENT ACTIONS:**

**Inside**

1. Instruct students to move away from windows.
2. Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.

3. Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

### **Outside**

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

## **G. Earthquake Procedure**

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

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

### **Inside Building**

#### **PRINCIPAL OR DESIGNEE ACTIONS:**

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

**STAFF ACTIONS:**

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

**Outside Building****STAFF ACTIONS:**

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

**During non-school hours****PRINCIPAL OR DESIGNEE ACTIONS:**

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

## H. Evacuation (On-Site)

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

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

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

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

### ANNOUNCEMENT:

1. Fire alarm.
2. Provided time is available, make an announcement over the public-address system:

Example: "Attention please. We need to EVACUATE all buildings. Teachers are to take their students to the Assembly Area. Students please remain with your teacher."

3. Implement Special Needs Evacuation Plan.
4. Use walkie-talkies to deliver additional instructions to teachers in hold areas.

### PRINCIPAL OR DESIGNEE:

1. The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
2. When clearance to return to the buildings is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.
3. Use Parent Telephone Alert System (One Call Now), if appropriate to send brief description of the emergency, how it was handled, and, if appropriate, what steps are being taken in its aftermath.

### STAFF ACTIONS:

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

3. Remain in the Assembly Area until further instructions are given.
4. Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

### **HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION**

The needs and preferences of non-ambulatory individuals will vary. Some people may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

#### **To alert visually-impaired individuals**

1. Announce the type of emergency.
2. Offer your arm for guidance.
3. Tell person where you are going, obstacles you encounter.
4. When you reach safety, ask if further help is needed.

#### **To alert individuals with hearing limitations**

1. Turn lights on/off to gain person's attention -OR-
2. Indicate directions with gestures -OR-
3. Write a note with evacuation directions.

#### **To evacuate individuals using crutches, canes, walkers, or wheelchairs**

1. Evacuate these individuals as injured persons.
2. Assist and accompany to evacuation site, if possible -OR-
3. Use a sturdy chair (or one with wheels) to move person -OR-
4. Help carry individual to safety if necessary.

## **I. Evacuation (Off-Site)**

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

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

**OFF-SITE EVACUATION** may require **DIRECTED TRANSPORTATION**.

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

**ANNOUNCEMENT:**

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

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

**PRINCIPAL OR DESIGNEE ACTIONS:**

1. Determine the safest method for evacuating the campus. This may include the use of school bus or simply walking to the designated off-site location.
2. Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
3. When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction and authorize students and staff to return to the classrooms.
4. Use Parent Telephone Alert System (One Call Now), if appropriate to send brief description of the emergency, how it was handled, and, if appropriate, what steps are being taken in its aftermath.

**STAFF ACTIONS:**

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

**Structured Reunification**

**STAFF ACTIONS:**

1. Ensure student identification necklaces are distributed and worn by all students.
2. Students remain in classroom or at the Assembly Area with the classroom teacher or teacher buddy until the Reunification Team Member calls for specific student(s).
3. Reunification Team Member will escort student(s) to the designated Release Point.
4. Student will be released to parent/guardian or identified emergency contact.
5. Release Team will document each student as he/she is released; to whom the student(s) is released; and the time of release.

## J. Explosion

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

### PRINCIPAL OR DESIGNEE:

1. Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings, but others may be used for **SHELTER IN PLACE**.
2. Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
3. Secure area to prevent unauthorized access until the Fire Department arrives.
4. Notify emergency response personnel of any missing students.
5. Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
6. Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
7. Determine if Student Release should be implemented. If so, notify staff, students and parents.
8. If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

### STAFF ACTIONS:

1. Initiate **DROP, COVER AND HOLD ON**.
2. If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
3. Check to be sure all students have left the school site. Remain with students throughout evacuation process.
4. Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
5. Render first aid as necessary.
6. Do not return to the building until the emergency response personnel determine it is safe to do so.
7. If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

## K. Fire

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

### Within School Building

#### **PRINCIPAL OR DESIGNEE ACTIONS:**

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

#### **STAFF ACTIONS:**

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

### Near the School

#### **PRINCIPAL OR DESIGNEE ACTIONS:**

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

## L. Flood

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur because of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

### PRINCIPAL OR DESIGNEE ACTIONS:

1. Issue **STAND BY** instruction. Determine if evacuation is required.
2. Notify local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
3. Delegate a search team to assure that all students have been evacuated.
4. Issue **OFF SITE EVACUATION** instruction if students will be evacuated to a safer location by means of buses and cars.
5. Post a notice on the office door stating where the school has relocated.
6. Monitor AM radio weather station KINS for flood information.
7. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

### STAFF ACTIONS:

1. If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
2. Remain with students throughout the evacuation process.
3. Upon arrival at the safe site, take attendance. Report any missing students to principal or designee and emergency response personnel.
4. Do not return to school building until it has been inspected and determined safe by property authorities.

### BUS DRIVER ACTIONS:

1. If evacuation is by bus, **DO NOT** drive through flooded streets and/or roads. **DO NOT** attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.
-

## M. Gas Odor/Fumes

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

### STAFF ACTIONS:

1. Notify Principal.
2. Move students from immediate vicinity of danger.
3. Do not turn on any electrical devices such as lights, computers, fans, etc.
4. If odor is severe, leave the area immediately.
5. If the building is evacuated, take student attendance and report any missing students to Principal or designee.

### PRINCIPAL OR DESIGNEE ACTIONS:

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

## N. Hazardous Materials

The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

### PRINCIPAL OR DESIGNEE ACTIONS:

1. Call 911, if necessary.
2. If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
3. Initiate **EVACUATION**. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
4. Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.

5. If time is available, initiate **OFF SITE EVACUATION**, which may include the use of busses. Move students and staff away from the path of the hazardous materials.
6. Wait for instructions from emergency responders-- Health or Fire Department.
7. Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
8. Upon return to school, ensure that all classrooms are adequately aired.

#### **TEACHER ACTIONS:**

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

### **O. Hostage Situation**

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

#### **PRINCIPAL OR DESIGNEE ACTIONS**

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

**STAFF ACTIONS:**

1. If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
2. Alert the principal or designee.
3. Account for all students.

**P. Intruder Procedure**

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

All visitors entering school grounds on school days between 8:00 a.m. and 4:00 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.

*-- California Penal Code Title 15, Chapter 1.1 § 627.2*

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

**PRINCIPAL OR DESIGNEE ACTIONS:**

Initiate **LOCKDOWN**.

1. Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:

*"What can we do to make this better?"*

*"I understand the problem, and I am concerned."*

*"We need to work together on this problem."*

2. As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
3. Keep subject in view until police or law enforcement arrives.
4. Take measures to keep subject away from students and building.
5. Designate a staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
6. When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or law enforcement officer to be present.
7. Be available to deal with the media and bystanders and keep site clear of visitors.

**STAFF ACTIONS:**

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

## Q. Lockdown

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

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

**LOCKDOWN** differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

### ANNOUNCEMENT:

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

Example: "**Attention please. We have an emergency and must implement LOCKDOWN procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement.**"

### PRINCIPAL OR DESIGNEE ACTIONS:

1. Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
2. Call 911. Provide location, status of campus, all available details of situation.
3. When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
4. Use Parent Telephone Alert System (One Call Now), if appropriate to send brief description of the emergency, how it was handled, and, if appropriate, what steps are being taken in its aftermath.

### STAFF ACTIONS:

1. If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
2. Immediately lock doors and instruct students to lie down on the floor.
3. Close any shades and/or blinds if it appears safe to do so.
4. Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.
5. Check Email for instructions.

**STUDENT ACTIONS:**

1. Move quickly and quietly to the closest safe classroom.
2. If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, Library. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police.

**R. Power Outage (Planned and Unplanned)**

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

**PRINCIPAL OR DESIGNEE ACTIONS:**

Notify utility company. Provide the following information:

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

Plan for Loss of Electricity

**Phones:** Fax line and/or cell phones will be used since main phone system is dependent on power.

**Communication:** School marquees, SchoolWise mass communication, and social media will be used to communicate plans with parents/guardians

**Emergency Light:** Battery powered lights are available in classrooms without sufficient natural light

**Heating:** Superintendent or designee will determine case by case if the temperature warrants closer due to low temperatures in the classrooms

**Closure:** School is canceled on the second day of a power outage unless power is restored by 6:00am, or if the superintendent or designee determines school should not be in session during the outage.

## S. Secure Campus

**SECURE CAMPUS** is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, classroom instruction and/or activity may continue if all classroom and office doors are locked, and all students and staff remain inside through the duration of that event. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

This response is considered appropriate for, but not limited to, the following types of emergencies:

1. Potential threat of violence in the surrounding community
2. Police activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN** in which case, instruction immediately ceases, and students and staff follow **LOCKDOWN** procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential community threat coming onto campus. Secure Campus differs from Lockdown in that it allows classroom instruction to continue.

### **SECURE CAMPUS:**

1. Is intended to prevent a potential community threat from entering campus
2. Heightens school safety while honoring instructional time
3. Requires that all exterior classroom / office doors are locked
4. Requires that no one goes in or out for any reason

5. Requires that students and staff remain in Secure Campus status until **ALL CLEAR** is issued by administration

**PRINCIPAL OR DESIGNEE ACTIONS:**

Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided

Example: “Your attention please. Due to reported police activity in the surrounding community, please implement SECURE CAMPUS procedures immediately.”

- REPEAT -

1. Instruct Administrative Assistant to call law enforcement non-emergency number, inform them of campus status, and gather more specific information regarding the potential threat. If information is difficult to obtain, put administrator on the call and ask to speak with Dispatch/Communications Supervisor
2. Designate assigned individual to lock all doors leading into administration building
3. Designate assigned individual to close (**NOT LOCK**) all entrance and exit points on the campus perimeter
4. Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to **LOCKDOWN**
5. If students are out at break, recess, or lunch and situation is deemed imminent, announce **SECURE CAMPUS** status and ask that all students return to assigned classrooms immediately
6. If students are out at break, recess, or lunch and situation is **NOT** deemed imminent, initiate **SECURE CAMPUS** immediately upon conclusion of break
7. If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation
8. Depending on the timing of the situation, consider deactivating the period bells. Students and staff must remain inside if the threat persists
9. After the emergency has been neutralized, initiate **ALL CLEAR**
10. Use Parent Telephone Alert System (One Call Now), if appropriate to send brief description of the emergency, how it was handled, and, if appropriate, what steps are being taken in its aftermath.

**STAFF ACTIONS:**

1. Move to the door and instruct any passing students to return to assigned classroom immediately
2. Close and lock the door
3. Continue class instruction or activity as normal
4. Enforce the no entrance; no exit protocol. Remain in classroom or secured area and wait for further instructions
5. Be alert to the possibility that response may elevate to **LOCKDOWN**
6. Do **NOT** call office to ask questions; Incident Command will send out periodic updates

7. Wait for another action or, if ALL **CLEAR** is issued, return to normal class routine

**STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY):**

1. Gather students together and organize into an orderly formation
2. Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a predetermined classroom location
3. Proceed to on-campus shelter location as quickly as possible
4. Once inside, take attendance to ensure all present students are accounted for
5. By classroom phone, cell phone, walkie-talkie, or 2-way radio, contact designated ICS Command to report class location and any absent or missing students
6. Implement all classroom policies and procedures for **SECURE CAMPUS** status
7. Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander
8. Wait for another action or, if ALL **CLEAR** announcement is issued, return to normal class routine

**STAFF ACTIONS: RESPONSE TO IMMIGRATION** Refer to BP & AR 1445

## T. Shelter in Place

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

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

**ANNOUNCEMENT:**

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

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

**PRINCIPAL OR DESIGNEE ACTIONS:**

1. Make an announcement on the public-address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.

2. When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume.

**TEACHER and STAFF ACTIONS:**

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

**STUDENT ACTIONS:**

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

**U. Learning Continuity Plan**

**CUTTEN ELEMENTARY SCHOOL DISTRICT  
Learning Continuity Plan  
2025-26**

**I. INTRODUCTION**

The purpose of this Continuity Learning Plan (CLP) is to outline the strategies and procedures for ensuring educational continuity and compliance with the newly enacted California law, SB 153. This plan aims to address the legal requirements while maintaining high standards of teaching and learning for all students.

We recognize that schools are fundamental to child development and well-being and provide our students with academic instruction, social and emotional skills, safety, reliable nutrition, occupational therapy, speech therapy, mental health resources, counseling, opportunities for occupational activity and relational connections.

From time to time, a catastrophic event or circumstance may arise where we change the way we provide educational services to students. Events may have a significant impact on our district, the community and our children's development. Events may alter the way we provide services and support for our students and families. We have new protocols, policies, and guidance in place to ensure the safety and health of our students, staff, and families. In order to provide a sense of normalcy and continue learning, an Independent Study option using synchronous and asynchronous instruction has been put in place.

Finally, we will provide our staff and families with a Reopening Plan and multiple instructional models for accessing learning.

As always, it is our goal to provide a safe and engaging learning experience for all of our students.

## **II. GOALS & OBJECTIVES**

Beginning July 1, 2025, this is our instructional continuity plan to establish communication with students and their families in order to provide instruction to students when in-person instruction is disrupted due to an emergency. As always, it is our goal to provide a safe and engaging learning experience for all of our students.

The goal of this plan is to provide ongoing rich and robust standards-based instruction while maintaining instructional delivery that furthers student academic success, as well as to advance learning by progressing through the state standards

Objectives include:

1. Ensure compliance with the new California law in all educational practices and policies.
2. Provide a clear framework for maintaining educational continuity in the event of disruptions.
3. Support educators, students, and families in adapting to new requirements.
4. Monitor and evaluate the effectiveness of the plan and make necessary adjustments. Continuity Learning Plan (CLP) is tailored to address the needs of students, educators, and the school community in compliance with new regulations.

### **OPTIONS AVAILABLE**

Short term (up to 15 days) and Long term Independent Study opportunities are available for students whose parents choose not to send their children for in-person instruction. Teachers have been identified to manage the paperwork and to meet with the families. During the emergency, if able to do so, teachers will be expected to prepare remote learning work each week.

### III. COMMUNICATION

Teachers and administrators will establish a common protocol for regular and consistent communication to parents.

**Phase 4:** All students return to school with no restrictions.

**Phase 3:** All students return to school every day with restrictions (i.e., different room assignments or learning environment, small groups, paired with another teacher, paired with another grade level or class, spacing, cohorts).

**Phase 2:** Hybrid Learning, a combination of in-person and remote learning, with reduced numbers of students on campus, cohorted attendance days, and a modified schedule.

**Phase 1:** Full Remote Learning with limited in-person instruction in small groups.

In Phase 1 and 2, the district's primary digital platforms are Google Classroom, Remind, and Google Meet for remote instruction. We have rigorous expectations and will implement remote learning standards that include daily live interaction with a teacher and peers, grade level content, and taking attendance. The district is committed to removing barriers to student engagement and progress, including access to connectivity and devices, so that students can fully participate in distance learning, if needed. Families of students with Individualized Education Plans (IEP) will work with their child's classroom teacher and the Special Education Director to identify the areas of concern and to ensure continuity of instruction.

### IV. INSTRUCTION & ATTENDANCE

As the possibility of uncertainty with the identified emergency, so does the possibility of alternating between virtual learning and in-person classroom activities.

We will provide continuity of instruction by:

1. Maintaining grade-level content and instructional rigor;
2. Focusing on the depth of instruction and pace;
3. Prioritizing English language arts and mathematics content standards and learning;
4. Maintaining the inclusion of each and every learner;
5. Identifying and addressing gaps in learning and unfinished learning through; formative assessment, focused instruction, and prioritizing essential standards for each grade level utilizing our adopted curriculum;
6. Focusing on commonalities that students share in this time of crisis, not just on their differences. These principles reflect high-quality instruction and will be integrated with a social-emotional and mental health response.

Teachers, at each grade level, will identify and focus on the essential standards and keep the focus on grade-level content and rigor, addressing learning gaps and unfinished learning within the context of grade-level work. Work will be differentiated for each student based on the Universal Design for Learning principles.

If a transition between in-person instruction and distance learning is necessary, teachers will use multiple platforms including Remind, Google Classroom, Google Meets, Zoom, phone calls, and individual conferences.

Teachers and support staff will be expected to take daily attendance and reach out to students that were not in attendance to find out how the school can support their learning. Attendance will be taken daily by teachers in Aeries, as determined through engagement.

Teachers will also be expected to teach or provide rigorous video lessons in mathematics, English Language Arts, and Social Emotional Learning at a minimum of 3-4 hours per day. Students in TK/Kindergarten will receive 180+ minutes, while students in grades 1-3 will receive 230 minutes, and grades 4-6 will receive 240+ minutes of both synchronous and/or asynchronous instruction each day. Daily schedules will be provided to parents and students. TK-3rd grades are required to provide synchronous instruction opportunities daily, and grades 4-6 are required to provide daily live interaction opportunities and weekly synchronous instruction opportunities.

Students and teachers will have time to interact and build a community of learners in both on-campus and remote pathways. Students in remote settings will have schedules provided that match or exceed the daily minimum across all grade levels.

While we understand this schedule is dependent upon the percentages of remote learners and the evolving emergency response in our county, the proposed schedules are a guide for planning purposes. The implementation model provided is subject to change.

Teachers are deployed based on their strengths to be instructors in either remote or on-campus pathways. In the event that circumstances change in our community, all teachers will quickly pivot to remote learning, if needed. All teachers will design lessons in our Google Classrooms for on-campus learners and/or remote learners. There is likely to be student movement across models, and we are prepared to make this as seamless as possible.

Students will attend live sessions for community building, intervention and/or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Teachers will set up one-on-one or small group meetings to support social and emotional learning.

Content for core subject areas will be provided through supplemented instructional resources.

In grades TK-3, learning packets and live virtual learning will take place via various platforms. In grades 4-6, content and instruction will be provided by teachers through Google Classroom/Meets, packets, and other platforms. These teachers are the point of contact for distance learning.

Office hours will be available for one-on-one conferences during the school day, or before or after school for parent and student assistance.

Grading will be the same as on-campus learning and outlined in our district handbook and policy.

Physical Education, art, music, and library services will utilize a combination of Live sessions via Google Meet, and/or a bank of resources will be provided.

Students will frequently and consistently use Google Classroom. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Engagement (attendance) will be collected through these methods of lesson delivery on a daily basis. Students will be expected to access, complete and turn in daily work to receive credit for the day.

Teachers will arrange regular check-ins with students - either one-on-one, small or large groups settings. At a minimum, students and teachers will check-in at least once a day.

### **IN-PERSON INSTRUCTIONAL OFFERINGS**

It is our strong desire to offer classroom-based instruction whenever possible. We will open school with in-person instruction if provided the go ahead by local officials and according to law.

The goal of this plan is to provide ongoing rich and robust standards-based instruction while maintaining instructional delivery that furthers student academic success, as well as to advance learning by progressing through the state standards.

We may offer an in-person hybrid school based on the emergency.

Short term/Long term Independent Study opportunities are available for students whose parents choose not to send their children for in-person instruction. Teachers have been identified to manage the paperwork and to meet with the families. Teachers are expected to prepare remote learning work each week. If our school is required to close due to exceeding the percentage of affected staff/schools in the district or an infected staff member or student, we will immediately migrate to a remote learning model for all students.

Students in grades K-6 will be in self-contained classrooms with a teacher. Social distancing to decrease student congregation in hallways, and staggered recess/lunch schedules will be implemented to reduce congregating of students.

The bell schedule could accommodate multiple recesses, lunch periods, and multiple meal distribution points, along with time for students to engage in recess before entering classrooms.

### **REMOTE LEARNING & COHERENCE IN INSTRUCTION**

When we transition to remote learning, parents supervise students using the Independent Study resources and meet with their child's teacher at a minimum of every 5 days. If necessary, parents will pick up new work, turn in completed work and discuss the child's progress. As the emergency situation or event changes in our community, we could adjust our staff according to student needs.

Instructional materials and activities in both options will be the same content as provided in the classroom. When students return from remote settings, they will be able to adapt quickly to the classroom instruction provided all the necessary guidelines have been followed and met at the home during the home learning process.

During a crisis or event beyond the district's control, all district students will be provided a computer device to carry to and from school daily, and to easily transition to remote learning if the need arises.

### **LESSON PREPARATIONS**

While students are online, teachers can assist students in a sequence of lessons. This will allow for increased personalized learning for students, enabling them to progress at their own pace and receive more targeted interventions. Thoughtful consideration and review of the features of the Google Classroom and audio/video lessons enable students in remote settings to be successful by participating in online learning, completing activities independently, or engaging in classroom projects and participation.

Teachers will work with horizontal and vertical teams to adapt lessons and assignments from adopted materials. Lessons will be posted in Google Classroom for grades 4-6 and learning packets will be provided in grades TK-3 with some virtual interaction. To support our students who are served in their special programs, teachers will participate in weekly Collaboration Meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in our Google Classroom. Pre-recorded instructional videos may be uploaded into the Google Classroom. Live teacher assistance will take place through various platforms during school hours on school days, after school, and/or

evening homework tutoring assistance. Completion of assignments will be expected daily for attendance. Grades will be taken in accordance with the on-campus grading system. Less is more is our guideline for prioritizing content that is foundational to future learning, engaging and relevant to students, and can be assessed meaningfully.

## **V. PROFESSIONAL DEVELOPMENT**

The district will provide training for educators on instructional adjustments within the first week of the emergency. The format may include: workshops, webinars, and resource materials.

### **ONGOING LEARNING**

Collaboration time is conducted every week for staff to connect with their peers and to build staff capacity in delivering on-campus and remote instruction. The district will provide continuous learning for staff to continue to be proficient in the implementation of home learning. Teachers will work together to teach one another tips and tricks for distance learning. We will continue to use grade level and vertical teams to provide identified professional development.

Job embedded support for teachers will include teacher observations, professional learning communities, mentoring, coaching, examining student work, modeling, and a focus on analyzing high-impact instructional strategies.

## **VI. CURRICULUM & INSTRUCTIONAL DESIGN**

Staff will implement standards-based, state-adopted instructional materials locally adopted by the district. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Student's understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards. Teachers will reinforce any concepts that are below proficiency standards. Feedback to students and parents will follow to allow for parent, student, and teacher to be engaged in the learning process this school year.

Teachers will modify the curriculum and instructional materials to address individual student needs. Teachers will develop and distribute updated lesson plans and teaching resources to students and/or parents.

Teachers, support services staff, and administration will ensure students have access to necessary resources and support services. Resources may include: tutoring, counseling, and special education services.

## LESSON PREPARATIONS

While students are online, teachers can assist students in a sequence of lessons. This will allow for increased personalized learning for students, enabling them to progress at their own pace and receive more targeted interventions. Thoughtful consideration and review of the features of the Google Classroom and audio/video lessons enable students in remote settings to be successful by participating in online learning, completing activities independently, or engaging in classroom projects and participation.

Teachers will work with horizontal and vertical teams to adapt lessons and assignments from adopted materials. Lessons will be posted in Google Classroom for grades 4-6 . To support our students who are served in their special programs, teachers will participate in weekly Collaboration Meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in our Google Classroom. Pre-recorded instructional videos may be uploaded into the Google Classroom. Live teacher assistance will take place through various platforms during school hours on school days, after school, and/or evening homework tutoring assistance. Completion of assignments will be expected daily for attendance. Grades will be taken in accordance with the on-campus grading system. Less is more is our guideline for prioritizing content that is foundational to future learning, engaging and relevant to students, and can be assessed meaningfully.

## VII. STUDENT SUPPORT & RESOURCES

The school district will work with educational partners to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of each child. It is possible that our most vulnerable students will face multiple challenges. During this time, we will seek to maintain meaningful relationships and connections through personal contact with on-campus meetings, one-on-one virtual meetings or phone calls to ensure student success.

Assignments will be differentiated and adaptations will be provided as needed for individual students with disabilities, Foster Youth, Homeless Youth and English Learners. Technology devices will be provided to all students so that they can participate equitably in remote learning while at home. Instructional materials and lessons, provided by the teacher, for on-campus learning will be uploaded in Google Classroom or provided in a learning packet.

**English learner students** will continue to receive integrated and designated English language development using the ELD strategies embedded within the District adopted curriculum. When necessary, Tier 2 support may be provided for an *additional* minimum of 20 minutes, 4 days a week, either in-person or virtually. The English Learner coordinator is available to assist families with translation and other supports needed for their child to be successful in school.

**Special education services** will be provided in accordance with each student's IEP. RSP services will support students' progress in their general ed class. Special Day Class students will

be able to attend in-person instruction to the greatest extent possible to ensure access to required services. Other service providers may deliver services in-person or virtually. For students with disabilities, special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. The IEP will include a description of the means by which the IEP will be provided under emergency conditions, as specified, in which instructions or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days, as specified. Our goal is to create multiple means of engagement through IEPs and 504 plans. Additionally, we plan to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

Interventions for our most at-risk students-At the elementary school students will receive PE and Intervention between 2 and 4 days per week depending on the teacher rotations and grade levels. Support staff will also be assigned to students that need additional support. After school tutoring will be provided to struggling students that have experienced learning loss.

**A Foster Youth/Homeless Youth liaison** will work with each of our foster youth or homeless youth to provide the necessary support needed to succeed both inside and outside of school. The Liaison will work to connect the foster youth families to outside resources when necessary.

Foster youth, homeless students, and special education students may attend more in-person instruction, as needed, during at-home learning days.

Home visits, phone calls, emails and virtual meetings will take place by our homeless/foster youth liaison and/or counselor/administrator when students are not engaging with school.

Our most at-risk students will be assigned a staff member that will provide regular weekly check-ins to ensure students are receiving the necessary support to be successful. Teachers, administrators, special education teachers, counselors, and support staff will work collaboratively to ensure all students have contact with the school.

## **COMMUNICATION**

Teachers and administrators will establish a common protocol for regular and consistent communication to parents with pupils with unique needs.

## **ASSESSMENTS**

1. Individual Education Plans (IEPs) will be adhered to in all testing environments.
2. Teachers, support staff and/or school testing coordinators will be trained on how to deliver online assessments.
3. Teacher instructional authentic assessments will be delivered online through a variety of modalities including teacher-created questions or performance tasks placed in the Google Classroom.
4. All assessments will guide instruction.

## **DATA COLLECTION**

Teachers will assess students at the start of the school year. Using the assessment data, personalized learning pathways will be developed. We will use formative assessments to gauge student progress and to adapt curriculum to support student learning. For content areas and grade levels, our district will leverage curriculum based assessments. Quick checks (exit tickets, short quizzes) will also be implemented to track progress and level of mastery of understanding. Formative assessments will be administered and appropriately-paced to correspond with our scope and sequence.

## **VIII. TECHNOLOGY & INFRASTRUCTURE**

During a crisis or event beyond the district's control, that requires remote learning, all district students will be provided a computer device to provide access to remote learning and to easily transition to remote learning if the need arises.

All district students will be provided a device to carry to and from school daily, and to easily transition to remote learning if the need arises.

Parents and students will sign a user-agreement at the beginning of the school year. Chromebooks (grades TK-6) will be assigned to each student. A check-out process is in place the first week of school in case we are required to shut down on a moment's notice. Our parking lot/WIFI access points will be open 24/7 for parents and families to be able to access the internet.

The district will also work with a local internet provider to secure free or reduced rates for internet access and to eliminate barriers for our most at-risk families. Upon request, parents that have no wifi at home will be provided with wifi hotspots so that their students can access their school work.

Students in grades TK-2 may be distributed paper packets on a weekly basis.

Teachers will teach students how to use the various remote learning platforms and distance learning expectations within the first few weeks of school so that students and staff may switch to distance learning in a moment's notice.

### **Getting Connected**

Teachers may survey families to determine more individualized information regarding the deployment of devices and available internet access at home. Teachers will also assist parents in understanding Chromebooks, Google Classroom, attendance expectations, learning expectations and tips/tricks for teaching and monitoring student work at home. This will take place in a virtual meeting format within the first week of the emergency. Teachers will direct parents on how to access tech support for parents needing extra support.

In the first two weeks of school, teachers will teach students how to connect to and navigate Google Classroom and provide the expectations for taking care of the technology and expectations for remote learning, including grading and attendance.

The district is committed to removing barriers to student engagement and progress, including access to connectivity and devices, so that students can fully participate in distance learning, if needed.

There is an expectation that students and their families will ensure the computer device and/or hotspot issued by the district is kept in good condition.

### **Computer Care Tips**

Here are a few tips to help keep your computer in good working order:

- Move computers with care. Even a short fall can damage the hard drive and result in the complete loss of your data!
- Do not use Windex, alcohol, or ammonia to clean LCD screens. Microfiber or very soft cloths are the best options for cleaning LCD screens.
- Avoid extreme heat or cold. Computers operate best in the same temperatures that you do. Never leave your laptop outside or in a car for extended periods.
- Avoid getting the computer wet. Never power on a wet machine! If the machine does become wet carefully unplug the power from the wall and contact the Service Desk immediately!
- Keep the computer away from strong magnets or equipment that generates magnetic fields. In extreme situations this can cause data loss.
- Do not block or push anything into the air vents. This will cause the machine to overheat.
- Do not leave your laptop or case unattended. Laptops are easy to spot and prime targets for theft!
- When traveling, do not check your laptop with your luggage, always carry it with you.
- Take special care when plugging and unplugging the computer. Please do not yank the cord to unplug.
- Backup your data frequently and store the backups in a safe place.

Reach out to our Instructional Technology Department for computer support and to troubleshoot any issues.

## **IX. FEEDBACK**

The school will collect feedback from students, parents, and staff on the effectiveness of the CLP. This may be done through surveys, one-on-one conversations, staff meetings, parent meetings, student meetings, focus groups, and feedback forms.

## **X. EVALUATION & ADJUSTMENTS**

Administration will analyze feedback and performance data to assess the plan's effectiveness and make adjustments as needed annually.

## **XI. EMERGENCY PROCEDURES**

Administration in collaboration with the staff and school board will develop and communicate emergency procedures to ensure learning continuity in case of unforeseen disruptions. Administration will create and distribute an emergency contact list, contingency plans, and remote learning protocols based on the length of the emergency.

## **XII. CONCLUSION**

This Continuity Learning Plan ensures that our school complies with the new California law while providing a stable and effective learning environment for all students. Through diligent implementation and ongoing evaluation, we aim to support educational excellence and adaptability in our school community.

## **XIII. CONTACT INFORMATION**

For questions or more information about this plan, please don't hesitate to contact the site principal or superintendent directly

## **U. Workplace Violence Prevention Plan**

### **Workplace Violence Prevention Plan : Preface**

According to the US Department of Labor, approximately two million people throughout the country are victims of non-fatal violence at the workplace each year. Officials at the Department of Justice have found violence to be a leading cause of fatal injuries at work with about 1,000 workplace homicides each year. Violence against employees occurs in a variety of circumstances and situations including robberies and other crimes, actions by frustrated or dissatisfied clients and customers, acts perpetrated by disgruntled co-workers or former co-workers, and domestic incidents that spill over into the workplace.

SB 553 is the foundation of the Workplace Violence Prevention Plan (WVPP) template. Part of this new law includes directing Cal/OSHA with creating a set of standards/regulations that California employers will be required to follow upon formal adoption & implementation, which is supposed to happen no later than December 31, 2026. In the meantime, employers still need to follow the requirements of SB 553, which are outlined in this template.

As with many workplace safety plans, the intent is for the procedures and processes outlined in the plan to be specific to the violence related hazards in your workplace and your employees/occupations. Therefore, true compliance with SB 553 is mostly achieved by the processes and exercises that you actively take to identify, evaluate, and create procedures to address workplace violence. This template is intended to help you capture all the elements outlined in SB 553 and provides a framework for you to document your efforts. It will require customization to be specific to your workplace and employee occupations.

## **TABLE OF CONTENTS**

PURPOSE AND AUTHORITY	4
PERSON(S) RESPONSIBLE	5
PROCEDURES AND IMPLEMENTATION	6
COORDINATION	7
PROCEDURES TO ACCEPT AND RESPOND	8
EMPLOYEE COMPLIANCE	9
EMPLOYEE COMMUNICATION	10
EMPLOYER EVALUATION AND RESPONSE	11
WORKPLACE VIOLENCE REPORT FORM	12
EMPLOYEE TRAINING	16
RECORDKEEPING	17
SAFETY TRAINING RECORD LOG	18

## **PURPOSE AND AUTHORITY**

California SB 553 requires California employers to establish, implement, and maintain at all times in all work areas an effective Workplace Violence Protection Plan (WVPP).

The WVPP, a component of the Injury and Illness Prevention Program, is intended to establish a framework for protecting employees from workplace violence. This plan includes the following components:

- a. Names or job titles of the persons responsible for implementing the plan. If there are multiple persons responsible for the plan, their roles shall be clearly described.
- b. Effective procedures to obtain the active involvement of employees and authorized employee representatives in developing and implementing the plan.
- c. Methods that will be used to coordinate implementation of the plan with other employers, when applicable, to ensure that those employers and employees understand their respective roles, as provided in the plan.
- d. Effective procedures for the employer to accept and respond to reports of workplace violence, and to prohibit retaliation against an employee who makes such a report.
- e. Effective procedures to ensure that supervisory and nonsupervisory employees comply with the plan
- f. Effective procedures to communicate with employees regarding workplace violence matters, including, but not limited to, both of the following:
  - How an employee can report a violent incident, threat, or other workplace violence concern to the employer or law enforcement without fear of reprisal.
  - How employee concerns will be investigated.
- g. Effective procedures to respond to actual or potential workplace violence emergencies, including, but not limited to, all of the following:
  - Effective means to alert employees of the presence, location, and nature of workplace violence emergencies.
  - Evacuation or sheltering plans that are appropriate and feasible for the worksite.
  - How to obtain help from staff assigned to respond to workplace violence emergencies, if any, security personnel, if any, and law enforcement.
- h. Procedures to develop and provide employee training
- i. Procedures to identify and evaluate workplace violence hazards, including, but not limited to, scheduled periodic inspections to identify unsafe conditions and work practices and employee reports and concerns. Inspections shall be conducted:
  - When the plan is first established
  - After each workplace violence incident
  - Whenever the employer is made aware of a new or previously unrecognized hazard.
- j. Procedures to correct workplace violence hazards identified above, in a timely manner consistent with the IIPP, including:
  - Procedures for post incident response and investigation.
  - Procedures to review the effectiveness of the plan and revise the plan, including:
    - Procedures to obtain the active involvement of employees and authorized employee representatives in reviewing the plan.

k. Maintain a written log recording incidents of workplace violence

**a. PERSON(S) RESPONSIBLE FOR IMPLEMENTING THE WVPP**

The ultimate responsibility for overseeing the development, implementation, and maintenance of the WVPP, rests with the Superintendent, Cutten Elementary School District; with support from the Principal, Cutten School; and the Principal, Ridgewood.

**b. PROCEDURES FOR INVOLVING EMPLOYEES IN THE DEVELOPMENT AND IMPLEMENTATION OF THE WVPP**

Involving employees in the development and implementation of our WVPP is a critical component to the program's overall effectiveness. We welcome and encourage employees to participate in both the initial development and implementation as well as the ongoing/annual refresher of this plan. We will utilize the following procedures to involve employees in the development and implementation of this plan: We will meet and confer with the Leadership Team and the School Site Council to involve employees/community in the development and implementation process.

### **c. WVPP IMPLEMENTATION & COORDINATION**

In an effort to ensure that all employees understand their respective roles in this plan, that they understand all aspects of this plan, and they understand how to report incidents of workplace violence, we will take the following steps:

1. Provide employee training and verify comprehension (i.e., quizzes/tests).
2. Post and share meeting agendas and minutes from committees or teams involved in the development of this plan as outlined in Section 2 above.
3. Generating emails, newsletters, memos, or other means of communication (staff meetings) providing updates to all employees at various stages throughout the development and implementation of this plan, including timelines and next steps.

#### **d. PROCEDURES TO ACCEPT & RESPOND TO REPORTS OF WORKPLACE VIOLENCE**

Employees should report workplace violence to the Principal at their site and/or the Superintendent and/or call 9-1-1 if the threat/act of violence is imminent and serious. The Superintendent will adhere to the following process for accepting and responding to reports of workplace violence:

- Determine any steps that need to be taken to protect the reporting employee, or any other employee, against an immediate threat of violence.
- Investigate the report to gather all relevant information (interview employees, visit the location, document evidence, ask follow-up questions).
- Evaluate the findings to identify the root cause.
- Define corrective actions/steps to be taken to address each cause.
- Coordinate with the necessary departments/staff to implement the corrective actions.
- Communicate the findings and corrective actions back to the reporting employee.
- Monitor the effectiveness of the corrective actions.
- Document the incident and all correlating information in the “Violent Incident Log” for recordkeeping and reporting purposes.

All employees are encouraged to report any concerns or incidents related to workplace violence, and that they can do so without fear of reprisal.

#### **e. PROCEDURES TO ENSURE EMPLOYEES COMPLY WITH THE WVPP**

While the Superintendent/Principals are responsible for overseeing the development, implementation, and maintenance of the WVPP, all employees are responsible for adhering to their roles, responsibilities and training provided under this plan. Supervisors and managers will use the following procedures to ensure employees comply with the WVPP:

- Ensuring employees take/attend the training(s) and refresher training(s) assigned to them.
- Monitor employee adherence to topics and concepts covered in the training they received.
- Follow our established disciplinary action process if an employee or supervisor does not follow elements of this plan.

#### **Disciplinary Action**

We will actively enforce all aspects of the WVPP. An employee that fails to adhere to the procedures and practices of this plan may be disciplined in the following manner:

- (a) Retraining
- (b) Warning
- (c) Warning with reprimand placed in personnel file
- (d) Suspension from work with no compensation and record added to personnel file
- (e) Discontinue employment with record added to personnel file

Refer to Cutten School Board Policies

Whenever an employee is disciplined, the Principal/Superintendent shall document the action taken.

## 6. EMPLOYEE COMMUNICATION

Employees should report any and all workplace violence related incidents, threats and concerns to their site Principal and/or Superintendent. or by contacting emergency services directly by calling 9-1-1 if the threat/act of violence is imminent and serious.

Superintendent: Becky MacQuarrie. 707-382-1132

Cutten Principal: Darcie Rutter, 707-382-6270

Ridgewood Principal: Annette Sligh, 707-382-6538

When making a report of workplace violence, please include the following information (please note, workplace violence does not include lawful acts of self-defense or defense of others):

- Date
- Time
- Location
- Type of workplace violence:
  - o Type 1 = Committed by a person who has no legitimate purpose at the worksite
  - o Type 2 = Committed by a person who does have a legitimate purpose at the worksite (customer, client, patient, student, inmate, or visitor).
  - o Type 3 = Committed by a present or former employee, supervisor, or manager.
  - o Type 4 = Committed by a person who does not work at the workplace, but has or is known to have had a relationship with an employee
- Circumstances at the time of the incident, including but not limited to the following:
  - o Was the employee completing usual job duties?
  - o Was the area poorly lit?
  - o Was the work being “rushed”?
  - o Was the employee working during a low staffing level?
  - o Was the employee isolated/alone?
  - o Was the employee able to get help/assistance?
  - o Was the employee working in a community setting?
  - o Was the employee working in an unfamiliar/new location?
  - o Other: please explain
- Classification of where the incident occurred:
  - o At the workplace, indoors (please include building name and/or room number)
  - o At the workplace, outdoors (please specify)
  - o Other area (please explain)
- Type of incident (including but not limited to):
  - o Physical attack – no weapon/object
  - o Physical attack – with a weapon/object
  - o Threat of physical force or threat of use of a weapon/object
  - o Sexual assault/threat (including rape, attempted rape, physical display, or unwanted verbal/physical sexual contact)
  - o Other (please specify):

### **Employer's Evaluation & Response**

When responding to a report of workplace violence, the Superintendent, Cutten Elementary School District; or the Principal, Cutten School; or the Principal, Ridgewood, as outlined above, will adhere to the following process:

1. Determine any steps that need to be taken to protect the reporting employee, or any other employee, against an immediate threat of violence.
2. Investigate the report to gather all relevant information (interview employees, visit the location, document evidence, ask follow-up questions), including capturing the following information:

Consequences of the incident (including but not limited to):

Was security or law enforcement contacted?

If so, what was their response (please explain):

Actions taken to protect employees from a continuing threat or any other hazards resulting from the incident (please explain)

Information about the person completing the employer's response/log:

Name

Title

Date

3. Evaluate the findings to identify the root cause.
4. Define corrective actions/steps to be taken to address each cause.
5. Coordinate with the necessary departments/staff to implement the corrective actions.
6. Communicate your findings and corrective actions back to the reporting employee.
7. Monitor the effectiveness of the corrective actions.
8. Document the incident and all correlating information in the "Violent Incident Log" for recordkeeping and reporting purposes.

Please use the form below:

## WORKPLACE VIOLENCE REPORTING FORM

THIS FORM IS TO BE USED BY EMPLOYEES THAT HAVE IDENTIFIED AN INCIDENT, THREAT OR CONCERN RELATED TO WORKPLACE VIOLENCE. THIS FORM BRINGS THE ISSUE TO THE ATTENTION OF THE MANAGEMENT.

IT IS ILLEGAL FOR THE EMPLOYER TO TAKE ACTION AGAINST AN EMPLOYEE FOR MAKING SUCH A REPORT. THE EMPLOYER MUST INVESTIGATE THE REPORT AND EXPLAIN TO EMPLOYEES THE ACTION TAKEN AND ANY SUBSEQUENT ACTIONS, AS NECESSARY.

To be completed by the individual investigating the incident. Return completed form within 2 days following incident to Site Principal and/or Superintendent **Attach witness statements to this form.**

Report submitted by:	Date:
General Description:	Phone:

Date of Incident:	Time:
Address/Location of Incident:	

### Individuals involved in the incident (use additional sheet(s) if necessary)

Name:	Name:
<input type="checkbox"/> Victim or <input type="checkbox"/> Assailant	<input type="checkbox"/> Victim or <input type="checkbox"/> Assailant
Job Title:	Job Title:
Department:	Department:
Phone:	Phone:
Immediate Supervisor:	Immediate Supervisor:

### Classification of Incident (Select One)

<b>1. Type 1</b> Committed by a person who has no legitimate purpose at the worksite.	<b>2. Type 2</b> Committed by a person who does have a legitimate purpose at the worksite	<b>3. Type 3</b> Committed by a present or former employee, supervisor, or manager.	<b>4. Type 4</b> Committed by a person who does not work at the workplace, but has or is known to have had a relationship with an employee.
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**Classification of Incident Location (Select One)**

5. At Workplace, Indoors (Please Include Bldg. Name/Room No.)	6. At Workplace, Outdoors (Please Specify)	7. Other Area (Please Explain)
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**Type of Incident**

<input type="checkbox"/> Physical Attack – no weapon/object
<input type="checkbox"/> Physical Attack – with weapon/object
<input type="checkbox"/> Threat of physical force and/or threat of use of a weapon/object
<input type="checkbox"/> Physical Assault - Hitting, fighting, pushing, or shoving
<input type="checkbox"/> Sexual assault/threat (incl. rape, attempted rape, physical display, or unwanted verbal/physical sexual contact)
<input type="checkbox"/> Other (specify)

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**How was the incident communicated? (Check one or more)**

<input type="checkbox"/> Communicated directly to victim	<input type="checkbox"/> Verbal	<input type="checkbox"/> Mail	<input type="checkbox"/> Note	<input type="checkbox"/> Email
<input type="checkbox"/> Communicated to another person	<input type="checkbox"/> Verbal	<input type="checkbox"/> Mail	<input type="checkbox"/> Note	<input type="checkbox"/> Email
<input type="checkbox"/> Other (specify)				

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**Initial Response or Follow up Activity: (Check all that apply)**

<input type="checkbox"/> Situation defused	<input type="checkbox"/> Occupational Medicine notified
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<input type="checkbox"/> Security called	<input type="checkbox"/> Law Enforcement notified If Yes, Name of Agency and Report Number:
<input type="checkbox"/> First Aid Received?	<input type="checkbox"/> Employee Assistance Program Resources Provided?
<input type="checkbox"/> Other (specify)	

**Describe Incident in Detail**

*Include what happened, where, who was involved, what you heard, saw, etc. Also include the circumstances at time of incident (i.e.: was the employee completing usual job duties, was the area poorly lit, was the work being rushed, was the employee working during a low staffing level, was the employee isolated/alone, was the employee able to get help/assistance, was the employee working in a community setting, was the employee working in an unfamiliar/new location, other – please explain).*

**List Names of Other Witnesses**

Signature

Date

Person Receiving Witness Statement

Date

**Upon completion of investigation, attach a findings/follow-up document to this form.**

## **7. EMPLOYEE TRAINING**

We will provide employees with initial training when the plan is first established, and annually thereafter, on all of the following:

1. Our WVPP plan, how to obtain a copy of the plan at no cost, and how to participate in development and implementation of the plan.
2. The definitions and requirements of SB 553.
3. How to report workplace violence incidents or concerns to us and/or law enforcement, without fear of reprisal.
4. Workplace violence hazards specific to employees' jobs, the corrective measures we have implemented, how to seek assistance to prevent or respond to violence, and strategies to avoid physical harm.
5. The required violent incident log and how to obtain copies of records.
6. An opportunity for interactive questions and answers with a person knowledgeable about the employer's plan.

Additional training shall be provided when a new or previously unrecognized workplace violence hazard has been identified and when changes are made to the plan. The additional training may be limited to addressing the new workplace violence hazard or changes to the plan.

## 8. RECORDKEEPING

Records of workplace violence hazard identification, evaluation, and correction will be created and maintained for a minimum of five years.

Training records will be created and maintained for a minimum of one year and include training dates, contents or a summary of the training sessions, names and qualifications of persons conducting the training, and names and job titles of all persons attending the training sessions.

Violent incident logs will be maintained for a minimum of five years.

Records of workplace violence incident investigations will be maintained for a minimum of five years. These records shall not contain “medical information,” as defined in subdivision (j) of Section 56.05 of the Civil Code.

All records required above will be made available to employees and their representatives, upon request and without cost, for examination and copying within 15 calendar days of a request.

The Superintendent will be responsible for ensuring that all relevant records are completed, maintained, and made available upon request as required by this program and/or Cal/OSHA. A safe and healthy workplace is the goal of everyone at Cutten Elementary School District , with responsibility shared by management and staff alike.



Board Approved 6/25/2024