Comprehensive School Safety (SB 187) & Emergency Preparedness Plan

March 1, 2020

A copy of this plan will be kept in each school office and posted on the district Website for public viewing.
Preface

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National incident Management System. It is designed to be an electronic or hard copy Safety Plan.

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

It is NOT intended to be a "grab and go" guide in an actual emergency.
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Chapter 1

SB 187: School Safety Plan

Introduction

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

1. An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year.

2. The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

- Child Abuse reporting procedures
- Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students
- Sexual Harassment Policy
- Safe ingress and egress to and from school
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Dress Code
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

The written plan will be distributed to all departments and will be made available to all staff, students, parents, and the community to review in the main offices and on the District and school website.
Chapter 2

SCHOOL SAFETY PLANNING COMMITTEE

The school site safety committee shall be composed of the following members: the superintendent and/or site principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1) Local law enforcement has been consulted (Ed. Code 39294.1) Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)

Kathleen Andoe-Nolind – Superintendent

Kristi Robinson-Principal, Golden Hills

Heather Scott-Principal, Helen Wilcox

Andee Farrar-Principal, Palermo

Helen Wilcox School Site Council

Golden Hills School Site Council

Palermo School Site Council
Chapter 3

ANNUAL SAFETY GOALS

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

GOAL 1: Improve student attendance by increasing student engagement and parent education.

ISSUE: POOR STUDENT ATTENDANCE

Background Data: Regular school attendance is crucial for children to learn basic skills and meet educational standards. Students must be present in the classroom when instruction is provided in order to benefit from such instruction. When students are absent or late, they miss out on valuable instructional time. In addition to the educational difficulties, an emotional impact for the student also exists. Research indicates that students who are absent a great deal are more likely to fail academically, drop out of school, and become delinquent over time.

From an educational perspective, poor student attendance makes evaluating the student’s progress, performance, and the instructional program difficult, if not impossible. In addition, poor student attendance affects the school at large in terms of the pacing of lessons, teacher resources, and financial loss. Poor attendance further affects our community in terms of increased crime in neighborhoods and support of an uneducated population.

California State law requires that children between the ages of six and seventeen attend school daily, on time, unless the parent gives a valid excuse. A student with 10% or more unexcused absences is considered a truant from school. Parents and students may be prosecuted by the District Attorney’s Office. Laws regarding Positive Attendance result in a loss of revenue to the district and school site for any student either excused or unexcused, who is not in attendance. This affects the district’s ability to maintain a strong instructional program for all students. Thus one student’s absences can have a negative effect on all of the students learning.
OBJECTIVES:

1. Decrease the percentage of students with chronic attendance problems by 5%.

2. Reduce the number of truant students by 5% annually.

3. Increase parent education efforts regarding the importance of regular school attendance and compulsory education laws.

PREVENTION

Prevention activities are focused on improving the climate and culture of the school so that students want to attend.

Educate parents on Compulsory Education laws. Include notice in school newsletter or Handbook to all parents regarding California State law on Compulsory Education.

   When: Beginning of school year
   Responsible party: Site Administrator

Educate parents on what appropriate circumstances for student absences are: define illness and signs of when a student should stay home; fever, vomiting, etc.

   When: Beginning of School year
   Responsible party: Student Support Services

Publicize rewards for students with perfect attendance. Publicize in school newsletters, announcements, etc.

   When: Annually
   Responsible party: Site Administrator

Teachers will notify students of importance of good attendance, and expectation that students attend school daily, on time.

   When: During month of September
   Responsible party: Individual teachers

Activities shall be held to increase motivation and group support for attendance, i.e., perfect attendance celebrations, etc.

   When: As classes or students meet goal
   Responsible party: Site Administrator
Distribute award certificates to individual students with perfect attendance at awards assemblies.

When: At Assemblies  
Responsible party: Secretary and Site Administrator

School sites will implement PBIS to foster a positive school climate.
When: Ongoing  
Responsible party: Site administration and staff

INTERVENTION

Intervention activities are focused on improving individual attendance and addressing the needs of students at-risk for attendance difficulties. Intervention activities are conducted to improve student attendance for targeted students.

Notification to individual student’s parents after 10% or more unexcused absences with a first Truancy (form letter). Letters may be sent home certified as well as regular mail. Meeting can be held with individual parents or as a group.

When: As needed  
Responsible party: Principal

Computer print outs of Attendance Reports for student’s with chronic attendance difficulties, including tardies, to follow students annually from one school to another. This report will assist with tracking students and establishing a pattern of attendance.

When: End of school year  
Responsible party: School Secretary

Annual letter sent to parents of children chronically absent or truant. Chronically absent is defined as absent ten percent or more of the school year. The letter will notify parents of student’s attendance history during the previous school year and the District’s intent to continue monitoring the student’s attendance for improvement.

When: Annually prior to new school year  
Responsible party: Student Support Services

Review necessity of consistent enforcement of truancy violations and monitoring of SARB referrals with administrators.

When: Beginning of school year and periodically at District leadership meetings  
Responsible party: Student Support Service

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Multi-disciplinary Students Study Team (SST) meeting may be held with parent and student to discuss attendance and other issues and collaborate on strategies to solve problems. If Health problems are an issue, the team will consider doing a Section 504 Accommodation Plan for the student.

When: As Needed
Responsible party: Student Study Team

A student who is found to be legally truant (5 unexcused absences) shall be referred to the Student Attendance Review Board (SARB) after site interventions have failed. The SARB board will meet with the family and set a contract for improved attendance. The SARB Board may recommend referral to community agencies, parent education or law agencies and counseling.

When: SARB Board meeting
Responsible party: Student Support Services

Administrators referring students to SARB will note names of siblings and check attendance in order to identify family and be consistent in efforts across school sites.

When: As occurs
Responsible Party: Student Support Services

School sites will investigate and implement alternatives to suspension.

When: ongoing
Responsible party: Site administration and staff

ENFORCEMENT

Students who continue to have chronic attendance problems or who have not responded to the interventions initiated at the site will be subject to the following consequences as deemed appropriate by the site administrator.

Students absent without valid excuse or tardy more than thirty minutes may, at the discretion of the principal given the student’s age, serve recess or lunch detention or the assignment to the homework center or school service which can include helping in a classroom and school clean up.

When: As Needed
Responsible party: Teacher or Site Administrator
Students with a high number of excused absences may have a Doctor's note required for continued excused absences over ten percent of the school year. Board policy and regulations maintain students absent over ten percent available at that of the school year require a doctor’s note.

When: As Needed
Responsible party: Site Administrator

The SARB Board will meet with the families referred to discuss student attendance and set a contract for improvement. If the SARB Boards’ efforts have not been successful in improving student attendance, the family will be referred to the District Attorney’s Office for prosecution.

When: SARB Board meets monthly
Responsible party: Student Support Services & SARB Board

Parents who do not attend SARB meetings and fail to respond to contracts set forth by SARB will be referred for prosecution by the District Attorney.

When: As Needed
Responsible party: SARB Board

Student Support Services and the school site shall monitor students on SARB contracts for the remainder of the year and the year following.

When: As Needed
Responsible party: SARB Board

GOAL 2: MEMBERS OF THE SCHOOL COMMUNITY WILL FEEL SAFE, SUPPORTED AND A SENSE OF BELONGING AT THE SCHOOL SITE.

ISSUE: SCHOOL CLIMATE

Background Research in the area of Resilience suggests that students identified as at-risk that have achieved success in school and in life, share certain attributes in their environments. These attributes include feelings of belonging and connection in a supportive environment with high expectations. Success for these students is defined as high school graduation, lack of juvenile delinquent or illegal behaviors, and sobriety. The Safe Schools Committee believes that each school culture must incorporate those attributes that support students and provide high academic and personal expectations. Our goal is to have all students be resilient to outside influences. To accomplish this, we must create a positive school climate with activities that support a strong community, individual differences and appreciation for varying cultures providing high expectations for success for all students. Student belonging for Safe School purposes includes
feelings of safety, support, respect, resilience, fitting in and feeling part of a whole where everyone contributes in a positive manner. Areas addressed under school climate include the social environment, reducing vandalism, and student safety to and from school.

OBJECTIVES:

1. Increase opportunities for parents and community members to be involved in the school. To be measured by parent attendance at parent nights, events, and activities

2. Increase the percentage of students reporting that they feel they “belong at school” as measured on annual school climate surveys.

3. Decrease the percentage of students having behavioral difficulties as measured by school discipline and suspension reports. SWIS

4. Increase the number of students scoring as proficient benchmark testing

PREVENTION

Prevention activities are focused on improving student to student and student to teacher relationships so that all students, regardless of academic achievement, feel that they belong at school. Prevention efforts further create an environment where diversity of culture, race and language are not only accepted but also incorporated and celebrated.

Adopt and implement the use of Social Emotion Learning curriculum for all students K-8. The 7 Mindsets curriculum was adopted and implemented in 2018-2019.

When: Weekly or as determined by specific sites
Responsible Party: Site administration and teaching staff

Schools will implement school wide positive behavioral supports (PBIS) to provide universal prevention of problem behaviors and improve school climate.

When: Through out school year
Responsible Party: All School Staff

Schools will explicitly teach appropriate student behaviors in targeted areas of the school, focusing on “Being Responsible, Being Respectful and Being Safe.

When: Through out school year
Responsible Party: All School Staff
Parents will receive information on social networking and computer use to decrease cyber bullying, use of inappropriate websites, and texting to increase student safety and privacy.

When: Throughout school year
Responsible Party: School Administrator

Adults providing student supervision will be trained annually in systematic supervision and positive student interaction.

When: Throughout school year
Responsible Party: School Administrator

Office staff, including site principals, will receive training on the SWIS program to collect data on behavioral issues and design plans for addressing areas of concern.

When: Throughout school year
Responsible Party: Site Staff and PBIS Teams

Conduct annual climate surveys for Single School Plan to determine what areas should be focused on for improvement.

When: Annually at end of year
Responsible party: Student Support Services/ Site Administrator

Train Staff annually in Code Red lockdown procedures to be used in case of an intruder on campus

When: Annually at beginning of year
Responsible Party: Site Administrator/ Student Support Services

Conduct at least two Code Red drills per school site per year.

When: Ongoing
Responsible party: Student Support Services

Make sure that each classroom is provided with the appropriate materials for emergency preparedness and code red annually.

When: Annually and as needed
Responsible Party: Site Administrator & classroom teacher

Annually train new teachers in personal safety strategies, including blood borne pathogens. Provide refresher lessons for returning staff.

When: Annually and Bi-annually
Responsible party: Student Support Services

Provide training on mandated child abuse reporting to all teachers.

When: Annually
Responsible party: Student Support Services

Students and parents will be made aware of the camera surveillance utilized at each school site, to help prevent vandalism and crimes on school grounds.

When: Annually
Responsible party: Student Support Services

Continue partnerships with city and community organizations to provide services for students.

When: Continue
Responsible party: Student Support Services

Maintain the school as the center of the community by bringing families on campus for guest speakers, school functions, and “family” nights. Enlist the help of the Parent-Teacher-Student Association (PTA) in organizing activities such as a family dance, cultural dinners, reading nights, etc.

When: Varies by School Site
Responsible party: Site Administrator and PTA president

Establish clear expectations of what conduct and behavior is expected from both students and staff to agencies that provide extra-curricular activities on our school grounds (Parks and Recreation, All Stars, etc.). Provide copies of student handbook and rules.

When: As agencies contracts are due & beginning of school year
Responsible party: Site Administrator

Increase parent awareness and communication through publicizing the school and district website.

When: Update as information changes
Responsible Party: Site Administrator

Continue to research and apply for grants and funding through public and private sources to support students programs and parent training.

When: Ongoing
Responsible Party: District Office Staf
Educate parents on the behavioral expectations and rules of the school in order for parents to support and enforce those expectations with their children.

When: Parent night, Ongoing
Responsible Party: Site Administrator

Provide clear expectations of what conduct and behavior is expected from students through the Student Handbook. Make sure Handbook is sent home with all students upon enrollment and at the beginning of year.

When: Beginning of school year & upon enrollment
Responsible Party: Site Administrator & Secretary

Staff will continue to communicate with students using vocabulary and expectations appropriate to the child's age level and language proficiency.

When: Beginning of School year & Ongoing
Responsible Party: Site Administrator & District Staff

Each school will have an anonymous reporting system for students to report incidents of bullying.

When: Ongoing
Responsible Party: Site Administrator

School Staff will be trained in addressing complaints regarding harassment and bullying.

When: Ongoing
Responsible Party: Site Administrator

Teachers will receive training on preventing and responding to incidents of bullying addressing the victim, harasser and bystanders.

When: Ongoing
Responsible Party: Site Administrator

**ENFORCEMENT**

**Decrease incidents of perceived danger and poor student choices.**

PowerSchool will be used to keep and maintain ongoing records of behavior, attendance, and other relevant information that needs to be documented in order to better identify and track students' needs and interventions and increase communication between school sites.
When: Ongoing
Responsible party: Administrators

Provide mainstream opportunities for students with Special needs.

When: Ongoing
Responsible party: Student Support Services

Invite the law enforcement, fire department personnel and the district insurance agency to do regular surveys of the sites to help determine areas in need of safety improvements.

When: Beginning of school year
Responsible party: Student Support Services

Increase student ownership of the school site through clean-up efforts, school pride activities and beautification efforts. Let students know that vandalism affects everyone at the school. Encourage students to report incidents.

When: Semi-Annually
Responsible party: Site Administrator

Ask alarm company and law enforcement officers to patrol the school sites more often during the night and weekend hours.

When: Weekly
Responsible party: Maintenance & Operations

**STUDENT SAFETY TO AND FROM SCHOOL**

Encourage students to walk together to school, where students in the same neighborhood walk as a group to and from school.

When: Beginning of school year
Responsible party: Site Administrator & Classroom Teacher

Encourage parents to establish a buddy system for walking to school. Have children walk with neighbors or in groups to increase safety.

When: As possible
Responsible party: Site Administrator

Responsible party: Student Support Servic...
Chapter 4

POLICIES AND PROCEDURES

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components: (Ed Code 35294.2)

- Child abuse reporting consistent with Penal Code 11164.
- Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- A sexual harassment policy pursuant to Education Code 212.6
- Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school
- The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.
- If the school has adopted a dress code prohibiting students from wearing *gang related apparel,* the provisions of that dress code.
- Routine and Emergency Disaster Procedures that include:
  - Emergency and Disaster Preparedness Plan
  - Fire Drills
CHILD ABUSE REPORTING

A. Definition of Child Abuse

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

1. Child Abuse
   a. Injury inflicted by another person
   b. Sexual Abuse
   c. Neglect of child’s physical, health, and emotional needs
   d. Unusual and willful cruelty; unjustifiable punishment
   e. Unlawful corporal punishment

2. Not Considered Child Abuse
   a. Mutual affray between minors
   b. Injury caused by reasonable and necessary force used by a peace officer:
      □ To quell a disturbance threatening physical injury to a person or damage property
      □ To prevent physical injury to another person or damage to property
      □ For the purposes of self-defense
      □ To obtain possession of weapons or other dangerous objects within the control of a child
      □ To apprehend an escapee

B. Mandated Child Abuse Reporting

   a. Mandated child abuse reporting is governed by the Child Abuse and Neglect
Reporting Act, P.C. 11164.

b. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

The telephone call must be made immediately or as soon as practicably possible by telephone and a written report must be sent within 36 hours of the telephone call to the child protective agency.

c. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

d. When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone 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 make the report failed to do so, shall thereafter make such a report.

e. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

C. Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school Principal and to determine if particular provisions under this section are current and in effect.

a. Involuntary sexual activity is always reportable.

b. Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code § 2200).

c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior
voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. Any sexual activity for a child under the age of twelve will be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Not Reportable Sexual Activity:

a. Child is 14 years or older and the partner is 14 years or older and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

E. Child Abuse Reporting Number: (408) 299-207

F. Staff Training

All staff are trained annually. Child Abuse reporting procedures are also included in the District Handbook that every staff member receives annually.

Bully Behavior Prevention, Intervention and Discipline Plan

The Palermo Union School District believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.

The Palermo Union School District Staff will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation exclusion or manipulation.
The Palermo Union School District expects students and/or staff to immediately address and report incidents of bullying to the principal or designee. Staff members are expected to immediately intervene when they see a bullying incident occur or are made aware of such an incident. Each complaint of bullying should be promptly investigated according to site procedures. This policy applies to students on school grounds, while they are traveling to and from school or a school sponsored activity. This policy also applies to incidents of cyberbullying.

To ensure bullying does not occur on school campuses, the Palermo Union School District will provide staff development training in prevention of bullying and help cultivate acceptance and understanding in all students and staff to develop each school’s ability to maintain a safe and healthy learning environment.

The Palermo Union School District teachers will discuss this policy with students in ways appropriate to their ages. Teachers will assure all students that they need not endure any form of bullying or harassment and should not be either victims or bystanders to bullying. Students who bully others are in violation of this policy and are subject to disciplinary action up to and including expulsion.

Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to:

☐ Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.

☐ Students are expected to immediately report incidents of bullying to the principal or designee.

☐ Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.

☐ If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal or the Office of Student Services. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

☐ All staff, students and their parents will receive a summary of this policy prohibiting bullying: at the beginning of the school year, as part of the District handbook, and/or information packet
The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.

Staff are expected to immediately intervene when they see a bullying incident occur.

People witnessing or experiencing bullying are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way.

Procedures for Investigating and Responding to Bullying Incidents

Reporting

The Site Principal shall establish and publicize to students, staff, and community how to report incidents of bullying and actions that may be taken.

The process for receiving and investigating instances of bullying of any kind, as defined within this policy, includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics.

School personnel who witness such acts of bullying as defined within this policy shall take immediate steps to intervene when safe to do so. Complaints of bullying shall be investigated and resolved in accordance with site-level compliant procedures.

Reporting any act of bullying:

1. The principal/designee is responsible for receiving oral or written complaints alleging bullying or harassment.

2. Students may report complaints of bullying to any school employee. Any such reports of bullying allegations must be forwarded, in writing, to the principal/designee.

3. Any member of the school community who may have credible information about an act of bullying that may have taken place may file a report of bullying either as a witness or a victim.

4. Any student (or a parent or guardian on behalf of the complainant who is a minor) who believes he/she is a victim of bullying, has witnessed an act of bullying, or has knowledge of any incidents involving acts of bullying are strongly encouraged to report the incidents to a school official.

5. The Principal/designee(s) shall document in writing all complaints regarding bullying to ensure that incidents of bullying, or any other infractions, are
appropriately addressed in a timely manner, whether the original report of bullying is made verbally or in writing.

6. Anonymous reports of bullying may be made to the appropriate school official. School officials should develop and publicize a system in which students, employees, volunteers, parents/guardians can make an anonymous report of bullying.

Investigation of Complaints

The principal/designee and/or Investigative Designee shall document all complaints in writing and/or through the appropriate data system to ensure that problems are addressed in a timely manner. This process is to be followed with all anonymous complaints as well. School officials should investigate all complaints and reports of harassment, whether or not the complaint is in writing.

The principal/designee has been trained in conducting comprehensive investigations.

1. The principal/designee or appropriate administrator shall begin a thorough investigation with the alleged victim and accused within two (2) school days of receiving a notification of complaint. The school administrators/designees will provide immediate notification to the parents of both the victim and the alleged perpetrator of an act of bullying or harassment upon completion of the investigation. Any act of suspected disability based harassment or bullying will also be reported to the Director of Student Support Services.

2. During the investigation, the principal/designee or appropriate administrator may take any action necessary to protect the complainant, alleged victim, other students or employees consistent with district policy and procedures.

3. Documented interviews of the alleged victim, alleged perpetrator, and witnesses are conducted privately, separately, and are confidential. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim to be interviewed together.

4. Interviews will be conducted objectively with the student and witnesses safety in mind.

5. In general, student complainants and/or alleged victims will continue attendance at the same school and pursue their studies as directed while the investigation is conducted and the complaint is pending resolution. Any legal order of a court will prevail.

6. When necessary to carry out the investigation or for other good reasons, and
consistent with federal and state privacy laws, the principal/designee or appropriate administrator also may discuss the complaint with any school district employee, the parent of the alleged victim, the parent of the complainant or accused, and/or child protective agencies responsible for investigating child abuse.

7. Within ten (10) school days of the notification as to the filing of the complaint, there shall be a written decision by the Principal/Designee or appropriate administrator regarding the completion and determination of the investigation. The principal/designee shall make a decision about the validity of the allegations in the complaint and about any corrective action.

8. The Principal/Designee or appropriate administrator will inform all relevant parties of the outcome of the investigation. A written copy of findings of the investigation and any applicable discipline will be placed in the student's cumulative file and noted in all relevant data tracking systems.

9. No retaliation of any kind is permitted in connection with an individual's having made a bullying complaint and if it occurs, it shall be deemed an additional act of bullying subject to further discipline.

Informal Resolution

The administrator, along with the alleged victim and the accused/student, may agree to informally resolve the complaint. Documented interviews of the victim, alleged perpetrator, and witnesses are conducted privately and are confidential. Each individual (victim, alleged perpetrator and witnesses) will be interviewed separately, and at no time will the alleged perpetrator and victim be interviewed together.

Formal Resolution

Based on the level of infraction, parents will be promptly notified of any actions being taken to protect the victim via written notice, telephone or personal conference; the frequency of notification will depend on the seriousness of the bullying incident. The resolution, all interviews and interventions that take place and the corresponding dates shall be documented in writing and/or noted in a specified data system.
External Investigation

If the act is outside the scope of the District and determined a criminal act, referral to appropriate law enforcement shall be made immediately, the parent will be notified, and the referral documented by the principal/designee in the specified format.

Sexual Harassment

A. Definition

Sexual Harrassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when any of four conditions are met:

1. Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;

2. Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;

3. The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;

4. The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment.*

B. Prevention

1. All reports of sexual harassment will be investigated in a timely manner.

2. All supervisory employees are required to complete a 2 hour sexual harassment training within 6 months of assuming a supervisory position and then every 2 years thereafter.

3. Beginning with the 2019/2020 school year all nonsupervisory employees must complete a 1 hour sexual harassment training and then every 2 years thereafter.

Routine and Emergency Disaster Procedures: Drills

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

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.
A drop procedure. As used in this article, “drop procedure” means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

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

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table, or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until shaking stops. Evacuation. An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

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

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

**Standards for a Successful Earthquake Drill:**
The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

☐ DUCK, or DROP down on the floor.

☐ Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

☐ HOLD onto the furniture and be prepared to move with it. Evacuations shall occur when directed over the loud speaker by the Principal/designee.

When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc, shall be utilized by staff and students in order to reach the designated evacuation areas. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

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

**FIRE DRILLS**

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

1. Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.

2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.

3. Evacuation areas will be established away from fire lanes.

4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.

5. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee
Standards for a Successful Fire Drill:

1. The Fire Alarm can be heard by all staff and students.

2. Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.

3. Teachers and students are staged in an orderly fashion away from fire lanes.

4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

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

LOCKDOWN DRILLS – CODE RED

For sites that have had Code Red training, conducting an Active shooter Lockdown Drill initially involves more pre-planning and organization than conducting other drills. Middle schools should conduct an annual drill, which should take no longer than 40 minutes and impact class time by 20 minutes. Elementary schools conduct drills every year.

There are a number of steps that are recommended in the Code Red Active Shooter Training in order to successfully conduct your drill. They involve:

1. Conduct a staff meeting. Plan on a 20 minute timeframe to review expectations and standards in terms of:
   
   a. Locking doors
   b. Covering windows
   c. Turning off lights
   d. Building barricades
   e. Reviewing classroom and all clear procedures
   f. Reviewing off site evacuation locations.

2. Send a follow-up reminder memo to your staff

3. Organize your assessment team.

4. Conduct the assessment.

5. Complete follow-up tasks.
**Procedures for Notifying Teachers of Dangerous Pupils:**

In order to notify teachers of dangerous pupils, all school sites will:

1. Maintain individualized student discipline files of all referrals and suspensions that are available to all teachers for review.

2. Maintain a student discipline log on PowerSchool that is available to all teachers.

3. Review the cumulative file and/or CALPADS for any new students who enter the district for any suspensions in the previous 3 years. Previous suspensions will be reported to that students teacher(s).

4. Notify teacher(s) when a student is suspended. If a teacher is unable to view the PowerSchool discipline log or hard copy of the student’s discipline file, they can request to be notified verbally of the reason for suspension.
Chapter 5

ROUTINE AND EMERGENCY DISASTER PROCEDURES: OVERVIEW

The Basic Plan

The Basic Plan addresses the Palermo Union School District’s responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).

- Establishes response policies and procedures, providing Palermo Union School District clear guidance for planning purposes.

- Describes and details procedural steps necessary to protect lives and property.

- Outlines coordination requirements.

- Provides a basis for unified training and response exercises to ensure compliance.

Objectives

- Protect the safety and welfare of students, employees and staff.

- Provide for a safe and coordinated response to emergencies.

- Protect the District’s facilities and properties.

- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.

- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

- Provide for interface and coordination between sites and the County or city EOC in which they reside.
Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available to serve as shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References

State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term “public employees” includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

☐ When a local emergency is proclaimed.

☐ When a state of emergency is proclaimed.

☐ When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.

2. When pressed into disaster service, employees' Workers' Compensation
Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

California Civil Code, Chapter 9, Section 1799.102

It provides for “Good Samaritan Liability” for those providing emergency care at the scene of an emergency. (No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.)

California Education Code, Sections 35295-35297 (The Katz Act), Section 40041, 40042.

Requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that “...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof.” Therefore, local emergency plans are considered extensions of the California Emergency Plan.
DEFINITIONS: INCIDENTS, EMERGENCIES, DISASTERS

Incident

An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions.

Emergency

The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

Disaster

A disaster is defined as a sudden calamitous emergency event bringing great damage,
loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster’s effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

EARTHQUAKE OVERVIEW

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth’s bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons. A fault is a fracture in the earth’s crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake’s duration, its related number of significant stress cycles, and its accelerations.

Response Levels are used to describe the type of event:

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to
Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with Palermo Union School District to respond. The affected Cities and the County of Santa Clara will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of Butte will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

- In the event of a major disaster all students and staff members may be required to evacuate school property and seek safe shelter. If students are evacuated for any reason parents and guardians will be contacted via telephone and email. Parents/guardians are also asked to check the school district website periodically for updates in any emergency situation/evacuation.

- Parents/guardians are responsible for updating their personal information (telephone numbers, email addresses, etc.) as soon as possible after changing/ updating them.
EMERGENCY PHASES

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students, and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOCs may be activated and evacuation may begin.
Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.
Sustained: As the emergency continues, assistance is provided to victims of the
disaster and efforts are made to reduce secondary damage. Response support facilities
may be established. The resource requirements continually change to meet the needs
of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or
better, if possible. Therefore, mitigation for future hazards plays an important part in the
recovery phase for many emergencies. There is no clear time separation between
response and recovery. In fact, planning for recovery should be a part of the response
phase.

FirstThingsFirst

All Staff are encouraged and reminded to prepare ahead for emergencies.
Personal preparedness makes this much easier.

To prepare their family and home for earthquakes and other emergencies

- A 72-hour supply kit for the home
- A Car Kit, including comfortable clothes/shoes and medications
- To develop a plan to reunite with their family
- A neighborhood preparedness program

Preparedness Brochures are available from the local chapter of the American Red
Cross, Santa Clara County Office of Emergency Services, school district website,

If the disaster occurs during school time, Emergency Management recommends the
child stay at school until the parent or a trusted friend (see Emergency Cards) picks up
the child. We have no idea, especially in an earthquake, how impacted our
neighborhoods may be.

This means the school staff will need to stay with the children. You can only do this if
you are prepared at home. You must feel that your family can activate your Family
Plan without you.

Disaster Service Worker Status: California Government Code Section 3100
declares that public employees are disaster services workers, subject to such disaster
service activities as may be assigned to them by the superiors or by law. The term
public employees include all persons employed by the state or any county, city, city &
county, state agency or public district, excluding aliens legally employed. This law
applies to public school employees in the following cases:

1. When a local emergency has been proclaimed,

2. When a state of emergency has been proclaimed, or

3. When a federal disaster declaration has been made.

**DISTRICT RESPONSIBILITY**

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

**IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.**

1. Until regular dismissal time and released only then if it is considered safe, OR

2. Until released to an adult authorized by the parent or legal guardian whose name appears on district records.
   
   a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
   
   b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

**PARENT RESPONSIBILITY**

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.
School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.
EMERGENCY RESPONSE PROCEDURES

- In any emergency situation staff should be prepared to utilize the Catapult EMS system to communicate with Incident Command and to receive communication in regards to the emergency situation.
- Staff should follow the specific procedures as outlined in the Emergency Procedures Manual which is available via Catapult EMS. (Appendix A)
- Site Evacuation Routes (Appendix B)

Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Lock down

B. Shelter in Place: Shelter in Place consists of bringing students into the classroom or holding them in the classroom pending further instruction.

C. Evacuation: Evacuation consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Evacuation is appropriate for—but not limited to—the following emergencies:

a. Fire
b. Peacetime Bomb Threat
c. Chemical Accident
d. Explosion or Threat of an Explosion
e. Following an Earthquake
f. Other similar occurrences that might make the building uninhabitable
g. At the onset of an Active shooter/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

D. TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed
intruder, rabid animal, or moving immediately to a location which is upwind and
uphill in the event of a chemical or biological threat

Action TAKE COVER is appropriate for, but not limited to, the following:

a. Severe Windstorm (short warning)
b. Biological or Chemical Threat
c. Sniper Attack
d. Rabid Animal on School Grounds

E. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the
disaster itself.

Action: DROP consists of:

a. Inside school buildings

   □ Immediately TAKE COVER under desks or tables and turn away from
   all windows

   □ Remain in a sheltered position for at least 60 seconds silent and
   listening to/or for instructions

b. Outside of School Buildings

   □ Earthquake: move away from buildings

   □ Take a protective position, if possible

c. Explosion/Nuclear Attack:

   □ Take protective position, OR,

   □ Get behind any solid object (ditch, curb, tree, etc.); lie prone with head
   away from light or blast; cover head, face, and as much of the skin
   surface as possible; close eyes, and cover ears with forearms.

F. DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until
inspected by and authorized by appropriate school personnel: Maintenance and
School Administrators, and if applicable, Police, Fire, or City Inspectors.
In the event that drinking water is unsafe, water valves will be turned off and the
drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable
building under the joint authorization of the administration and head custodian.

G. DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to
move an entire community, or portion thereof, from an area of danger to another
area of safety.

Action: DIRECTED TRANSPORTATION is considered appropriate only when
directed by the Superintendent or designee, Site Administrator, Police, Fire, or
OES. It may be appropriate for, but not limited to, movement away from:

a. Fire
b. Chemical & Biological Gas Alert
c. Flood
d. Fallout Area
e. Blast Area
f. Specific Man-Made Emergency (shooting, fire, etc.)

H. GO HOME

GO HOME consists of:

a. Dismissal of all classes
b. Return of students to their homes by the most expeditious route

Action: GO HOME is to be considered only if there is time for students to go
safely to their homes. Notification of parents by radio broadcast, local television,
ALERT website, phone distribution lists, or other means will be requested.

I. CONVERT SCHOOL

Action: CONVERT SCHOOL to a Red Cross emergency facility will be initiated by
City/county officials.
EARTHQUAKE

DROP, COVER, and HOLD

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.

You should HOLD onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground. Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be
aware of aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

**Tornado:**

*In the event that there is tornado activity in the immediate area follow Code Yellow procedures for Sheltering in Place.*

a. The Principal or Designee will make an intercom announcement announcing Code Yellow: Shelter in Place due to a tornado

b. Staff and students will remain indoors and away from doors, windows and exterior walls.

c. Staff should follow procedures as outline in the Emergency Procedures Manual

d. Staff should be prepared for the possibility of Evacuation.

**Fire Within A School Building:**

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

a. The Principal or Designee will:

   - Order an evacuation if the fire alarm doesn’t work
   - Call 9-1-1
   - Notify the superintendent

b. Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.

c. Teachers will close doors upon evacuating.

d. Teachers will take their roll books to the evacuation site and take roll.

Teachers will report any missing student(s) to their Team Supervisor/Administrator.

e. The Custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.

f. The Custodian or designee shall open necessary gates for fire truck and other
emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.

g. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

**Fire Near School**

a. **The Principal or designee shall:**

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

**IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.**

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

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

- **STAGE 2 EMERGENCY** indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.

- **STAGE 3 EMERGENCY** indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

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

- Update each student’s emergency card.
- Determine availability of portable lighting at site, i.e. flashlights & batteries.
- Find out that when power is lost, do emergency lights go on and do the * Exit* signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Check school district’s PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50’s power will not be interrupted.
- Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a back up.

DURING AN OUTAGE

- CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.
- According to the Telephone Company, phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.
- DO NOT USE barbeques, Coleman-type stoves, hibachis, and other outdoor cooking devices indoors.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.

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

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

SHELTER IN PLACE

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

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

- **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.

- **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

- **LISTEN.** Remain quiet to hear critical instructions from school officials.

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

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

- Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.

- A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.

- Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

- Advise students to remain sheltered until the *all-clear* signal is given by a school or local official.
BOMB THREAT

THE PERSON RECEIVING THE BOMB THREAT WILL:

- Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
- Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

When will the bomb explode and where is the bomb located?

Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received.

Turn off cellular phones and/or walkie-talkie radios (transmits radio waves—could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

Call 9-1-1. Give the following information:

- Your name
- Your call-back phone number
- Exact street location with the nearest cross street
- Nature of incident
- Number and location of people involved and/or injured
- Notify Superintendent's Office.
- Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- Implement a systematic inspection of the facilities to determine if everyone is out.
- Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
• Maintain an open telephone line for communications.

• Secure all exits to prevent re-entry to buildings during the search period.

• Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.

• Re-occupy buildings only when proper authorities give clearance

INTRUDER ON CAMPUS

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

Low Level:

• Have the person(s) under suspicion kept under constant covert surveillance.

• Approach and greet the intruder in a polite and non-threatening manner.

• Identify yourself as a school official.

• Ask the intruder for identification.

• Ask them what their purpose is for being on campus.

• Advise intruder of the trespass laws.

• Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.

• If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.

• If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on playground or grounds at brunch or lunch time:

• Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
• Lock exit doors to cafeteria/gym.

• Spread SHELTER IN PLACE or LOCKDOWN/Active shooter alarm throughout rest of school as appropriate.

HOSTAGE SITUATION

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

• Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/herself as being sane.

• If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don’t try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

• Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access to a room, they should, depending on the situation, initiate Action “TAKE COVER” position or run in a zig-zag fashion to the staging areas and STAY CALM.

• If and when possible, call Administration and/or 9-1-1.

LOCKDOWN: ACTIVE SHOOTER

An Active shooter/Lockdown Alert is sounded if there is a sniper, armed intruder or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and responds to the situation based upon the Active shooter Training and drills. This is also true for your students who may need to
become resources for substitutes or who are alone when an event occurs. Remember, the Active shooter response is a partnership with local law enforcement.

**Immediate actions should include:**

- Students and staff go into classrooms/buildings or run to off-site evacuation areas.

- LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.

- Notify administration

- Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.

- Administration notifies the Superintendent

**Intermediate activities:**

- Place a red card under the door/in a window if you have a serious injury in the classroom.

- Take roll

- Conduct anxiety-reducing activities

**Evacuation:**

- Prepare students and yourself for a quick evacuation

- Follow directions of law enforcement when they arrive

**POISONING:**

If a student ingests a poisonous substance:

- Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.

- Notify the Health Services Office.

- Call parents.
Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

- Evacuate the immediate area of personnel
- Determine whether to initiate Shelter In Place Protocol
- Secure the area (block points of entry)
- Identify the chemical and follow the procedures for that particular chemical.
- Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

- Notify the District Office with the following information:
- Date, time, and exact location of the release or threatened release
- Name and telephone number of person reporting
- Type of chemical involved and the estimated quantity
- Description of potential hazards presented by the spill
- Document time and date notification made
- Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)
- Locate a fire extinguisher and have it present, should the need arise
- Place reflective triangles or traffic cones if in the street or highway. DO NOT LIGHT FLAVERS*
- If spill response equipment is available, use it to take the necessary measures to prevent the spill from spreading.
Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office or Maintenance Department. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

- Hazardous Substances include the following, but is not limited to the following:
  - Gasoline Lacquer Thinner
  - Solvents Paint
  - Motor Oil Agricultural Spray
  - Diesel Fuel Paint Thinner
  - Kerosene Stain
  - Anti-Freeze
  - Airborne Gases/Fumes
  - Brake Fluid

Always call for assistance and:

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

**VEHICLE FUEL SPILL**

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent “socks” to contain the spill
- Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE DONE SAFELY
- Take care of any injured
- Notify the District Office.
- If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

- Date, time, and exact location of the release
- Name and telephone number of persons reporting the release
- The type of fuel spilled and the estimated quantity
- Description of potential hazards presented by the fuel spill
- Document the time and date notification was made and the information Provided
- A written report to the appropriate office of the California Department of
Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

EMERGENCY EVACUATION ROUTES AND PROCEDURES

In an Emergency Building Evacuation all employees will:

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

In an Emergency Building Evacuation teachers will also:

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

• Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

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

* Notify the Superintendent of the Campus Evacuation.

* Cooperate with emergency authorities in enlisting staff with cars to help transport evacuees.

* Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Medical Emergencies

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

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

Rescue Breathing

* Gently tilt the head back and lift the chin to open the airway.

* Pinch the nose closed.

* Give two slow breaths into the mouth.

* Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.

* If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding
* Apply direct pressure to the wound.

* Maintain the pressure until the bleeding stops.

* If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.

* If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

**Treatment for Shock**

* Do whatever is necessary to keep the person's body temperature as close to normal as possible.

* Attempt to rule out a broken neck or back.

* If no back or neck injury is present, slightly elevate the person's legs.

**Choking**

* Stand behind the person, reaching your arms around the person choking.

* Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.

* Grasp your fist with your other hand, give an abdominal thrust.

* Repeat until the object comes out.

* If required, begin rescue breathing.

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

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:
Highest Priority - RED TAG
1. Airway and breathing difficulties
2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock

Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage

Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

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

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

* Initial contact Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people GREEN

* Begin evaluating the non-ambulatory patients where they are lying.
Assess respiration (normal, rapid, absent)

* If absent, open airway to see if breathing begins

* If not breathing, tag **BLACK** (dead) DO NOT PERFORM C P R

* If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)

* If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

* Use the capillary refill test to check radial (wrist) pulse

* If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**

* If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.

* Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

* Use simple commands/tasks to assess

* If patient cannot follow simple commands, tag **RED**

* If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**

* This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

* Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**

* Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)
* If absent, open airway to see if breathing begins

* If not breathing, tag **BLACK** (dead) DO NOT PERFORM C P R

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**SUICIDE**

The publications of many organizations and governmental agencies contain advice for people who are faced with suicidal people. That advice is summarized below.
Do’s

Listen to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance.

Observe the person’s nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.

Ask whether the person is really thinking about suicide. If the answer is “YES,” ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.

GET HELP by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.

STAY with the person. Take the person to a CRT member and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

Do Not......

Don’t leave the person alone for even a minute.

Don’t act shocked or be sworn to secrecy.

Don’t underestimate or brush aside a suicide threat (“You won’t really do it; you’re not the type”), or to shock or challenge the person (“Go ahead Do it”). The person may already feel rejected and unnoticed, and you should not add to the burden.

Don’t let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.

Don’t take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.
MASS CASUALTY

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

* Determine what the problem is and call 9-1-1 for local emergency services. Note: A casualty is a victim of an accident or disaster.

* Identify the problem and give the school address.

* Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).

* Determine if problem will continue or if it is over.

* Notify Superintendent's Office.

* School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.

* Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.

* Keep calm, reassure students.

* Fire Department will notify appropriate agencies for additional help.

* Crisis Team will convene.

* Contact Superintendent to determine need to send students home

BIO TERRORISM

Anthrax Threat

How to Identify Suspicious Letters and Packages

Some characteristics of suspicious letters or packages include the following:

* Excessive postage

* Handwritten or poorly typed addresses

* Incorrect titles

* Title, but no name
* Misspellings of common words
* Oily stains, discolorations or odors
* No return address
* Excessive weight
* Lopsided or uneven envelope
* Protruding wires or aluminum foil
* Excessive security material such as masking tape, string, etc.
* Visual distractions
* Ticking sound
* Marked with restrictive endorsements, such as Personal or Confidential.
* Shows a city or state in the postmark that does not match the return address.

**Suspicious Unopened Letter or Package Marked with Threatening Message Such as Anthrax**

* Do not shake or empty the contents of any suspicious envelope or package.

* Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.

* If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.

* Then leave the room and close the door, or section off the area to prevent others from entering.

* Wash your hands with soap and water to prevent spreading any powder to your face.

* If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
* List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

**Envelope with Powder or Powder Spills out onto a Surface**

* Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.

* Leave the room and close the door or section off the area to prevent others from entering.

* Wash your hands with soap and water to prevent spreading any powder to your face.

* If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.

* Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.

* Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.

* If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

**Possible Room Contaminated by Aerosol**

(Examples: small devices triggered warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

* Turn off local fans or ventilation units in the area.

* Leave the area immediately.

* Close the door or section off the area to prevent others from entering.
* **Move upwind, uphill, or upstream.**

* If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

* Shut down air handling systems in the building if possible.

* If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

**DO NOT PANIC**

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do, and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life-threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism infection is extremely rare, with fewer than 200 cases report in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

**Foodborne Botulism**

The bacterium is ingested with the contaminated food source.

* Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

* Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that effects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

* These symptoms may be proceeded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin
can occur naturally in undercooked food, but the frequency of this is extremely rare.

**Inhalational Botulism**

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of foodborne botulism, except that the gastrointestinal signs sometimes associated with foodborne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

**SMALLPOX**

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970’s, and the World Health Organization recommended governments cease routine vaccinations in 1980. Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980’s, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

**Immunization & Mass Prophylaxis**

**Pandemic and Bio-Terrorism**

This Bio-Terrorism Support Plan (Plan) provides basic steps to guide designated Santa Clara County Public Health Department San Jose and Palermo Union School District officials in establishing middle and high schools as immunization centers (mass prophylaxis centers) contingent upon a Memorandum of Understanding being signed.

This Plan is a living document subject to periodic revisions when needed.

In the event of a bio-terrorism outbreak and based upon the Metropolitan Medical Response Plan, local officials will have determined which areas within the city to be
quarantined, hot and cold zones. A quarantined area is defined as a specified area where isolation is enforced. A hot zone is defined as a contaminated area. A cold zone is an unaffected area.

Once the situation has been assessed and Public Health identifies the need to open an immunization center (mass prophylaxis center), then Public Health will contact the city. Subsequently, the City will contact the school district emergency contact to begin the process of coordinating the opening of an immunization center (mass prophylaxis center).
INCIDENT COMMAND SYSTEM

Responsibilities for a School Disaster

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the Standard Emergency Management System (SEMS) and the Incident Command System (ICS) can be adapted to your school.

Major Concepts and Components

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called Management, Planning, Operations, Logistics, and Finance/Administration.

Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function.

Every incident needs a person in charge. In SEMS and ICS, this person is called the Incident Commander or School Commander.

No one person should be supervise more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under Operations, however.

Common terminology:

All teachers and staff in the school should use the same words to refer to the same actions. The terminology should be known before a disaster. SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site’s command structure if similar situations and actions are described with similar wording.
How ICS Functions

This system provides for an effective and coordinated response to multi-agency and multijurisdictional emergencies, to include multi-disciplines and

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- Reduces the incidence of ineffective coordination and communications, and avoid duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

INCIDENT COMMAND SYSTEM FUNCTIONS

Incident/School Commander (The “leader”)

The Management Section is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the Palermo Union School District. The Management Section Staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

Operations Section (The “doers”)

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Planning/Intelligence Section (“The 'thinkers’”)

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops District EOC/Field action plans for implementation by the Operations Section.
Logistics Section (The “getters”)

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Finance and Administration Section (The “collectors”)

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Routine use of ICS facilitates seamless integration of ICS into larger emergencies operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload.

Unified Command Structure

Unified Command is a procedure used at incidents which allows all agencies with geographical, legal, or functional responsibility to establish a common set of incident objectives and strategies, and a single Incident Action Plan. The use of Unified Command is a valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

Advantages of using Unified Command

☐ One set of objectives is developed for the entire incident

☐ All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.

☐ Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

Pre-Designated Incident Facilities
□ Staging Areas

□ Command Posts

□ Mass Care Centers

□ Evacuation Centers

Staff Training:

School Staff have been trained in the Incident Command System. Staff will receive ongoing training annually on specific roles within the ICS System.

District Emergency Operations

Emergency Communications

When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

Emergencies within a School:

Internal communications will be via:

* Public address systems.
* Radio
* Emails.
* Message runner.
* District telephone/emergency radio to administration offices.

External communications will be via:

* The main communications network.
* Radio
* News bulletins, as needed, by appointed personnel only.
In-district communications will be via:

* Telephone, if operable.

* District internal Radio communications.

* Superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins.

* A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.

**Working with the News Media:**

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas.

Staff are to report any news media personnel that appear elsewhere on campus.

**ANNUAL EMERGENCY AWARENESS/PREPAREDNESS CHECKLISTS AND FORMS**

The following checklists highlight areas of school operations, maintenance, security, and personnel that may pose opportunities for risk reduction. Use this checklist as a proactive tool to generate awareness over the potential for terrorist acts, at a time when it is needed most.

The recommendations contained in this checklist are not intended to represent or to replace a comprehensive school security program. Such a program would include much more. Many of the procedures included in the checklist are routine in districts with full-time security operations. Whether your school district has full-time security coverage, or has minimal security resources, these recommendations may be used as a focal point around which to build an appropriately renewed sense of awareness.

The following forms are designed to use on an annual basis to meet emergency preparedness requirements. Districts may already have their own forms and can substitute those if desired.
AMERICAN RED CROSS RECOMMENDED EMERGENCY SUPPLIES FOR SCHOOLS

Storage

Determine where to store emergency supplies. Every classroom should have some supplies and there should be a cache of supplies for the whole school. Many schools in California and other states threatened by earthquakes use outdoor storage, anticipating the possibility of having to care for students outside the buildings. They use an existing building or a cargo container, also called a land-sea container, purchased used and installed near the emergency assembly area. Schools with limited budgets and/or temperature extremes may opt to store their supplies in various caches throughout the school facility, primarily in locked closets or classrooms. Many schools stock supplies in (new) trash barrels on wheels. Do not store water in the barrels because it may leak and destroy everything else. Make sure that there are keys to ensure access to the supplies during an emergency, including access by programs such as day care and after-school events. Plan an annual inventory, replacing water and other items with limited shelf life as necessary.

Recommended Supplies

The following lists address classroom kits, supplies for the whole school and Search & Rescue gear.

- Leather Work gloves
- Latex gloves: 6 pairs
- Safety goggles: 1 pair
- Small First Aid kit
- Crow bar
- Space blankets: 3
- Tarp or ground cover
- Student accounting forms (blank)
- Student emergency cards
- Pens, paper
- Whistle
- Student activities
- Duct Tape: 2 rolls (for sealing doors and windows)
- Scissors
- Suitable container for supplies (5-gallon bucket or backpack)
- Drinking water and cups (stored separately)
- Toilet supplies (large bucket, used as container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies)
- Portable radio, batteries or other communication system
- Flashlight, batteries
- Push broom (if classroom includes wheel chairs)

Supplies for the Whole School: Water, First Aid, Sanitation, Tools, Food

Water
- ½ gallon per person per day times two days, with small paper cups

First Aid
- Compress, 4 x 4*: 1000 per 500 students
- Compress, 8 x 10*: 150 per 500 students
- Elastic bandage: 2-inch: 12 per campus; 4-inch: 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each, small, medium, large
- Butterfly bandages: 50 per campus
- Water in small sealed containers: 100 (for flushing wounds, etc.)
- Hydrogen peroxide: 10 pints per campus
- Bleach, 1 small bottle
- Plastic basket or wire basket stretchers or backboards
- Scissors (paramedic): 4 per campus
- Tweezers
- Triage tags: 50 per 500 students
- Latex gloves: 100 per 500 students
- Oval eye patch: 50 per campus
- Tapes: 1* cloth: 50 rolls per campus; 2* cloth: 24 per campus
- Dust masks: 25 per 100 students
- Disposable blanket: 10 per 100 students
- First Aid books: 2 standard and 2 advanced per campus
- Space blankets
- Heavy duty rubber gloves: 4 pairs

Sanitation Supplies
- 1 toilet kit per 100 students/staff, to include:
  - 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags
  - Soap and water, in addition to the wet wipes, is strongly advised.

Tools per School
- Barrier tape, 3* x 1000*: 3 roll
- Pry bar
- Sledge hammer
- Shovel
- Pliers
- Hammer
- Screwdrivers
- Utility knife
- Broom
- Utility shut off wrench: 1 per utility

Other Supplies
- Folding tables, 3' x 6': 3-4
- Identification vests for staff, preferably color-coded per school plan
- Clipboards with emergency job descriptions
- Office supplies: pens, paper, etc.
- Signs for student request and release
- Alphabetical dividers for request gate
- Copies of all necessary forms

Food
The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.

Search & Rescue Equipment
Training on how to do light Search & Rescue is required—contact your local fire department for information on whether such training is offered in your community.

Protective Gear per S&R Team Member
- Hard hat, OSHA approved
- Identification vest
- Leather work gloves
- Safety Goggles
- Dust mask
- Flash light, extra batteries
- Duffel or tote bag to carry equipment

Gear per S&R Team
- Backpack with First Aid supplies
- Master Keys

Homeland Security Advisory System

The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system provides warnings in the form of a set of graduated * Threat Conditions* that increase as the risk of the threat increases. At each Threat Condition, Federal departments and agencies would implement a corresponding set of * Protective Measures* to further reduce vulnerability or increase response capability during a period of heightened alert. The following protective measures are general guidelines for schools. In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.

Threat Conditions and Recommended Protective Measures

The following Threat Conditions each represent an increasing risk of terrorist attacks. Beneath each Threat Condition are some suggested protective measures. Each school district is responsible for developing and implementing appropriate specific emergency plans.

This condition is declared when there is a low risk of terrorist attacks. The following general measures should be considered in addition to any specific plans that are developed and implemented:

☐ Assign the responsibility for action to the School Emergency Manager to ensure all checklist items are completed.

☐ Refine and exercise as appropriate, school and district emergency plans.
☐ Train teachers and staff on the Homeland Security Advisory System and specific emergency plans.

☐ Assess school sites for proximity and vulnerability to potential terrorist targets (i.e. Commercial occupancies with potential hazards, utility companies, etc) updating plans as needed.

☐ Develop and implement security procedures, (Assign a member of the school staff to ensure that this checklist item is completed).

☐ Conduct routine inventories of emergency supplies and medical kits.

☐ Include a weekly check of the generator when applicable.

☐ Know how to turn off water, power, and gas to your facilities.

☐ Budget for security measures.

☐ Advise all personnel to report the presence of unknown suspicious persons, vehicles, mail, and other suspicious activities.

☐ Develop visitor identification and sign in procedures.

☐ Arrange for staff members to take a First Aid/CPR course.

☐ All school keys should include the provision for “Do Not Duplicate”

☐ Review and update the Emergency Call-in List.

This condition is declared when there is a general risk of terrorist attacks. All general measures listed in green alert conditions should be taken, and the following general measures should be considered, in addition to any specific plans that are developed and implemented:

☐ Communicate the change in threat level to all staff members.

☐ Check and test emergency communications, coordinate with all school sites and staff.

☐ Review and update emergency response procedures.

☐ Provide parents or guardians with any information that would strengthen a school’s ability to respond to a terrorist threat.
Mark keys with “Do Not Duplicate”. (See Condition Green)

Conduct routine perimeter checks of site, checking integrity of fencing, locks, and ensuring appropriate security signage is in place.

Review and update emergency call-in list.

Review current emergency communication plan to notify parents in times of emergency; disseminate information to families of students, staff, and faculty.

Test your generator once per week.

An Elevated Condition is declared when there is a significant risk of terrorist attacks. All general measures listed in green and blue alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

Communicate the change in threat level to all staff members.

Review whether the precise characteristics of the threat require the further refinement of any current emergency plans.

Implement, as appropriate, contingency emergency response plans.

Identify and monitor government sources for warnings.

Review mail handling, and delivery of packages procedure with staff.

Consider escorts for building visitors.

Check site for potential hazards such as unattended packages, unauthorized vehicles, or perimeter violations.

Increase perimeter checks of site, check buildings for unattended packages, and report any suspicious activity or circumstances to law enforcement immediately.

Test your generator once per week.

A High Condition is declared when there is a high risk of terrorist attacks. All general measures listed in green, blue, and yellow alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

Communicate the change in threat level to all staff members.
Identify the need for any additional security and coordinating efforts, if necessary, with your local Emergency Manager.

Be alert to parent, staff, and student concerns to determine when/how to communicate.

a. Communication should focus on reassurance that school is a safe place
   i. Reminder – schools have existing safety plans
   ii. Reminder – schools practice their safety procedures
   iii. Reminder – schools have an outstanding ongoing working relationship with law enforcement and excellent communication networks.

Evaluate school events and take additional precautions, if necessary.

Consider assigning mental health counselors for students, staff, and faculty, if needed.

Discuss student's fears concerning possible terrorist attacks and offer available resources.

Consider reducing site ingress and egress points to an absolute minimum.

Refuse access to people who do not have identification or a legitimate need to enter the site.

Inspect all deliveries; restrict parking near buildings, and report suspicious vehicles to local law enforcement.

Consider parking controls or special restrictions at all sites.

Test your generator once per week.

All general measures listed in green, blue, yellow, and orange alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

Make contact with your day-to-day local Emergency Manager or assigned contact to ensure a reliable line of communication during the red level.

Test communication lines - including e-mail link to ACOE, telephone lines, or amateur radio.
Make sure cellular phone is charged and ready along with adequate batteries for AM/FM radios, pagers, etc.

Communicate the change in threat level to all staff members.

Monitor e-mails and telephone calls from the ALCO EOC for updates during crisis.

Gather and provide related information to students, staff and parents.

A. review communication guidelines under Orange Threat Level

B. reminder – In the event of a RED threat level, school districts have a direct communication link via amateur radio to the Santa Clara County Emergency Operations Center. They receive timely, accurate information, from which to make decisions affecting the safety and welfare of students.

Assess the threat condition on a regular basis and evaluate whether any further protective measures are needed.

Consider canceling special events.

Consider closing campuses, if necessary.

Maintain close contact with your local Emergency Manager.

Monitor all deliveries and mail to your buildings.

Provide security for parking lots; deploy personnel to observe and report to Law Enforcement to protect facility.

Be prepared to Evacuate, Lockdown, or Shelter in Place if ordered.

Ensure mental health counselors are available for students, staff and faculty.

EMERGENCY PREPAREDNESS WEBSITES:

http://www.ready.gov Disaster Preparedness Information

http://www.whitehouse.gov White House

http://www.nasponline.org National Association of School Psychologists
http://www.fema.gov/ Federal Emergency Management Agency
http://www.oes.ca.gov/ California Office of Emergency Services
http://www.bt.cdc.gov/ Centers for Disease Control and Prevention
http://www.fbi.gov/ Federal Bureau of Investigation
http://www.sccoe.org/ Santa Clara County Office of Education
Appendix A
Palermo Union School District

Emergency Procedures Manual

The information contained in this manual is also available on Catapult EMS.

February 20, 2019
District Phone Numbers:

Kathleen Andoe-Nolind, Superintendent
C: 530-570-5625
W: 530-533-4842

Ruthie Anaya, Chief Business Official
C: 530-713-9608
W: 530-533-4842

Carlos Aquilar, Director of Maintenance and Transportation
C: 530-693-2313
W: 530-532-4251

Cindy Daniluke, Administrative Assistant
C: 530-990-8126
W: 530-533-4842

Emergency Numbers:

- Police, Fire, CHP, Ambulance
  - 911
- Butte County Sheriff’s Department
  - 530-538-7321
- PG & E
  - 1-800-743-5000
- Oroville Hospital
  - 530-533-8500
- American Red Cross
  - 530-673-1460
- Toxic Chemical Control
  - 1-800-424-8802
- Victim Witness
  - 530-538-7340
- Poison Control
  - 800-222-1222
LOCKDOWN: Code Red

A lockdown may be used as an emergency response when a school is faced with extremely violent behavior, armed intruders, active shooters, an on-campus hostage situation, or when there is police activity in the general area that could threaten the safety of students and staff. When Lockdown is initiated, it means there is an immediate and possibly life-threatening situation on campus and it must be taken seriously.

In the event of a Lockdown, the Principal or Designee will carry out all or some of the following:

1. Imminent Danger Signal (All-Call over intercom, "LOCKDOWN, Please lock all classroom doors! This is a lockdown." Code Red! Catapult EMS will be activated to alert staff, law enforcement and district office staff through a smartphone or tablet.
2. CALL 911
3. The Principal will maintain phone communication using Catapult EMS.
4. Secure building entrances, ensuring that no unauthorized individuals leave or enter the school.
5. Prohibit outdoor activities.
6. Be prepared to evacuate to a safe location.
7. Stay in control of all site activities until emergency personnel arrive.

In the event of a Lockdown, TEACHERS will carry out some or all of the following depending on the event:

1. If outside, move students a designated safe interior building or evacuate.
2. Close all windows lock doors and turn off lights.
3. Turn off television, computer, Smartboard and/or anything that illuminates the room.
4. Do not evacuate your secure location if you hear a fire alarm (unless you detect a fire).
5. Instruct students to turn off cell phones and not use telephone, intercom system or email. Teachers are able to use as necessary.
6. Students are to move away from doors and windows to hide from possible threat.
7. Barricade doors with bookshelves, desks and any other furniture to make it more difficult for the intruder to enter the room.
8. If safety is compromised, teachers/staff may instruct students to exit the room to a designated area off campus.
9. When it is safe to do so, locate the emergency packet and put on the PINK staff ID lanyard.
10. When classroom is secure and it is safe to do so, place the appropriate Emergency Status card in window or under the door (see below).
11. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
12. Use Catapult EMS to account for students in your classroom or an off campus location.

Each classroom will contain a set of color coded cards for emergency situations. These cards will signify to emergency responders the current status of students in the classrooms. Cards will be placed on the exterior of the classroom door or on the interior door window if appropriate. The color of each card is universal with the Disaster Management System and will have the following meanings:

Emergency Status Cards: located in the emergency packet posted in each room.

- Red - Indicates that there is at least one person in the classroom with traumatic injury.
- Green - Indicates that there is at least one person in the classroom with minor injury.
- Black - Indicates that there is at least one person in the classroom who is deceased.
- Yellow - Indicates that there are no circumstances that need to be immediately addressed.
- White - Indicates the classroom has been evacuated.

After Emergency:

1. At the direction of the District Office, Principal or Designee will deactivate Lockdown event by announcing "ALL CLEAR." teachers will not release students until they have been directed to do so.
2. Administrator will resolve CODE RED in CATAPULT EMS.

LOCKDOWN: CODE RED
Shelter in Place: Code Red/Code Yellow

Shelter in Place may be used in both CODE RED and CODE Yellow situations. It may be used if there is an intruder on campus, police activity in the general area that could threaten the safety of students and staff, a dangerous weather event or any other event that is occurring that could threaten the safety of students and staff.

In the event of a Shelter in Place, the Principal or Designee will carry out all or some of the following:

1. All-Call over intercom, "This is a Shelter in Place, CODE RED!" Catapult EMS will be activated by a safety team member to alert staff, law enforcement and district office staff through their smartphone or tablet.
2. CALL 911
3. The Principal will maintain phone communication using Catapult EMS.
4. Secure building entrances, ensuring that no unauthorized individuals leave or enter the school.
5. Prohibit outdoor activities.
6. Be prepared to implement LOCKDOWN (CODE RED) procedures if the situation escalates. Staff must be prepared to evacuate if needed.
7. Stay in control of all site activities until emergency personnel arrive.

In the event of a Shelter in Place, TEACHERS will carry out some or all of the following depending on the event:

1. If outside, move students to a designated safe interior building.
2. Quickly check hallway and direct students into the room.
3. Close all windows and lock doors.
4. Continue to provide instruction
5. Do not allow students to participate in any outdoor activity
6. Do not allow students to use the restroom without permission from administration.
7. Report status using Catapult EMS
8. Use Catapult EMS to account for students in your room
9. Place appropriate Emergency Status card in the window or under the door.
10. Prepare for the possibility that the event might escalate to a LOCKDOWN.

In the event that Shelter in Place escalates to a Lockdown, TEACHERS will carry out some or all of the following depending on the event:

1. If outside, move students a designated safe interior building or evacuate.
2. Close all windows lock doors and turn off lights.
3. Turn off television, computer, Smartboard and/or anything that illuminates the room.
4. Do not evacuate your secure location if you hear a fire alarm (unless you detect a fire).
5. Instruct students to turn off cell phones and not use telephone, intercom system or email. Teachers are able to use as necessary.
6. Students are to move away from doors and windows to hide from possible threat.
7. Barricade doors with bookshelves, desks and any other furniture to make it more difficult for the intruder to enter the room.
8. If safety is compromised, teachers/staff may instruct students to exit the room to a designated area off campus.
9. When it is safe to do so, locate the emergency packet and put on the PINK staff ID lanyard.
10. When classroom is secure and it is safe to do so, place the appropriate Emergency Status card in window or under the door (see below).
11. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
12. Use Catapult EMS to account for students in your classroom or an off campus location.

Each classroom will contain a set of color coded cards for emergency situations. These cards will signify to emergency responders the current status of students in the classrooms. Cards will be placed on the exterior of the classroom door or on the interior door window if appropriate. The color of each card is universal with the Disaster Management System and will have the following meanings:

- Red – Indicates that there is at least one person in the classroom with traumatic injury.
- Green- Indicates that there is at least one person in the classroom with minor injury.
- Black- Indicates that there is at least one person in the classroom who is deceased.
- Yellow- Indicates that there are no circumstances that need to be immediately addressed.
- White- Indicates the classroom has been evacuated.

After Emergency:

1. At the direction of the District Office, Principal or Designee will deactivate the Shelter in Place or Lockdown event by announcing "ALL CLEAR." Teachers will not release students until they have been directed to do so.
2. Administrator will resolve CODE RED in CATAPULT EMS.
Evacuation: Code Red/Code Yellow

Evacuation procedures may be implemented during both Code Red and Code Yellow events. It may be necessary to evacuate the building due to fire, natural disasters, chemical spills or due to an intruder or active shooter event.

In the event of an EVACUATION, the Principal or Designee will carry out all or some of the following:

1. All-Call over intercom, "This is an EVACUATION, staff and students are to report to the assembly area!" CatapultK12 will be activated by a safety team member to alert staff, law enforcement and district office staff through their smartphone or tablet.
2. CALL 911
3. The Principal will maintain phone communication using CatapultK12.
4. Secure building entrances, ensuring that no unauthorized individuals leave or enter the school.
5. Make arrangements to move students off campus, if necessary.
6. Stay in control of all site activities until emergency personnel arrive.

In the event of an EVACUATION, Teachers will do some or all of the following depending on the event:

1. Gather emergency supplies, including student roster(s).
2. Locate the Emergency Packet and put on the PINK staff ID lanyard.
3. Upon exiting the room/location, post the "White" Emergency Status Card.
4. If it is not safe to evacuate the room/location, shelter in place and post the appropriate Emergency Status Card.
5. Update your status on Catapult EMS.
6. Account for students using Catapult EMS.
7. Report to the assembly area and what for further instructions.
8. Do not release students until you have been directed to do so by administration.
Air Quality: Code Yellow

The Air Quality Index (AQI) was issued in 1999 by the U.S. EPA for daily air quality report to the public. The following levels of pollution have been established by the Air Pollution Control District. Each school will be informed by the Regional or County Superintendent to abide by each standard:

<table>
<thead>
<tr>
<th>AQI Index Values</th>
<th>Health Categories</th>
<th>Cautionary Statements For 8-Hour Ozone</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 50</td>
<td>Good</td>
<td>None</td>
</tr>
<tr>
<td>51 to 100</td>
<td>Moderate</td>
<td>Unusually sensitive people should consider limiting prolonged outdoor exertion.</td>
</tr>
<tr>
<td>101 to 150</td>
<td>Unhealthy for Sensitive Groups</td>
<td>Active children and adults, people with respiratory disease, such as asthma, should limit prolonged outdoor exertion.</td>
</tr>
<tr>
<td>151 to 200</td>
<td>Unhealthy</td>
<td>Active children and adults, and people with respiratory disease, such as asthma, should avoid prolonged outdoor exertion; everyone else especially children, should limit outdoor exertion.</td>
</tr>
<tr>
<td>201-300</td>
<td>Very Unhealthy</td>
<td>Active children and adults, and people with respiratory disease, such as asthma, should avoid all outdoor exertion; everyone else especially children, should limit outdoor exertion.</td>
</tr>
<tr>
<td>301-500</td>
<td>Hazardous</td>
<td>Everyone should avoid all outdoor exertion.</td>
</tr>
</tbody>
</table>

Prior to unhealthy air quality, the Principal or Designee will:

1. Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file will contain data on the location of such persons at different times of the school day. This data may be kept with the school nurse.
2. Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.

When notified of an air pollution episode, Principal or Designee will:

1. Inform staff and notify those individuals in file to stay indoors and minimize physical activity following pre-established communication plan.
2. Cancel all athletic competitions and practices and any other activities which require strenuous physical activity such as marching band, pep squad, etc.
3. Instruct employees to minimize strenuous physical activity.
Biological/Chemical Threat: Code Red

Anyone received a suspicious letter or package with one or more of the following characteristics:

1. Has no return address or one that cannot be verified as legitimate
2. Is of unusual weight given the size of the letter/package
3. Is oddly shaped
4. Has been marked with "Personal" or "Confidential" notations
5. Has a strange odor, stain, leaks or fine powder on the outside of the letter or package
6. Has a visible protruding wire or aluminum foil
7. Shows a city or state in the postmark that doesn't match the return address
8. Is marked with threatening language
9. Has excessive postage or packing material, such as masking tape and string
10. Has misspellings of common words
11. Is not addressed to a specific person.

Follow these directions:

1. Notify main office
2. Do not open the letter/package
3. If letter/package is open or torn, do not touch, smell or taste the substance
4. If you have handled the letter/package with your hands, arms, and any exposed parts of your body wash with soap and warm water.
5. Turn off HVAC (air) system and any circulating fans.
6. Evacuate the room or office.
7. When evacuating, close door and place SAFE or HELP (from Integrated Crisis Station (ICS) signal on door.

Principal or Designee will:

1. Activate Site Incident Command Post, who will:
   1. Call 9-1-1
   2. Notify District Office
   3. Implement portions of the Incident Command Team, as necessary
2. Keep area isolated until emergency unit arrives
3. With advice of District Emergency Operations Center, consider Shelter In Place or need for evacuation.
4. Stay in control of all school activities until emergency personnel arrive.

Teachers will:

1. Be prepared to carry out Shelter In Place procedures or evacuate students and follow Principal's or designee’s direction.
2. Report your status using Catapult EMS.
3. Account for students using Catapult EMS
4. Locate the Emergency Packet and put on the PINK staff ID lanyard.
5. Do not release students for any reason unless authorized by on-site emergency personnel or school administrators.
Bomb Threat: Code Red

If a threat is received by telephone:

1. Pay close attention to:
   1. Exact wording
   2. Speech characteristics
   3. Background noises
2. Ask these questions:
   1. Where is the bomb?
   2. What kind of bomb?
   3. When will it go off?
   4. How big is it?
   5. Why are you doing this?
3. Do not hang up on the caller and do not unnecessarily touch or move any of your surroundings.
4. Listen intently to gather as much information as possible.
5. Immediately notify main office.
6. Follow instructions given by principal or designee.

If a written threat is received:

1. Notify main office.
2. Copy the contents of the threat on another sheet of paper.
3. Do not handle original message. Preserve identifying marks or fingerprints.
4. Follow instructions given by principal or designee.

The Principal or Designee will:

1. Contact the fire and police department ---CALL 911
   1. Send out CODE RED to alert staff using PA system and CATAPULT EMS.
2. Stay in control of all site activities until the arrival of the emergency personnel.
3. Instruct staff to turn off any pagers, cell phones, two-way radios or cordless phones. Do not use these devices during this threat.
4. Caution staff against picking up or touching any strange objects or packages.
5. Determine (with the district administrator) to:
   1. Conduct a search, using police and fire department's bomb squad and other support unities
   2. Evacuate students during search.
   3. Instruct students to leave belongings in classroom.
6. If evacuation is necessary, caution teachers to avoid routes that go through parking lots, large containers and areas where secondary devices may be hidden such as trashcans, drain spouts, lockers, eaves of buildings, etc.
Earth Quake/Drop-Cover-Hold Procedure: Code Red

This exercise is most widely practiced in the event of a natural disaster such as an earthquake. However, when any sudden disturbance or disruption occurs (such as a fire or expulsion) threatening the safety of students, this exercise is most effective. Teachers are encouraged to practice this drill often using an easy one-word command (such as “drop”) for the students to hear and respond to quickly.

If you are in a classroom:

1. At the first indication of ground movement, teachers and students are to DROP to the ground. This movement should be activated by a simple command or signal (such as “drop”) that has been practiced drills.
2. Seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.
3. HOLD onto the table or chair legs. Furniture provides protections from falling objects.
4. Always position back to the window. Never face the window. Protect head and eyes from flying glass and debris by using arms and closing eyes tightly.
5. Remain in the DROP position until the ground movement has ended.
6. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
7. Do not get up and run; falling debris is hazardous!
8. Note: Evacuation is not automatic. Check for the safest route; if doubtful, stay put and post the appropriate Emergency status card.
9. If it is safe to do so, locate your Emergency Packet and put on the PINK staff ID lanyard.
10. If it is safe to do so, evacuate the classroom, post the "white" emergency status card and report to the designated evacuation area.
11. Account for students using CATAPULT EMS.

If you are in a hallway or corridor and no cover is available:

1. At the first indication of ground movement, DROP to the ground.
2. Place yourself against or crouch against an inside wall and COVER your head; stay away from outside walls, door jams, windows or other expanses of glass or potential falling objects.
3. Never face the window; always position back to a window; close eyes tightly.
4. If able HOLD onto any piece of furniture for shelter from falling debris.
5. Note: Evacuation is not automatic! Check for safest route; if doubtful, stay put!
6. Remain in the DROP position until the ground movement has ended. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
7. Do not run through a building or run outside. Falling debris is hazardous!

If you are outside:

1. Move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and cover head with arms and hands. Lie flat, face down; close eyes tightly.
2. Wait for shocks to subside before standing.
3. Do not re-enter buildings until it is determined safe.
4. Move to nearest safe assembly area.

Earthquake/Drop-Cover-Hold: Code Red
Fire/Explosion: Code Red

If a fire or explosion occurs:

1. Drop, Cover, and Hold.
2. If able, call 9-1-1.
3. If able, evacuate students to nearest safe location.

The Principal or Designee will:

1. Activate the Site Incident Command Post which will, among other things:
   1. Contact the fire department / 9-1-1 for assistance.
   2. Initiate CODE RED by using PA system and CATAPULT EMS.
   3. Assemble portions of Incident Command team that can assist in small fires, immediate medical issues.
2. If evacuation is necessary, check for safest route.
3. Caution should be taken to maintain a safe upwind position away from the fire.
4. If the alarm is used, verify situation with the fire department.
5. (Explosion) Check immediate area for physical hazards and dangers to rescue and first aid personnel.

Teachers will:

1. Upon signal for evacuation, check first for safest evacuation route to assembly area.
2. If it is safe to do so, locate your Emergency Packet and put on the PINK staff ID lanyard.
3. Place appropriate color card on door. (See below)
4. Update your status in Catapult EMS
5. Account for students using Catapult EMS

Each classroom will contain a set of color coded cards for emergency situations. These cards will signify to emergency responders the current status of students in the classrooms. Cards will be placed on the exterior of the classroom door or on the interior door window if appropriate. The color of each card is universal with the Disaster Management System and will have the following meanings:

Red – Indicates that there is at least one person in the classroom with traumatic injury.
Green- Indicates that there is at least one person in the classroom with minor injury.
Black- Indicates that there is at least one person in the classroom who is deceased.
Yellow- Indicates that there are no circumstances that need to be immediately addressed.
White- Indicates the classroom has been evacuated.

After Emergency:

1. At the direction of the District Office Safety Team, the incident will be cleared and resolved using CATAPULT EMS.
2. Student may return to regular schedule.
3. If student release is determined, follow release plan.
Flooding: Code Yellow/Code Red

When notification of imminent flooding occurs, Principal or Designee will immediately:

1. Initiate CODE YELLOW in CATAPULT EMS to warn staff and district administrators that evacuation may be necessary as determined by the District Safety Team.
2. Take necessary precautions (stay alert, cancel all scheduled outside events, and communicate via Catapult and email).
3. Determine need and ability to evacuate staff and students while maintaining communication with District Safety Team.
4. If evacuation is necessary, the Principal or Designee will elevate CODE YELLOW to CODE RED for EVACUATION.
5. Depending on the urgency of the specific flood emergency, students will be moved to the nearest and safest highest ground, including rooftops, hillsides or second story buildings at school sites.
6. Evacuation Routes will be determined based on the nearest safe routes to higher ground, in order to transport students to higher and safer locations within the District.

Teachers will:

1. If evacuation is ordered, follow plan. Follow instructions of site administration.
2. Take necessary precautions (stay alert, cancel all scheduled outside events, and communicate via Catapult and email).
3. Locate the Emergency Packet and put on the pink Staff ID lanyard.
4. Report your status using Catapult EMS.
5. Account for students using CATAPULT EMS and report any missing students.
6. Gather emergency supplies in anticipation of possible evacuation.
7. If evacuated, post the White emergency card on the door/window upon leaving the classroom.

District Safety Team:

1. Initiate and/or Receive a CODE Yellow in CATAPULT EMS of warning of potential evacuation.
2. Begin and stay in communication with local law enforcement and Office of Emergency Services (OES) to determine specifics of event occurring.
3. Depending on the urgency of the specific flood emergency, order students to be moved to the nearest and safest highest ground, including rooftops, hillsides or second story buildings at school sites.
4. District safety team will notify parents through School Messenger and District Website of evacuation and location of students.
5. Determine the safest evacuation routes based on the nearest routes to higher ground in order to transport students to safer locations.
Tornado: Code Yellow

In the event of a Shelter in Place due to tornado, the Principal or Designee will carry out all or some of the following:

1. All-Call over intercom, “This is a Shelter in Place due to Tornado (Code Yellow)” Catapult EMS will be activated by a safety team member to alert staff, law enforcement and district office staff through their smartphone or tablet.
2. The Principal will maintain phone communication using Catapult EMS.
3. Secure building entrances, ensuring that no unauthorized individuals leave or enter the school.
4. Prohibit outdoor activities.
5. Be prepared to implement Evacuation procedures if needed.
6. Staff must be prepared to evacuate if needed.
7. Stay in control of all site activities until emergency personnel arrive.

In the event of a Shelter In Place due to Tornado, TEACHERS will carry out some or all of the following depending on the event:

1. If outside, move students to a designated safe interior building.
2. Quickly check hallway and direct students into the room.
3. Avoid sheltering in the cafeteria/gym or other areas with flat, wide-span roofs.
4. Close all windows and lock doors.
5. Do not allow students to participate in any outdoor activity.
6. Direct students to stay away from doors, windows and outside walls.
7. Direct students to drop and to cover and protect their heads with hands and arms.
8. Do not allow students to use the restroom without permission from administration.
9. Report status using Catapult EMS.
10. Use Catapult EMS to account for students in your room.
11. Place appropriate Emergency Status card in the window or under the door.
12. Prepare for the possibility of an Evacuation.

In the event of an EVACUATION, Teachers will do some or all of the following depending on the event:

1. Gather emergency supplies, including student roster(s).
2. Locate the Emergency Packet and put on the PINK staff ID lanyard.
3. Upon exiting the room/location, post the “White” Emergency Status Card.
4. If it is not safe to evacuate the room/location, shelter in place and post the appropriate Emergency Status Card.
5. Update your status on Catapult EMS.
6. Account for students using Catapult EMS.
7. Report to the assembly area and wait for further instructions.
8. Do not release students until you have been directed to do so by administration.

Each classroom will contain a set of color coded cards for emergency situations. These cards will signify to emergency responders the current status of students in the classrooms. Cards will be placed on the exterior of the classroom door or on the interior door window if appropriate. The color of each card is universal with the Disaster Management System and will have the following meanings:

Red – Indicates that there is at least one person in the classroom with traumatic injury.
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Black- Indicates that there is at least one person in the classroom who is deceased.
Yellow- Indicates that there are no circumstances that need to be immediately addressed.
White- Indicates the classroom has been evacuated.

After Emergency:

1. At the direction of the District Office Safety Team, the incident will be cleared and resolved using CATAPULT EMS.
2. Student may return to regular schedule.
3. If student release is determined, follow release plan.
Appendix B
All rooms report to the field, except for Preschool and rooms 23, 24, and 25.

Helen Wilcox Elementary School
5737 Autrey Lane, Oroville, CA 9596
Honcut School Evacuation Map

Assembly Area: Be prepared to move to area across East St. to area in front of storage building if unsafe to remain in this area.
Palermo School
Evacuation Map

Assembly Area:
Line up on Homeroom Number

Bus Loading
Storage
Bike Rack

Solano
Rm 1
A McCoy
Rm 2
White
Rm 3

Maturino
Rm 7b
Greathouse
Rm 8
Computers
Rm 9
Cotter
Rm 10
Smock
Rm 11
Boys
RR
Girls
RR

Syx
Room

S McCoy
Rm 12
Talmadge
Rm 13
Brown
Rm 14

Game Room
Rm 15
Boys
PE
Maint.
Shop

Work
Room
Walberg
Rm 16
Pendell
Rm 17
Davis
Rm 18

Boys
RR
Weight Rm
Girls
RR
Girls
PE

Boys
RR
Baker
Rm 21
Fraga
Rm 22
Smithy
Rm 23

Mail Room

Kitchen

Cafeteria/Gym

Library

Computer Lab

AEP
Rm 25

Vice Principal

Principal

Psych.

Speech

Main Office

Admin.

Parking

Rodriguez
Pre-School
Rm 26
Valderama
Allen
Pre-School
Rm 26

Furr
Rm 26
Sasaki
Rm 26

Rest Rooms
Storage

District Office

Revised Mar 2017
Appendix C
# PALERMO UNION SCHOOL DISTRICT

## Incident Commander:
- Superintendent
- Alternate: Director of Special Programs

## Public Information Officer:
- Executive Assistant

## Safety Officer:
- Director of Maint, Op, Trans

## Liaison Officer:
- Chief Business Official

### Operations

<table>
<thead>
<tr>
<th>Section Chief: Site Principal</th>
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</thead>
<tbody>
<tr>
<td>Site Security Team:</td>
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<tr>
<td>1. Site Maintenance Team</td>
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<tr>
<td>2</td>
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<tr>
<td>3</td>
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<tr>
<td>4</td>
</tr>
<tr>
<td>Seach and Rescue Team(s):</td>
</tr>
<tr>
<td>1. Site Custodial/Maint Team</td>
</tr>
<tr>
<td>2</td>
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<tr>
<td>3</td>
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<tr>
<td>4</td>
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<tr>
<td>Medical Team:</td>
</tr>
<tr>
<td>1. Site Health Aide</td>
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<tr>
<td>2. District Nurse</td>
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<tr>
<td>3. Site Instructional Aides</td>
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<tr>
<td>4</td>
</tr>
<tr>
<td>Student Care Team:</td>
</tr>
<tr>
<td>1. Site Attendance Clerks</td>
</tr>
<tr>
<td>2</td>
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<tr>
<td>3</td>
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<tr>
<td>4</td>
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<tr>
<td>Student Release Team:</td>
</tr>
<tr>
<td>1. Site Secretaries</td>
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<tr>
<td>2. Site Instructional Aides</td>
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<tr>
<td>3</td>
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</tbody>
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### Planning

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<thead>
<tr>
<th>Section Chief: Site Principal</th>
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<tbody>
<tr>
<td>Situation Analysis Team:</td>
</tr>
<tr>
<td>1. Administration</td>
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<tr>
<td>2. Payroll Technician</td>
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<tr>
<td>3</td>
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<td>4</td>
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<tr>
<td>Documentation Team:</td>
</tr>
<tr>
<td>1. Site Administration</td>
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<tr>
<td>2. District Office Staff</td>
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<td>3</td>
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<td>4</td>
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### Logistics

<table>
<thead>
<tr>
<th>Section Chief: Site Principal</th>
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</thead>
<tbody>
<tr>
<td>Supplies/Facilities Team:</td>
</tr>
<tr>
<td>1. Director of Food Services</td>
</tr>
<tr>
<td>2. Site Food Service Staff</td>
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<tr>
<td>3. District Nurse</td>
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<tr>
<td>4</td>
</tr>
<tr>
<td>Staffing Team:</td>
</tr>
<tr>
<td>1. Site Administration</td>
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<tr>
<td>2</td>
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<td>3</td>
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<td>4</td>
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<tr>
<td>Communications Team:</td>
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<tr>
<td>1. Executive Assistant</td>
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<td>2</td>
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<td>3</td>
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<tr>
<td>4</td>
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<tr>
<td>Transportation Team:</td>
</tr>
<tr>
<td>1. Lead Bus Driver</td>
</tr>
<tr>
<td>2. Chief Mechanic</td>
</tr>
<tr>
<td>3. Bus Drivers</td>
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<td>4</td>
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</table>

### Finance/Admin

<table>
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<tr>
<th>Section Chief: Chief Business Official</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recordkeeping Team:</td>
</tr>
<tr>
<td>1. District Office Staff</td>
</tr>
<tr>
<td>2. Site Office Staff</td>
</tr>
<tr>
<td>3. District Nurse</td>
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<tr>
<td>4. District Nurse</td>
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</tbody>
</table>

* = Team Leader
** = Alternate Team Leader
Appendix D
Philosophy, Goals, Objectives and Comprehensive Plans

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

The Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 1240 - Volunteer Assistance)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 4032 - Reasonable Accommodation)
(cf. 4033 - Lactation Accommodation)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)
(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)
(cf. 6178 - Career Technical Education)
(cf. 6200 - Adult Education)

District programs and activities shall also be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

Annually, the Superintendent or designee shall review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

(cf. 1330 - Use of Facilities)

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.
(cf. 1312.3 - Uniform Complaint Procedures)
Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, handbook, application form, or other materials distributed to these groups and, as applicable, to the public. As appropriate, such notification shall be posted in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations and shall be posted on the district's web site and, when available, district-supported social media.

(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

Access for Individuals with Disabilities

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

(cf. 6163.2 - Animals at School)
(cf. 7110 - Facilities Master Plan)
(cf. 7111 - Evaluating Existing Buildings)

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, notetakers, written materials, taped text, and Braille or large print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

(cf. 6020 - Parent Involvement)
(cf. 9320 - Meetings and Notices)
(cf. 9322 - Agenda/Meeting Materials)
The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws is hereby designated as the district's ADA coordinator. He/she shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

Superintendent

7390 Bulldog Way, Palermo, CA 95968

(530) 533-4842

(email)

Legal Reference:
EDUCATION CODE
200-262.4  Prohibition of discrimination
48985  Notices to parents in language other than English
51007  Legislative intent: state policy
GOVERNMENT CODE
11000  Definitions
11135  Nondiscrimination in programs or activities funded by state
11138  Rules and regulations
12900-12996  Fair Employment and Housing Act
54953.2  Brown Act compliance with Americans with Disabilities Act
PENAL CODE
422.55  Definition of hate crime
422.6  Interference with constitutional right or privilege
CODE OF REGULATIONS, TITLE 5
4600-4687  Uniform complaint procedures
4900-4965  Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1400-1482  Individuals with Disabilities in Education Act
1681-1688  Discrimination based on sex or blindness, Title IX
2301-2415  Carl D. Perkins Vocational and Applied Technology Act
6311  State plans
6312  Local education agency plans
UNITED STATES CODE, TITLE 29
794  Section 504 of the Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000d-7  Title VI, Civil Rights Act of 1964
2000e-2000e-17  Title VII, Civil Rights Act of 1964 as amended
2000h-2000h-6  Title IX
12101-12213  Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190  Americans with Disabilities Act
36.303  Auxiliary aids and services
CODE OF FEDERAL REGULATIONS, TITLE 34
100.1-100.13  Nondiscrimination in federal programs, effectuating Title VI
104.1-104.39  Section 504 of the Rehabilitation Act of 1973
106.1-106.61  Discrimination on the basis of sex, effectuating Title IX, especially:
106.9  Dissemination of policy
Management Resources:
CSBA PUBLICATIONS
Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS
California Law Prohibits Workplace Discrimination and Harassment
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter: Title IX Coordinators, April 2015
Dear Colleague Letter: Harassment and Bullying, October 2010
Dear Colleague Letter: Electronic Book Readers, June 29, 2010
Notice of Non-Discrimination, January 1999
Protecting Students from Harassment and Hate Crime, January 1999
U.S. DEPARTMENT OF JUSTICE PUBLICATIONS
2010 ADA Standards for Accessible Design, September 2010
Accessibility of State and Local Government Websites to People with Disabilities, June 2003
WORLD WIDE WEB CONSORTIUM PUBLICATIONS
Web Content Accessibility Guidelines, December 2008
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
California Department of Fair Employment and Housing: http://www.dfeh.ca.gov
Safe Schools Coalition: http://www.casafeschools.org
Pacific ADA Center: http://www.adapacific.org
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr
U.S. Department of Justice, Civil Rights Division, Americans with Disabilities Act: http://www.ada.gov
(3/12  2/14) 10/16

Policy adopted:  May 15, 2008
Revised:  November 1, 2017

PALERMO UNION SCHOOL DISTRICT
Palermo, California
Philosophy-Goals-Objectives and Comprehensive Plans

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

The Governing Board desires to provide a high-quality free appropriate public education for individuals with disabilities, who reside in the district, including children who have been suspended or expelled or placed by the district in a nonpublic, nonsectarian school.

The district shall provide special education instruction and services for individuals with exceptional needs in accordance with the federal Individuals with Disabilities Education Act. Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered, and where appropriate, utilized. (Education Code 56303)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)
(cf. 6159 - Individualized Education Program)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
(cf. 6159.2 - Nonpublic Nonsectarian School and Agency Services for Special Education)
(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)
(cf. 6164.4 - Identification of Individuals for Special Education)

Modifications and/or special services and aids shall also be provided as needed for students who are eligible for services under Section 504 of the federal Rehabilitation Act of 1973, the Americans with Disabilities Act and related federal regulations.

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

The special education local plan area (SELPA) shall administer a local plan and administer the allocation of funds. (Education Code 56195)

(cf. 1220 - Citizen Advisory Committees)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 3541.2 - Transportation for Students with Disabilities)
(cf. 4112.23 - Special Education Staff)

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the district participates as a member of the Butte County Special Education Local Plan Area (SELPA).
COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION (continued)

The Superintendent or designee shall extend the district's full cooperation to the SELPA. The policies and procedures of the SELPA shall be applied as policies and regulations of this district, with the exception of those that apply to complaints, unless the local plan specifically authorizes the district to operate under its own policies and regulations.

(cf. 1312.3 - Uniform Complaint Procedures)

In accordance with selection procedures described in the Butte County SELPA plan, the Board may appoint district representatives to the SELPA's community advisory committee. This committee shall make suggestions for the development, amendment and review of the local plan, recommend annual priorities, promote parent/guardian and community involvement, assist in parent/guardian education, and support activities on behalf of individuals with exceptional needs. (Education Code 56190-56194)

(cf. 1220 - Citizen Advisory Committees)
(cf. 3541.2 - Transportation for Students with Disabilities)
(cf. 4112.23 - Special Education Staff)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)
(cf. 6159 - Individualized Education Program (IEP))
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
(cf. 6159.2 - Nonpublic Nonsectarian School and Agency Services for Special Education)
(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)
(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Information shall be provided concerning the number of individuals with exceptional needs who are being provided special education and related services. (Education Code 56195.8) This information may be included as part of the SELPA plan.

Legal Reference: (see next page)
COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION (continued)

Legal Reference:

EDUCATION CODE
56000-56001 Education for individuals with exceptional needs
56020-56035 Definitions
56040-56042 General provisions
56190-56194 Community advisory committees
56195-56195.9 Local plans
56200-56202 Local plan requirements
56205-56208 Local plan requirements
56240-56245 Staff development
56300-56382 Identification and referral, assessment, instructional planning, implementation, and review
56440-56447.1 Programs for individuals between the ages of three and five years
56500-56508 Procedural safeguards, including due process rights
56600-56606 Evaluation, audits and information
56836-56836.03 Administration of local plan

GOVERNMENT CODE
95000-95029 California Early Intervention Services Act

CODE OF REGULATIONS, TITLE 5
3000-3082 Regulations governing special education

UNITED STATES CODE, TITLE 20
1400-1485 Individuals with Disabilities Act

UNITED STATES CODE, TITLE 29
794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34
99.10-99.22 Inspection, review and procedures for amending education records
104.1-104.39 Section 504 of the Rehabilitation Act of 1973
300.500-300.517 Due process procedures for parents and children
303.1-303.654 Early intervention program for infants and toddlers with disabilities

Management Resources:

CDE LEGAL ADVISORIES
0101.91 Interagency Coordination Enforcement

CDE PROGRAM ADVISORIES
06271.09 School-Based Program Coordination Act, PAC: 89/90-15
0831.95 Low Incidence Funding Update, FY 1995-96
1107.89 Implementation of New Procedures for Noncompliance, CCPMD: 89/90-4
1106.95 Occupational Therapy and Physical Therapy, SPB: 95/96-02

Policy
adopted: December 7, 1999
Revised: November 20, 2008

PALERMO UNION SCHOOL DISTRICT
Palermo, California
Comprehensive Safety Plan

The Governing Board authorizes the development of a districtwide safety plan applicable to all school sites in lieu of individual site plans, as authorized by Education Code 32281.

Content of the Safety Plan

The districtwide and/or school site safety plan shall include an assessment of the current status of school crime committed on campus(es) and at school-related functions. (Education Code 32282)

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

1. Child abuse reporting procedures consistent with Penal Code 11164

(cf. 5141.4 - Child Abuse Prevention and Reporting)

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

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

   (cf. 0410 - Nondiscrimination in District Programs and Activities)
   (cf. 6159 - Individualized Education Program)

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

   (cf. 3516 - Emergencies and Disaster Preparedness Plan)
   (cf. 3516.3 - Earthquake Emergency Procedure System)

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

   (cf. 1330 - Use of School Facilities)
   (cf. 3516.1 - Fire Drills and Fires)
   (cf. 3516.2 - Bomb Threats)
   (cf. 3516.5 - Emergency Schedules)
   (cf. 3543 - Transportation Safety and Emergencies)
3. Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

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

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

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

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 5143.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

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

(cf. 5132 - Dress and Grooming)

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

(cf. 5142 - Safety)

8. A safe and orderly school environment conducive to learning

(cf. 5131 - Conduct)
(cf. 5137 - Positive School Climate)
9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

(cf. 5144 - Discipline)

10. Hate crime reporting procedures

(cf. 5145.9 - Hate-Motivated Behavior)
Community Relations

UNIFORM COMPLAINT PROCEDURES

Except as the Governing Board may otherwise specifically provide in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 4030 - Nondiscrimination in Employment)

Compliance Officers

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district’s response to complaints and for complying with state and federal civil rights laws. The individual(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment as the responsible employee(s) to handle complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). The individual(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

Superintendent
7390 Bulldog Way
Palermo, California 95968-9700
(530) 533-4842

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which he/she has a bias or conflict of interest that would prohibit him/her from fairly investigating or resolving the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer’s ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current

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state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

(cf. 4331 - Staff Development)
(cf. 9124 - Attorney)

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

The Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. The notification shall include information regarding the prohibition of discrimination, harassment, intimidation, and bullying; unlawful student fees; local control and accountability plan (LCAP) requirements; and requirements related to the educational rights of foster youth, homeless students, former juvenile court school students, and children of military families. (Education Code 262.3, 48853, 48853.5, 49010-49013, 49069.5, 51225.1, 51225.2, 52075; 5 CCR 4622)

(cf. 0420 - School Plans/Site Councils)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 1220 - Citizen Advisory Committees)
(cf. 3260 - Fees and Charges)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6173.3 - Education for Juvenile Court School Students)

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UNIFORM COMPLAINT PROCEDURES

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints

2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal antidiscrimination laws, if applicable

3. Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination (such as discriminatory harassment, intimidation, or bullying).

4. Include statements that:
   a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
   b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
   c. A complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.
   d. Complaints should be filed in writing and signed by the complainant. If a complainant is unable to put his/her complaint in writing, for example, due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint.
   e. If a complaint is not filed in writing but the district receives notice of any allegation that is subject to the UCP, the district shall take affirmative steps to investigate and address the allegations, in a manner appropriate to the particular circumstances.

If the allegation involves retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and the investigation confirms that discrimination has occurred, the district will take steps to prevent recurrence of discrimination and correct its discriminatory effects on the complainant, and on others, if appropriate.

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Palermo, California
UNIFORM COMPLAINT PROCEDURES

f. A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.

g. The Board is required to adopt and annually update the LCAP in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.

h. A foster youth shall receive information about educational rights related to his/her educational placement, enrollment in and checkout from school, as well as the responsibilities of the district liaison for foster youth to ensure and facilitate these requirements and to assist the student in ensuring proper transfer of his/her credits, records, and grades when he/she transfers between schools or between the district and another district.

i. A foster youth, homeless student, former juvenile court school student, or child of a military family who transfers into a district high school or between district high schools as applicable shall be notified of the district's responsibility to:

(1) Accept any coursework or part of the coursework that the student has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency, and to issue full or partial credit for the coursework completed.

(2) Not require the student to retake any course or a portion of a course which he/she has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency.

(3) If the student has completed his/her second year of high school before the transfer, provide the student information about district-adopted coursework and Board-imposed graduation requirements from which he/she may be exempted pursuant to Education Code 51225.1.

j. The complainant has a right to appeal the district's decision to CDE by filing a written appeal within 15 calendar days of receiving the district's decision.

In any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the respondent also shall have the right to file an appeal with CDE in the same manner as the complainant, if he/she is dissatisfied with the district's decision.

k. The appeal to CDE must include a copy of the complaint filed with the district and a copy of the district's decision.

l. Copies of the district's UCP are available free of charge.

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COMMUNITY RELATIONS

UNIFORM COMPLAINT PROCEDURES

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the district website and may be provided through district-supported social media, if available.

(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

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

DISTRICT RESPONSIBILITIES

All UCP-related complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. (5 CCR 4631)

For complaints alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall inform the respondent when the complainant agrees to an extension of the timeline for investigating and resolving the complaint.

The compliance officer shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in the allegations shall be notified when a complaint is filed, and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)

All complainants shall be protected from retaliation.

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Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)
Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy (item #1 of the section "Complaints Subject to the UCP") may be filed by any individual, public agency, or organization. (5 CCR 4630)

2. Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)

3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges that he/she personally suffered the unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)

4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.

5. When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when he/she is not the complainant, requests confidentiality, the compliance officer shall inform him/her that the request may limit the

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district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Mediation

Within three business days after the compliance officer receives the complaint, he/she may informally discuss with all the parties the possibility of using mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or his/her representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or his/her representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

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In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. He/she shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

Report of Findings

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant, and respondent if there is one, a written report, as described in the section "Final Written Decision" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

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In resolving any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent also shall be sent the district's decision and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

Final Written Decision

The district's decision on how it will resolve the complaint shall be in writing and shall be sent to the complainant and respondent. (5 CCR 4631)

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the district's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:

   a. Statements made by any witnesses
   b. The relative credibility of the individuals involved
   c. How the complaining individual reacted to the incident
   d. Any documentary or other evidence relating to the alleged conduct
   e. Past instances of similar conduct by any alleged offenders
   f. Past false allegations made by the complainant

2. The conclusion(s) of law

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UNIFORM COMPLAINT PROCEDURES

3. Disposition of the complaint

4. Rationale for such disposition

For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

a. The manner in which the misconduct affected one or more students' education

b. The type, frequency, and duration of the misconduct

c. The relationship between the alleged victim(s) and offender(s)

d. The number of persons engaged in the conduct and at whom the conduct was directed

e. The size of the school, location of the incidents, and context in which they occurred

f. Other incidents at the school involving different individuals

5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:

a. The corrective actions imposed on the respondent

b. Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent.

c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence

6. Notice of the complainant's and respondent's right to appeal the district's decision to CDE within 15 calendar days, and procedures to be followed for initiating such an appeal

The decision may also include follow-up procedures to prevent recurrence or retaliation and for

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For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

1. He/she may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with CDE. (Education Code 262.3)

2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)

3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling

2. Academic support

3. Health services

4. Assignment of an escort to allow the victim to move safely about campus

5. Information regarding available resources and how to report similar incidents or retaliation

6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim

7. Restorative justice

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8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

9. Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law

2. Parent/guardian conference

3. Education regarding the impact of the conduct on others

4. Positive behavior support

5. Referral to a student success team

6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law

7. Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes for students in elementary schools, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51223, 52075)

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For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's final written decision of a complaint regarding any specified federal or state educational program subject to the UCP may file an appeal in writing with CDE within 15 calendar days of receiving the district's decision. (Education Code 222, 48853, 48853.5, 49013, 49069.5, 51223, 51225.1, 51225.2, 51228.3, 52075; 5 CCR 4632)

When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the district's final written decision, he/she, in the same manner as the complainant, may file an appeal with CDE.

The complainant or respondent shall specify the basis for the appeal of the decision and how the facts of the district's decision are incorrect and/or the law has been misapplied. The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's decision in that complaint. (5 CCR 4632)

Upon notification by CDE that the complainant or respondent has appealed the district's decision, the Superintendent or designee shall forward the following documents to CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the written decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's uniform complaint procedures
7. Other relevant information requested by CDE

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UNIFORM COMPLAINT PROCEDURES

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to the UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, After School Education and Safety programs, agricultural vocational education, American Indian education centers and early childhood education program assessments, bilingual education, peer assistance and review programs for teachers, career technical and technical education and training programs, child care and development programs, child nutrition programs, compensatory education, consolidated categorical aid programs, Economic Impact Aid, English learner programs, federal education programs in Title I-VII, migrant education, Regional Occupational Centers and Programs, school safety plans, special education programs, State Preschool Programs, Tobacco-Use Prevention Education programs, and any other district-implemented program which is listed in Education Code 64000(a)

(cf. 3553 - Free and Reduced Price Meals)
(cf. 3555 - Nutrition Program Compliance)
(cf. 5131.62 - Tobacco)
(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 5148.3 - Preschool/Early Childhood Education)
(cf. 6159 - Individualized Education Program)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Learners)
(cf. 6175 - Migrant Education Program)
(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work-Based Learning)
(cf. 6178.2 - Regional Occupational Center/Program)
(cf. 6200 - Adult Education)

District Programs and Activities.

2. Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color,
UNIFORM COMPLAINT PROCEDURES
ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics. (5 CCR 4610)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)

(cf. 5146 - Married/Pregnant/Parenting Students)

4. Any complaint alleging district noncompliance violation with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

(cf. 3260 - Fees and Charges)
(cf. 3320 - Claims and Actions Against the District)

5. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan. (Education Code 52075)

(cf. 0460 - Local Control and Accountability Plan)

6. Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 6173.1 - Education for Foster Youth)

7. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, a former juvenile court school student, or a child of a military family as defined in Education Code 49701 who transfers into the district after his/her second year of high school, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)
Community Relations

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(cf. 6173 - Education for Homeless Children)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6173.3 - Education for Juvenile Court School Students)

8. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

(cf. 6152 - Class Assignment)

9. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223)

(cf. 6142.7 - Physical Education and Activity)

10. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

11. Any other complaint as specified in a district policy

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if he/she is different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)
(cf. 9011 - Disclosure of Confidential/Privileged Information)

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district’s UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and
Community Relations

UNIFORM COMPLAINT PROCEDURES
knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

The Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints in accordance with applicable law and district policy.

(cf. 3580 - District Records)

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.

3. Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.

Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment.

Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with the procedures in AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference:
EDUCATION CODE
UNIFORM COMPLAINT PROCEDURES

200-262.4  Prohibition of discrimination
222  Reasonable accommodations; lactating students
8200-8498  Child care and development programs
8500-8538  Adult basic education
18100-18203  School libraries
32280-32289  School safety plan, uniform complaint procedures
33380-33384  California Indian Education Centers
35186  Williams uniform complaint procedures
44500-44508  California Peer Assistance and Review Program for Teachers
48853-48853.5  Foster youth
48985  Notices in language other than English
49010-49013  Student fees
49060-49079  Student records
49069.5  Rights of parents
49490-49590  Child nutrition programs
49701  Interstate Compact on Educational Opportunity for Military Children
51210  Courses of study grades 1-6
51223  Physical education, elementary schools
51225.1-51225.2  Foster youth, homeless children, former juvenile court school students, and
    military-connected students; course credits; graduation requirements
51226-51226.1  Career technical education
51228.1-51228.3  Course periods without educational content
52060-52077  Local control and accountability plan, especially:
52075  Complaint for lack of compliance with local control and accountability plan
    requirements
52160-52178  Bilingual education programs
52300-52462  Career technical education
52500-52616.24  Adult schools
54000-54029  Economic Impact Aid
54400-54425  Compensatory education programs
54440-54445  Migrant education
54460-54529  Compensatory education programs
56000-56865  Special education programs
59000-59300  Special schools and centers
64000-64001  Consolidated application process
GOVERNMENT CODE
11135  Nondiscrimination in programs or activities funded by state
12900-12996  Fair Employment and Housing Act
HEALTH AND SAFETY CODE
104420  Tobacco-Use Prevention Education
PENAL CODE
422.55  Hate crime; definition
422.6  Interference with constitutional right or privilege
CODE OF REGULATIONS, TITLE 2
11023  Harassment and discrimination prevention and correction
CODE OF REGULATIONS, TITLE 5
Community Relations

UNIFORM COMPLAINT PROCEDURES
3080  Application of section
4600-4687  Uniform complaint procedures
4900-4965  Nondiscrimination in elementary and secondary education programs
UNIVERSITATION STATES CODE, TITLE 20
1221  Application of laws
1232g  Family Educational Rights and Privacy Act
1681-1688  Title IX of the Education Amendments of 1972
6301-6576  Title I basic programs
6801-7014  Title III language instruction for limited English proficient and immigrant students
7101-7184  Safe and Drug-Free Schools and Communities Act
7201-7283g  Title V promoting informed parental choice and innovative programs
7301-7372  Title V rural and low-income school programs
12101-12213  Title II equal opportunity for individuals with disabilities
UNIVERSITATION STATES CODE, TITLE 29
794  Section 504 of Rehabilitation Act of 1973
UNIVERSITATION STATES CODE, TITLE 42
2000d-2000e-17  Title VI and Title VII Civil Rights Act of 1964, as amended
2000h-2-2000h-6  Title IX of the Civil Rights Act of 1964
6101-6107  Age Discrimination Act of 1975
CODE OF FEDERAL REGULATIONS, TITLE 28
35.107  Nondiscrimination on basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy Act
100.3  Prohibition of discrimination on basis of race, color or national origin
104.7  Designation of responsible employee for Section 504
CODE OF FEDERAL REGULATIONS, TITLE 34
106.8  Designation of responsible employee for Title IX
106.9  Notification of nondiscrimination on basis of sex
110.25  Notification of nondiscrimination on the basis of age

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Sample UCP Board Policies and Procedures
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter:  Title IX Coordinators, April 2015
Dear Colleague Letter: Bullying of Students with Disabilities, August 2013
Dear Colleague Letter: Harassment and Bullying, October 2010
Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001
U.S. DEPARTMENT OF JUSTICE PUBLICATIONS
WEB SITES
CSBA:  http://www.csba.org
California Department of Education:  http://www.cde.ca.gov
Community Relations

UNIFORM COMPLAINT PROCEDURES
U.S. Department of Justice: http://www.justice.gov

(9/16 5/17) 3/18

Policy
adopted: January 21, 2015
Revised: May 2, 2018

PALERMO UNION SCHOOL DISTRICT
Palermo, California
This administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual’s employment.

2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.

3. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

Prohibited sexual harassment also includes conduct which, regardless of whether or not it is motivated by sexual desire, is so severe or pervasive as to unreasonably interfere with the victim’s work performance or create an intimidating, hostile, or offensive work environment.

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

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors

2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects

3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Regulation

Approved: April 6, 2016

Revised: May 2, 2018
SEXUAL HARASSMENT

Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. The training shall include how to recognize prohibited or harassing conduct, the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee. The training shall also include information about processes for employees to informally share or obtain information about harassment without filing a complaint.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 5145.7 - Sexual Harassment)

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All such newly hired or promoted employees shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

(cf. 4300 - Administrative and Supervisory Personnel)

The district's sexual harassment training and education program for supervisory employees shall be aimed at assisting them in preventing and effectively responding to incidents of sexual harassment, as well as implementing mechanisms to promptly address and correct wrongful behavior. The training shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws on the prohibition, prevention, and correction of sexual harassment, the remedies available to sexual harassment victims in civil actions, and potential district and/or individual exposure or liability

2. The types of conduct that constitute sexual harassment and practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources

Regulation

Approved: April 6, 2016
Revised: May 2, 2018
SEXUAL HARASSMENT

3. A supervisor’s obligation to report sexual harassment, discrimination, and retaliation of which he/she becomes aware and what to do if the supervisor himself/herself is personally accused of harassment

4. Strategies for preventing harassment, discrimination, and retaliation and appropriate steps to ensure that remedial measures are taken to correct harassing behavior, including an effective process for investigation of a complaint

5. The essential elements of the district's anti-harassment policy, including the limited confidentiality of the complaint process and resources for victims of unlawful sexual harassment, such as to whom they should report any alleged sexual harassment, and how to use the policy if a harassment complaint is filed

6. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received

7. The definition and prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance

8. Practical examples of harassment based on gender identity, gender expression, and sexual orientation

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications
A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted

2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

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

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

PALERMO UNION SCHOOL DISTRICT

Approved: April 6, 2016

Revised: May 2, 2018
SEXUAL HARASSMENT

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment

2. The definition of sexual harassment under applicable state and federal law

3. A description of sexual harassment, with examples

4. The district’s complaint process available to the employee

5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)

6. Directions on how to contact DFEH and the EEOC

7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)
The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual harassment includes, but is not limited to, harassment that is based on the gender, gender identity, gender expression, or sexual orientation of the victim.

This policy shall apply to all district employees and to other persons on district property or with some employment relationship with the district, such as interns, volunteers, contractors, and job applicants.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4030 - Nondiscrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment in violation of this policy is subject to disciplinary action, up to and including dismissal.

(cf. 4117.7/4317.7 - Employment Status Reports)
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

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

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff employees and others to whom the policy may apply

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

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

Policy

Adopted: February 19, 2009

Revised: May 2, 2018

PALERMO UNION SCHOOL DISTRICT

Palermo, California
The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

**Sexual Harassment Reports and Complaints**

Any district employee who feels that he/she has been sexually harassed in the performance of his/her district responsibilities or who has knowledge of any incident of sexual harassment by or against another employee, report the incident to his/her direct supervisor, another supervisor, the district's coordinator for nondiscrimination, the Superintendent, or, if available, a complaint hotline or an ombudsman. A supervisor or administrator who receives a harassment complaint shall promptly notify the coordinator.

Complaints of sexual harassment shall be filed and investigated in accordance with the complaint procedure specified in AR 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 11023)

**Legal Reference:**

EDUCATION CODE  
200-262.4 Prohibition of discrimination on the basis of sex  
GOVERNMENT CODE  
12900-12996 Fair Employment and Housing Act, especially:  
12940 Prohibited discrimination  
12950 Sexual harassment; distribution of information  
12950.1 Sexual harassment training  
LABOR CODE  
1101 Political activities of employees  
1102.1 Discrimination: sexual orientation  
CODE OF REGULATIONS, TITLE 2  
11009 Employment discrimination  
11021 Retaliation  
11023 Harassment and discrimination prevention and correction

Policy  
Adopted: February 19, 2009  
Revised: May 2, 2018  
PALERMO UNION SCHOOL DISTRICT  
Palermo, California
SEXUAL HARASSMENT

11024 Sexual harassment training and education
11034 Terms, conditions, and privileges of employment

CODE OF REGULATIONS, TITLE 5
4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 20
1681-1688 Title IX prohibition against discrimination

UNITED STATES CODE, TITLE 42
2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

CODE OF FEDERAL REGULATIONS, TITLE 34
106.1-106.9 Nondiscrimination on the basis of sex in education programs or activities
106.51-106.61 Nondiscrimination on the basis of sex in employment in education program or activities

COURT DECISIONS
Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Management Resources:
U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS
Promising Practices for Preventing Harassment, November 2017

WEB SITES
California Department of Fair Employment and Housing: http://www.dfeh.ca.gov
U.S. Department of Education, Office for Civil Rights:
http://www.ed.gov/about/offices/list/ocr/index.html

Policy

Adopted: February 19, 2009
Revised: May 2, 2018

PALERMO UNION SCHOOL DISTRICT

Palermo, California
EMLOYEE SAFETY

The personal safety and health of each district employee is of primary importance. All employees shall comply with all occupational safety and health standards, rules, regulations and orders required by law and district regulations.

Injury and Illness Prevention Program

The district shall maintain and implement a written injury and illness prevention program which clearly defines the responsibilities of supervisors and employees and which identifies: (8 CCR 3203)

1. The person(s) with authority and responsibility for implementing the program.

2. A system for ensuring that employees comply with safe and healthful work practices. This system may include:
   a. Disciplinary actions
   b. Programs for training and retraining in safety rules and procedures
   c. Means for recognizing or rewarding employees who follow safe and healthful work practices

3. A system for communicating with employees in a way readily understandable by all employees on occupational health and safety matters, including provisions designed to encourage employees to report hazards at the worksite without fear of reprisal. This system may include:
   a. Regular, scheduled meetings at which safety is freely and openly discussed
   b. Training programs
   c. Display of posters and bulletins
   d. Written communications such as newsletters and reproductions of the district's employee safety policy
   e. A reporting form, safety suggestion box or other system of anonymous notification by employees about hazards
   f. Labor/management safety and health committees

4. Procedures for identifying and evaluating workplace hazards, including scheduled periodic inspections to identify unsafe conditions and work practices. Inspections to identify and evaluate hazards shall be made:
EMPLOYEE SAFETY (continued)

a. Whenever introducing into the workplace new substances, processes, procedures or equipment that represent a new occupational safety or health hazard

5. Procedures for investigating occupational injury or illness, including near-miss incidents.

6. Procedures for the timely correction of unsafe or unhealthful conditions and work practices, based on the severity of the hazard when observed or discovered.

When an imminent hazard exists which cannot be immediately abated without endangering employee(s) and/or property, these procedures shall call for the removal of all exposed staff from the area except those necessary to correct the hazardous condition. Employees needed to correct the condition shall be provided necessary safeguards.

7. A training program designed to instruct employees in general safe and healthful work practices and the hazards specific to each employee's job assignment. Training shall be provided:

a. To all new employees

b. To all employees given new job assignments for which training has not previously been received

c. Whenever new substances, processes, procedures or equipment are introduced into the workplace and represent a new hazard

d. Whenever the district is made aware of a new or previously unrecognized hazard

e. To familiarize supervisors with the safety and health hazards to which employees under their immediate direction and control may be exposed

Records of the steps taken to implement and maintain the Injury and Illness Prevention Program shall be kept in accordance with law.

No employee shall be discharged or discriminated against for making complaints, instituting proceedings, or testifying with regard to employee safety or health, or for participating in any occupational health and safety committee established pursuant to Labor Code 6401.7. (Labor Code 6310)
EMPLOYEE SAFETY (continued)

Eye Safety Devices

Eye safety devices shall be worn by teachers, other employees, students and visitors whenever they are engaged in or observing an activity involving hazards or hazardous substances likely to cause injury to the eyes. (Education Code 32030)

Such occasions include, but are not limited to, the following: (Education Code 32031)

1. Working with hot molten metal
2. Milling, sawing, turning, shaping, cutting, grinding and stamping of any solid materials
3. Heat treating, tempering, or kiln firing of any metal or other materials
4. Gas or electric arc welding
5. Repair or servicing of any vehicles, machinery or equipment
6. Working with hot liquids or solids or with chemicals which are flammable, toxic, corrosive to living tissues, irritating, strongly sensitizing, radioactive, or which generate pressure through heat, decomposition, or other means.

(cf: 5142 - Safety)
All Personnel

EMPLOYEE SAFETY

The Governing Board believes that safety is every employee's responsibility. The Board expects all employees to use safe work practices and to report and correct any unsafe conditions which may occur. Supervisors shall constantly promote safety and correct any unsafe work practice through education, training and enforcement.

No employees shall be required to work under unsafe or hazardous conditions or to perform tasks which endanger their health, safety, or well-being. Working conditions and equipment shall be maintained in compliance with standards prescribed by federal, state, and local laws and regulations.

The Superintendent or designee shall establish a written Injury and Illness Prevention Program in accordance with law. The program shall include training in safe and healthful work practices for all employees. (Labor Code 6401.7)

(cf. 3514 - Environmental Safety)
(cf. 3514.1 - Hazardous Substances)
(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)
(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)
(cf. 4158/4258/4358 - Employee Security)

Legal Reference:

EDUCATION CODE
32066 Safety: public and private institutions
32210-32224 Safety: public institutions

LABOR CODE
6305 Occupational safety and health standards; special order
6310 Retaliation for filing complaint prohibited
6401.7 Injury prevention programs

CODE OF REGULATIONS, TITLE 8
3203 Injury and Illness Prevention Program

Policy
adopted: July 10, 2001

PALERMO UNION SCHOOL DISTRICT
Palermo, California
EMPLOYEE SECURITY

An employee may use reasonable force when necessary to protect himself/herself from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects on or within the control of a student. (Education Code 44807, 49331)

(cf. 5131.7 - Weapons and Dangerous Instruments)

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

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

In addition, employees shall promptly report to their principal or supervisor, and may report to law enforcement, any attack, assault or threat made against them on school grounds by any other individual.

(cf. 3515.2 - Disruptions)

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

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

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

Notice Regarding Student Offenses Committed While Under School Jurisdiction

The Superintendent or designee shall inform the teacher of any student in his/her class who has engaged in, or is reasonably suspected of, any act during the previous three years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products. This information shall be based upon written district records or records received from a law enforcement agency. Teachers shall keep the information confidential. (Education Code 49079)

Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When informed by the court that a minor student has committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism or graffiti, the Superintendent shall so inform the school principal. The principal shall keep this information in a separate confidential file and give it to the counselors who directly supervise or report on the student’s behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)
EMPLOYEE SECURITY (continued)

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

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

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

Procedures to Maintain Confidentiality of Student Offenses

In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the principal or designee shall send the staff member a written notification requesting him/her to review a student’s file in the school office. This notification shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the principal or designee.

The staff member shall also initial the student’s file when reviewing it in the school office. Once the district has made a good faith effort to comply with the notification requirement of Education Code 49079 and Welfare and Institutions Code 827, an employee’s failure to review the file may be construed as a waiver of the district’s liability.

(cf. 5125 - Student Records)
(cf. 5145.1 - Privacy)

Use of Pepper Spray

Employees who possess pepper spray on school property shall be notified of the following conditions:

1. The pepper spray shall be used only in self-defense.
EMPLOYEE SECURITY (continued)

2. An employee who uses pepper spray other than in self-defense shall be subject to disciplinary action by the district and, in accordance with law, a fine and/or imprisonment.

3. The employee shall ensure that the pepper spray is stored in a secure place and not accessible to students or other individuals. An employee who is negligent in the storage of pepper spray may be subject to disciplinary action.
All Personnel

EMPLOYEE SECURITY

The Governing Board desires to provide a safe, orderly working environment for all employees. As part of the district's comprehensive school safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5131.4 - Campus Disturbances)

The Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

When violence is directed against an employee by any individual and the employee so notifies the district, the district shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the district of a threat of bodily harm, the district shall take appropriate measures to enable the employee to request assistance if an attempt occurs on school grounds.

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

The Board recognizes that access to two-way communications devices allows employees to call for assistance from their supervisor or law enforcement in the event of a threat of violence or medical emergency. The district shall provide such communications devices in classrooms to the extent possible.

(cf. 5141 - Health Care and Emergencies)

Employees may possess a pepper spray weapon that meets the requirements of Penal Code 12403.7 on school property and at school activities for their own safety. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference: (see next page)
EMPLOYEE SECURITY (continued)

Legal Reference:

EDUCATION CODE
32210-32212 Willful disturbance, public schools or meetings
32225-32226 Communication devices
35204 Contract with attorney in private practice or use of administrative advisor
35205 Contract for legal services
35208 Liability insurance
35213 Reimbursement for loss, destruction or damage of school property
44014 Report of assault by pupil against school employee
44007 Duty concerning conduct of students
48201 Transfer of student records
48900 Grounds for suspension or expulsion
48900.3 Suspension for hate violence
48900.4 Suspension for harassment
48900.7 Suspension for terrorist threats
48902 Notification of law enforcement authorities if student violates assault or controlled substance provision
48904 Parental liability
48905 Injury or damage to person or property of school district employee; request for legal action
49079 Notification to teacher; student who has engaged in acts constituting grounds for suspension or expulsion
49330 Definition of injurious object
49331 Removal of injurious object from possession of pupil by designated employee

CIVIL CODE
51.7 Freedom from violence or intimidation

CODE OF CIVIL PROCEDURE
527.8 Workplace violence safety act

GOVERNMENT CODE
993-996.4 Defense of public employees
3543.2 Scope of representation

PENAL CODE
71 Threatening public officers and employees and school officials
240 Definition of assault
241.2 Assault on school or park property against any person
241.3 Assault against school bus drivers
241.6 Assault on school employee includes board member
242 Definition of battery
243 Battery; definition of "injury" and "serious bodily injury"
243.2 Battery on school or park property against any person
243.3 Battery against school bus drivers

Legal Reference continued: (see next page)
EMPLOYEE SECURITY (continued)

Legal Reference: (continued)

PENAL CODE (continued)
243.6 Battery against school employee includes board member
245.5 Assault with deadly weapon; school employee includes board member
290 Registration of sex offenders
601 Trespass by person making credible threat
626.9 Gun-Free School Zone Act of 1995
626.10 Exceptions to bringing weapons on school grounds
646.9 Stalking
12403.7 Weapons approved for self defense

WELFARE AND INSTITUTIONS CODE
827 Juvenile court proceedings; reports; confidentiality
828.1 District police or security department, disclosure of juvenile records
"Universal Precautions" is an approach to infection control. According to the concept of universal precautions, all human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV and other bloodborne pathogens. (8 CCR 5193)

Human immunodeficiency virus (HIV) and hepatitis B virus (HBV) can be found in blood, semen, vaginal secretions and breast milk. Other body fluids such as feces, urine, vomit, nasal secretions, sputum and saliva may contain infectious germs that cause other diseases. It is not always possible to know when blood or body fluids are infectious; therefore, all body fluids shall be handled as if infectious.

All students and staff shall routinely observe the following universal precautions for the prevention of infectious disease:

1. Wear disposable waterproof gloves whenever you expect to come into direct hand contact with blood, other body fluids, or contaminated items or surfaces. This applies to incidents including, but not limited to, caring for nosebleeds or cuts, cleaning up spills or handling clothes soaked by blood or body fluids. Do not reuse gloves. After each use, remove the gloves without touching them outside and dispose of them in a lined waste container. Gowns or smocks should also be worn if you anticipate soiling of clothes by body fluids or secretions.

2. Wash your hands and any other contacted skin surfaces thoroughly for 15 to 30 seconds with dispensable soap and warm running water, rinse under running water and thoroughly dry with disposable paper towels:
   a. Immediately after any accidental contact with blood, body fluids, drainage from wounds, soiled garments, objects or surfaces
   b. Immediately after removing gloves, gowns or smocks
   c. Before eating, drinking or feeding
   d. Before handling food, cleaning utensils or kitchen equipment
   e. Before and after using the toilet or diapering

When running water is not available, use antiseptic hand cleanser and clean towels or antiseptic towelettes, and use soap and running water as soon as feasible.

3. Clean surfaces and equipment contaminated with blood with soap and water and disinfect them promptly with a fresh solution of bleach (10 parts water to one part bleach) or other disinfectant. While cleaning, wear disposable gloves and use disposable towels whenever possible. Rinse mops or other nondisposable items in the disinfectant.
UNIVERSAL PRECAUTIONS (continued)

4. Properly dispose of contaminated materials and label them as biohazardous.
   a. Place blood, body fluids, gloves, bloody dressings and other absorbent materials into appropriately labeled plastic bags or lined waste containers.
   b. Place needles, syringes and other sharp disposable objects in leak-proof, puncture-proof containers.
   c. Bag soiled towels and other laundry. Presoak with disinfectant and launder with soap and water.
   d. Dispose of urine, vomitus or feces in the sanitary sewer system.

5. Do not care for others' injuries if you have any uncovered bleeding or oozing wounds or nonintact skin conditions.

6. Use a mouthpiece, resuscitation bag or other ventilation device when readily available in place of mouth-to-mouth resuscitation.

Staff shall immediately report any exposure incident or first-aid incident in accordance with the district's Exposure Control Plan or other procedures.

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)
UNIVERSAL PRECAUTIONS

Universal precautions shall be observed throughout the district to protect employees, students and any other persons in the school environment from contact with potentially infectious blood or other body fluids.

Universal precautions are appropriate for preventing the spread of all infectious diseases and shall be used regardless of whether bloodborne pathogens are known to be present.

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)
(cf. 5141.1 - Accidents)
(cf. 5141.23 - Infectious Disease Prevention)
(cf. 6145.2 - Athletic Competition)

Legal Reference:

HEALTH AND SAFETY CODE
120875 Providing information to school districts on AIDS, AIDS-related conditions and Hepatitis B
120880 Information to employees of school district

CODE OF REGULATIONS, TITLE 8
5193 California Bloodborne Pathogens Standard

CODE OF FEDERAL REGULATIONS, TITLE 29
1910.1030 OSHA Bloodborne Pathogens Standards

Management Resources:

CDE ADVISORIES
1016.89 Guidelines for Informing School Employees about Preventing the Spread of Infectious Diseases, including Hepatitis B and AIDS/HIV Infections and Policies for Dealing with HIV-Infected Persons in School Settings

Policy
adopted: July 10, 2001

PALERMO UNION SCHOOL DISTRICT
Palermo, California
Students

BULLYING

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

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

(cf. 5131 - Conduct)
(cf. 5136 - Gangs)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

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

(cf. 5145.2 - Freedom of Speech/Expression)

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

(cf. 0420 - School Plans/Site Councils)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 6020 - Parent Involvement)

Bullying Prevention

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

(cf. 5137 - Positive School Climate)
(cf. 6164.2 - Guidance/Counseling Services)
BULLYING (continued)

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

(cf. 6163.4 - Student Use of Technology)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6142.94 - History-Social Science Instruction)

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

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

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

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

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

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

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Legal Reference:

EDUCATION CODE
200-262.4 Prohibition of discrimination
32282 Comprehensive safety plan
35181 Governing board policy on responsibilities of students
35291-35291.5 Rules
48900-48925 Suspension or expulsion
48985 Translation of notices

PENAL CODE
647 Use of camera or other instrument to invade person's privacy; misdemeanor
647.7 Use of camera or other instrument to invade person's privacy; punishment
653.2 Electronic communication devices, threats to safety

UNITED STATES CODE, TITLE 47
254 Universal service discounts (e-rate)

COURT DECISIONS

Management Resources: (see next page)
BULLYING (continued)

Management Resources:

CSBA PUBLICATIONS
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010
Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008
Bullying at School, 2003

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES
CSBA: http://www.csba.org
California Cybersafety for Children: http://www.cybersafety.ca.gov
California Department of Education, Safe Schools Office: http://www.cde.ca.gov/ls/ss
Center for Safe and Responsible Internet Use: http://cyberbully.org
National School Boards Association: http://www.nsba.org
National School Safety Center: http://www.schoollnsafety.us
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

Policy adopted: June 20, 2012

PALERMO UNION SCHOOL DISTRICT
Palermo, California
Students

CAMPUS DISTURBANCES

All school staff shall respond to campus disturbances in accordance with the school’s response plan. Response plans shall describe:

1. The means which will be used to signal an emergency situation and maintain communication among staff and with the Superintendent or designee.

2. Each staff member’s specific duties during a disturbance.

3. Procedures for ensuring the safety of students and staff.

4. Conditions, as prearranged with law enforcement authorities, under which the principal or designee shall:
   a. Inform the police
   b. Secure police assistance
   c. Give the police responsibility for a specific crisis situation

5. Procedures for the orderly dismissal of school when authorized by the principal or designee.

All media inquiries during crisis situations shall be routed to the Superintendent or designee.

(cf. 1112 - Media Relations)

Extension of Class Period

During any disturbance in which additional students might become involved while changing classes, the principal or designee may notify all staff that the present class period will be extended until further notice. Upon receiving this notification:

1. Teachers shall ensure that all students in their charge remain in one location under their supervision.

2. Teachers shall ask any students who are in the halls to return to their classes at once.

Prohibited Activities

1. Disturbing the Peace

   It is a misdemeanor to intentionally cause or attempt to cause a riot by engaging in conduct which urges a riot or urges others to act forcefully or violently, or to burn or destroy property under circumstances which produce a clear, present, and immediate danger of such acts occurring. (Penal Code 404.6)
CAMPUS DISTURBANCES (continued)

Anyone who, in a public place, fights, challenges another to fight, or uses offensive words likely to provoke a fight is guilty of a misdemeanor. (Penal Code 415)

2. Disruption of School Operations

Students shall be subject to disciplinary action for any exercise of free expression which so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school, such as may occur when students:

a. Organize or participate in unauthorized assemblies on school premises.

b. Participate in sit-ins or stand-ins which deny students or employees normal access to school premises.

3. Refusal to Disperse

Persons who assemble for the purpose of disturbing the public peace or committing any unlawful act are severally guilty of a misdemeanor if they do not disperse when desired or commanded to do so by a public officer. (Penal Code 416)

Persons who remain present at the place of any riot, rout or unlawful assembly after being lawfully warned to disperse are guilty of a misdemeanor. (Penal Code 409)

4. Boycotts

Students participating in any protest that involves nonattendance at school or at a school activity where attendance is required shall be identified as truant, regardless of any parental approval of their act.
CAMPUS DISTURBANCES

The Governing Board recognizes that all school staff must be prepared to cope with campus disturbances and to minimize the risks they entail. Staff should be especially sensitive to conditions that foster racial conflict, student protests, or gang intimidation and confrontations.

The Superintendent or designee shall establish at each school a disturbance response plan for curbing disruptions which create disorder and may lead to riots, violence or vandalism at school or school-sponsored events.

The Superintendent or designee shall consult with law enforcement authorities to plan for police support during school disruptions. Each school's disturbance response plan shall address the role of law enforcement. When a disturbance directly threatens students or staff, the Superintendent or designee has the authority to call in law enforcement personnel for assistance and may dismiss school.

Students who participate in disturbances may be subject to disciplinary action.

(cf. 3515 - Campus Security)
(cf. 5136 - Gangs)
(cf. 5144 - Discipline)

Legal Reference:

**EDUCATION CODE**
32210 Willful disturbance of public school or meeting
32211 Threatened disruption or interference with classes
35294-35294.5 School safety plans
38000-38005 Security patrols
44810 Willful interference with classroom conduct
44811 Disruption of classwork or extracurricular activities
48907 Student exercise of free expression

**PENAL CODE**
403-420 Crimes against the public peace, especially:
415 Fighting; noise; offensive words
415.5 Disturbance of peace of school
416 Assembly to disturb peace; refusal to disperse
626-626.10 Crimes on school grounds
627-627.7 Access to school premises
Students

CONDUCT

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

Behavior is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful towards their teachers, other staff, students and volunteers.

(cf 5131.1 - Bus Conduct)
(cf 5137 - Positive School Climate)
(cf 6145.2 - Athletic Competition)

The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with Board policies and administrative regulations.

Students and parents/guardians shall be notified of district and school rules related to conduct and shall receive regular instruction regarding these rules. In addition, parents/guardians and students may be provided information about early warning signs of harassing/intimidating behaviors, such as bullying, as well as prevention and intervention strategies.

Prohibited student conduct includes but is not limited to:

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

(cf 0450 - Comprehensive Safety Plan)
(cf 5131.7 - Weapons and Dangerous Instruments)
(cf 5136 - Gangs)
(cf 5142 - Safety)

3. Conduct that disrupts the orderly classroom or school environment

(cf 5131.4 Student Disturbances)

2. Harassment or bullying including, but not limited to intimidation, of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, ridicule, extortion, or any other verbal, written or physical conduct that causes or threatens to cause bodily harm or emotional suffering
CONDUCT (continued)

4. Willful defiance of staff’s authority

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

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

The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

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

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.61 - Drug Testing)
(cf. 5131.62 - Tobacco)

7. Possession or use of laser pointers (Penal Code 417.27)

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

8. Obscene acts or use of profane, vulgar or abusive language

(cf. 5145.2 - Freedom of Speech/Expression)

9. Plagiarism or dishonesty in school work or on tests

(cf. 5131.9 - Academic Honesty)
(cf. 6162.54 - Test Integrity/Test Preparation)
(cf. 6162.6 - Use of Copyrighted Materials)
(cf. 6163.4 - Student Use of Technology)

10. Inappropriate dress

(cf. 5132 - Dress and Grooming)
CONDUCT (continued)

11. Tardiness and unexcused absence from school

(cf: 5113 - Absences and Excuses)
(cf: 5113.1 - Truancy)

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

(cf: 5112.5 - Open/Closed Campus)

Possession of Cellular Phones and Other Personal Electronic Signaling Devices

Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

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

Grade Levels K - 5:

Except for prior consent for health reasons, possession or use of personal electronic signaling devices, cellular/digital telephones is prohibited.

Grade Levels 6 - 8:

Students may possess personal electronic signaling devices, including but not limited to pagers, beepers and cellular/digital telephones. Students who possess such devices at school, do so at their own risk. The school/district is not responsible for any stolen, lost, or damaged electronic signaling devices.

Permitted devices shall:

1. Be turned off at all times while a student is on campus, traveling on a school bus, or involved in any school related activity.

2. Be used with permission of a school employee only in an emergency situation while a student is on campus, traveling on a school bus, or involved in any school related activity.
CONDUCT (continued)

3. Not disrupt the educational environment or any school related activity.

4. Not be used to engage in academic dishonesty.

5. Not be used to take and/or transmit images of other students.

If a disruption occurs, the employee shall direct the student to turn off the device and/or confiscate it. If a school employee finds it necessary to confiscate a device, he/she may either return it at the end of the class period or school day or keep it until the principal or designee has consulted with the student's parent/guardian.

A student who violates this policy may be suspended and will be prohibited from possession a personal electronic signaling device at school and all school related activities for the remainder of the school year.

Enforcement of Standards

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

Students who violate district or school rules and regulations may be subject to discipline, including but not limited to suspension, expulsion or transfer to alternative programs in accordance with Board policy and administrative regulation, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate. In addition, when the conduct involves intimidation, harassment, or other endangerment of a student or employee, the Superintendent or designee shall provide appropriate assistance as necessary for the victim and the offender or make appropriate referrals for such assistance.

(cf. 1020 - Youth Services)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6020 - Parent Involvement)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)
CONDUCT (continued)

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

Legal Reference:

EDUCATION CODE
35181 Governing board policy on responsibilities of students
35291-35291.5 Rules
44807 Duty concerning conduct of students
48900-48925 Suspension or expulsion, especially
48908 Duties of students

CIVIL CODE
1714.1 Liability of parents and guardians for willful misconduct of minor

PENAL CODE
417.25-417.27 Laser scope

CODE OF REGULATIONS, TITLE 5
300-307 Duties of pupils

UNITED STATES CODE, TITLE 42
2000h-2000h6 Title IX, 1972 Education Act Amendments

Management Resources:

CSBA PUBLICATIONS
Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1999

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Preventing Bullying: A Manual for Schools and Communities, 1998

WEB SITES
California Department of Education, Safe Schools and Violence Prevention Office:
http://www.cde.ca.gov/spbranch/safety

CSBA: http://www.csba.org

Policy
adopted: February 8, 2000
Revised: June 20, 2012

PALERMO UNION SCHOOL DISTRICT
Palermo, California
VANDALISM, THEFT AND GRAFFITI

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

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

Any district student who commits an act of vandalism shall be subject to disciplinary action by the district and also may be prosecuted through other legal means. If reparation of damages is not made, the district also may withhold the student's grades, diploma and/or transcripts in accordance with law.

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Legal Reference:

EDUCATION CODE
48900 Grounds for suspension or expulsion
48904 Willful misconduct, limit of liability of parent or guardian
48904.3 Withholding grades, diplomas, or transcripts of pupils causing property damage or injury; transfer of pupils to new school districts; notice to rescind decision to withhold

CIVIL CODE
1714.1 Liability of parent or guardian for act of willful misconduct by a minor

GOVERNMENT CODE
53069.5 Reward for information concerning person causing death, injury, or property damage; liability for reward

PENAL CODE
394 Vandalism
640.5 Graffiti; facilities or vehicles of governmental entity
640.6 Graffiti

CODE OF REGULATIONS, TITLE 5
303 Pupil responsible for care of property
Students

ALCOHOL AND OTHER DRUGS

Drug Use and Abuse

The Principal and Vice Principal shall enforce the following procedures relative to student drug use and abuse on school property or whenever the student is under the jurisdiction of the schools:

1. No internal medication is to be administered by school personnel except as prescribed by a doctor.

   *(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)*

2. Dangerous and narcotic drugs which a student has on prescription and carries onto school property for ingestion as prescribed by a doctor must be in their original containers and kept in the Nurse’s or Principal’s Office, whichever provides greater security.

3. Whenever any staff member has reason to believe that a student may be under drug influence, that staff member shall immediately notify the Principal and the Principal, if in agreement, shall notify the parents/guardians to come and remove the student to their home, to a physician, or to medical facilities.

4. In severe cases, if the parents/guardians cannot or will not come to the school, the Principal is authorized to call an ambulance to remove the student to a hospital. Parents/guardians will be notified of this action and shall be responsible for the incurred expenses.

5. Upon reasonable evidence of drug use, the student will be suspended from school until such time as a doctor authorizes the student’s return to school under stated conditions as recommended by the doctor.

   *(cf. 5114 - Suspension and Expulsion)*

The following procedures will be followed when there is reason to believe that a student is selling or is in possession of drugs improperly:

1. The Principal shall advise the local juvenile narcotics officer or law enforcement personnel. The Principal, in cooperation with the juvenile authorities, will make the decision as to whether the school or the juvenile authorities will notify the parents/guardians.

2. A certificated or classified employee will take the student to the school office, where the Principal will confront the student with the suspicion, or the Principal may notify the police before taking the pupil to the office. The student should be suspended from a classroom in a drug case only by the Principal.
ALCOHOL AND OTHER DRUGS (continued)

3. A search for drugs may be made by the Principal, which may include searching the student’s locker and/or other District-owned facilities, such as science drawers, shop lockers, etc. Such search should be conducted by the Principal with at least one (1) other certificated person as witness. No school staff member should search a student, but may ask the student to volunteer for self-search. In most cases, when a personal search seems to be in order, the Principal should call for a police officer to make the search.

(cfr 5145 12 - Search and Seizure)

4. The student may be interrogated by the Principal without notifying the student of his/her rights, but, if the Principal believes that a law has been broken, the police shall be notified.

5. In the absence of the Principal, the Vice Principal or designee shall act in the place of the Principal.

When there is good evidence that a student has actually used, sold, or is in possession of narcotics on or about school premises or on school-sponsored functions, the police must be called. Regardless of any legal action taken by the police, however, the District must take action as follows:

1. Immediately suspend the student according to the provisions of Board Policy 5144.1 - Suspension and Expulsion.

2. The Principal shall recommend expulsion of the student to the Governing Board.

Use of Tobacco

Possession and use of tobacco in any form will not be permitted.
ALCOHOL AND OTHER DRUGS

The Governing Board believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The Board desires to keep district schools free of alcohol and other drugs and desires that every effort be made to reduce student use of these substances. Therefore, the Board has adopted a zero tolerance policy. The Board perceives this effort as an important step towards preventing violence, promoting school safety and creating a disciplined environment conducive to learning.

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

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

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

The Superintendent or designee shall consult with principals, teachers, other school personnel, students and parents/guardians when developing the district's program.
ALCOHOL AND OTHER DRUGS (continued)

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

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

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

(c.f. 5137 - Positive School Climate)

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

(c.f. 1020 - Youth Services)
(c.f. 1400 - Relations Between Other Governmental Agencies and the Schools)

Instruction

The district shall provide science-based preventative instruction which has been proven effective in helping students avoid the use of alcohol and other drugs. Age-appropriate K-8 instruction shall address the legal, social, personal and health consequences of drug and alcohol use, promote a sense of individual responsibility, and inform students about effective techniques for resisting peer pressure to use alcohol and other drugs.

All instruction and related materials shall consistently state that unlawful use of alcohol or other drugs is wrong and harmful. Instruction shall not include the concept of responsible use when such use is illegal.

Teachers shall be trained to answer students' questions related to alcohol and drugs and to help students obtain and use current and accurate information, develop and maintain a positive self-concept, take positive actions to cope with stress, and use appropriate social and personal skills to resist involvement with alcohol and other drugs.

(c.f. 4131 - Staff Development)
(c.f. 6142.2 - AIDS Prevention Instruction)
(c.f. 6142.8 - Comprehensive Health Education)
(c.f. 6143 - Courses of Study)
ALCOHOL AND OTHER DRUGS (continued)

Intervention, Referral and Recovering Student Support

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

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

Enforcement/Discipline

The Superintendent or designee shall take appropriate action to eliminate possession, use or sale of alcohol and other drugs and related paraphernalia on school grounds, at school events, or in any situation in which the school is responsible for the conduct and well-being of students. School authorities may search students and school properties for the possession of alcohol and other drugs in accordance with law, Board policy and administrative regulations.

(cf. 5145.11 - Questioning and Apprehension)
(cf. 5145.12 - Search and Seizure)

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

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

Legal Reference: (see next page)
ALCOHOL AND OTHER DRUGS (continued)

Legal Reference:

EDUCATION CODE
44049 Known or suspected alcohol or drug abuse by student
48900 Suspension or expulsion (grounds)
48900.5 Suspension, limitation on imposition; exception
48901 Smoking or use of tobacco prohibited
48901.5 Prohibition of electronic signaling devices
48902 Notification of law enforcement authorities; civil or criminal immunity
48909 Narcotics or other hallucinogenic drugs
48915 Expulsion; particular circumstances
49423 Administration of prescribed medication
49480 Notice to school by parent or guardian; consultation with physician
49602 Confidentiality of pupil information
51202 Instruction in personal and public health and safety
51203 Instruction on alcohol, narcotics and restricted dangerous drugs
51210 Areas of study
51220 Areas of study, grades 7 to 12
51260 Elementary and secondary school instruction in drug education by appropriately trained instructors
51262 Use of anabolic steroids; legislative finding and declaration
51264 CDE assistance for inservice training
51265 Gang violence and drug and alcohol abuse prevention inservice
51268 Collaboration to avoid duplication of effort

BUSINESS AND PROFESSIONS CODE
23608 Alcohol on school property; use in connection with instruction

HEALTH AND SAFETY CODE
11032 Narcotics, restricted dangerous drugs and marijuana; construction of terms used in other divisions
11033-11058 Standards and schedules
11353.6 Juvenile Drug Trafficking and Schoolyard Act
11357 Unauthorized possession of marijuana; punishment; prior conviction; possession in school or on school grounds
11361.5 Destruction of arrest or conviction records
11372.7 Drug program fund; uses
11802 Joint school-community alcohol abuse primary education and prevention program
11965-11969 The School-Community Primary Prevention Program
11998-11998.3 Drug and Alcohol Abuse Master Plans
11999-11999.3 Alcohol and drug program funding; no unlawful use
124175-124200 Adolescent family life program (Department of Health Services)

PENAL CODE
13864 Comprehensive alcohol and drug prevention education

Legal Reference continued: (see next page)
ALCOHOL AND OTHER DRUGS (continued)

Legal Reference: (continued)

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

WELFARE AND INSTITUTIONS CODE
828 Disclosure of information re minors
828.1 Disclosure of criminal records; protection of vulnerable staff & students

UNITED STATES CODE, TITLE 20
5812 National education goals
7101-7143 Safe and Drug-Free Schools and Communities Act of 1994

Policy
adopted: February 8, 2000
Revised: November 15, 2007

PALERMO UNION SCHOOL DISTRICT
Palermo, California
WEAPONS AND DANGEROUS INSTRUMENTS

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

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion

2. Ammunition or reloaded ammunition

3. Knives: razor blades and box cutters, any dirks, daggers, ice picks or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 2-1/2 inches, folding knives with a blade that locks into place, and razors with an unguarded blade (Education Code 48915)

4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices

5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure or spring action, or any spot marker gun (Penal Code 626.10)

6. Any other dangerous device, instrument or weapon, including those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon

7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm (Education Code 48900)

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

(cf. 5145.12 - Search and Seizure)
WEAPONS AND DANGEROUS INSTRUMENTS (continued)

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

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

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3515.3 - District/Police Security Department)
(cf. 4158/4258/4358 - Employee Security)

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

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

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

WEAPONS AND DANGEROUS INSTRUMENTS

The Governing Board recognizes that students and staff have the right to a safe and secure campus free from the fear and danger presented by firearms and other weapons.

Possession of Weapons

The Board therefore prohibits any person other than authorized law enforcement from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, on school grounds or buses, or at a school-related or school-sponsored activity away from school or while going to or coming from school.

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

(cf. 0450 - Comprehensive Safety Plan)
(cf. 4158/4258/4358 - Employee Security)
(cf. 3515.3 - District Police/Security Department)
(cf. 5116.1 - Intradistrict Open Enrollment)
(cf. 5131 - Conduct)
(cf. 5138 - Conflict Resolution/Peer Mediation)

Any students possessing or threatening others with any weapon, dangerous instrument or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, (mandatory one year) Board policy and administrative regulations. Any student who is determined to have brought a firearm to school or possessed a firearm at school, as verified by a school employee, shall be expelled for not less than one year.

(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

The principal or designate shall notify law enforcement authorities when any student possesses a firearm, explosive, or other dangerous weapon or instrument without permission, sells, or furnishes a firearm, or commits any act of assault with a firearm or other weapon or commits any act of assault with a firearm or other weapon. (20 USC 8922; Education Code 48902; Penal Code 245, 626.9, 626.10)
(cf. 3515.2 - Disruptions)

Possession of Pepper Spray

Students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.
WEAPONS AND DANGEROUS INSTRUMENTS  (continued)

Reporting of Dangerous Objects

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

(cf. 5125 - Student Records)

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student’s anonymity. Incident reports and records shall not identify the student who reported the possession. The Superintendent or designee also shall inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

(cf. 5138 - Conflict Resolution/Peer Mediation)

Legal Reference:

EDUCATION CODE
35291 Governing board to prescribe rules for the government and discipline of the schools
48900 Grounds for suspension/expulsion
48902 Notification of law enforcement authorities
48915 Required recommendation for expulsions
48916 Readmission
49330 Injurious object
49331 Removal from possession of pupil by designated employee
49332 Notification of parent or guardian; retention of object by school personnel; release
49333 Return of object
49334 Injurious objects: notification to law enforcement

PENAL CODE
245 Assault with deadly weapon
417.2 Imitation firearms
417.4 Imitation firearm; drawing or exhibiting
626.9 Gun-Free School Zone Act of 1995
626.10 Dirks, daggers, knives, razor or stun gun; bringing or possessing in school or on school grounds; exception
12020-12028.5 Unlawful carrying and possession of concealed weapons
12403.7 Weapons approved for self defense
12403.8 Minors 16 or over; tear gas and tear gas weapons
UNIVERSITY OF CALIFORNIA, OFFICE OF THE GENERAL COUNSEL
6301-8962 Improving America's Schools Act, especially:
8921-8922 Gun-Free Schools Act of 1994

Policy
adopted: February 8, 2000
Revised: March 21, 2012

PALERMO UNION SCHOOL DISTRICT
Palermo, California
Students

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 Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

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)

The following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Flip-flops or backless shoes or sandals are not acceptable in grades K through 5.

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

3. Hats, caps and other head coverings shall not be worn indoors.

4. Clothes shall be sufficient to conceal undergarments at all times. Pants or shorts that hang down to reveal undergarments are not acceptable. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, straps less than 1" width, bare midriffs and skirts or shorts shorter than fingertip length are prohibited.

5. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

6. Permanent tattoos and other body markings shall not be visible during school hours or school related activities.

7. Body piercings, such as lip or nose rings, or tongue piercings, shall not be visible during school hours or school related activities.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.
DRESS AND GROOMING (continued)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

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

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel or symbols at school or school activities, the principal, in consultation with staff and parents/guardians, 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.

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed periodically and updated whenever related information is received.
Students

DRESS AND GROOMING

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

(cf. 4119.22 - Dress and Grooming)
(cf. 5145.2 - Freedom of Speech/Expression)

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

(cf. 5144 - Discipline)

Gang-Related Apparel

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

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5136 - Gangs)

Legal Reference:

EDUCATION CODE
35183 School dress codes; uniforms
35183.5 Sun-protective clothing
35294.1 School safety plans
48907 Student exercise of free expression
49066 Grades; effect of physical education class apparel
CODE OF REGULATIONS, TITLE 5
302 Pupils to be neat and clean on entering school

COURT DECISIONS


Policy
adopted: February 8, 2000

PALERMO UNION SCHOOL DISTRICT
Palermo, California
Prevention and Intervention Measures

In order to discourage the influence of gangs, school staff shall take the following measures:

1. Any student displaying behavior, gestures, apparel or paraphernalia indicative of gang affiliation shall be referred to the principal or designee.
   a. The student's parent/guardian shall be contacted and may be asked to meet with school staff.
   b. The student may be sent home to change clothes if necessary.

   (cf. 5132 - Dress and Grooming)

2. Staff members shall be provided with the names of known gang members.

3. Students who seek help in rejecting gang associations may be referred to community-based gang suppression and prevention organizations.

   (cf. 1020 - Youth Services)

4. Any gang graffiti on school premises shall be removed, washed down or painted over as soon as discovered.
   a. Daily checks for graffiti shall be made throughout the campus.
   b. Graffiti shall be photographed before it is removed. These photographs shall be shared with local law enforcement authorities and used in future disciplinary or criminal action against the offenders.

   (cf. 3515 - Campus Security)
   (cf. 5131.5 - Vandalism, Theft and Graffiti)

5. Classroom and after-school programs at each school shall be designed to enhance individual self-esteem, provide positive reinforcement for acceptable behavior, and foster interest in a variety of constructive activities. These programs shall also:
   a. Explain the dangers of gang membership
   b. Provide counseling for targeted at-risk students
   c. Include lessons or role-playing workshops in gang avoidance skills and nonviolent conflict resolution, including communication skills, anger management, ethnic/cultural tolerance, and mediation skills
GANGS (continued)

d. Assign individual gang members to cooperative learning groups in which they may work toward common goals with students who are not members of their gang.

e. Provide positive interaction with local law enforcement staff.

(cf. 5137 - Positive School Climate)

Gang prevention lessons may be taught jointly by teachers and law enforcement staff.

6. Staff shall actively promote membership in authorized student organizations which can provide students companionship, safety, and a sense of purpose and belonging, including:

a. Positive sports and cultural activities and affiliations with the local community

(cf. 6145 - Extracurricular and Co-curricular Activities)
(cf. 6145.2 - Athletic Competition)

b. Structured, goal-oriented community service projects

(cf. 6142.4 - Learning through Community Service)
Students

GANGS

The Governing Board desires to keep district schools free from the threats or harmful influence of any groups or gangs which exhibit drug use, violence or disruptive behavior. The Superintendent or designee shall take steps to deter gang intimidation of students and staff and confrontations between members of different gangs. He/she shall exchange information and establish mutually supportive efforts with local law enforcement authorities.

(cf. 3515.1 - Crime Data Reporting)
(cf. 5131.4 - Campus Disturbances)
(cf. 5131.7 - Weapons and Dangerous Instruments)

The Superintendent or designee shall provide inservice training which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources.

The Board realizes that students become involved in gangs for many reasons, such as peer pressure, the need for a sense of belonging, and lack of refusal skills. Age-appropriate gang violence prevention education shall start with students in the early elementary grades and may start in kindergarten.

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

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5132 - Dress and Grooming)
(cf. 6164.2 - Guidance/Counseling Services)

Legal Reference: (see next page)
GANGS (continued)

Legal Reference:

EDUCATION CODE
32230-32239 School Violence Reduction Program
35183 Gang-related apparel
35294.1 School safety plans
48907 Student exercise of free expression
51264 Educational inservice training; CDE guidelines
51265 Gang violence and drug and alcohol abuse prevention inservice training
51266-51266.5 Model gang and substance abuse prevention curriculum
58730-58736 Gang Risk Intervention Programs

PENAL CODE
186.22 Participation in criminal street gang
13826-13826.7 Gang violence suppression

UNITED STATES CODE, TITLE 20
7101-7143 Safe and Drug-Free Schools and Communities Act of 1994

Management Resources:

CDE PUBLICATIONS
On Alert: Gang Prevention in School and Inservice Guidelines, January 1994

CSBA PUBLICATIONS
Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1995

Policy
adopted: February 8, 2000

PALERMO UNION SCHOOL DISTRICT
Palermo, California
POSITIVE SCHOOL CLIMATE

The Governing Board desires to provide an orderly, caring and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5132 - Dress and Grooming)
(cf. 5144 - Discipline)
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

The Board encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds. The district shall provide instruction and counseling designed to promote positive racial and ethnic identity, help students understand diverse cultures, teach them to think critically about racial bias and show them how to deal with discriminatory behavior in appropriate ways.

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6141.6 - Multicultural Education)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. The Superintendent or designee may initiate student courts, campus beautification projects, buddy systems, vandalism prevention campaigns and other similar programs. Staff shall encourage and reward success and achievement, participation in community projects and positive student conduct.

(cf. 5126 - Awards for Achievement)
(cf. 5131.4 - Campus Disturbances)
(cf. 5136 - Gangs)
(cf. 6142.4 - Learning through Community Service)

The schools shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction and mediation skills. Staff shall receive training that implements and supports conflict resolution techniques, and training in conflict resolution techniques shall be available to parents/guardians and volunteers.

Legal Reference: (see next page)
POSITIVE SCHOOL CLIMATE (continued)

Legal Reference:

EDUCATION CODE
233.5 Duty concerning instruction of students
32230-32239 School violence reduction program
35160 Authority of governing boards
35160.1 Broad authority of school districts

Policy
adopted: February 8, 2000

PALERMO UNION SCHOOL DISTRICT
Palermo, California
Students

CHILD ABUSE REPORTING PROCEDURES

Duty to Report

Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166.

Definitions

1. "Child Abuse" includes the following:
   a. A physical injury inflicted by other than accidental means on a child by another person
   b. Sexual abuse of a child
   c. Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody
   d. Unlawful corporal punishment or injury resulting in a traumatic condition
   e. Neglect of a child or abuse in out-of-home care

2. "Mandated Reporters" are those people defined by law as "child care custodians," "health practitioners," "child visitation monitors" and "employees of a child protective agency." Mandated reporters include virtually all school employees. The following school personnel are required to report:

   Teachers, administrators, supervisors of child welfare and attendance, certificated student personnel employees, employees of a child care institutions, headstart teachers, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs and those instructional aides or other classified employees trained in child abuse reporting.

3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department and child protective services.
CHILD ABUSE REPORTING PROCEDURES (continued)

4. "Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such 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. (Penal Code 11166)

Reporting Procedures

1. To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency.

   Butte County Child Protection Services  
P.O. Box 1640, Oroville, CA 95944  
(530) 538-7617

   The telephone report must be made immediately, or as soon as practically possible, upon suspicion. This report will include:

   a. The name of the person making the report
   b. The name of the child
   c. The present location of the child
   d. The nature and extent of any injury
   e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse

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

2. Within 36 hours of making the telephone report, the mandated reporter shall complete and mail to the local child protective agency a written report which includes a completed Department of Justice form (DOJ SS 8572).

   Mandated reporters may obtain copies of the above form either from the district or the local child protective agency.

   Instructions are included on the form, and reporters may ask the site administrator for help in completing and mailing it; however, the mandated reporter is personally responsible for ensuring that the written report is correctly filed.
3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. When so notified, the site administrator shall inform the Superintendent or designee.

Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law and district regulations. At the mandated reporter's request, the principal may assist in completing and filing these forms.

If the mandated reporter does not disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name.

Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.

2. If a mandated reporter fails to report an instance of child abuse which he/she knows to exist or reasonably should know to exist, he/she is guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to $1,000, or both. The mandated reporter may also be held civilly liable for damages resulting from any injury to the child after a failure to report.

3. When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they so agree, the telephone report may be made by either of them and a single report made and signed by that person. However, if any person knows or should know that the designated person failed to make the report, that person then has a duty to do so.

4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Victim Interviews

Upon request, a child protective agency representative may interview a suspected victim of child abuse during school hours, on school premises, concerning a report of suspected child abuse that occurred within the child's home. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)
CHILD ABUSE REPORTING PROCEDURES (continued)

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

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

2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

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

Release of Child to Peace Officer or Child Protective Services Agent

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

Peace officers and child protective services agents will be asked to sign an appropriate release or acceptance of responsibility form.

(cf. 5145.11 - Questioning and Apprehension)

When School Employees are Accused of Child Abuse

Regardless of who child abusers may be, the major responsibilities of mandated reporters are to 1) identify incidents of suspected child abuse, and 2) comply with laws requiring the reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Pending the outcome of an investigation by a child protective agency and before formal charges are filed, the employee may be subject to reassignment or a paid leave of absence.
CHILD ABUSE REPORTING PROCEDURES (continued)

Upon filing formal charges or upon conviction, the district may take disciplinary action in accordance with law, district policies, regulations and/or collective bargaining agreements. The Superintendent or designee shall seek legal counsel in connection with either the suspension or dismissal of the employee.

(cf. 4117.4 - Dismissal)  
(cf. 4118 - Suspension/Disciplinary Action)  
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
Students

CHILD ABUSE REPORTING PROCEDURES

The Governing Board recognizes that the district has a responsibility to facilitate the prompt reporting of incidents of child abuse and neglect. The Superintendent or designee shall ensure that parents/guardians have access to procedures whereby they can report suspected child abuse at a school site to appropriate child protective agencies.

(cf: 1312.1 - Complaints Concerning District Employees)
(cf: 5141.41 - Child Abuse Prevention)

The Superintendent or designee shall establish regulations for use by employees in identifying and reporting child abuse.

District employees shall report known or suspected incidences of child abuse in accordance with district regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

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

The Superintendent or designee shall provide training in child abuse identification and reporting for all certificated personnel.

The Superintendent or designee shall also provide training in the duties of child abuse identification and reporting to instructional and teacher aides, teacher assistants and other classified employees. (Penal Code 11165.7)

As part of their training in child abuse identification and reporting, employees shall receive written notice of state child abuse reporting requirements and employees' confidentiality rights. (Penal Code 11165.7)

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

In order to reduce or eliminate unfounded child abuse accusations directed at school employees, child abuse inservice training shall include guidance in disciplining students and maintaining ethical relationships with them.

(cf: 3514 - Environmental Safety)
(cf: 5142 - Safety)
(cf: 5145.7 - Sexual Harassment)

Legal Reference: (see next page)
CHILD ABUSE REPORTING PROCEDURES (continued)

Legal Reference:

**EDUCATION CODE**
33308.1 Guidelines on procedure for filing child abuse complaints
44690-44691 Staff development in the detection of child abuse and neglect
48906 Notification when student released to peace officer

**PENAL CODE**
273a Willful cruelty or unjustifiable punishment of child; endangering life or health
11164-11174.3 Child Abuse and Neglect Reporting Act, especially:
11165-11165.15 Definitions relating to child abuse
11166-11170 Reporting known or suspected cases of child abuse
11172 Immunity from liability
11174.3 Interviewing victim at school

**WELFARE AND INSTITUTIONS CODE**
600-601.2 Referral to school attendance review board; minors habitually disobedient or truant
15630-15637 Dependent adult abuse reporting

**STATUTES OTHER THAN CODE**
Chapter 1102, Statutes of 1991, Section 6

Management Resources:

**CDE LEGAL ADVISORIES**
0514.93 Guidelines for parents to report suspected child abuse by school district employees or other persons against a pupil at school site

Policy adopted: February 8, 2000

PALERMO UNION SCHOOL DISTRICT
Palermo, California
Students

SUICIDE PREVENTION

Staff Development

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

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

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

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

1. The higher risk of suicide among certain groups, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth

2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors

(cf. 5131.6 - Alcohol and Other Drugs)

3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent

4. Protective factors that may help to decrease a person's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community

5. Instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health

6. School and community resources and services, including resources and services that meet
the specific needs of high-risk groups

(cf. 5141.6 - School Health Services)
(cf. 6164.2 - Guidance/Counseling Services)

7. District procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide

Instruction

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

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide

2. Develop coping and resiliency skills and self-esteem

3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent

4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

(cf. 1020 - Youth Services)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5141.6 - School Health Services)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6164.2 - Guidance/Counseling Services)

Intervention

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, he/she shall promptly notify the principal or school counselor.
Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parents/guardians when he/she has reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. (Education Code 49602)

(cf. 5141 - Health Care and Emergencies)

A school employee shall act only within the authorization and scope of his/her credential or license. An employee is not authorized to diagnose or treat mental illness unless he/she is specifically licensed and employed to do so. (Education Code 215)

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

(cf. 5138 - Conflict Resolution/Peer Mediation)

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

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

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5141 - Health Care and Emergencies)

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

(cf. 5125 - Student Records)

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

(cf. 5141.4 - Child Abuse Prevention and Reporting)

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

Postvention

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

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. He/she shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.

(cf. 1112- Media Relations)

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

(6/96 7/09) 3/17

Regulation adopted: November 1, 2017

PALERMO UNION SCHOOL DISTRICT
Palermo, California
SUICIDE PREVENTION

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the district, the Superintendent or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations.

(cf. 1020 - Youth Services)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Such measures and strategies shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students in the secondary grades

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

(cf. 6142.8 - Comprehensive Health Education)

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

(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)
4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis

5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions

6. Crisis intervention procedures for addressing suicide threats or attempts

7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

Legal Reference:
EDUCATION CODE
215 Student suicide prevention policies
32280-32289 Comprehensive safety plan
49060-49079 Student records
49602 Confidentiality of student information
49604 Suicide prevention training for school counselors
GOVERNMENT CODE
810-996.6 Government Claims Act
PENAL CODE
11164-11174.3 Child Abuse and Neglect Reporting Act
WELFARE AND INSTITUTIONS CODE
5698 Emotionally disturbed youth; legislative intent
5850-5883 Mental Health Services Act
COURT DECISIONS

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008
Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003
CENTERs FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS
School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009
NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS
Preventing Suicide, Guidelines for Administrators and Crisis Teams, 2015
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS
Preventing Suicide: A Toolkit for High Schools, 2012
WEB SITES
American Association of Suicidology: http://www.suicidology.org
American Foundation for Suicide Prevention: http://afsp.org
American Psychological Association: http://www.apa.org
American School Counselor Association: http://www.schoolcounselor.org
California Department of Education, Mental Health: http://www.cde.ca.gov/ls/cg/mh
California Department of Health Care Services, Suicide Prevention Program:
http://www.dhcs.ca.gov/services/MH/Pages/SuicidePrevention.aspx
Centers for Disease Control and Prevention, Mental Health: http://www.cdc.gov/mentalhealth
National Association of School Psychologists: http://www.nasponline.org
National Institute for Mental Health: http://www.nimh.nih.gov
Trevor Project: http://thetrevorproject.org
U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration: http://www.samhsa.gov

(6/96 7/09) 3/17

Policy adopted: November 1, 2017

PALERMO UNION SCHOOL DISTRICT
Palermo, California
Supervision

The principal of each school shall ensure that certificated employees, teacher aides or yard aides supervise the conduct and safety, and direct the play, of students of the school who are on school grounds before and after school, during recess, and during other intermissions.

Teachers shall be present at their respective rooms and open them to admit students not less than 30 minutes before the time when school starts, or as specified in the collective bargaining agreement.

Safety rules for the use of facilities and equipment shall include rules on acceptable playground behavior and on the proper use of play apparatus in elementary schools.

School staff shall train students on the rules and include safety instruction in their lesson plans when appropriate. Copies of the rules shall be sent to parents/guardians and be readily available at the school at all times.

The principal or designee shall:

1. Clearly identify supervision zones on the playground and require that supervisors remain outside at a location from which they can observe their entire zone of supervision.

2. Require that all individuals supervising students remain alert in spotting dangerous conditions and report any such conditions to the principal or designee promptly and in writing.

3. Establish emergency procedures that ensure swift response to accidents, fighting, and situations that could become dangerous, such as overcrowding or unusual gatherings of students.

The Superintendent or designee shall ensure that teachers, teacher aides, yard aides and volunteers who supervise students receive training in the above safety practices and in supervisory techniques which will help them to forestall problems and resolve conflicts.

When determining the ratio of playground supervisors to students, the Superintendent or designee shall consider the size of the playground area, the number of blind spots that are not immediately visible, the age and gender of the students, and the general nature of their behavior.

Release of Student to Adult

Students shall be released during the school day in the custody of an adult only if:

1. The adult is the student's parent/legal guardian.

(cf. 5021 - Noncustodial Parents)

Regulation
Approved: February 8, 2000
Revised: January 23, 2019
2. The adult has appropriate identification and the verified authorization of the student's parent/legal guardian.

3. The adult is a properly authorized law officer acting in accordance with law.

(cf. 5145.11 - Questioning and Apprehension)

4. The adult is taking the student to emergency medical care, at the request of the principal or designee.

(cf. 5141.4 - Child Abuse Reporting Procedures)

**Missing Children**

In order to enable district staff to assist in locating missing children, the Superintendent or designee shall ensure that Department of Justice information on missing children is posted at every school. In schools maintaining elementary grades, this information shall be posted in areas restricted to adult use. (Education Code 38139)

Elementary school principals are urged to review missing children's pictures whenever a new student enrolls or transfers into the school. (Education Code 49068.5)

**Playground Design, Equipment and Maintenance**

Teachers, teacher aides, maintenance staff, parents/guardians and students are encouraged to contribute their ideas for making the playground as safe as possible.

Playgrounds should be designed for ease of supervision and should have:

1. Clearly defined entry and exit routes that lead to and from play areas without crossing other major activities

2. Fences or other barriers limiting vehicle access to play areas

3. Proper water drainage

4. Bicycle racks that are fenced and located where easily visible

5. Safety rules posted at the entrance and near play equipment

Playgrounds shall provide access for the handicapped in accordance with law.
The age, size and ability of the students who will use playground equipment shall determine the choice of equipment, the height of platforms and slides, and the diameter of climbing bars. Par courses and other adult equipment that is inappropriate for student use shall not be placed at elementary schools.

Playground equipment shall be installed by the manufacturer, by the manufacturer's representative, or by district maintenance staff under the direct supervision of the manufacturer's representative. A signed statement shall be secured from the manufacturer's representative stating that the equipment has been properly installed in accordance with the manufacturer's specifications.

The following guidelines shall be observed when playground equipment is installed:

1. Concrete footings shall be kept from six to 12 inches below finished grade.

2. Appropriate cushioning material shall be installed under the equipment before it is used.
   a. Except for tetherball poles and basketball standards, playground equipment shall not be installed over blacktop.
   b. Cushioning material shall be placed in all areas where a student might fall when using the equipment.
   c. Cushioning material shall be maintained at the depth recommended by the manufacturer, always at least eight inches.
   d. Cushioning material shall be resupplied on a regular basis to ensure adequate depth at all times, including vacation breaks.

3. The equipment and its cushioning border shall be set back at least eight feet from other equipment. Swings shall be set back at least two times the crossbar height, both front and back.

4. Ball boards over six feet high shall be approved by the Office of the State Architect. (24 CCR 4-314)

Maintenance staff shall:

1. Rake cushioning material daily and remove foreign objects.

2. Regularly clean cushioning material from areas surrounding the cushioned area so as to minimize slipping.

3. Regularly inspect playground equipment and fences to ensure that all parts are in good condition.
   a. Check wooden structures for holes, cracks, splinters, and possible rot at ground level.
   b. Look for protruding nails or sharp edges and repair as needed.

Regulation
Approved: February 8, 2000
Revised: January 23, 2019
First Aid and CPR Certification

The following district personnel are required to hold First Aid and CPR certifications due to the nature of their assigned duties: academic tutor, after school activity supervisor, athletic & PE coordinator, attendance health aide, attendance technician II, bus transportation aide, cafeteria aide, clerk typist, director of child development programs, director of special programs, health office clerk, intramural after school sports coach, lead bus driver, preschool site supervisor, preschool & child care teacher, principal's secretary, school secretary, van driver, bus driver, principal, vice principal, teacher in charge, school nurse, PE teachers, preschool instructional aide, director of food services. Employees requiring First Aid and CPR certification may obtain certification by attending a hands-on class provided by the district or by attending other non-district provided hands-on training with the prior approval of the Superintendent or designee. The district will not accept certification from on-line training sources.
The Governing Board places a high priority on safety and on the prevention of student injury. Principals and staff are responsible for the conduct and safety of students from the time they come under school supervision until they leave school supervision, whether on school premises or not. The Superintendent or designee shall establish regulations and procedures as necessary to protect students from dangerous situations.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3514 - Environmental Safety)
(cf. 3515.2 - Disruptions)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 5131.1 - Bus Conduct)
(cf. 5141 - Health Care and Emergencies)
(cf. 5141.1 - Accidents)
(cf. 5142.2 - Crossing Guards)
(cf. 5144 - Discipline)
(cf. 6145.2 - Athletic Competition)
(cf. 6161.3 - Toxic Art Supplies)

Playgrounds

The Board recognizes that playgrounds present children with visible challenges which they may choose to take in order to test their skills and courage. Playground equipment shall be carefully selected and installed, so that while presenting such challenges, it minimizes accidents and present no unseen hazards. Safety shall receive prime consideration whenever playgrounds are planned or upgraded.

The principal or designee shall ensure that playgrounds and other school facilities are regularly inspected, well maintained, and adequately supervised whenever in use by students during the school day or at school-sponsored activities. The principal or designee shall establish playground safety rules.

(cf. 6143 - Courses of Study)

First Aid and CPR Certification

The Board recognizes that both students and staff may require immediate first aid and/or CPR due to emergency health conditions or injury due to accident. In order to insure the safety of both students and staff, the following staff members are required to maintain current certification in both First Aid and CPR: academic tutor, after school activity supervisor, athletic & PE coordinator, attendance health aide, attendance technician II, bus transportation aide, cafeteria aide, clerk typist, director of child development programs, director of special programs, health office clerk, intramural after school sports coach, lead bus driver, preschool site supervisor, preschool & child care teacher, principal's secretary, school secretary, van driver, bus driver, principal, vice principal, teacher in charge, school nurse, PE teachers, preschool instructional aide, director of food services.
Legal Reference:

EDUCATION CODE
17280-17315 Approvals (Field Act)
32001 Fire alarms and drills
32020 School gates; entrances for emergency vehicles
32030-32034 School eye safety
32040 First aid equipment
32050 Hazing
38139 Missing children; posting of information
44807 Duty of teachers concerning conduct of pupils to hold them accountable for conduct to and from schools, on playgrounds, and during recess
44808 Exemption from liability when students are not on school property
44808.5 Permission for pupils to leave school grounds; notice (high school)
49068.5 Missing children; transfers
49341 Need for safety in school science laboratories
51202 Instruction in personal and public health and safety

GOVERNMENT CODE
810-996.6 California Tort Claims Act, especially:
815 Liability for injuries generally; immunity of public entity
835 Conditions of liability
4450-4458 Access to public buildings by physically handicapped persons

HEALTH AND SAFETY CODE
115725-115750 Playground Equipment
115775-115800 Wooden Playground Safety

PENAL CODE
14200-14213 Violent crime information center

PUBLIC RESOURCES CODE
5411 Purchase of equipment usable by physically handicapped persons

CODE OF REGULATIONS, TITLE 5
202 Exclusion of pupils with a contagious disease
5531 Supervision of social activities
5552 Playground supervision
5570 When school shall be open and teachers present
14103 Bus driver; authority over pupils

CODE OF REGULATIONS, TITLE 24
4-314 Construction on school sites

COURT DECISIONS
Hoyem v. Manhattan Beach City School District (1978) 22 Cal. 3d 508

Management Resources:
OFFICE OF THE STATE ARCHITECT ADVISORIES
0400.90 Death and Injury from Collapse of Free-Standing Walls

Policy
Adopted: February 8, 2000
Revised: January 23, 2019

PALERMO UNION SCHOOL DISTRICT
Palermo, California
Students

DISCIPLINE

Site-Level Rules

Rules for student discipline shall be developed at each school site and filed with the Superintendent or designee. These rules shall be adopted jointly by the principal or designee and a representative selected by classroom teachers employed at the school. The views of administrators, teachers, security personnel, and parents/guardians shall be obtained when the rules are developed. The rules shall be consistent with law, Governing Board policy and district regulations; they shall be revised as necessary and shall undergo the site-level review and adoption process at least every four years. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Disciplinary strategies may include, but are not limited to:

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

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

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

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6164.2 - Guidance/Counseling Services)

3. Convening of a study, guidance, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians

(cf. 6164.5 - Student Success Teams)

4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education under Section 504)
DISCIPLINE (continued)

5. Enrollment in a program for teaching prosocial behavior or anger management

6. Participation in a restorative justice program

7. A positive behavior support approach with tiered interventions that occur during the school day on campus

8. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in

(cf. 5148.2 - Before/After School Programs)

9. Recess restriction as provided in the section below entitled "Recess Restriction"

10. Detention after school hours as provided in the section below entitled "Detention After School"

11. Community service as provided in the section below entitled "Community Service"

12. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

(cf. 6145 - Extracurricular/Cocurricular Activities)

13. Reassignment to an alternative educational environment

(cf. 6158 - Independent Study)
(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

14. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
DISCIPLINE (continued)

Community Service

Except when suspension or expulsion is required by law, the Superintendent, principal or principal's designee, at his/her discretion, may require a student to perform community service on school grounds during nonschool hours instead of imposing other disciplinary action. Such service may include, but is not limited to, outdoor beautification, campus betterment, and teacher or peer assistance programs. (Education Code 48900.6)

Recess Restriction

Certificated staff may restrict a student's recess time under the following conditions when he/she believes that this action is the most effective way to bring about improved behavior. When recess restriction may involve the withholding of physical activity from a student, the teacher shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of detention.
3. Teachers shall inform the principal of any recess restrictions they impose in excess of three days.
4. If a child is "benched" or restricted at any recess or lunch recess for more than three consecutive days, the teacher or yard duty teacher shall report the restrictions to the principal or designee.

(cf. 5030 - Student Wellness)
(cf. 6142.7 - Physical Education and Activity)
DISCIPLINE (continued)

Detention After School

Students may be detained for up to one hour after the close of the maximum school day under the following conditions:

1. A student who is transported by school bus shall be detained only until the time when the bus departs. (5 CCR 307, 353)

2. A student who is not transported by school bus shall be detained only after his/her parent/guardian has been notified of the day and amount of time involved.

3. The student shall remain under the supervision of a certificated employee during the period of detention.

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

(cf. 6176 - Weekend/Saturday Classes)

Notice to Parents/Guardians and Students

The principal of each school shall ensure that students and parents/guardians are notified in writing of all Board policies, administrative regulations and individual school rules related to discipline at the beginning of each school year. Transfer students and their parents/guardians shall be so advised upon enrollment. (Education Code 35291, 48980)

The notice shall state that these rules and regulations are available on request at the principal's office in all district schools.

(cf. 5145.6 - Parental Notifications)
DISCIPLINE

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

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 6020 - Parent Involvement)

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

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6164.2 - Guidance/Counseling Services)

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

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

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.5 - Student Success Teams)
School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 9320 - Meetings and Notices)

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

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

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

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

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

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

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

Legal Reference:
EDUCATION CODE
32280-32288 School safety plans
35146 Closed sessions
DISCIPLINE

35291 Rules
35291.5-35291.7 School-adopted discipline rules
37223 Weekend classes
44807.5 Restriction from recess
48900-48926 Suspension and expulsion
48980-48985 Notification of parent/guardian
49330-49335 Injurious objects
49550-49562 Meals for needy students
52060-52077 Local control and accountability plan

CIVIL CODE
1714.1 Parental liability for child's misconduct

CODE OF REGULATIONS, TITLE 5
307 Participation in school activities until departure of bus
353 Detention after school

UNITED STATES CODE, TITLE 42
1751-1769j School Lunch Program
1773 School Breakfast Program

Management Resources:

CSBA PUBLICATIONS
Providing a Safe, Nondiscriminatory School Environment for Transgender and
Gender-Nonconforming Students, Policy Brief, February 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009

CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES
Classroom Management: A California Resource Guide for Teachers and Administrators of
Elementary and Secondary Schools, 2000

STATE BOARD OF EDUCATION POLICIES
01-02 School Safety, Discipline, and Attendance, March 2001

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January
2014

WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
Public Counsel: http://www.fixschooldiscipline.org
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

(11/12  4/14)  12/17

Policy Approved: February 20, 2013
Amended: March 7, 2018

PALERMO UNION SCHOOL DISTRICT
Palermo, California
Students

SUSPENSION AND EXPULSION/DUE PROCESS

The Governing 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 in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

(cf. 5131 – Conduct)
(cf. 5144 - Discipline)
(cf. 5131.1 – Bus Conduct)
(cf. 5131.2 – Bullying)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion.

(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 – Athletic Competition)

Alternative Disciplinary Measures

To correct the behavior of students who are subject to discipline, the Superintendent or designee, shall to the extent allowed by law, first use alternative disciplinary measures that keep students in school during the school day.

(cf. 1020 - Youth Services)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144.1 – Discipline)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

Alternatives to suspension or expulsion also shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Except for single acts of a grave nature, or offenses for which expulsion or suspension is required by law suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

(cf. 5131.7 - Weapons and Dangerous Instruments)

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

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

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

Zero Tolerance

The federal Gun-Free Schools Act (20 USC 7151) requires a district to expel for one year a student who brings a firearm to school. This requirement has commonly been labeled as "zero tolerance." Education Code 48915(c) also requires the mandatory suspension and recommendation for expulsion of students who possess, sell or furnish a firearm, brandish a knife, sell a controlled substance, commit or attempt to commit a sexual assault or sexual battery, or possess an explosive.

The Board supports a zero tolerance approach to serious offenses, including drug, alcohol and weapons. This approach makes the removal of potentially dangerous students from the classroom a top priority. It ensures fair and equal treatment of all students and requires that all offenders be punished to the fullest extent allowed by law. Staff shall immediately report to the Superintendent or designee any incidence of offenses specified in law, Board policy and administrative regulation as cause for suspension or expulsion.

The Superintendent or designee shall notify staff, students and parents/guardians about the district's zero tolerance policy and the consequences which may result from student offenses. He/she shall also ensure strict enforcement of this policy.
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Student Due Process

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

(cf. 5119 - Students Expelled from Other Districts)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Supervised Suspension Classroom

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

The Superintendent or designee shall establish a supervised classroom suspension program which meets the requirements of law for suspended students who pose no imminent danger or threat at school and for whom an expulsion action has not been initiated.

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)

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

Removal from Class by a Teacher and Parental Attendance

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student’s parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

The Board encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)

When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is pursuant to law. (Education Code 48900.1)

(cf. 5145.6 – Parental Notifications)

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The principal or designee shall contact any parents/guardians who do not respond to the request to attend school that maintains confidentiality of the student’s records. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

(cf. 5124 – Student Records)

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements.

Decision not to Enforce Expulsion Order

In cases where expulsion is mandatory pursuant to Education Code 48915(c), the enforcement of an expulsion order shall not be suspended by the Board. In all other cases of expulsion, the order for expulsion may be suspended by the Board, on a case-by-case basis, pursuant to the requirements of law.

Legal Reference: (see next page)
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Legal Reference:

**EDUCATION CODE**
212.5 Sexual harassment
233 Hate violence reduction
1981 Enrollment of students
17292.5 Program for expelled students
35146 Closed sessions (re suspensions)
35291 Rules (for government and discipline of schools)
35291.5 Rules and procedures on school discipline
48660-48666 Community day schools
48900-48926 Suspension and expulsion
48950 Speech and other communication
49073-49079 Privacy of student records

**CODE OF CIVIL PROCEDURE**
1985-1997 Subpoenas; means of production

**GOVERNMENT CODE**
11455.20 Contempt
54950-54962 Ralph M. Brown Act (re closed sessions)

**HEALTH AND SAFETY CODE**
11014.5 Drug paraphernalia
11053-11058 Standards and schedules

**LABOR CODE**
230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

**PENAL CODE**
240 Assault defined
242 Battery defined
243.4 Sexual battery
245 Assault with deadly weapon
261 Rape defined
266c Unlawful sexual intercourse
286 Sodomy defined
288 Lewd or lascivious acts with child under age 14
288a Oral copulation
289 Penetration of genital or anal openings
417.25-417.27 Laser scope
422.6 Interference with civil rights; damaging property
422.7 Aggravating factors for punishment
422.75 Protected classes
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act of 1995
626.10 Dirks, daggers, knives, razors or stun guns
868.5 Supporting person; attendance during testimony of witness

Legal Reference continued: (see next page)
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Legal Reference continued:

**UNITED STATES CODE, TITLE 20**
6301-8962 Improving America's Schools Act, especially:
8921-8922 Gun-Free Schools Act of 1994

**COURT DECISIONS**

**ATTORNEY GENERAL OPINIONS**

Management Resources:

**CDE PROGRAM ADVISORIES**
0306.96 Expulsion Policies and Educational Placements, SPB 95/96-04

Policy
adopted: February 8, 2000
Revised: February 20, 2013

PALERMO UNION SCHOOL DISTRICT
Palermo, California
Students

SUSPENSION AND EXPULSION/DUE PROCESS

Definitions

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

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level

2. Referral to a certificated employee designated by the principal to advise students

3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

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

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

Knife means any dirk, dagger, kirpan, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

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

Student includes a student’s parent/guardian or legal counsel. (Education Code 48925)

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

School Property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(s))
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Notice of Regulations

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

(cf. 5144 - Discipline)

Notification shall include information about the availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

(cf. 5145.6 - Parental Notifications)

Grounds for Suspension and Expulsion

Any student, including a student with disabilities, may be subject to suspension or expulsion when it is determined that he/she:

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense (Education Code 48900(a))

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))

The Superintendent/designee may, for a student subject to discipline under regulation 2, use his/her discretion to provide alternatives to suspension and expulsion, if the Superintendent/designee determines that the student unintentionally brought a dangerous object (e.g. jackknife or tool containing a folding knife to school), did not create a dangerous situation, and was honest in reporting possession of a dangerous object. When making this determination the effect on preserving a safe school environment, age, grade, prior behavioral history shall be taken in consideration.

(cf. 5131 - Conduct)
(cf. 5131.7 - Weapons and Dangerous Instruments)
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

"Possession of any controlled substance" does not include the possession of over-the-counter or prescription medications prescribed for the student

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage or intoxicant (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))

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

7. Stole or attempted to steal school property or private property (Education Code 48900(g))

8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))

(cf. 5131.62 - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties (Education Code 48900(k))

(cf. 5131.4 - Student Disturbances)
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

12. Knowingly received stolen school property or private property (Education Code 48900(l))

13. Possessed an imitation firearm does not require expulsion

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))

14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))

17. Engaged in, or attempted to engage in, hazing as defined in Education Code 32050. (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))

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

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

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 (items #20-22 below), that is committed by a student of any grade level, when the act results in harm to a reasonable student as specified in the above paragraph. However, when bullying is found under these circumstances, students below grade 4 may not be disciplined for the underlying violations of items #20-22 below, but may only be disciplined for "bullying."

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

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

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

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)

A student in grades 4 through 8 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

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

[Sexual harassment means that conduct, 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)  

(cf. 5145.7 - Sexual Harassment)
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

21. 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 another person, interfering with the exercise of a person's civil rights, or damaging a person's property because of the person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior)

22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading school personnel or student rights by creating an intimidating or hostile educational environment. (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

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

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

(cf. 5113 - Absences and Excuses)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

(cf. 5131.1 - Bus Conduct)

Alternatives to suspension or expulsion shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Truancy)
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Removal from Class by a Teacher/Parental Attendance

A teacher may suspend any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above. (Education Code 48910)

When removing a student from his/her class, the teacher shall immediately report this action to the principal and send the student to the principal or designee for appropriate action. The student shall be appropriately supervised during the class periods from which he/she has been removed.

As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist should attend the conference if it is practicable, and a school administrator may attend if either the parent/guardian or teacher so requests.

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

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

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

A teacher also may refer a student to the principal or designee for consideration of suspension from school. (Education Code 48910)

Pursuant to Board policy, a teacher may provide that the parent/guardian of a student whom the teacher has removed attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

Items #1-3 below are optional:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date

2. Describe the legal protections afforded to the parent/guardian as an employee under Labor Code 230.7
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

3. State that if the parent/guardian does not have a means of transportation to school, he/she may ride the school bus with the student

4. Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1

Suspension by Superintendent, Principal or Principal's Designee

The Superintendent, principal or principal's designee may suspend a student from a school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911) 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 correcting a student's behavior are implemented prior to imposing suspension upon the student, including supervised on campus suspension, 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)

Other means include, but are not limited to:

- Counseling/Anger Management
- A positive behavior support approach with tiered interventions that occur during the school day
- A conference between school personnel, the pupil’s parent or guardian, and the pupil
- The use of intervention-related teams (Student Study Team) to develop and implement individualized behavioral plans
- Participating in a restorative justice program (i.e. Conflict Resolution)
- After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6164.2 - Guidance/Counseling Services)

However, the Superintendent, principal, or designee may impose a suspension upon a first offense if he/she determines that the student violated items #1-5 listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48900.5)
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

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

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

2. Brandishing a knife, as defined in Education Code 48915(g), at another person

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above

5. Possession of an explosive as defined in 18 USC 921

Explosive means a destructive device and includes, but is not limited to, any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or similar device. A destructive device includes any other type of weapon (except a shotgun or shotgun shell recognized by the United States Secretary of Army as suitable for sporting purposes) which might be converted to project an explosive. (18 USC 921)

A student may be suspended from school for not more than 20 school days in any school year, unless for purposes of adjustment a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48912)

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

Suspensions shall be initiated according to the following procedures:

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

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

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee of the school in which the student is enrolled at the time of the misbehavior.

A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee.

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

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

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

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

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

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

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

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

(cf. 6173.1 - Education for Foster Youth)

Suspension by the Board

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

When the Board is considering a suspension, disciplinary action or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information violating a student’s right to privacy under Education Code 49073-49079.

(cf. 9321 - Closed Session Purposes and Agendas)
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

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

Supervised On-Campus Suspension Program

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

1. The supervised suspension classroom shall be staffed in accordance with law.

2. The student shall have access to appropriate counseling services.

3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.

4. Each student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher 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 a supervised 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 shall be made in writing. (Education Code 48911.1)

Authority to Expel

A student may be expelled only by the Board. The Board shall expel, as required by law, any student found to have committed any offenses listed below under "Mandatory Recommendation and Mandatory Expulsion."
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

The Board may also order a student expelled for any of the acts listed above under "Grounds for Suspension and Expulsion" upon recommendation by the principal, Superintendent, hearing officer or administrative panel, based on finding either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Mandatory Recommendation for Expulsion

Unless the principal, Superintendent or designee finds that expulsion is inappropriate due to particular circumstances, the principal, Superintendent or designee shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

1. Causing serious physical injury to another person, except in self-defense

2. Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student

3. Unlawful possession of any controlled substance, as listed in 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)
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Mandatory Recommendation and Mandatory Expulsion

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

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

   However, possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion.

2. Brandishing a knife as defined in Education Code 48915(g) at another person

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under “Grounds for Suspension and Expulsion” above

5. Possession of an explosive as defined in 18 USC 921

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

Student’s Right to Expulsion Hearing

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

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

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

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))

Rights of Complaining Witness

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

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

1. Receive five days’ notice of his/her scheduled testimony at the hearing

2. Have up to two adult support persons of his/her choosing present in the hearing at the time he/she testifies

3. Have a closed hearing during the time he/she testifies

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

Written Notice of the Expulsion Hearing

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

1. The date and place of the hearing

2. A statement of the specific facts, charges and offense upon which the proposed expulsion is based
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

3. A copy of district disciplinary rules which relate to the alleged violation

4. Notification of the student’s or parent/guardian’s obligation, pursuant to Education Code 48915.1, to provide information about the student’s status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel or by a nonattorney advisor

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

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

6. The right to inspect and obtain copies of all documents to be used at the hearing

7. The opportunity to confront and question all witnesses who testify at the hearing

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth

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

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public unless another student’s privacy rights would be violated.
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

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 shall also be allowed to attend the closed session. (Education Code 48918(c))

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

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

In accordance with the Code of Civil Procedure 1987, the subpoena must be served at least 10 days before the time required for attendance unless the court prescribes a shorter time. Unless they are parties to the hearing or are district or government employees, witnesses who appear pursuant to a subpoena receive fees equal to those prescribed for witnesses in civil actions in a superior court, and all witnesses other than the parties to the hearing receive mileage; these fees and mileage must be paid by the party requesting the subpoena.

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11525. (Education Code 48918(i))

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

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: While technical rules of evidence do not apply to expulsion hearings, 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 listed in "Grounds for Suspension and Expulsion" above.

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

"Hearsay" is evidence of an oral or written statement made by a person who is not present at the hearing which is offered to establish a fact as being true.

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.

(ef. 5145.12 - Search and Seizure)

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

a. Any complaining witness shall be given five days’ notice before being called to testify.

b. Any complaining witness shall be entitled to have up to two adult support persons, including but not limited to a parent/guardian or legal counsel, present during his/her testimony.

c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.

d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.

e. If one or both support persons are also witnesses, the hearing shall be conducted according to Penal Code 868.5.
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

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

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

(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

(3) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

(c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision Within 10 School Days: The Board’s decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

7. Decision Within 40 School Days: If the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

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

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures as apply to a hearing conducted by the Board as specified above in “Conduct of Expulsion Hearing.”

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the student shall be immediately reinstated. The Superintendent or designee shall place the student in a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs after consulting with district staff, including the student’s teachers and with the student’s parent/guardian. (Education Code 48918(e))

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

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (See “Decision Not to Enforce Expulsion Order below.”)

The Board shall make its decision about the student’s expulsion within 40 school days after the date of the student’s removal from school unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Final Action by the Board

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

(cf. 9321.1 - Closed Session Actions and Reports)

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

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for an act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. (Education Code 48916)

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

1. Periodic review as well as assessment of the student at the time of review for readmission

2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service and other rehabilitative programs

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

Written Notice to Expel

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

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed in Education Code 48900(a)-(o), Education Code 48900.2-48900.4 and Education Code 48915(c) (Education Code 48900.8)

2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

3. Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)

4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)

5. Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

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

1. The student's pattern of behavior

2. The seriousness of the misconduct

3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

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

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

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

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

4. When the suspension of the enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

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

6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall also inform the parent/guardian of the right to appeal the expulsion to the County Board of Education. The alternative educational placement to be provided to the student during the time of expulsion, and 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. (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 of Education.

Right to Appeal

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

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

Notifications to Law Enforcement Authorities

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

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts 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 or nonstudents regarding the possession, sale, or furnishment of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

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)

Post-Expulsion Placements

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

1. Appropriately prepared to accommodate students who exhibit discipline problems

2. Not provided at a comprehensive middle, junior or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site

3. Not housed at the school site attended by the student at the time of suspension

(cf. 6185 - Community Day School)

When the placement described above is not available, and when the County Superintendent of Schools so certifies, students expelled for acts described in items #6 through #13 and #19 through #21 under "Grounds for Suspension and Expulsion" above may be instead referred to a program of study that is provided at another comprehensive middle, junior, or senior high school, or at an elementary school.

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12 unless otherwise provided by law. (Education Code 48916.1)

Readmission After Expulsion

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)

2. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student’s rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

3. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.

4. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board’s decision regarding readmission.

5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)

6. If the Board denies the readmission of a student, the Board shall determine either to continue the student’s placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)

7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying 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 school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The Board shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student’s mandatory interim record and sent to any school in which the student subsequently enrolls, within five days of a written request by the admitting school. (Education Code 48900.8, 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)

(cf. 5119 - Students Expelled from Other Districts)
(cf. 5125 - Student Records)
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Outcome Data

The Superintendent or designee shall maintain the following data. Student expulsion and suspension data is reported annually to the California Department of Education, to satisfy No Child Left Behind (NCLB) requirements related to persistently dangerous schools and the Uniform Management Reporting System (UMIRS). (Education Code 48900.8, 48916.1)

1. The number of students recommended for expulsion
2. The specific grounds for each recommended expulsion
3. Whether the student was subsequently expelled
4. Whether the expulsion order was suspended
5. The type of referral made after the expulsion
6. The disposition of the student after the end of the expulsion period
Students

NONDISCRIMINATION/HARASSMENT

District programs and activities shall be free from discrimination, including harassment, with respect to ethnic group, religion, gender, color, race, national origin and physical or mental disability.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 6164.6 - Identification and Education under Section 504)

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.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6164.6 - Identification and Education Under Section 504)

The schools may provide girls and boys with separate shower rooms and sex education classes in order to protect student modesty. In physical education, when objective standards have an adverse effect on students because of their gender, race, ethnic group or disability, other standards shall be used to measure achievement and create comparable educational opportunities.

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.
Nondiscrimination/Harassment (continued)

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.

School staff and volunteers shall carefully guard against segregation, bias, and stereotyping in the delivery of services, including, but not limited to, instruction, guidance, and supervision.

(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 5145.7 - Sexual Harassment)

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.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1330 - Use of Facilities)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.2 - Guidance/Counseling Services)

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 (continued)

(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.2 - Freedom of Speech/Expression)

Grievance Procedures

The Board hereby designates the following position(s) as Coordinator(s) for Nondiscrimination to handle complaints regarding discrimination and harassment and inquiries regarding the district's nondiscrimination policies:

Superintendent
7390 Bulldog Way
Palermo, CA 95968
(530) 533-4842, ext. 7

Any student who feels that he/she is being harassed should immediately contact the principal or designee. If a situation involving harassment is not promptly remedied by the principal or designee, a complaint can be filed in accordance with administrative regulations. The Superintendent or designee shall determine which complaint procedure is appropriate.

Any student or school employee who observes an incident of discrimination or harassment should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.3 - Uniform Complaint Procedures)

Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

(cf. 5145.7 - Sexual Harassment)

Legal Reference: Next page
Nondiscrimination/Harassment (continued)

Legal Reference:
EDUCATION CODE
200.262.1 Prohibition of discrimination
48900.3 Suspension or expulsion for act of hate violence
48900.4 Suspension or expulsion for threats or harassment
48904 Liability of parent/guardian for willful student misconduct
48907 Student exercise of free expression
48950 Freedom of speech
48965 Translation of notices
49020-49023 Athletic programs
51500 Prohibited instruction or activity
51501 Prohibited means of instruction
60044 Prohibited instructional materials
CIVIL CODE
1714.1 Liability of parents/guardians for willful misconduct of minor
PENAL CODE
422.53 Definition of hate crime
422.56 Crimes, harassment
CODE OF REGULATIONS, TITLE 5
432 Student record
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1681-1688 Title IX of the Education Amendments of 1972
12101-12213 Title II equal opportunity for individuals with disabilities
UNITED STATES CODE, TITLE 29
794 Section 504 of Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2006e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

Policy
adopted: April 1999
revised: January 21, 2015

PALERMO UNION SCHOOL DISTRICT
Palermo, California
Students

SEXUAL HARASSMENT

The Governing Board is committed to maintaining a learning environment that is free from harassment and discrimination. The Board prohibits the unlawful sexual harassment of student by other students, employee, or other person at school, or at any school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist, or otherwise participate in district complaint processes.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 3131 - Conduct)
(cf. 3131.2 - Bullying)

Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

2. A clear message that students do not have to endure sexual harassment

3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained

4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

5. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

6. Information about the rights of students and parents/guardians to file a criminal complaint as applicable
SEXUAL HARASSMENT (continued)

(cf. 5131.5 - Vandalism, Theft and Graffiti)
(cf. 5137 - Positive School Climate)
(cf. 5141.41 - Child Abuse Prevention)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Complaint Process

Students shall be informed that they should immediately contact a staff member if they feel they are being harassed. Within 24 hours, staff shall report complaints of sexual harassment to the principal or designee or to another district administrator. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 5141.4 - Child Abuse Prevention and Reporting)

The principal or designee shall immediately investigate any report of the sexual harassment of a student. Upon verifying that sexual harassment occurred, he/she shall ensure that appropriate action is promptly taken to end the harassment, address its effects on the person subjected to the harassment, and prevent any further instances of the harassment. In addition, the student may file a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

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

Disciplinary Actions

Any student who engages in the sexual harassment of anyone at school or a school-sponsored or school-related activity shall be subject to disciplinary action. For students in grades K-3, this disciplinary action shall depend on the maturity of the students and the circumstances involved. For students in grades 4 through 8, the disciplinary action may include suspension and/or expulsion.

(cf. 5131 - Conduct)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
SEXUAL HARASSMENT (continued)

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

(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 3112.1 Complaints Concerning District Employees)

Confidentiality and Record-Keeping

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)

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 the schools.

Legal Reference:

EDUCATION CODE
200-262.4 Prohibition of discrimination on the basis of sex, especially:
212.5 Sexual harassment
230 Particular practices prohibited
231.5 Sexual harassment policy
48900.2 Additional grounds for suspension or expulsion; sexual harassment
48904 Liability of parent/guardian for willful student misconduct
48980 Notice at beginning of term

CIVIL CODE
51.9 Liability for sexual harassment; business, service and professional relationships
1714.1 Liability of parents/guardians for willful misconduct of minor

UNITED STATES CODE, TITLE 20
1681-1688 Title IX, 1972 Education Act Amendments

UNITED STATES CODE, TITLE 42
2000d & 2000e et seq. Title VI & Title VII, Civil Rights Act of 1964 as amended

COURT DECISIONS
Davis v. Monroe County Board of Education (1996, 11th Cir.) 74 F.3d 1186
Doe v. Petaluma City School District (1995, 9th Cir.) 54 F.3d 1447
Franklin v. Gwinnet County Schools (1992) 112 S. Ct. 1028
Kelson v. City of Springfield, Oregon (1983, 9th Cir.) 767 F.2d 651
SEXUAL HARASSMENT

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

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual’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 individual’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 individual regarding benefits and services, honors, programs, or activities available at or through any district program activity.

(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

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

1. Unwelcome sexual flirtations or propositions

2. Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions

3. Graphic verbal comments about an individual’s body, or overly personal conversation

4. Sexual jokes, notes, stories, 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
SEXUAL HARASSMENT (continued)

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. Limiting a student's access to educational tools

11. Displaying sexually suggestive objects

12. Sexual assault, sexual battery, or sexual coercion

Site-Level Complaint Process Grievance Procedure

Complaints of sexual harassment, or any behavior prohibited by the district's Nondiscrimination/Harassment policy - BP 5145.3, shall be handled in accordance with the following procedure:

1. Notice and Receipt of Complaint: Any student who believes he/she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the district Superintendent or Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Superintendent or Principal, whether or not the victim files a complaint.

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

2. Initiation of Investigation: The principal or designee shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The district shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/she has been subjected to harassment, the student's parent/guardian, an employee who received a complaint from a student, or any employee or student who witnessed the behavior.

If the Principal or designee receives an anonymous complaint or media report about alleged sexual harassment, he/she shall determine whether it is reasonable to pursue an investigation considering the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment.
SEXUAL HARASSMENT (continued)

3. Initial Interview with Student: When a student or parent/guardian has complained or provided information about sexual harassment, the principal or designee shall describe the district's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing. If the student requests confidentiality, he/she shall be informed that such a request may limit the district's ability to investigate.

4. Investigation Process: The principal or designee shall promptly investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:
   
   a. The student who is complaining
   
   b. The person accused of harassment
   
   c. Anyone who saw the harassment take place
   
   d. Anyone mentioned as having related information

   If the principal or designee receives an anonymous complaint or media report about alleged sexual harassment, he/she shall consider the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment in determining whether it is reasonable to pursue an investigation.

5. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:

   a. The Superintendent or designee
   
   b. The parent/guardian of the student who complained
   
   c. The parent/guardian of the person accused of harassing someone
   
   d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
   
   e. Child protective agencies responsible for investigating child abuse reports

(cf. 5141.41 - Child Abuse Prevention)
SEXUAL HARASSMENT (continued)

6. Optional Mediation: When the student who complained and the person accused of harassment so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided.

(cf. 5138 - Conflict Resolution)

7. The principal or designee shall tell the student who complained that he/she has the right to file a formal complaint at any time in accordance with the district’s uniform complaint procedures. If the student wishes to file a formal complaint, the principal or designee shall assist the student in doing this.

(cf. 1312.3 - Uniform Complaint Procedures)

8. Factors in Reaching a Determination: In reaching a decision about the complaint, the principal or designee may take into account:

   a. Statements made by the persons identified above
   b. The details and consistency of each person’s account
   c. Evidence of how the complaining student reacted to the incident
   d. Evidence of past instances of harassment by the alleged harasser
   e. Evidence of past harassment complaints that were found to be untrue

9. To judge the severity of the harassment, the principal or designee may take into consideration:

   a. How the misconduct affected one or more students’ education
   b. The type, frequency and duration of the misconduct
   c. The number of persons engaged in the harassing conduct and at whom the harassment was directed.
   d. The age and sex of the person accused of harassment
   e. The subject(s) of harassment
SEXUAL HARASSMENT (continued)

f. The place and situation where the incident occurred

h. Other incidents at the school, including incidents of harassment that were not related to sex

10. Written Report on Findings and Follow-Up: No more than 30 days after receiving the complaint, the principal or designee shall conclude the investigation and write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused. This timeline may be extended for good cause. If an extension is needed, the principal or designee shall notify the student who complained and explain the reasons for the extension.

11. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If he/she verifies that sexual harassment occurred, this report shall describe the actions he/she took to end the harassment, address the effects of the harassment on the person harassed, and prevent retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/guardians of the student who complained and the student who was accused, and the Superintendent or designee.

12. Within two weeks after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further harassed. The principal or designee shall keep a record of this information and shall continue this follow-up at his/her discretion.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce the district’s sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing staff inservice and student instruction or about how to recognize harassment and how to respond

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
SEXUAL HARASSMENT (continued)

3. Disseminating and/or summarizing the district's policy and regulation regarding sexual harassment

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school’s response to parents/guardians and the community

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)  
(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

Notifications

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

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

(cf. 5145.6 - Parental Notifications)

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

4. Appear in any school or district publication that sets forth the school’s or district’s comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

Regulation
approved: February 8, 2000
revised: October 17, 2012
Appendix E
Palermo Union School District

Safety Projects and Initiatives 2017-2019

Campus Security:
- Replaced and upgraded fencing at all sites (Complete)
- Restricted campus access at main entrances of Palermo and Golden Hills (Complete)
- Upgraded camera systems at Helen Wilcox and Palermo (Complete)
- Lock Bloks installed on doors (Complete)
- Emergency alert buttons to be installed at all sites (Complete)

Communication:
- Catapult EMS (Complete)
- Radios at all sites and upgraded system (Complete)
- Use of SWIS system to collect and analyze behavior/discipline data (Complete)

Student Engagement and Support:
- Continued implementation of PBIS strategies at all sites; ongoing training (On going)
- Social Emotional Learning curriculum implemented at all sites: 7 Mindsets (On going)
- Adding full time counselor for remainder of year (Complete)

Staff Training:
- ALICE training of administrators and some certificated staff (Complete)
- District-wide active shooter training (Complete)
- Human Trafficking Training for administrators (Complete)
- Mandated Reporter Training for all employees (On going)
- Impacts of Trauma training for all staff (Complete)
- Regularly schedule drills/practice (On going)

Safety Projects and Initiatives for 2019-2020

Campus Security
- Upgrade cameras at Golden Hills (Complete)

Student Engagement and Support
- Sites continue to investigate and possibly develop systems that will incorporate non-exclusion strategies for student behavior (On going)
- Human Trafficking and Social Media instruction (On going)
- Investigate options for increasing counseling support at all sites (Complete)

Staff Training
- Human Trafficking training (On going)
- Sexual harassment training (On going)
Safety Projects and Initiatives for 2020-2021

Student Engagement and Support

- Sites continue to implement PBIS strategies and monitor student discipline data
- Provide instruction to students on: Human Trafficking and Social Media; Vaping and E-cigarettes
- Sites continue to implement 7 Mindsets
- Sites continue to conduct school climate surveys
- Continue to provide counseling at Helen Wilcox, Golden Hills and Palermo School

Staff Training

- Human Trafficking
- Mandated Reporter Training
- Sexual Harassment Training
- Catapult EMS Training
- Code Red, Code Yellow and Shelter in Place Training
- CPR and First Aid

Campus Security

- Upgrade phone systems to facilitate emergency calls
- Secure generators to ensure food safety and emergency communication during power shut offs
- Purchase and install Vape Detectors in student restrooms.
Appendix F
Student Handbook

PBIS (Positive Behavioral Intervention & Supports) will be implemented to create an environment where all teachers can teach and all students can learn.

Classroom Behavior Plan

Teachers and staff will work with students and parents to correct inappropriate behaviors that negatively impact instruction or safety in the classroom by using the following interventions at their discretion:

- Teacher detention
- Verbal reprimand
- Loss of classroom or grade level incentive activity
- Seat change/Class change
- Phone call to parent by student with staff supervision
- Phone call/note to parent
- Paragraphs
- Community Service

If these measures fail to improve student conduct, the teacher may choose to implement the Office Referral Form. The following habitual behaviors may be addressed:

Behaviors include, but are not limited to:

- Talking during instruction
- Excessive noise
- Defiance
- Profanity, Obscenity, Obscene gestures
- Harassing/Bullying
- Violation of academic integrity policy
- Throwing objects
- Use of an electronic device during school hours
- Interrupting instruction
- Inappropriate items
- Tardies
- Inappropriate language
- Leaving area without permission
- Unprepared for class
Office Referral Form

Teachers and staff will work with students and parents to correct habitual inappropriate behaviors that negatively impact instruction or safety in the classroom by using the following interventions:

1. Teacher manages behaviors according to teacher’s class policies and consequences.
2. If this isn’t working – Teachers fill out Red Flag Warning which is mailed home.
   a. This is a warning telling parents that their child is having difficulties with behavior and on the next offense the student will receive an office referral that will have administrative consequences.
3. 1st Referral - 3 lunch detentions and/or community service
4. 2nd Referral - 3 after school detentions or 5 lunch detentions and/or community service
5. 3rd Referral - same as #4 plus alternative placement
6. 4th Referral- 5 after school detentions and or community service plus multiple days of alternative placement
7. 5th Referral - Saturday School and behavior SST
8. 6th Referral - Suspension either in-school or at home
9. 7th Referral – one to five days suspension
10. 8th Referral - two to five days suspension
11. 9th Referral - two to five days suspension
12. 10th Referral and more - two to five days suspension. Once student gets 20 days of suspension, he/she will be recommended for expulsion.
Administration has the right to vary from these steps.

Extreme Behaviors

These behaviors require immediate intervention by an administrator.

* **Behaviors include, but are not limited to:**
  - Gang activity
  - Terrorist threat
  - Theft
  - Sexual harassment
  - Harassing/Bullying
  - Throwing objects with intent to hurt
  - Behavior that causes injury to someone else
  - Inappropriate language or gestures directed at staff
- Repeated inappropriate behaviors despite interventions
- Severe or continued disrespect/deiance/disruption
- Severe or continued use of sexually explicit language, profanity or vulgarity
- Committing an obscene act or sexual assault
- Possession of a firearm (or imitation), knife, explosive, or dangerous object
- Fighting or causing, attempting to cause, or threatening to cause physical injury to another person
- Possession, selling, furnishing or use of alcohol, tobacco, drugs or drug paraphernalia
- Possession or use of non-prescription drugs
- Robbery, extortion, damage, vandalism or theft of school or private property
- Other offenses as determined by California Education Code

Consequences include, but are not limited to:
- Saturday school
- Suspension from one to five days
- Financial restitution
- Loss of extracurricular and incentive activities
- Referral for expulsion hearing
- Citation/referral to law enforcement

Homework Lab

Missing homework assignments will result in the student being assigned to homework lab and will have an effect on classroom grades. Each trimester after a student has been assigned to homework lab 15 times, he/she will receive Saturday School or mandatory tutoring. Additional Saturday Schools or tutoring will be required for each additional 5 homework labs assigned. This will start over every trimester.

Tardies

Beginning of the day tardies may result in referrals for AEP detention. Tardies that occur during the school day are subject to the same consequences as an office referral form.

Referrals

Referrals may be issued for playground/out of classroom infractions.

Palermo Middle School Dress Code

The following dress code was designed to provide a safe, distraction free and business like learning environment at Palermo. The staff believes that this code requires students to
practice grooming and dress habits that will allow them to be successful members of society outside of the school setting. In order to avoid violations of the dress code and possible consequences, please read and follow the following.

- No “spaghetti straps” (straps must be at least 1” wide), no low cut tops, tube tops, halter tops, or backless tops.
- The midriff, stomach area or cleavage may not be exposed. Shirts that do not over your stomach when your hands are raised are not allowed.
- No sheer or “see through” blouses or shirts.
- Tank tops may not have oversized arm holes and must fit closely under the arms.
- No short shorts. Shorts must be fingertip length. This includes shorts that are worn over leggings.
- Dresses and skirts must be long enough to reach the fingertips when a student standing with their hands at their sides. This includes skirts & dresses that are worn over leggings.
- Undergarments may not be exposed at anytime, this includes shorts that are worn under baggy pants, bra straps (halter & regular).
- Pants must be worn at the waist and may not “sag” or be worn low enough to expose any underwear. This includes “low rise” pants.
- Any piece of clothing or accessory may not have any pictures, symbols, colors, or words that refer to, or show, drugs, alcohol, tobacco, sex, violence, weapons, gangs, or exposed body parts.
- Hats may not be worn backwards or sideways. Hats/hoods are not allowed indoors.
- Hats & hoods may not be worn in the classroom, the library, the computer lab, or in the gym during assemblies.
- Bandanas (any color) are not considered hats and may not be worn or displayed at school.
- Any style of clothing, accessory, hair style, or hair color that creates a distraction and interferes with the education of others will not be allowed.
- Shoes must be worn at all times. Shoes that are not suitable for school activities will not be allowed.
- No dangerous accessories: this includes items with spikes, heavy chains, and jewelry with sharp edges.
- No holes/shredding are allowed in shorts/pants above finger-tip level without having leggings, tights, or shorts underneath to cover the skin.
- Clothing must be clean and in good repair.

Students who violate the dress code will be required to change into school t-shirts and/or school sweatpants. Disciplinary referrals/consequences will be issues for repeat violations.

**Dress Code Violations**

First offense - warning and change (6th grade parents will be contacted)
Second offense - paragraph and change
Third offense - detention and change and parent contact
Fourth offense – change and Saturday School

Promotion/Retention

Grades 6-8 (Reading/Language Arts and Math):
1. Earn an overall cumulative grade point average (GPA) of 2.0 or higher.
   ---and---
2. Earn a score of “Pass” on two of the three grade level multiple measures in Reading/Language Arts or demonstrate adequate growth on these assessments or other grade level assessments.
   ---and---
3. Earn a score of “Pass” on two of the three grade level multiple measures in Math or demonstrate adequate growth on these assessments or other grade level assessments.

8th Grade Attendance Policy
Regular school attendance is a necessary part of the learning process and the means to graduating with a high quality education. Research strongly supports that students who attend school regularly are more successful than those who do not. Students who are frequently absent from school fall behind in academics and are more likely to engage in behaviors that will have a negative impact on their futures.

In order to encourage and promote consistent school attendance, all 8th graders will:
• Attend 165 days of school out of 180 (91.7% attendance rate) with no more than 3 unexcused absences in order to participate in the graduation ceremony, graduation dance, and the 8th grade end of year trip. Students who enroll in long term home study must complete all assignments on 91.7% of their weekly contracts in order to qualify for participation in graduation, the graduation dance, and the end of year 8th grade trip.
• Receive a one-time grade point average enhancement if they have 9 or fewer excused absences in the entire school year and no unexcused absences. A grade point average enhancement of .12 will be applied to either the ELA/Math grade point average or the overall grade point average, but not both.
• Receive an award at the third trimester awards assembly and be recognized at the graduation ceremony if they achieve perfect attendance in all classes. In order to receive the award for perfect attendance, students must attend every class, every day.
• Will be allowed to “make-up” 1 day of school attendance by attending and successfully completing 2 Saturday School sessions, if Saturday School is offered. Students that pass the required grade level assessments and meet the grade point average requirements for graduation, but fail to meet the attendance requirements will receive their diploma and be promoted to the ninth grade, but they will not be eligible to participate in the graduation ceremony, the graduation dance, and the end of the year 8th grade trip. Students who enroll in short term independent study, but fail to complete all of the assigned work will receive an unexcused absence for each day that they were enrolled in independent study. In cases of extreme hardship, family emergency, and/or chronic medical issues as documented by a physician, a student may request an administrative review of their attendance record in order to qualify for participation in graduation, the graduation dance, and the end of the year 8th grade trip. BP 5123(d)
PLEASE READ, SIGN AND RETURN

Helen Wilcox Elementary School HANDBOOK

It is our desire at Helen Wilcox to ensure that all students and parents are aware of the school rules and expectations. Please read and discuss the pages in this packet and then sign the sign-off sheet. Return the sign-off sheet to your teacher. Thank you for your participation!
Dear Parents and Guardians:

Our staff welcomes you and your family to Helen Wilcox Elementary School! Our professional staff will provide each student with a rigorous and engaging curriculum that will prepare them for the challenges and opportunities of the future. Our staff is also keenly aware of the social needs of the elementary student and maintains a caring and supportive environment to enhance student growth.

You are a valued member. Your role in assisting with homework, volunteering in the classroom or at home, attendance at school activities, and participation in the Parent Teacher Group (PTG) are all integral to the success of our school and home alliance. Together we can make a bright and rewarding future for our children.

This student/parent packet is intended to provide you with important information regarding Helen Wilcox School. Hopefully, this handbook will serve as a guide for you and help you with questions you might have regarding the operation of Helen Wilcox School. A clear understanding of school guidelines by parents and students will facilitate school and home communication. We want Helen Wilcox to be a place where students learn a variety of things including:

The Three B’s:

BE RESPONSIBLE for one’s own work and one’s own actions.
BE RESPECTFUL for one another’s feelings and their property.
BE SAFE for yourself and others around you.

I look forward to the coming year and working with all of your school families. If you have any questions regarding this packet or school programs, please feel free to call me.

Here’s to another wonderful year!

Sincerely,

Heather Scott
Heather Scott
Principal
PBIS at Helen Wilcox Elementary

What is PBIS?
Positive Behavioral Intervention and Supports (PBIS) is an approach to teaching and supporting positive behaviors and meeting the needs of ALL students. This district-wide approach to discipline focuses on building a safe and positive environment in which all students can learn. The foundation of PBIS at Helen Wilcox is the three school-wide expectations:
- Be Respectful
- Be Responsible
- Be Safe

In addition to our behavior expectations, PBIS has four other components; 1) a behavior matrix which explains behavior expectations in each school setting; 2) direct teaching of the expectations; 3) PBIS recognition (notes home, celebrations, earned rewards, etc. 4) behavior tracking to record and address inappropriate behaviors.

Behavior Matrix
The behavior matrix is a detailed description of expected behavior in each setting of the school. For example, in the library it is respectful to use quiet voices. It is responsible to return your books on time. It is safe to push your chair in. The matrix will be posted in classrooms, around the school and sent home.

Teaching Expectations
Throughout the school year, students will be taught how to behave according to the three expectations. Teachers and other staff will help students learn what is the expectations “look” and “sound” like in every setting during the school day. These lessons will be re-taught and reinforced throughout the school year, and become a regular part of our instructional program.

PBIS Recognition
Acknowledging and reinforcing positive behavior is one of the best ways to change inappropriate behavior and encourage appropriate behavior. At HW each student will be able to earn Wildcat PAWS for meeting behavior expectations. With these PAWS, students can “buy” prizes from the PAW store which will be open every other Friday during the a.m. recesses. Students will also be able to earn classroom and office incentives, such as being the ball monitor, leading the morning announcements, eating lunch with the teacher, extra computer time, etc. Classrooms will be able to earn a treat from our cafeteria when they have reached 21 days of perfect attendance and also earn the Golden Trash Can award for having the cleanest classroom in their wing. The classes can also earn the Golden Spatula award in the cafeteria for showing appropriate cafeteria behavior. The classrooms with the most Golden Spatulas at the end of the month will earn a yummy treat! In addition, we will also have three theme-based PBIS celebrations, one at the end of each trimester, to recognize those students and classes who have displayed positive behaviors.

Behavior Tracking
Even with clear expectations and positive reinforcement, sometimes children will misbehave. To address inappropriate behavior, behavior tracking will be implemented. Discipline issues are divided into major and minor infractions.
- Major infractions are issues that result in office time. (for example; fighting, bullying, property damage, repeated defiance/disruption/disrespect) Parents/guardians will always be notified by the Principal, Asst. Principal, or teacher about major infractions.
• Minor infractions are behaviors that are disruptive to the learning environment, but are handled by the teacher or supervising staff member. If a child receives multiple minor infractions for the same behavior it will become a major infraction and the Principal or Asst. Principal will address the behaviors and the parents/guardians will be notified. At this point a meeting may be scheduled to discuss and plan a more effective behavior plan for the student.

Parents/Guardians and PBIS

To be successful, our behavior program needs to be a partnership between home and school. Throughout the school year the PBIS team will send home updates and information about PBIS. We invite your comments, concerns, and ideas to make PBIS work at our school.

Ways you can support PBIS at Helen Wilcox:

• Review behavior expectations with your child
• Use the three expectations at home
• Providing positive reinforcement (rewarding good choices with compliments or quality time) at home
• Sharing comments with or asking questions of PBIS team members
• Be an active member of our school community; volunteer, attend events, join a committee (School Site Council, Parent/Teacher Group)

“Alone we can do so little; together we can do so much.”

*Helen Keller
<table>
<thead>
<tr>
<th>Area/Rules</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
<th>Be Safe</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Wide</td>
<td>• Use kind words and actions</td>
<td>• Follow school rules</td>
<td>• Walk facing forward</td>
</tr>
<tr>
<td></td>
<td>• Wait for your turn</td>
<td>• Take proper care of all personal belongings and school equipment</td>
<td>• Keep hands, feet and objects to self</td>
</tr>
<tr>
<td></td>
<td>• Clean up after self</td>
<td>• Throw trash away in a garbage can</td>
<td>• Get adult help for accidents and spills</td>
</tr>
<tr>
<td></td>
<td>• Follow adult directions the 1st time</td>
<td>• Be on time</td>
<td>• Use all equipment and materials appropriately</td>
</tr>
<tr>
<td></td>
<td>• Treat others the way you want to be treated</td>
<td></td>
<td>• Food is to be eaten only in the cafeteria &amp; bench area</td>
</tr>
<tr>
<td>Playground/</td>
<td>• Play fairly</td>
<td>• Food is kept off the playground</td>
<td>• Play in designated areas</td>
</tr>
<tr>
<td>Recess</td>
<td>• Include others</td>
<td>• Walk to and from all bathrooms</td>
<td>• Walk to and from the playground</td>
</tr>
<tr>
<td></td>
<td>• Share equipment</td>
<td>• Freeze at the bell and walk after the whistle</td>
<td>• Be aware of activities and games around you</td>
</tr>
<tr>
<td></td>
<td>• Take turns</td>
<td>• Return equipment to the proper place</td>
<td>• Keep blue chips, rocks and sand on the ground</td>
</tr>
<tr>
<td></td>
<td>• Use respectful language</td>
<td>• Go straight to class</td>
<td>• Use equipment safely</td>
</tr>
<tr>
<td></td>
<td>• Follow adult directions the 1st time</td>
<td></td>
<td>• Go down slides facing forward and sitting on bottom</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Stay on the playground— in front of planters and white line</td>
</tr>
<tr>
<td>Hallways/Sidewalks</td>
<td>• Hold the door open for the person behind you</td>
<td>• Stay on sidewalks</td>
<td>• Stay to the right</td>
</tr>
<tr>
<td></td>
<td>• Use quiet voices</td>
<td>• Walk directly to your destination</td>
<td>• Keep hands, feet and other objects to self</td>
</tr>
<tr>
<td></td>
<td>• Smile and say hello</td>
<td></td>
<td>• Allow others to pass</td>
</tr>
<tr>
<td></td>
<td>• Keep hands and feet off the walls and doors when walking down hallways</td>
<td></td>
<td>• Walk facing forward</td>
</tr>
<tr>
<td>Library/Computer</td>
<td>• Use quiet voices at all times</td>
<td>• Return books on time</td>
<td>• Keep hands and feet to yourself</td>
</tr>
<tr>
<td>Lab</td>
<td>• Respect the property of the school and others</td>
<td>• Return books and headphones to the proper place</td>
<td>• Sit quietly during story time</td>
</tr>
<tr>
<td></td>
<td>• Use please and thank you</td>
<td>• Use books and computers appropriately</td>
<td>• Push chairs in</td>
</tr>
<tr>
<td></td>
<td>• Wait politely for your turn in line</td>
<td>• Keep food and drinks outside of the Library/Lab</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Follow adult directions the 1st time</td>
<td>• Sit at your assigned computer</td>
<td></td>
</tr>
</tbody>
</table>
### Helen Wilcox School's Expectations and Procedures

<table>
<thead>
<tr>
<th>Area/Rule</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
<th>Be Safe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bathroom</td>
<td>• Wait your turn</td>
<td>• Flush toilet after use</td>
<td>• Keep feet on the floor</td>
</tr>
<tr>
<td></td>
<td>• Give others privacy</td>
<td>• Return to classroom promptly</td>
<td>• Keep floor clean and dry</td>
</tr>
<tr>
<td></td>
<td>• Use quiet voices</td>
<td>• Use bathrooms in an appropriate and timely manner</td>
<td>• Wash hands with soap and water</td>
</tr>
<tr>
<td></td>
<td>• Keep bathrooms neat and clean</td>
<td>• Use the bathroom during recess time, lunch and before school</td>
<td>• Put used paper towels in the garbage can</td>
</tr>
<tr>
<td></td>
<td>• Allow anyone to sit next to you</td>
<td>• Tell staff if the bathroom has a problem</td>
<td>• Use toilets appropriately</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>• Use quiet voices, kind words and good manners</td>
<td>• Get all utensils, milk, etc. when first going through the line</td>
<td>• Keep hands and feet to self</td>
</tr>
<tr>
<td></td>
<td>• Clean up the area around you</td>
<td>• Finish your food before asking to check the share basket</td>
<td>• Sit with feet to the floor, bottom on bench and facing table</td>
</tr>
<tr>
<td></td>
<td>• Follow adult directions the 1st time</td>
<td>• Place trash in trash can carefully</td>
<td>• Walk at all times</td>
</tr>
<tr>
<td></td>
<td>• Raise your hand if you need anything</td>
<td>• Wait to be dismissed by a staff member to throw away trash and line up to leave</td>
<td>• Remain seated while eating</td>
</tr>
<tr>
<td>Bus</td>
<td>• Use quiet voices, kind words and good manners</td>
<td>• Keep control of your belongings</td>
<td>• Sit facing front</td>
</tr>
<tr>
<td></td>
<td>• Listen and follow bus driver’s directions the 1st time</td>
<td>• All items stay in your backpack until arriving home</td>
<td>• Keep food and drinks in backpack</td>
</tr>
<tr>
<td></td>
<td>• Respect school property</td>
<td>• Watch for your bus stop</td>
<td>• Remain seated at all times</td>
</tr>
<tr>
<td></td>
<td>• Use quiet voices</td>
<td>• Gather all belongings before getting off the bus</td>
<td>• Keep hands, feet and objects to self and inside the bus</td>
</tr>
<tr>
<td></td>
<td>• Follow adult directions the 1st time</td>
<td>• Go directly to designated area and watch for your vehicle (Be Alert)</td>
<td>• Keep aisles clear</td>
</tr>
<tr>
<td></td>
<td>• Greet and say goodbye to staff members</td>
<td>• All items stay in your backpack while waiting to be picked up</td>
<td></td>
</tr>
<tr>
<td>Drop Off / Pick</td>
<td>• Use quiet voices</td>
<td>• Be “grab and go ready”</td>
<td></td>
</tr>
<tr>
<td>Up Area</td>
<td>• Follow adult directions the 1st time</td>
<td>• Arrive on time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Greet and say goodbye to staff members</td>
<td>• Leave on time</td>
<td></td>
</tr>
<tr>
<td>Assemblies</td>
<td>• Use good audience manners</td>
<td>• Listen attentively</td>
<td>• Keep hands, feet and objects to self</td>
</tr>
<tr>
<td></td>
<td>• Listen to adults and their directions</td>
<td>• Use applause appropriately</td>
<td>• Raise your hand when you see your vehicle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Wait patiently for dismissal signal</td>
<td>• Wait for staff to walk you to your vehicle</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Walk on sidewalks and use crosswalks when crossing roads</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Walk bikes on campus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Walk in a single file line</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Remain seated with legs crossed</td>
</tr>
</tbody>
</table>
Wildcat’s Anti-Bullying Pledge

We, the students of Helen Wilcox School, agree to stand together in support of stamping out bullying behavior.

We believe that everyone at our school should feel safe, secure, and accepted regardless of color, race, gender, religion, nationality, popularity, athletic ability, or intelligence.

Bullying behavior may be seen as pushing, shoving, hitting, kicking, or spitting. It may be name calling, picking on others, making fun of others, laughing at someone, excluding someone, or encouraging another to use bullying behavior. Bullying causes pain and stress to victims and is never justified or excusable as “kids just being kids,” “just teasing,” or any other rationalization.

By signing this pledge, we the students agree to:

Be Respectful,
Be Responsible,
and Be Safe!

I acknowledge that if I know bullying is going on and I don’t report it or try to stop it, I am just as guilty as the bully.

(Please sign the sign-off sheet after reading this pledge.)
Student Dress Code

The following dress code was designed to provide a safe, distraction-free environment where students can concentrate on learning in the classroom and on playing at recess.

In order to avoid violations and possible consequences, please read and follow this dress code:

- No “spaghetti straps.” Straps must be at least 1.5 inches wide.
- No low-cut tops, tube tops, halter tops or backless tops.
- Tank tops may not have oversized arm holes and must fit closely under the arms.
- The midriff or stomach area may not be exposed. Shirts that do not cover your stomach when your hands are raised are not allowed.
- No sheer or “see through” blouses or shirts.
- No short shorts. Shorts must be fingertip length.
- Dresses and skirts must be long enough to reach the fingertips when a student stands with her hands at her sides.
- Under garments may not be exposed at anytime.
- Pants must be worn at the waist and may not “sag” or be worn low enough to expose any underwear. This includes “low rise” pants.
- Clothes and accessories may not have any pictures, symbols, colors, or words referring to drugs, alcohol, tobacco, violence, gangs, or exposed body parts.
- Hats must be worn correctly, not backwards or sideways, and they must be removed when entering a classroom. Hats are not to be used to play “Keep Away” or to hit at someone. Students who do not follow these rules will lose the privilege of wearing a hat to school. Bandanas are not considered hats and may not be worn to school.
- Any style of clothing, accessory hair style, or hair color that creates a distraction and interferes with the education of others will not be allowed. This includes team jerseys that students often wear to school.
- Shoes must be worn at all times. Shoes that are unsafe and not suitable for school activities will not be allowed.
- No dangerous accessories are allowed. This includes items with spikes, heavy chains, and jewelry with sharp edges.
- Clothing must be clean and in good repair.

(Please sign sign-off sheet after reading this Dress Code.)
Helen Wilcox Homework Plan

The purpose for homework is to support and reinforce concepts taught in the classroom. In addition, it is expected that the assigning of homework will help to develop responsible study habits which will help our students become academically successful.

Students will be assigned a minimum amount of homework per night, four days a week. Examples of assignments may include, but are not limited to: reading, study of spelling words, mathematics practice, language arts practice (writing, editing), penmanship, and/or any other thematically-linked assignment. Teachers may also assign periodic special projects which require additional time.

Communication with parents regarding homework assignments and how to best help their child will be handled on an individual basis as determined by the teacher. Some examples may include: Weekly homework packets, daily homework assignments that reinforce classroom concepts, notes and phone calls home and classroom newsletters.

Daily homework time requirements are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>10 – 15 minutes*</td>
</tr>
<tr>
<td>First Grade, through December</td>
<td>10 – 15 minutes*</td>
</tr>
<tr>
<td>First Grade, after December</td>
<td>15 minutes*</td>
</tr>
<tr>
<td>Second Grade</td>
<td>15 – 20 minutes*</td>
</tr>
<tr>
<td>Third Grade</td>
<td>25 – 30 minutes*</td>
</tr>
</tbody>
</table>

*Actual homework time will be determined by each student’s abilities and the amount of work completed during class time.

Students who fail to turn in homework will be assigned to Study Hall during the Friday Free Choice time, which is 30 minutes of activities each Friday after lunch. This is an incentive program that allows students to make choices while providing a structured consequence for those who choose to not turn in their homework assignments.

Tips for Parents

- Stay in contact with the classroom teacher.
- Show interest in your child’s school work.
- Provide a place and specific time to do homework.
- If the student claims to not have any homework on a particular night, encourage them to study during the required time anyway. Reading is always a great way to spend the study time.
- Read to the student and have them read to you.
- Have the student show you their organizational skills by having them share their backpack’s supplies (notebooks, binders, pencils, etc.) nightly.
- Emphasize the care, use and return of books and materials with your child.
### HELEN M. WILCOX DISCIPLINE GUIDE

<table>
<thead>
<tr>
<th>48900</th>
<th>OFFENSE</th>
<th>1ST OFFENSE</th>
<th>2ND OFFENSE</th>
<th>ADD'L OFFENSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)(1)</td>
<td>Caused, attempted to cause, or threatened to cause PHYSICAL INJURY to another person.</td>
<td>Fighting Warning/Counseling 1 day suspension</td>
<td>2 day suspension</td>
<td>3 day suspension</td>
</tr>
</tbody>
</table>

(2) Willfully used FORCE or VIOLENCE upon the person of another, except in self defense.

<table>
<thead>
<tr>
<th>1.</th>
<th>Abusive, threatening, willfully defiant, or gang-related behavior</th>
<th>1 day suspension and parent conference</th>
<th>3 day suspension and parent conference</th>
<th>5 day suspension and parent conference</th>
<th>5 day suspension, required parent conference and recommendation for alternative placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Assault and/or battery on a student</td>
<td>5 day suspension and possible transfer to alternative placement or recommendation for expulsion; possible referral to law enforcement</td>
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<tr>
<td>3.</td>
<td>Assault and/or battery on a school employee</td>
<td>5 day suspension and recommendation for expulsion.</td>
<td>Mandatory referral to law enforcement.</td>
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<tr>
<td>4.</td>
<td>Caused serious physical injury</td>
<td>5 day suspension and recommendation for expulsion.</td>
<td>Mandatory referral to law enforcement.</td>
<td></td>
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<tr>
<td>5.</td>
<td>Assault with a deadly weapon</td>
<td>5 day suspension and recommendation for expulsion.</td>
<td>Mandatory referral to law enforcement.</td>
<td></td>
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</tr>
</tbody>
</table>

(b) 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 pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or designee of the principal.

|                                           | 5 day suspension and recommendation for expulsion. | Mandatory referral to law enforcement and/or fire marshal. |                                        |                                        |                                                                                        |

(c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, any CONTROLLED SUBSTANCE listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

<table>
<thead>
<tr>
<th>1.</th>
<th>Possession and/or under the influence of any controlled substance; alcoholic beverage, dangerous substance, or intoxicant.</th>
<th>5 day suspension and required parent conference. Recommended referral to law enforcement.</th>
<th>5 day suspension and possible recommendation for expulsion. Mandatory referral to law enforcement.</th>
<th>5 day suspension and recommendation for expulsion. Mandatory referral to law enforcement.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Selling, furnishing or in possession for sale any controlled substance.</td>
<td>5 day suspension and recommendation for expulsion. Mandatory referral to law enforcement.</td>
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</tbody>
</table>

(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

|                                               | 5 day suspension and recommendation for expulsion. Mandatory referral to law enforcement. |                                                                                        |                                                                                        |                                                                                        |                                                                                        |

(e) Committed or attempted to commit ROBBERY or EXTORTION.

|                                               | 5 day suspension and recommendation for expulsion. Recommended referral to law enforcement. |                                                                                        |                                                                                        |                                                                                        |                                                                                        |

(f) Caused or attempted to cause DAMAGE TO SCHOOL PROPERTY OR PRIVATE PROPERTY.

Due to the potential seriousness of this offense, the requirements of California Education Code for this Section, and Penal Code Section 594, any infraction of this rule will result in suspension and may result in recommendation for expulsion (depending on the severity). Recommended referral to law enforcement and/or fire marshal.

|                                               | 1 day suspension, restitution and required parent conference. Recommended referral to law enforcement. | 2 day suspension, restitution, and required parent conference. Recommended referral to law enforcement. | 3 day suspension, restitution, and required parent conference. Recommended referral to law enforcement. | 4 days suspension, restitution, and required parent conference. Transfer to alternative placement. Transfer to alternative placement may occur earlier depending on severity. |                                                                                        |

(g) STOLEN or attempted to steal SCHOOL PROPERTY OF PRIVATE PROPERTY.
<table>
<thead>
<tr>
<th>48900</th>
<th>OFFENSE</th>
<th>1ST OFFENSE</th>
<th>2ND OFFENSE</th>
<th>ADD'L OFFENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(h)</td>
<td>Possessed or used tobacco, or any products containing TOBACCO or NICOTINE products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.</td>
<td>1 day suspension and required parent conference</td>
<td>3 day suspension and required parent conference</td>
<td>5 day suspension and required parent conference</td>
</tr>
<tr>
<td>(i)</td>
<td>Committed an OBSCENE ACT or engaged in HABITUAL PROFANITY or VULGARITY.</td>
<td>1. Obscene act or unsanitary act: 1 day suspension and required parent conference</td>
<td>2 day suspension and required parent conference</td>
<td>3 day suspension and transfer to alternative program</td>
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<td></td>
<td></td>
<td>2. Habitual profanity or vulgarity: 1 day suspension</td>
<td>2 day suspension and required parent conference</td>
<td>3 day suspension and required parent conference</td>
</tr>
<tr>
<td>(j)</td>
<td>Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any DRUG PARAPHERNALIA, as defined in Section 1104.5 of the Health and Safety Code.</td>
<td>3 day suspension and required parent conference</td>
<td>5 day suspension and required parent conference. Mandatory referral to law enforcement.</td>
<td>5 day suspension and recommendation for expulsion. Mandatory referral to law enforcement.</td>
</tr>
<tr>
<td>(k)</td>
<td>DISRUPTED SCHOOL ACTIVITIES or otherwise WILLFULLY DEFIED THE VALID AUTHORITY of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.</td>
<td>1. Disrupted school activities: Warning/Counseling</td>
<td>1 day suspension</td>
<td>2 day suspension</td>
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<td></td>
<td></td>
<td>2. Willful disobedience and/or defiance of authority: Warning/Counseling</td>
<td>1 day suspension</td>
<td>2 day suspension</td>
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<td></td>
<td></td>
<td>3. Bullying and/or Intimidating: Warning/Counseling</td>
<td>1 day suspension</td>
<td>2 day suspension</td>
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<td></td>
<td></td>
<td>4. Profanity: Warning/Counseling</td>
<td>1 day suspension</td>
<td>2 day suspension</td>
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<td></td>
<td>5. Slurs (racial, ethnic, sexual, religious, handicapped, etc.): Warning/Counseling</td>
<td>1 day suspension</td>
<td>2 day suspension</td>
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<tr>
<td></td>
<td></td>
<td>6. Possession and/or unauthorized use of electronic devices such as laser pointers, palm pilots, cell phones: Warning/Counseling</td>
<td>1 day suspension</td>
<td>2 day suspension</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Violation of district/school regulations regarding computer use: Warning/Counseling</td>
<td>1 day suspension</td>
<td>2 day suspension</td>
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<td></td>
<td></td>
<td>8. False Fire or Emergency Alarm: 1 day suspension and required parent conference. Mandatory referral to fire marshal.</td>
<td>3 day suspension and required parent conference. Mandatory referral to fire marshal.</td>
<td>5 day suspension and transfer to alternative placement. Mandatory referral to fire marshal.</td>
</tr>
<tr>
<td>(l)</td>
<td>Knowingly RECEIVED STOLEN school or private PROPERTY.</td>
<td>1 day suspension, restitution and required parent conference. Recommended referral to law enforcement.</td>
<td>2 day suspension, restitution, and required parent conference. Recommended referral to law enforcement.</td>
<td>3 day suspension, transfer to alternative placement, restitution. Recommended referral to law enforcement.</td>
</tr>
<tr>
<td>(m)</td>
<td>Possessed an Imitation FIREARM...so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.</td>
<td>5 day suspension and recommendation for expulsion. Mandatory referral to law enforcement and/or fire marshal.</td>
<td>5 day suspension and required parent conference. Recommended referral to fire marshal.</td>
<td>5 day suspension and required parent conference. Recommended referral to fire marshal.</td>
</tr>
<tr>
<td>48900</td>
<td>OFFENSE</td>
<td>1ST OFFENSE</td>
<td>2ND OFFENSE</td>
<td>ADD’L OFFENSES</td>
</tr>
<tr>
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<tr>
<td>(n)</td>
<td>Committed or attempted to commit SEXUAL ASSAULT or a sexual BATTERY as defined by the Penal Code.</td>
<td>Due to the potential seriousness of this offense and the requirements of this section of the California Education Code, any infraction of this rule will result in suspension and a recommendation for expulsion. Mandatory referral to law enforcement.</td>
<td></td>
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</tr>
<tr>
<td>(o)</td>
<td>HARASSED, threatened, or intimidated a pupil who is A COMPLAINING WITNESS or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.</td>
<td>Due to the potential seriousness of this offense and the requirements of this section of the California Education Code, any infraction of this rule will result in suspension and a recommendation for expulsion. Mandatory referral to law enforcement.</td>
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</tr>
<tr>
<td>(p)</td>
<td>Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug SODA.</td>
<td>Due to the potential seriousness of this offense and the requirements of this section of the California Education Code, any infraction of this rule will result in suspension and a recommendation for expulsion. Mandatory referral to law enforcement.</td>
<td></td>
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</tr>
<tr>
<td>(q)</td>
<td>Engaged in, or attempted to engage in, HAZING as defined in Section 32050.</td>
<td>Due to the potential seriousness of this offense and the requirements of this section of the California Education Code, any infraction of this rule will result in suspension and a recommendation for expulsion. Mandatory referral to law enforcement.</td>
<td></td>
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</tr>
<tr>
<td>(s)</td>
<td>A pupil who AIDS or ABETS, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person. (May be suspended, but not expelled.)</td>
<td></td>
<td>1 day suspension and parent conference</td>
<td>3 day suspension and parent conference</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>48900.2</th>
<th>SEXUAL HARASSMENT as defined in Section 212.5 (A pupil or pupils enrolled in any of grades 4-12, inclusive.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Warning/Counseling/ Parent Conference</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>48900.3</th>
<th>Caused, attempted to cause, threatened to cause, or participated in an act of, HATE VIOLENCE as defined in subdivision (e) of Section 233. (A pupil or pupils enrolled in any of grades 4-12, inclusive.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 day suspension and parent conference</td>
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</table>

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<tr>
<th>48900.4</th>
<th>Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile education environment. (A pupil or pupils enrolled in any of grades 4-12, inclusive.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 day suspension and parent conference</td>
</tr>
</tbody>
</table>
SCHOOL AND OFFICE PROCEDURES

Attendance
California Law has established that full-time education is compulsory until a student graduates from high school or becomes 18 years old. Regular attendance and promptness are essential to successful work.

Absences
Parents/Guardians must notify Helen Wilcox School of all absences. Please call the school attendance clerk on the morning of the absence at (530) 533-7626, extension 212. If you are unable to notify the school by phone, please send an email bmaldona@palermoschools.org or a note to school with your child on the day he/she returns stating the following:
- Child's teacher and/or room number
- Child's first and last name
- Date of absence
- Reason for absence
- Your first and last name and relationship to child

Policies & Valid Excuses:
- If your child is sick, or if your child is sick for three or more consecutive days a doctor's note is needed. If your child has accumulated 10 or more sick days throughout the school year, a doctor's note must be given thereafter.
- If your child had a doctor's appointment, please send a doctor's note.
- If there is a death in the immediate family, your child is allowed one day in state, and three days out of state.
- Head lice is no longer excused.
- 3 unexcused tardies over 30 minutes are counted towards truancy. And each one after is counted towards truancy.

Independent Study Contracts
Independent Study Contracts are available if your child is going to miss NO LESS than five consecutive school days for an educational trip. Independent Study contracts will not be approved during STAR testing. You may request an independent study contract from the attendance clerk. This request should be made at least two weeks in advance of your trip. This enables the office time to prepare the contract, the teacher time to prepare the work, and the contract to be signed by all parties before your trip. Upon your return, the completed contract, including all work, should be returned to your child's teacher. A successfully prepared and completed contract will allow your child to keep up with the school work and their absences will be excused for a duration of the contract.

Tardies
All tardy students must check in with the office before going to class. A student is considered tardy if not in their seat when the bell rings promptly at 8:25.

Registration
All children new to the Palermo School District are required to provide the following when registering:
   * Immunization Records
   * Proof of Age-Original Birth Certificate
   * Physical-The State of California physical exam requirement for first grade
   * Dental screening
   * Proof of residency: rental payment receipt, utility statement or mortgage statement

Inter-District Transfer
The parent of a child who lives outside the Palermo Union School District may request that his/her child attend Helen Wilcox. Approval is based on the following conditions:
   * District of residence gives written approval
   * The Palermo Union School District's approved ration of students-to-teachers is not exceeded.
Space is available at the school requested
*Parent provides transportation to and from school

Revocation of the inter-district may be necessary if enrollment in the grade exceeds space available during the school year, because of unsatisfactory attendance, scholarship, or citizenship.

You must initiate your request at your home district. Inter-district transfer forms must be completed annually.

Medical Appointments/Early Checkouts

Medical appointments should be scheduled so that they do not interfere with instruction time. Students who find it necessary to leave school for a medical appointment are encouraged to return to school after the appointment has been completed.

Please send a note with your child on the day he/she is to be checked out early. Please come to the office to sign your child out, the office will call the classroom to have your child released. Please give yourself plenty of time to sign your child out and have him/her called from the classroom.

Parents/Guardians are reminded that students must be signed out by an adult (18+). Please remember that students will only be released to the parent, legal guardian or persons indicated on the Student Emergency Card.

Helen Wilcox’s policy is to check identification of all persons checking children out of school. Please understand that this is for the safety of your child.

Lost and Found

Any articles found on the school grounds should be turned in to the “lost and found.” Very small items (jewelry, glasses, etc) or money should be turned in to the office. In order to insure that lost articles are returned to their owner, please put your child’s name on all items. At every intersession remaining lost items will be donated to a local shelter.

Lunch Procedures

All children have a 30 minute supervised lunch period. Generally, children spend about 15 minutes of this time eating lunch and 15 minutes playing.

Children may bring a lunch from home or purchase a school lunch. Sodas and fast food are not allowed. Glass containers are also not allowed at school.

Free Meal Program

All enrolled students of Palermo Union School District are eligible to receive a healthy breakfast and lunch at school at no charge to your household. No further action is required of you. Your child(ren) will be able to participate in these meal program without paying a fee or submit an application.

Class Parties/Birthday Recognition /Birthday Packets

Following our Nutrition policy, we would prefer the suggestions below instead of cupcakes, cookies or punch.
We do realize that some parents would like to have their child’s birthday recognized.  (THIS IS NOT MANDATORY). Listed below are some suggestions that parents have used:

* A book donated in your child’s name to be read to the class, with the child’s name inscribed on the inside cover.
* A classroom game, puzzle, etc.
* Individual party favors, such as pencils, erasers, etc.
* Consult with your child’s teacher for other ideas.
* If you decide to bring in a treat to share with the class, items must be store bought and will be held in the office until after lunch.
We strongly discourage balloons at school. Balloons cause a great deal of distraction on campus and cannot go home on the bus.

**Cafeteria is offering:** Class Birthday Party Packets. Parent/Guardian are able to order a class birthday through the kitchen that would include Happy Birthday cake, drink, and a souvenir for each student in the class, plus birthday person would also receive a card that can be personalized from the person who ordered the party, all for $1.50 per student. Parties would have to be ordered at least a week before, and paid for in advance.

**Animals on Campus**
Please do not bring animals on campus without prior approval from the principal. This includes after school pick up.

**Progress Reports**
Progress reports are sent out once a trimester. The dates are as follows:
- 9/22/17 first trimester (FRIDAY)
- 1/12/18 mid second trimester (FRIDAY)
- 4/13/18 mid third trimester (FRIDAY)

**Report Cards**
Report cards are sent home on the Friday following the close of each trimester. The first trimester’s report card will be given to you during the fall parent conference. Parent conference week is November 13, 2017 through November 17, 2017.

The dates are as follows:
- Second trimester report cards will go home on 3/9/2018
- Third trimester report cards will go home on 6/14/2018

According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime. The CUSD School Nurses will be screening for Type II Diabetes risk factors during scoliosis screenings for 7th grade girls and 8th grade boys. The screening will include: measurement of height and weight, body mass index calculation, and assessment for acanthosis nigricans (Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms). If your child has identifiable risk factors for Type II Diabetes, the school nurse will notify you by mail. Please send a written note to your child’s school nurse prior to the screening date if you do not wish for your child to participate in the Type II diabetes screening process.

**Illness**
Please do not send your child to school ill. If your child is running a fever or has other signs of illness, please do not send him/her to school. A child must be **“fever free” for 24 hours.** When a parent/guardian has doubts as to a child’s fitness to attend school, the family physician should be contacted or bring your child in to visit Ms. Nikki in the health aide office.

A child will be sent home automatically with the following:
- Temperature of 100 degrees or higher
- Vomiting
- Diarrhea
- Any questionable injury or trauma
- Any evidence (even if questionable) of communicable disease (chicken pox, impetigo, head lice, or “pink eye”)

**Medication**
Medical treatment is the responsibility of the parent/guardian and an authorized health care provider. An authorized health care provider is an individual who is licensed by the State of California to prescribe medication. Medications, both prescription and over the counter, may be given at school when it is deemed absolutely necessary by the authorized health care provider that the medication be given during school hours. The parent/guardian is urged, with the help of your child’s authorized health care provider, to work out a schedule of giving medication at home whenever possible. California Education Code, Section 49423 allows school personnel to assist in carrying out an authorized health care provider’s written orders. Designated non-medical school personnel may be administering your child’s medication. They will be trained and supervised by the credentialed district nurse. Medication will be safely stored and locked or refrigerated, if required.

**IF MEDICATION IS TO BE ADMINISTERED AT SCHOOL, ALL OF THE FOLLOWING CONDITIONS MUST BE MET:**

1. A written statement signed by the licensed authorized health care provider/dentist specifying the reason for the medication, name, dosage, time, route, side effect; and specific instructions for emergency treatment must be on file at school.
2. A signed request from the parent/guardian must be on file at school.
3. Medication must be delivered to school by the parent/guardian or other responsible adult.
4. Medication must be in your child’s original, labeled pharmacy container written in English.
5. All liquid medication must be accompanied by an appropriate measuring device.
6. Any tablets requiring partial doses (½ or ¼) must be sent to school already cut.
7. A separate form is required for each medication. Whenever there is a change in medication, dose, time, or route, the parent/guardian and authorized health care provider must complete a new form. This authorization must be renewed each year.

**Reporting Injuries**

Students who injure themselves or become ill during recess or lunch should report to the health office. During class time minor injuries such as cuts and scrapes should be attended to in the classroom. Students feeling ill should inform their teacher and may be sent to the health office. Parents will be notified when a child has a fever, a head or face injury, vomits, or conditions related to a history of medical problems.

It is the policy of Helen Wilcox to inform parents any time their child received an injury other than an apparent minor injury during the school day. Parents will be notified of any head injuries. Many times children hurt themselves during the school day and do not report their injury to a teacher. Parents are asked to call the office and advise us as to the nature and extent of the injury.

**Community Involvement**

**Volunteers**

Parents are encouraged to volunteer whenever possible. Parent volunteers help the classroom teacher in a variety of ways. When volunteering on campus please “sign in” in the office and wear the provided volunteer badge. Volunteers must be at least 18 years of age. Siblings are not allowed on campus with volunteers. Please do not sign out until you are actually leaving campus. In an emergency, we must know who is on campus at the time of the emergency; signing out before defeats the purpose. All volunteers must fill out the volunteer application form.

**PLEASE FILL OUT AND RETURN PARENT VOLUNTEER APPLICATION FORM TO THE OFFICE. Please plan early as it takes at least two weeks to process. Please be aware all ON GOING volunteers will need to be finger printed. PUSD will pay for the finger printing process.**

**Classroom Visitations**
You are welcome at Helen Wilcox Elementary School. Our procedures for classroom visitations, which coincide with the Palermo Union School District's Board Policy, are as follows:

- Visitations must be arranged in advance with the office and/or teacher.
- All visitors must register in the school office and wear a visitor's sticker prior to going to the classroom.
- Visits should last no more than 30 minutes unless prior arrangements have been made.
- The frequency of visitations to any classroom shall not be disruptive to the classroom learning environment.
- Parent-teacher conferences are held before or after school.

School Site Council
The School Site Council (SSC) is a representative group at the school site made up of the principal, teachers, staff member, and parents. The purpose of the SSC is to plan, implement, and assess school-wide priority for Helen Wilcox. As a group, the SSC establishes and approves the Single School Plan and budget, assists in the development of the Single School Plan, and monitors and evaluates the effectiveness of the plan on an on-going basis.

PTG
Our Parent Teacher Group (PTG) serves as a type of forum where parents, teachers, administrators, and other concerned adults may discuss ways to promote quality education, strive to expand the arts, encourage community involvement, and work for a healthy environment and safe neighborhoods. Ongoing activities include fundraising events, end of year carnival, assemblies, Accelerated Reader prizes, Red Ribbon Week Celebration, Dr. Seuss Celebration and CAT-6 testing incentives. Please call the office at 533-7626 if you are interested in helping in the PTG.

Emergency Information
You can count on our caring professionals to provide a safe and secure environment for your children every day and during an emergency.

Our emergency plan is reinforced through drills with students and at regular meetings with our employees.

In most emergency situations, public safety and emergency management personnel will provide guidance to administrators on the appropriate response to the emergency.

During a High Security Alert, the following actions shall be taken.

1. The Superintendent/designee shall communicate with all staff that a “High Security Alert” is in effect.
2. All staff will go to assigned posts to ensure maximum supervision of student movement and to visually monitor the campus and surrounding area.
3. All visitor access shall be restricted to the office area.
4. A “High Security Alert” notice will be posted outside each classroom door and office window informing all visitors to go directly to the office.
5. The district’s “High Security Alert” communications system will be activated.
6. The district office staff will post information on the website (www.palermoschools.org)
7. The Superintendent/designee shall communicate with all staff if a Lockdown is in effect.

During a High Security Alert the Superintendent/designee shall determine which of the following actions will be taken.

1. All school building doors locked.
2. All windows covered.
3. All students inside.
4. Any student movement outside will be under adult supervision.
5. An “emergency” phone message will be made to parents/guardians by the District Office.

School Staff and students will remain under Security Alert until further instructions are given by the principal or designee.

What can parents do during an emergency?

In order to provide your children with a safe and secure environment during an emergency situation, we need your help. You can assist us in maintaining an organized and secure site…

1. Please do not immediately drive or walk to the school to get your children. We need the time to re-organize and institute our procedures prior to receiving requests to release students.

2. When you arrive on campus plan on parking off campus as the parking lots will be closed to all but district and emergency vehicles.

3. Refrain from immediately calling the school as our phone may or may not be working and we need to have open lines available to get emergency assistance, if necessary.

4. PLEASE GO TO www.palermoschools.org to view up to date emergency information.
Definition of Terms

For offences not included in this page, the principal or designate will use one or more of the following disciplinary measures, depending on the nature of the offense; 1) Conference with the student; (2) Parent conference; (3) Notify the parent by letter, home visit; (4) Detention; (5) Suspension; (6) Expulsion; (7) Refer to a community agency.

Alternative Means of Correction- Consequences may be on school suspension, privileges revoked, after school detention, parent conference, warnings, community service or off campus suspension.

Defiance is refusal to follow the specific direction of a school staff member. Indicator of defiance may be verbal, action or non-action, student’s refusal to follow directions.

Disruption is when a pupil has disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties (education 48900 K code).

Explanation of 1-day suspension means either: 1) remainder of the school day if it occurs prior to noon, or 2) the remainder of the school day plus the next day if it occurs after 12:00 noon.

A student suspended or expelled from the Palermo School District may not be on any campus of School District or attend any District sponsored activity such as after school games, special events, dances, etc., while under the suspension or expulsion. Parents will be notified of all suspensions/expulsions.

Assault is a violent attack, either physical or verbal; an unlawful threat or unsuccessful attempt to do physical harm to another, causing a present fear of immediate harm.

Battery is the illegal beating or touching of another person either directly or with an object.

Brandishing is the act of waving, shaking, or exhibiting in a menacing, challenging, or exultant way.

Extortion is the act of getting money from someone by violence or threats.

Hazing- to initiate or discipline (fellow students) by forcing to do ridiculous, humiliating, or painful things.
Helen Wilcox Elementary
5737 Autrey Lane, Oroville, CA 95966
(530) 533-7626

Sign-Off Sheet
(Return this to the office.)

Student’s Name (Print) __________________________ Teacher’s Name __________________________

My signatures signify that I have read and understand the information in the Handbook. It also indicates that I, as a Helen Wilcox student, will follow the rules and will encourage others to follow the rules, as well.

Anti-Bullying Pledge __________________________ Student Signature __________________________

Dress Code __________________________ Student Signature __________________________

Homework Policy __________________________ Student Signature __________________________

Discipline Guide __________________________ Student Signature __________________________

As a parent/guardian, my signatures signify that I have read and understand the information in the Discipline Packet. It also indicates that I will support and encourage my child to follow the rules.

Anti-Bullying Pledge __________________________ Parent Signature __________________________

Dress Code __________________________ Parent Signature __________________________

Homework Policy __________________________ Parent Signature __________________________

Discipline Guide __________________________ Parent Signature __________________________
PLEASE READ, SIGN AND RETURN!!!
Dear Golden Hills Community,

Welcome back to a new and exciting 2019-2020 school year. I am confident we are destined for another great year. Our students' gifts/talents with dedication of school staff and supportive parents/community allow us to strive for excellence at Golden Hills. Our motto for the school year is “Every Student, everyday.”

All staff at Golden Hills are dedicated to get to know each and every student. Using data we will guide your child through interventions that will make him/ her the best they can be.

Attendance is very important at Golden Hills. Our goal is to have over 95% attendance and to decrease our chronically truant students. We are here to support you in anything you need to help your students come to school to learn. If they aren’t here they cannot learn!

Please do not request a change in placement as we do not move students unless required for enrollment. Golden Hills Staff are highly qualified and prepared to assist you in the education of your children. Experience has shown that students adjust to their new teacher and peers quite well. Everyone at Golden Hills is here to support our students and to offer them a positive, nurturing and productive educational experience. If you have any specific concerns about your child, please first address your concerns with the teacher.

The goal of the school is to provide the students with a positive and enriching learning experience. Toys, games, trading cards and other play related items or personal property must be left at home. These items pose a distraction to the teaching and learning process. Cell phones are not allowed and if they are brought to school they MUST be checked into the office. The district is not responsible for any lost or stolen items.

The school webpage is updated weekly. Please familiarize yourself with our Golden Hills handbook located on our homepage. The handbook will give you valuable information to help you with school policies and procedures. Please check our webpage at: https://www.palermoschools.org/o/goldenhills

Working together, communicating and listening to each other will help us build a fantastic atmosphere for our students to grow academically as well as socially and emotionally. Please feel free to drop by the office anytime. I always enjoy hearing from you about your children. To insure I am available please call the front office to set up an appointment if you have concerns that need to be addressed immediately.

A huge thank you to our maintenance staff for all their hard work over the summer!
In closing I am confident that we experience a positive, enriching and successful school year.

Happy to be back,

Kristi Napoli

“When educating the minds of the youth, we must not forget to educate their hearts.” Dalai Lama
SCHOOL AND OFFICE PROCEDURES

Attendance
California Law has established that full-time education is compulsory until a student graduates from high school or becomes 18 years old. Regular attendance and promptness are essential to successful work.

Absences
Parents/Guardians must notify Golden Hills Elementary School of all absences. Please call the school attendance technician on the morning of the absence at (530) 532-6000, ext. 2; send an email to sgadown@palermoschools.org; or send a note to school with your child on the day he/she returns stating the following:
- Child's teacher and/or room number
- Child's first and last name
- Date of absence
- Reason for absence
- Your first and last name and relationship to child

Independent Study Contracts
Independent Study Contracts are available if your child is going to miss NO LESS than five consecutive school days. You may request an independent study contract from the attendance technician. If possible, this request should be made at least two weeks in advance. This allows enough time for the office to prepare the contract, the teacher to prepare the work, and for all necessary signatures to be obtained. All work should be turned in to the attendance technician in the office on the day scheduled. If the student is ill on the scheduled return date, a parent/guardian must turn in the work.

Tardies
All tardy students must check in with the office before going to class. A student is considered tardy if not in their seat when the bell rings promptly at 8:35.

Registration
All children new to the Palermo Union School District and enrolling in Golden Hills Elementary School are required to provide the following when registering:
- Immunization Records
- Proof of Age-Birth Certificate
- Proof of residency: rental payment receipt, utility statement, mortgage statement, etc.

Inter-District Transfer
The parent of a child who lives outside of the Palermo Union School District may request that his/her child attend Golden Hills. Approval is based on the following conditions:
- District of residence gives written approval

In the event the inter-district transfer is approved, please note the following:
1. The student will be transferred back to his/her district of residence if facilities or program become unavailable in the school the student is assigned to attend.
2. The student may be transferred back to his/her district of residence if the student demonstrates unsatisfactory attendance, scholarship, or citizenship.
3. The student will be transferred back to his/her district of residence if the inter-district transfer form contains falsification or misrepresentation of information.
4. The parent will assume responsibility for all transportation to and from school.
5. The inter-district transfer agreement expires at the close of the current school year.

Please note: You must initiate your request at your home district. Inter-district transfer forms must be completed annually.
Medical Appointments/Early Checkouts
Medical appointments should be scheduled so that they do not interfere with instruction time. Students who find it necessary to leave school for a medical appointment are encouraged to return to school after the appointment has been completed.

Please send a note with your child on the day he/she is to be checked out early. Please come to the office to sign your child out, the office will call the classroom to have your child released. Please give yourself plenty of time to sign your child out and have him/her called from the classroom.

Parents/Guardians are reminded that students must be signed out by an adult (18+). Please remember that students will only be released to the parent, legal guardian or persons indicated on the Student Emergency Card.

Golden Hills' policy is to check identification of all persons checking children out of school. Please understand that this is for the safety of your child.

Illness
Please do not send your child to school if he/she is running a fever or has other signs of a contagious illness. A child must be "fever free" for 24 hours before returning to school.

A child will be sent home automatically with the following:
- Temperature above 99 degrees F.
- Vomiting
- Diarrhea
- Any questionable injury or trauma
- Any evidence (even if questionable) of communicable disease (chicken pox, impetigo, head lice, or "pink eye")

Medication
Medical treatment is the responsibility of the parent/guardian and an authorized health care provider. An authorized health care provider is an individual who is licensed by the State of California to prescribe medication. Medications, both prescription and over the counter, may be given at school when it is deemed absolutely necessary by the authorized health care provider that the medication be given during school hours. The parent/guardian is urged, with the help of your child's authorized health care provider, to work out a schedule of giving medication at home whenever possible. California Education Code, Section 49423 allows school personnel to assist in carrying out an authorized health care provider's written orders. Designated non-medical school personnel may be administering your child's medication. They will be trained and supervised by the credentialed district nurse. Medication will be safely stored and locked or refrigerated, if required.

IF MEDICATION IS TO BE ADMINISTERED AT SCHOOL, ALL OF THE FOLLOWING CONDITIONS MUST BE MET:

1. A written statement signed by the licensed authorized health care provider/dentist specifying the reason for the medication, name, dosage, time, route, side effect; and specific instructions for emergency treatment must be on file at school.
2. A signed request from the parent/guardian must be on file at school.
3. Medication must be delivered to school by the parent/guardian or other responsible adult.
4. Medication must be in your child's original, labeled pharmacy container written in English.
5. All liquid medication must be accompanied by an appropriate measuring device.
6. Any tablets requiring partial doses (1/2 or 1/4) must be sent to school already cut.
7. A separate form is required for each medication. Whenever there is a change in medication, dose, time, or route, the parent/guardian and authorized health care provider must complete a new form. This authorization must be renewed each year.
Reporting Injuries
Students who injure themselves or become ill during recess or lunch should report to the health office. During class time minor injuries such as cuts and scrapes should be attended to in the classroom. Students feeling ill should inform their teacher and may be sent to the health office. Parents will be notified when a child has a fever, a head or face injury, vomits, or conditions related to a history of medical problems.

It is the policy of Golden Hills to inform parents any time their child received an injury other than an apparent minor injury during the school day. Parents will be notified of any head injuries. Many times children hurt themselves during the school day and do not report their injury to a teacher. Parents are asked to call the office and advise us as to the nature and extent of the injury.

FOOD SERVICES:

Breakfast/Lunch Prices and Procedures
Breakfast is sold from 8:00 am to 8:30 am.

All children have a 35 minute supervised lunch period. Generally, children spend about 15 minutes of this time eating lunch and 15 minutes playing.

Sodas, candy, and Hot Cheetos are not allowed. Glass containers are also not allowed at school.

PROGRESS REPORTS/REPORT CARDS:

Progress Reports
Progress reports are sent out once a trimester. Please look at the school calendar for the set dates.

Report cards
Report cards are sent home on the Friday following the close of each trimester. The first trimester’s report card will be given to you during the fall parent conference.

PARENT/COMMUNITY INVOLVEMENT:

Classroom Visitations
You are welcome to visit Golden Hills Elementary School. Our procedures for classroom visitations, which coincide with the Palermo Union School District’s Board Policy, are as follows:

- Visitations must be arranged in advance with the office and/or teacher
- All visitors must register in the school office and wear a visitor’s sticker prior to going to the classroom
- Visits should last no more than 30 minutes unless prior arrangements have been made.
- The frequency of visitations to any classroom shall not be disruptive to the classroom learning environment
- Parent-teacher conferences are held before or after school

Classroom Volunteers
Parents are encouraged to volunteer whenever possible. Parent volunteers help the classroom teacher in a variety of ways. Please contact your child’s teacher if you are interested in how you can help. You will be asked to fill out and return a parent volunteer application form. It may take at least two weeks to process, so plan early. **Please be aware all ON GOING volunteers will need to be finger printed. PUSD will pay for the finger printing process.**

When volunteering on campus please “sign in” and “sign out” in the office, and please wear the provided volunteer badge. For your safety and for the safety of our students, we must know who is on our campus. Volunteers must be at least 18 years of age. Please note that siblings are not allowed on campus with volunteers.
School Site Council
The School Site Council (SSC) is a representative group at the school site made up of the principal, teachers, staff members, and parents. The purpose of the SSC is to plan, implement, and assess school-wide priority for Golden Hills. As a group, the SSC establishes and approves the Single School Plan and budget, and monitors and evaluates the effectiveness of the plan on an on-going basis.

PTG
Our Parent Teacher Group (PTG) serves as a type of forum where parents, teachers, administrators, and other concerned adults may discuss ways to promote quality education, strive to expand the arts, encourage community involvement, and work for a healthy environment and safe neighborhoods. Ongoing activities include fundraising events, Anti-Bully assemblies, Red Ribbon Week Celebration, testing incentives. Please contact the school office at 532-6000 to inquire about helping in the PTG.

MISCELLANEOUS:

Class Parties/Birthday Recognition
We realize that some parents would like to recognize their child’s birthday at school. Listed below are some suggestions that parents have used:

- A book donated in your child’s name to be read to the class, with the child’s name inscribed on the inside cover.
- A classroom game, puzzle, etc.
- Individual party favors, such as pencils, erasers, etc.
- Consult with your child’s teacher for other ideas.

If you decide to bring in a treat to share with the class, we prefer nutritious treats. All treats must be store bought and will be held in the office until after lunch.

Balloon bouquets, as beautiful and festive as they are, can cause a great deal of distraction on campus. Also, please note that they cannot be taken home on the bus!

Lost and Found
Any articles found on the school grounds should be turned in to the “lost of found,” which is in the cafeteria. Very small items (jewelry, glasses, etc) or money should be turned in to the office. In order to insure that lost articles are returned to their owner, please put your child’s name on all items.

Animals on Campus
Please do not bring animals on campus without prior approval from the school principal. This includes after school pick up.

Items Not Allowed
Please note we do not allow Hot Cheetos or Taki’s at Golden Hills due to the color dye they use. It is difficult to get out of our carpet when stepped on and it gets into chromebook keyboards. We also do not allow sodas or glass bottles/containers.
Field Trips
Golden Hills will be participating in three types of field trips:
1. Study/Educational Trips
2. Social/Reward Trips
3. Athletic/School Band/Event Trips

Study/educational trips shall be planned and implemented to result in one or more of the following:
1. Supplement and enrich classroom instruction by providing learning experiences in an environment outside the schools.
2. Introduce students to new areas of interest: academic, vocational, and cultural.
3. Help relate school experiences to the reality of the world outside of school.
4. Bring all the resources of the community within the scope of a student’s learning experience.

Social/reward field trips shall be planned and implemented to result in one or more of the following:
1. Help relate school experiences to the reality of the world outside of school;
2. Bring all the resources of the community within the scope of a student’s learning experience;
3. Reward students for significant achievements in learning and/or service to the community.

Athletic/school band/event field trips shall be planned and implemented to result in one or more of the following:
1. Provide students opportunities to participate as representatives of PUSD in sanctioned athletic competitions;
2. Provide students opportunities to participate as representatives of PUSD in appropriate community parades and events.

Please know that Principals may exclude from trips any student whose presence on the trip would pose a safety or disciplinary risk. In addition, Reward Trips (such as end of the year celebrations) will be for students who show assignment completion and follow school rules.

EMERGENCY INFORMATION:

You can count on our caring professionals to provide a safe and secure environment for your children every day and during an emergency.

Our emergency plan is reinforced through drills with students and at regular meetings with our employees.

In most emergency situations, public safety and emergency management personnel will provide guidance to administrators on the appropriate response to the emergency.

During a “Shelter In Place”, the following actions shall be taken.
1. The Superintendent/designee shall communicate with all staff that a “Shelter In” is in effect.
2. All staff will go to assigned posts to ensure maximum supervision of student movement and to visually monitor the campus and surrounding area.
3. All visitor access shall be restricted to the office area and a notice will be posted in the office window stating the school is in a “Shelter In Place” situation.
4. The district’s “Shelter In Place” communications system will be activated.
5. The district office staff will post information on the website (www.palermoschools.org)
6. The Superintendent/designee shall communicate with all staff if a Lockdown is in effect.

During a Shelter In Place Alert the Superintendent/designee shall determine which of the following actions will also be taken.
1. All school building doors locked.
2. All windows covered.
3. All students inside.
4. Any student movement outside will be under adult supervision.
5. An “emergency” phone message will be made to parents/guardians by the district office.

School Staff and students will remain under Shelter in Place until further instructions are given by the principal or designee.

What can parents do during an emergency?
In order to provide your children with a safe and secure environment during an emergency situation, we need your help.
1. PLEASE GO TO www.palermoschools.org to view up-to-date emergency information.
2. Refrain from calling the school. Our phones lines must remain open for emergency assistance, if needed.
3. Please do not immediately drive or walk to the school to get your children. We need the time to re-organize and institute our procedures prior to receiving requests to release students.
4. When you do arrive for pick-up, please do not block access points to the school. There may be a need for district and/or emergency vehicles to enter the parking area.

During a Lockdown, all gates will be closed and locked to provide the safest environment possible for all students. We will be contacting the phone numbers you provided on the emergency cards to inform you of the lockdown and we will send out updates as often as possible. You may also visit the district website at www.palermoschools.org for current emergency information. Please know that the safety of all the students is our first priority! Taking the time to deal with people who don’t want to follow our procedures puts everyone at risk.

TIPS FOR PARENTS WHEN HANDLING A LOCAL/NATIONAL CRISIS

- Turn off the TV and talk with your children.
- Stick with the “concrete” facts. Answer only what your child asks.
- Assure your children that they are safe.
- Ask “What feelings do you have about what happened?” “What does this make you think about?”
- Share YOUR feelings
- Draw a picture, take a walk, prepare dinner together, read a story together. Be there!
- Allow relaxation time, down time from the regular busy schedule.
- Let your child know that tears are okay.
- Make sure your child knows they are in no way responsible.
- Remind children to be considerate of classmates, friends and their families.
Golden Hills Elementary School

2400 Via Canela, Oroville, CA 95966
(530) 532-6000

Golden Eagles' Anti-Bullying Pledge

Golden Hills has three main rules we call the 3 B's: Be Respectful...Be Responsible...and Be Safe!

We, the students of Golden Hills Elementary School, agree to follow the 3 B's and to stand together in support of stamping out bullying behavior.

We believe that everyone at our school should feel safe, secure, and accepted regardless of color, race, gender, religion, nationality, popularity, athletic ability, or intelligence.

Bullying behavior may be seen as pushing, shoving, hitting, kicking, or spitting. It may be name calling, picking on others, making fun of others, laughing at someone, excluding someone, or encouraging another to use bullying behavior. Bullying causes pain and stress to victims and is never justified or excusable as “kids just being kids,” “just teasing,” or any other rationalization.

By signing this pledge, we the students agree to:

1. Value student differences and treat others with respect.
2. Not become involved in bullying incidents or to be a bully.
3. Work with other students and teachers to prevent bullying.
4. Report honestly and immediately all incidents of bullying to a teacher or other staff member.
5. Be alert in places around the school where there is less adult supervision such as bathrooms or hallways.
6. Support students who have been bullied.
7. Talk to teachers and parents about concerns and issues regarding bullying.
8. Encourage teachers to discuss bullying issues in the classroom.
9. Be a good role model to other students.
10. Be aware of the school's policies and support system with regard to bullying.

We acknowledge that if we know bullying is going on and don't report it or try to stop it, we are just as guilty as the bully.

(Please sign sign-off sheet after reading this pledge.)
Golden Hills recognizes that cell phones and smart watches have become a common tool for communication. However, they have also become a major distraction to the learning environment and are vulnerable to theft. We ask that you allow your child to carry a cell phone only if absolutely necessary. **If your student needs to carry a cell phone to school, the cell phone or smart watch will need to be turned off and turned into the school office daily.** No exceptions, unless it is determined by a licensed physician to be essential for the students health and the use of which is limited to health related purposes. (Ed Code 48901.5)

Cell phones and smart watches may not be used to talk, take pictures, play games, record or text during school hours. After school, while still on campus, students must be by an adult when using their cell phone or smart watch.

**Board Policy 5131(c)  Possession of Cellular Phones and other Personal Electronic Signaling Devices**

**Grade Levels K-5:**

Except for prior consent for health reasons, possession or use of personal electronic signaling devices, cellular/digital telephones are prohibited.

If a student violates the cell phone policy, their phone will be taken away until a parent can come to school to retrieve it.

Golden Hills is not responsible for lost, damaged or stolen cell phones.

*(Please sign sign-off sheet after reading this page.)*
Weapons and Controlled Substances

The Principal and staff at Golden Hills Elementary School are committed to providing a safe environment for the students and adults on this campus.

The California Constitution, Article 1, Section 28 states "All students and staff of public primary, elementary, junior high, and senior high schools...have the inalienable right to attend campuses which are safe, secure and peaceful." Education Code 48915(c) requires the mandatory suspension and recommendation for expulsion of students who possess a controlled substance, sell or furnish a firearm, brandish a knife, sell a controlled substance...or possess an explosive. For these reasons, Golden Hills and the Palermo Union School District have adopted a Zero Tolerance approach to serious offenses, including drug, alcohol, and weapons. Please note that the student does not have to be the individual who brought the item(s) to school for this to apply.

We understand that sometimes a student may discover that he/she has inadvertently brought a pocket knife or other dangerous object to school. When this happens, the student must immediately hand the object over to a staff member and the parent/guardian will be asked to pick it up. This will conclude the incident. However, if the student tells other students about the object, or shows the object to other students, before handing it over to a staff member, the Zero Tolerance approach will be initiated.

Searches of a student's property may be conducted according to Education Code 49050, if there is a reasonable suspicion. When such a search is necessary, it will be done as privately and delicately as possible in full compliance with the law.

Any student found to be in violation will be suspended from Golden Hills Elementary School with the recommendation of expulsion to the school board.

Parents are responsible for reading and informing their children of this Zero Tolerance approach.

(Please sign sign-off sheet after reading this page.)
GOLDEN HILLS ELEMENTARY SCHOOL
HOMEWORK POLICY

Homework should be used to help young children practice concepts learned at school, develop good study habits, and promote positive attitudes toward school. The practice of homework communicates to students that learning can take place outside of school as well as inside school. “Homework” is defined as school-related assignments made by a teacher which will require time and effort outside of the regular classroom for successful completion. Homework is an important part of the regular instructional program and is an important link between the home and school.

When homework does not get completed at home, the student should have the opportunity to complete the assignment that day by attending the Homework Opportunity Program (H.O.P). H.O.P. is not punitive; it is an intervention tool to ensure completion and follow through on homework expectations. H.O.P. can be held before school, during recesses and/or lunchtime, or after school. H.O.P. shall be supervised by parent volunteers, teachers, high-school tutors, or other community volunteers.

When students turn in their homework by the start of class time, they will receive full credit. If homework is not completed, students will attend H.O.P. during recess and will receive partial credit. Partial credit given will be determined as a grade level team.

Student's Responsibility
- Complete all homework assignments to the best of your ability and hand them in on time

Parent's Responsibility
- Provide a place and specific time to do homework
- Encourage completion of homework
- Encourage student to do his/her best work
- Encourage student to turn in all assignments
- Stay in contact with teachers to monitor student progress
- Look in student's backpack for notes that must be signed and returned

Teacher's Responsibility
- Explain the purpose of the assignment
- Explain how to do the assignment and how to know when it is completed
- Make sure homework is the practice of old material, or an extension of what was taught in class
- Collect homework and determine who needs to go to HOP to ensure homework completion

Daily homework time requirements are as follows (minutes each day, 4 days per week):

Fourth Grade  20-40 minutes
Fifth Grade   20-40 minutes

Makeup Work:

Students shall be given the opportunity to make up school work that was missed because of an excused absence and shall receive full credit for work that is turned in according to a reasonable make-up schedule.

Students who miss school work because of unexcused absences shall be given the opportunity to make up missed work. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

Teachers shall give suspended students full credit for work that is turned in according to a reasonable make-up schedule.

(Please sign sign-off sheet after reading this page.)
Student Dress Code

The following dress code was designed to provide a safe, distraction-free environment where students can concentrate on learning in the classroom and on playing at recess.

In order to avoid violations and possible consequences, please read and follow this dress code:

- No “spaghetti straps.” Straps must be at least 1.5 inches wide.
- No low-cut tops, tube tops, halter tops, or backless tops.
- Tank tops may not have oversized arm holes and must fit closely under the arms.
- The midriff or stomach area may not be exposed. Shirts that do not cover your stomach when your hands are raised are not allowed.
- No sheer or “see through” blouses or shirts.
- No short shorts. Shorts must be fingertip length.
- Dresses and skirts must be long enough to reach the fingertips when a student stands with her hands at her sides.
- Under garments may not be exposed at anytime.
- Pants must be worn at the waist and may not “sag” or be worn low enough to expose any underwear. This includes “low rise” pants.
- Clothes and accessories may not have any pictures, symbols, colors, or words referring to drugs, alcohol, tobacco, violence, gangs, or exposed body parts.
- Hats must be worn correctly, not backwards or sideways, and they must be removed when entering a classroom. Hats are not to be used to play “Keep Away” or to hit at someone. Students who do not follow these rules will lose the privilege of wearing a hat to school. Bandanas are not considered hats and may not be worn to school.
- Any style of clothing, make-up, accessory hair style, or hair color that creates a distraction and interferes with the education of others will not be allowed.
- Shoes must be worn at all times. Flip-Flops, shower shoes, and slippers are not considered appropriate or safe footwear, and they are not to be worn to school.
- No dangerous accessories are allowed. This includes items with spikes, heavy chains, and jewelry with sharp edges.
- Clothing must be clean and in good repair.

(Please sign sign-off sheet after reading this Dress Code.)
Golden Hills Elementary School

2400 Via Canela, Oroville, CA 95966
(530) 532-6000

CITIZENSHIP

PHILOSOPHY
The teachers and staff at Golden Hills Elementary School are committed to maintaining a safe place where all students may learn and grow in a positive environment. The goal is to meet the academic and social emotional needs of ALL of our students.

MTSS
Golden Hills has developed a Multi-Tiered System of Support (MTSS) approach for social-emotional, behavioral, and academics. Our goal is to provide early identification and support for ALL students with learning and behavior needs.

Positive Behavior Intervention System
Golden Hills is a PBIS school, our schoolwide discipline has an emphasis on schoolwide systems of support that include proactive strategies for defining, teaching and supporting appropriate student behaviors to create a positive school environment.

Golden Hills RULES: Be Respectful, Be Responsible, Be Safe
At Golden Hills behavior expectations are explicitly taught to ALL students and revisited throughout the year. Our philosophy is to be proactive vs. reactive to improve student behaviors. We have a multi-tiered system of response to support all students in their social emotional/behavior needs.

Students who follow our school rules and exhibit good citizenship consistently may receive recognition in the following ways:

- Students will receive TEAM tickets for following the Three B's. These can used for classroom rewards and at our TEAM ticket store, dance parties and more!
- The classroom teacher may provide special weekly rewards such as free time, parties, special films, stickers, etc.
- Positive calls will be made to parents by teachers and administration.
- Special awards, certificates, or other recognition may be given by the principal or teaching staff.

It is understood that the administration may modify consequences of inappropriate behavior if, in his/her opinion, there are extenuating circumstances that warrant change.

(Please sign sign-off sheet after reading this page.)
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<thead>
<tr>
<th>48900</th>
<th>OFFENSE</th>
<th>1ST OFFENSE</th>
<th>2ND OFFENSE</th>
<th>ADD’L OFFENSES</th>
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<tbody>
<tr>
<td>(a)(1) Caused, attempted to cause, or threatened to cause PHYSICAL INJURY to another person.</td>
<td>Fighting</td>
<td>Warning/Counseling</td>
<td>1 day suspension</td>
<td>2 day suspension</td>
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<td>(2) Willfully used FORCE or VIOLENCE upon the person of another, except in self defense.</td>
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<tr>
<td>1. Abusive, threatening, willfully defiant, or gang-related behavior</td>
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<td>1 day suspension and parent conference</td>
<td>3 day suspension and parent conference</td>
<td>5 day suspension and parent conference</td>
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<td>2. Assault and/or battery on a student</td>
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<td>5 day suspension and possible transfer to alternative placement or recommendation for expulsion; possible referral to law enforcement</td>
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<td>3. Assault and/or battery on a school employee</td>
<td></td>
<td>5 day suspension and recommendation for expulsion. Mandatory referral to law enforcement.</td>
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<td>4. Caused serious physical injury</td>
<td></td>
<td>5 day suspension and recommendation for expulsion. Mandatory referral to law enforcement.</td>
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<td>5. Assault with a deadly weapon</td>
<td></td>
<td>5 day suspension and recommendation for expulsion. Mandatory referral to law enforcement.</td>
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<tr>
<td>(b) 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 pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or designee of the principal.</td>
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<td>5 day suspension and recommendation for expulsion. Mandatory referral to law enforcement and/or fire marshal.</td>
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<td>(c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, any CONTROLLED SUBSTANCE listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.</td>
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<td>1. Possession and/or under</td>
<td></td>
<td>5 day suspension and recommendation for expulsion</td>
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<tr>
<td>2. Selling, furnishing or in possession for sale any controlled substance.</td>
<td></td>
<td>5 day suspension and recommendation for expulsion. Mandatory referral to law enforcement.</td>
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<tr>
<td>(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.</td>
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<td>5 day suspension and recommendation for expulsion. Mandatory referral to law enforcement.</td>
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<td>(e) Committed or attempted to commit ROBBERY or EXTORTION.</td>
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<td>5 day suspension and recommendation for expulsion. Recommended referral to law enforcement.</td>
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<tr>
<td>(f) Caused or attempted to cause DAMAGE TO SCHOOL PROPERTY OR PRIVATE PROPERTY.</td>
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<td>Due to the potential seriousness of this offense, the requirements of California Education Code for this Section, and Penal Code Section 594, any infraction of this rule will result in suspension and may result in recommendation for expulsion (depending on the severity). Recommended referral to law enforcement and/or fire marshal.</td>
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</tbody>
</table>
(g) STOLEN or attempted to steal SCHOOL PROPERTY OF PRIVATE PROPERTY.

<table>
<thead>
<tr>
<th>48900</th>
<th>OFFENSE</th>
<th>1ST OFFENSE</th>
<th>2ND OFFENSE</th>
<th>ADD'L OFFENSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 day suspension, restitution and required parent conference. Recommended referral to law enforcement.</td>
<td>2 day suspension, restitution, and required parent conference. Recommended referral to law enforcement.</td>
<td>3 day suspension, restitution, and required parent conference. Recommended referral to law enforcement.</td>
<td>4 days suspension, restitution, and required parent conference. Transfer to alternative placement. Transfer to alternative placement may occur earlier depending on severity.</td>
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</tbody>
</table>

(h) Possessed or used tobacco, or any products containing TOBACCO or NICOTINE products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.

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<tr>
<th></th>
<th>1 day suspension and required parent conference</th>
<th>3 day suspension and required parent conference</th>
<th>5 day suspension and required parent conference</th>
</tr>
</thead>
</table>

(i) Committed an OBSCENE ACT or engaged in HABITUAL PROFANITY or VULGARITY.

1. Obscene act or unsanitary act
   | 1 day suspension and required parent conference | 2 day suspension and required parent conference | 3 day suspension and transfer to alternative program |

2. Habitual profanity or vulgarity
   | 1 day suspension | 2 day suspension and required parent conference | 3 day suspension and required parent conference |

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any DRUG PARAPHERNALIA, as defined in Section 11014.5 of the Health and Safety Code.

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<thead>
<tr>
<th></th>
<th>3 day suspension and required parent conference</th>
<th>5 day suspension and required parent conference, Mandatory referral to law enforcement.</th>
<th>5 day suspension and recommendation for expulsion. Mandatory referral to law enforcement.</th>
</tr>
</thead>
</table>

(k) DISRUPTED SCHOOL ACTIVITIES or otherwise WILLFULLY DEFIED THE VALID AUTHORITY of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

1. Disrupted school activities
   | Warning/Counseling | 1 day suspension | 7 day suspension | 3 day suspension, etc. |

2. Willful disobedience and/or defiance of authority
   | Warning/Counseling | 1 day suspension | 2 day suspension | 3 day suspension, etc. |

3. Profanity
   | Warning/Counseling | 1 day suspension | 2 day suspension | 3 day suspension, etc. |

4. Slurs (racial, ethnic, sexual, religious, handicapped, etc.)
   | Warning/Counseling | 1 day suspension | 2 day suspension | 3 day suspension, etc. |

5. Possession and/or unauthorized use of electronic devices such as laser pointers, palm pilots, cell phones
   | Warning/Counseling | 1 day suspension | 2 day suspension | 3 day suspension, etc. |

6. Violation of district/school regulations regarding computer use
   | Warning/Counseling | 1 day suspension | 2 day suspension | 3 day suspension, etc. |
| 7. | False Fire or Emergency Alarm | 1 day suspension and required parent conference. Mandatory referral to fire marshal. | 3 day suspension and required parent conference. Mandatory referral to fire marshal. | 5 day suspension and transfer to alternative placement. Mandatory referral to fire marshal. |

**(i) Knowingly RECEIVED STOLEN school or private PROPERTY.**

| 1 day suspension, restitution and required parent conference. Recommended referral to law enforcement. | 2 day suspension, restitution, and required parent conference. Recommended referral to law enforcement. | 3 day suspension, transfer to alternative placement, restitution. Recommended referral to law enforcement. |

**Possessed an IMITATION FIREARM...so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.**

| 5 day suspension and recommendation for expulsion. Mandatory referral to law enforcement and/or fire marshal. |

| 48900 | OFFENSE | 1ST OFFENSE | 2ND OFFENSE | ADD'L OFFENSES |

**(n) Committed or attempted to commit SEXUAL ASSAULT or a sexual BATTERY as defined by the Penal Code.**

Due to the potential seriousness of this offense and the requirements of this section of the California Education Code, any infraction of this rule will result in suspension and a recommendation for expulsion. Mandatory referral to law enforcement.

**(o) HARASSED, threatened, or intimidated a pupil who is A COMPLAINING WITNESS or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.**

Due to the potential seriousness of this offense and the requirements of this section of the California Education Code, any infraction of this rule will result in suspension and a recommendation for expulsion. Mandatory referral to law enforcement.

**(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.**

Due to the potential seriousness of this offense and the requirements of this section of the California Education Code, any infraction of this rule will result in suspension and a recommendation for expulsion. Mandatory referral to law enforcement.

**Engaged in, or attempted to engage in, HAZING.**

Due to the potential seriousness of this offense and the requirements of this section of the California Education Code, any infraction of this rule will result in suspension and a recommendation for expulsion. Mandatory referral to law enforcement.

**Engaged in an act of bullying, including bullying committed through electronic means.**

1. Placing a reasonable pupil or pupils in fear of harm to person or property. | 1 day suspension | 2 day suspension | 3 day suspension | 5 day suspension and required parent conference |

2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health. | 1 day suspension | 2 day suspension | 3 day suspension | 5 day suspension and required parent conference |

3. Causing a reasonable pupil to experience substantial interference with his or her academic performance. | 1 day suspension | 2 day suspension | 3 day suspension | 5 day suspension and required parent conference |
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<td>4.</td>
<td>Causin a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.</td>
<td>1 day suspension</td>
<td>2 day suspension</td>
<td>3 day suspension</td>
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<td>5.</td>
<td>A message, text, sound, or image.</td>
<td>1 day suspension</td>
<td>2 day suspension</td>
<td>3 day suspension</td>
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<td>6.</td>
<td>A post on a social network Internet Web site.</td>
<td>1 day suspension</td>
<td>2 day suspension</td>
<td>3 day suspension</td>
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(t) A pupil who AIDS or ABETS, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person. (May be suspended, but not expelled.)

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**48900.: SEXUAL HARASSMENT as defined in Section 212.5 (A pupil or pupils enrolled in any of grades 4-12, inclusive.)**

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<tr>
<td>Warning/Counseling/Parent Conference</td>
<td>1 day suspension and parent conference</td>
<td>3 day suspension and parent conference</td>
<td>5 day suspension and parent conference</td>
<td>5 day suspension, required parent conference and recommendation for alternative placement</td>
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**48900.: Caused, attempted to cause, threatened to cause, or participated in an act of, HATE VIOLENCE as defined in subdivision (e) of Section 233. (A pupil or pupils enrolled in any of grades 4-12, inclusive.)**

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<td>5 day suspension and parent conference</td>
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**48900.: Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile education environment. (A pupil or pupils enrolled in any of grades 4-12, inclusive.)**

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<td>5 day suspension and parent conference</td>
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**48900.: Made terroristic threats against school officials or school property, or both.**

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<td>5 day suspension and recommendation for expulsion. Mandatory referral to law enforcement.</td>
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**Sign-Off Sheet**
(Return this to the office)

Student’s Name (Print) ____________________ Teacher’s Name_____________________

My signatures signify that I have read and understand the information in the Parent/Student Handbook. It also indicates that I, as a Golden Hills’ student, will follow the rules and will encourage others to follow the rules, as well.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Student Signature</th>
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<tbody>
<tr>
<td>Anti-Bullying Pledge</td>
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<tr>
<td>Weapons and Controlled Substances</td>
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<tr>
<td>Cell Phone Policy</td>
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<td>Dress Code</td>
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<tr>
<td>Homework Policy</td>
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<tr>
<td>Citizenship/Discipline Guide</td>
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</table>

As a parent/guardian, my signatures signify that I have read and understand the information in the Parent/Student Handbook. It also indicates that I will support and encourage my child to follow the rules.

<table>
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<tr>
<th>Topic</th>
<th>Parent Signature</th>
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<tbody>
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