

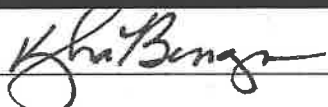
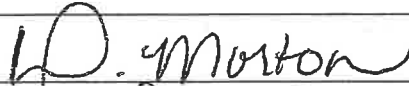
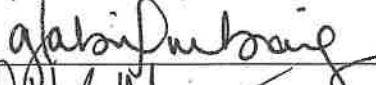
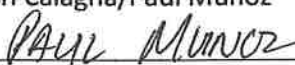

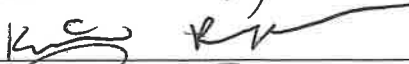

# Comprehensive School Safety Plan

## SB 187 Compliance Document

**2022-2023**  
**School Year**

**School:** Shandon High School  
**CDS Code:** 40-4037008  
**District:** Shandon Joint Unified School District  
**Address:** 101 South First St, PO Box 79  
 Shandon, CA 93461  
**Date of Adoption:**

**Approved by:**

Name	Title	Signature	Date
Kristina Benson, Ed. D.	Superintendent		9/7/22
April Holt	District School Nurse		
Deanna Morton	Teacher		9/7/22
Gabriela Barriga	Paraeducator and Parent		9/7/2022
Josh Calagna/Paul Muñoz 	Sheriff's Deputy School Resource Officer	 #1136	9/2/22
Kim Rendon	MOT Utility Lead and Parent		9-13-22
Captain Rusty Parkinson	CAL-Fire Captain Shandon Station 51		9/13/2022

# Comprehensive School Safety Plan

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**CDS Code:** 40-4037008  
**District:** Shandon Joint Unified School District  
**Address:** 101 South First St, PO Box 79  
Shandon, CA 93461  
**Date of Adoption:** 09/12/2022

Approved by:

Name	Title	Signature	Date
Kristina Benson, Ed. D.	Superintendent		
Holly Lynch, BSN, RN, PHN	Credentialed School Nurse	<i>Holly Lynch, RN</i>	
Deanna Morton	Teacher		
Gabriela Barriga	Paraeducator and Parent		
Josh Calagna/Paul Muñoz	Sheriff's Deputy School Resource Officer		
Kim Rendon	MOT Utility Lead and Parent		
Captain Rusty Parkinson	CAL-Fire Captain Shandon Station 51		

# Comprehensive School Safety Plan SB 187 Compliance Document

**2022-2023  
School Year**

**School:** Shandon High School  
**CDS Code:** 40-4037008  
**District:** Shandon Joint Unified School District  
**Address:** 101 South First St, PO Box 79  
Shandon, CA 93461  
**Date of Adoption:** 10/10/2022

**Approved by:**

Name	Title	Signature	Date
Kristina Benson, Ed. D.	Superintendent		
Holly Lynch, BSN, RN, PHN	Credentialed School Nurse		
Deanna Morton	Teacher		
Gabriela Barriga	Paraeducator and Parent		
Josh Calagna/Paul Muñoz	Sheriff's Deputy School Resource Officer		
Kim Rendon	MOT Utility Lead and Parent		
Captain Rusty Parkinson	CAL-Fire Captain Shandon Station 51		

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## Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies

- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. The District will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at [www.shandonschools.org](http://www.shandonschools.org).

### Safety Plan Vision

Safe	School	Mission
<p>The Shandon Joint Unified School District (SJUSD) is committed to creating safe, respectful, and inclusive learning environments where all community members work together to promote academic excellence, civil behaviors, and social competence. All staff, students, and parents help create safe schools.</p>		

The Shandon Elementary and Shandon High School's Site Councils delegated the duty of the creation of the comprehensive school safety plan to a district safety team. The safety team worked and met August 2022 - September 2022 to update the CSSP. The team will continue to meet regularly to be best prepared district-wide.

The 2022-2023 SJUSD District Safety Team includes:

- Kristina Benson – SJUSD Superintendent/SHS Principal
- Kim Rendon - District Utility Lead in Maintenance, Operations and Transportation; classified staff
- Deanna Morton - SHS Teacher; certificated staff
- Gabriella Barriga – SMS and SHS Parent
- Paul Munoz - Sheriff's Deputy, School Resource Officer; local law enforcement
- Capt. Rusty Parkinson - Cal Fire, local fire department
- Holly Lynch – SLOCOE/District Nurse

Throughout the planning process, the members of the district safety team shared and reviewed with law enforcement and fire department updates made to the plan and took advice and considerations. Safety stakeholder input was also gathered through our continuous improvement process.

The 2022-2023 CSSP was board adopted October 10, 2022 and will be reviewed and approved yearly. This is a working document and subject to revisions as applicable.

## Components of the Comprehensive School Safety Plan (EC 32281)

### Shandon Joint Unified School District Safety Committee

#### Assessment of School Safety

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. The Superintendent or designee shall also develop and maintain emergency plans for each school site. In developing the district and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators. The Superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. School employees are considered disaster service workers and are subject to disaster service activities assigned to them.

The Safety Team reviews data regarding school safety collected from the most recent years.

#### Office Referrals

- School sites regularly review student referrals. Students, location, time, days are all analyzed to create a needs assessment. Office referrals are for minimal offenses and not crime related. School sites follow PBIS and progressive discipline strategies for implementing by both staff and students positive school climates.

#### Attendance rates/School attendance

- District-wide attendance remains high at 90.84% for the 2021-2022 school year. This low number (for SJUSD) includes many days of public health required COVID-related quarantine. The district maintained a 0% dropout rate.

#### Suspension/Expulsion data

- District-wide maintained a 29% or lower student suspension rate as well and maintained under 0.0005% expulsion rate. Specifically, Shandon High school maintained a 18% suspension rate and a 0% expulsion rate. The district utilizes multiple strategies district-wide to promote a positive school climate and implementation by staff and students.

Note: The suspension numbers reflect the extreme difficulties students had on returning from COVID-related distance learning. This much higher than typical suspension/expulsion rate will be the focus of administration and teacher teams throughout the District for the 22/23 school year.

#### California Healthy Kids Survey

- Data from 2019-2020
- 59% of 7th graders reported high school connectedness
- 79% of 7th graders reported high academic motivation
- 72% of 7th graders reported high expectations
- 70% of 7th graders reported perceiving school as very safe or safe

#### School Improvement Plan

- The district recently made improvements for school safety. These include a front door doorbell process for visitors wanting to enter campuses, updates to facilities includes gates and perimeters and tightening up practices during mornings arrival and afternoon dismissals.

Local law enforcement juvenile crime data

- N/A no data available or crimes committed.

Property Damage data

- N/A no property damage due to crime related.

Other local measures on sense of safety and school connectedness

- Areas of Pride
  - o 89% of high school students and 96% of staff feel students have at least one caring adult in their lives.
  - o 100% of staff feel there is adequate counseling and support services.
  - o 89% of students feel that adults have high expectations for their students.
- Areas of Concern
  - o 89% of high school staff feel vaping is a moderate/severe problem.
  - o 51% of high school staff feel we could do better teaching anti-bullying.

The district school safety committee will share drafts of the Comprehensive School Safety Plan with both SHS & SES school site councils and staffs in 2022-2023 for feedback and consideration.

### **Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)**

#### **Emergencies and Disaster Preparedness Plan**

##### **Components of the Plan**

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

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

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

1. Regular inspection of school facilities and equipment and identification of risks
2. Instruction and practice for students and employees regarding emergency plans, including:
  - a. Training of staff in first aid and cardiopulmonary resuscitation
  - b. Regular practice of emergency procedures by students and staff
3. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
  - a. The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
  - b. Individuals responsible for specific duties
  - c. Designation of the principal for the overall control and supervision of activities at each school during the emergency, including authorization to use his/her discretion in situations which do not permit execution of prearranged plans
  - d. Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation

e. Assignment of responsibility for identification of injured persons and administration of first aid

4. Personal safety and security, including:

- a. Identification of areas of responsibility for supervision of students
- b. Procedures for evacuation of students and staff, including posting of evacuation routes
- c. Procedures for release of students, including a procedure to release students when reference to the emergency card is not feasible
- d. Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
- e. Provision of a first aid kit to each classroom
- f. Arrangements for students and staff with special needs
- g. Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease

5. Closure of schools, including an analysis of:

- a. The impact on student learning and methods to ensure continuity of instruction
- b. How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians

6. Communication among staff, parents/guardians, the Governing Board, other governmental agencies, and the media during an emergency, including:

- a. Identification of spokesperson(s)- Kristina Benson/Shannon Kepins
- b. Development and testing of communication platforms, such as hotlines, telephone trees, and web sites – District Office
- c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand- District Office
- d. Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians- Website and Social Media

7. Cooperation with other state and local agencies, including:

- a. Development of guidelines for law enforcement involvement and intervention
- b. Collaboration with the local health department, including development of a tracking system to alert the local health department to a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease

8. Steps to be taken after the disaster or emergency, including:

- a. Inspection of school facilities- MOT
- b. Provision of mental health services for students and staff, as needed

**(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)**

Child Abuse Reporting Procedures

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

As stated in the Board Policy, "Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect."

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

## Reporting Procedures

Initial Telephone Report: Make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department.

### Child Welfare Services

3433 S Higuera St

San Luis Obispo, CA 93401

(805) 781-5497

Written Report: Prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572).

## Child Abuse and Reporting – AR 5141.4 (Board adopted March 2020) Definitions

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

A physical injury or death inflicted by other than accidental means on a child by another person

Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

Neglect of a child as defined in Penal Code 11165.2

Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

A mutual affray between minors (Penal Code 11165.6)

An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6) (cf. 3515.3 - District Police/Security Department)

An injury resulting from the exercise by a teacher, vice principal, principal or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001) (cf. 5144 - Discipline)

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

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

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. (Penal Code 11166)

## Reportable Offenses

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

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

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

#### Responsibility for Reporting

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

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

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

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

#### Reporting Procedures

##### 1. Initial Telephone Report

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

#### Child Welfare Services

3433 S Higuera St  
San Luis Obispo, CA 93401  
(805) 781-5437

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

##### 2. Written Report

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

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

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

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

Information relevant to the incident of child abuse or neglect also may be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

#### Victim Interviews by Social Services

Whenever a representative from the Department of Social Services investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. 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) A staff member

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

5. 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.
6. The selected person shall not participate in the interview.
7. The selected person shall not discuss the facts or circumstances of the case with the child.
8. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

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

#### Release of Child to Peace Officer

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

#### Parent/Guardian Complaints

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

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

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

#### Notifications

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

Before beginning employment, employees shall sign a statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the Superintendent or designee. (Penal Code 11166.5)

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

#### Child Abuse and Reporting – BP 5141.4 (Board adopted March 2020)

The Governing Board recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

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

#### Child Abuse Reporting

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect. The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

#### **(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)**

##### **Disaster Plan (See Appendix C-F)**

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

The district will offer our schools for public shelter and equipment for mass care and welfare in case of a natural disaster or pandemic. This includes public agencies, including the American Red Cross. The district will work with local Emergency Response Teams.

#### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

##### **Suspension & Expulsion Policies**

The SJUSD Governing Board has established policies and standards of behavior 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.

##### **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/or law. (Education Code 48911, 48915, 48915.5)

##### **Alternative to Suspensions/Options**

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.

##### **Required Parental Attendance**

Whenever a student is suspended from class by a teacher 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 the class from which the student was suspended. (Education Code 48900.1)

##### **Definitions**

Suspension shall be imposed only when other means of correction fail to bring about proper conduct, except where suspension for a first offense is warranted in accordance with law. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others.

#### Notification to Law Enforcement

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

The principal or designee shall notify law enforcement within 1 school day after suspension of the following student violations (Penal Codes 626.9 and 626.10):

Education Code 48900(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.

Education Code 48900(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcoholic beverage or intoxicant.

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 non-students regarding the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

#### Parent Notification 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. (Education Code 35291, 48900.1, 48980)

#### Suspensions and Expulsion/Due Process – BP 5144.1 (Board adopted December 2016)

(For more information related to suspension/expulsion policies, please refer to AR 5144.1 and 5144.2)

The Governing Board has established policies and standards of behavior 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.

Suspended or expelled students shall be denied the privilege of participation in extracurricular activities during the period of suspension or expulsion.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others.

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/or administrative regulation.

#### 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)

#### 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 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.

#### Required 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 suspended from a class by a teacher 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 the class from which the student was suspended. (Education Code 48900.1)

Before requiring parental attendance, the teacher shall 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)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

The principal or designee shall contact a parent/guardian who does not respond to the request to attend school. The Board recognizes that parent/guardian compliance with this policy may be delayed, modified, or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

#### Decision Not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

The SJUSD also has policies and procedures aimed at the prevention of bullying. BP 5131.2

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)

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, and cafeterias.

#### Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially 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.

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

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094 Lavine v. Blaine School District, (2002) 279 F.3d 719

## 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

## **(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)**

### Notification of Dangerous Pupils to Teachers

(Pursuant to Education Code 49079)

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

Education Code 48900 subdivision [except subdivision (h)]

Education Code 48900.2 (sexual harassment)

Education Code 48900.3 (hate violence)

Education Code 48900.4 (harassment of school/district personnel or pupil; threats/intimidation) Education

Code 48900.7 (terrorist threat)

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

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

The Superintendent or designee also shall ensure that employees are informed, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom.

## Notification of Dangerous Pupils – BP 4158

The Superintendent or designee shall ensure that employees are informed, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. The Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. In addition, the Superintendent or designee may initiate legal proceedings against any individual to recover damages for injury caused by the willful misconduct of that individual to the person or property of an employee or another person on district premises.

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.

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

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.

#### **(E) Sexual Harassment Policies (EC 212.6 [b])**

##### **Student Harassment Policy**

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 gender, 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)

Submission to the conduct is explicitly or implicitly made as a term or condition of a student's academic status or progress.

Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.

The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.

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

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

Unwelcome leering, sexual flirtations, or propositions

Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

Graphic verbal comments about an individual's body or overly personal conversation

Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature

Spreading sexual rumors

Teasing or sexual remarks about students enrolled in a predominantly single-sex class

Massaging, grabbing, fondling, stroking, or brushing the body

Touching an individual's body or clothes in a sexual way

Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

Displaying sexually suggestive objects

Sexual assault, sexual battery, or sexual coercion

**Complaint Process** - If you feel you are a victim of harassment at school or a school related activity, immediately report the harassment to the Principal at your school. Harassment complaints may also be made to the Shandon Joint Unified S.D. Superintendent or designee by telephoning (805) 238-0286. If you report harassment you will be protected from retaliation.

Investigation of complaints at school shall be promptly investigated by the principal or designee.

##### **Disciplinary Actions**

Any student who engages in sexual harassment or sexual violence of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be considered. (Board Policy 5145.7 & E.C. 48989)

#### Sexual Harassment – AR 5145.7)

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

Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.

Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.

The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.

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

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

Unwelcome leering, sexual flirtations, or propositions

Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

Graphic verbal comments about an individual's body or overly personal conversation

Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature

Spreading sexual rumors

Teasing or sexual remarks about students enrolled in a predominantly single-sex class

Massaging, grabbing, fondling, stroking, or brushing the body

Touching an individual's body or clothes in a sexual way

Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

Displaying sexually suggestive objects

Sexual assault, sexual battery, or sexual coercion

#### School-Level Complaint Process/Grievance Procedure

Complaints of sexual harassment, or any behavior prohibited by the district's Non-Discrimination/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 Coordinator for Non-Discrimination/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 Coordinator/Principal, whether or not the victim files a complaint.

In any case of sexual harassment involving the Coordinator/Principal 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 Coordinator/Principal 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 Coordinator/Principal 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.

3. Initial Interview with Student: When a student or parent/guardian has complained or provided information about sexual harassment, the Coordinator/Principal 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, identify witnesses who may have relevant information, provide 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 Coordinator/Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

The Coordinator/Principal shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Coordinator/Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place. When necessary to carry out his/her investigation or to protect student safety, the Coordinator/Principal also may discuss the complaint with the Superintendent or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/or child protective services, and district legal counsel or the district's risk manager.

5. Interim Measures: The Coordinator/Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.

6. Optional Mediation: In cases of student-on-student harassment, when the student who complained and the alleged harasser agree, the Coordinator/Principal 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 and both parties agree, and he/she shall be advised of the right to end the informal process at any time.

7. Factors in Reaching a Determination: In reaching a decision about the complaint, the Coordinator/Principal may consider:

- 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 any past instances of harassment by the alleged harasser
- e) Evidence of any past harassment complaints that were found to be untrue

To judge the severity of the harassment, the Coordinator/Principal 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 identity, age, and sex of the harasser and the student who complained, and the relationship between them
- d) The number of persons engaged in the harassing conduct and at whom the harassment 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 students

8. Written Report on Findings and Follow-Up: No more than 30 days after receiving the complaint, the Coordinator/Principal shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator/Principal shall notify the student who complained and explain the reasons for the extension. The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If it is determined that harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any 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.

In addition, the Coordinator/Principal shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Coordinator/Principal shall make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

#### 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
2. Providing training to students, staff, and parents/guardians about how to recognize harassment and how to respond
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
5. Taking appropriate disciplinary action

In addition, disciplinary measures may be taken 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)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, including school websites (Education Code 231.5)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
5. Be included in the student handbook
6. Be provided to employees and employee organizations

#### Sexual Harassment – BP 5145.7

The Governing Board is committed to maintaining a safe school that is free from harassment and discrimination. The Board prohibits sexual harassment of students by other students, employees, or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist, or otherwise participate in district complaint processes.

#### Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable.

#### Complaint Process

Any student who feels that he/she is being or has been sexually harassed by a school employee, another student, or a non-employee on school grounds or at a school-sponsored or school-related activity (e.g., a visiting athlete or coach) shall immediately contact

his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation.

The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

#### Disciplinary Actions

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

#### Confidentiality and Record-Keeping

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

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.

### **(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)**

#### Schoolwide Dress Code Prohibiting Gang Related Apparel

##### Education Code 35294.2 (f)

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

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

#### Gang-Related Apparel

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

### **(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)**

#### Safe Ingress/Egress Procedures

##### Safe Arrival/Departure Procedures

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal or designee and other school staff are strategically assigned to designated entrance areas and the playground. During recess, school staff supervises playground/hallway activity. Noon duty supervisors (plus cafeteria staff workers) monitor lunchtime activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal and school staff monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner. Hand-held radios enhance routine and emergency communication efforts concerning students, staff, and campus facilities.

#### Visitors

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check-in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure.

Due to the COVID-19 pandemic, a separate COVID Safety Plan (CSP) has been developed, approved, and is available on the district website at [www.shandonschools.org](http://www.shandonschools.org).

**(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)**

**Component:**

People and Programs – Create a Caring and Connected School Climate

**Element:**

LCAP Goal 2: Ensure campus safety and positive school culture at all school sites

**Opportunity for Improvement:**

Shandon High School will create a caring and connected school climate.

Objectives	Action Steps	Resources	Lead Person	Evaluation
1.1 SJUSD will provide an educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.	Staff members attend school-provided staff development, including direction in restorative practices.	Staff Development Assemblies Student Services directed activities PBIS behavior expectations clearly defined (matrix)	School staff Administrator	Surveys, discipline data
1.2 Establish means to bridge cultural gaps and to create awareness within the school community.	Staff members attend school provided staff development and written materials on poverty issues.  Related Activities: Positive Behavior Incentives	Staff Development Assemblies Community outreach for struggling families Resource guides	School Staff Administrator LINK Coordinator	Surveys
1.3 Encourage family participation at school.	Related Activities: Family Nights Grade Level Programs Carnival School Site Council Parent Nights Community Forums	ASB funding	School staff Administrator	Sign in sheets

**Component:**

Places – Create a Physical Environment That Communicates Respect for Learning and for Individuals

**Element:**

LCAP Goal 2: Ensure campus safety and positive school culture at all school sites

**Opportunity for Improvement:**

Shandon High School will create a physical environment that communicates respect for learning and individuals.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>2.1 All students and staff members are provided with a safe teaching and learning environment.</p>	<p>Related Activities: SJUSD will work closely with local law enforcement, community services and district administrators in responding to potential community threats to the safety of the students, staff, and families.</p> <p>SJUSD will maintain a clean and hazard-free environment for students and staff, and shall establish a mechanism for reporting needed maintenance.</p> <p>All staff are informed of policies and procedures for handling disasters and crises. Regular disaster, fire, and lockdown drills are conducted.</p>	<p>School and District disaster plans Community disaster plan Sheriff and Fire Department resources</p>	<p>Administrator Teachers</p>	<p>Emergency Drills, meeting agendas</p>

## **(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

### **Shandon Joint Unified School District Student Conduct Code**

#### **District Rules and Procedures on School Discipline**

(Pursuant to Education Code 35291.5, 48900, et. al)

#### **Purpose:**

The school rules and procedures were developed and adopted in accordance with California Education Code 35291.5. This documentation represents the collaborative efforts of teachers, parents, other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety.

The district maintains a student discipline code with a policies and procedures. Copies are available at the district office or on our website, [www.rbgusd.k12.ca.us](http://www.rbgusd.k12.ca.us). You have a right to review the school rules regarding student discipline. If you wish to do so, please contact the district office or visit our website.

Each School has a comprehensive Discipline Plan consisting of each teacher's discipline plan, office referral, and discipline procedures for treating persistent and/or serious problems including sexual harassment.

#### **Discipline – AR 5144**

#### **Site-Level Rules**

In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

Parents/guardians

Teachers

School administrators

School security personnel, if any

For middle and high schools, students enrolled in the school

Each school shall file a copy of its rules with the Superintendent or designee.

Each school shall review its site-level discipline rules at least every four years.

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

#### **Disciplinary Strategies**

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program.

Disciplinary strategies may include, but are not limited to:

Discussion or conference between school staff and the student and his/her parents/guardians

Referral of the student to the school counselor or other school support service personnel for case management and counseling

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

When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

Enrollment in a program for teaching prosocial behavior or anger management

Participation in a restorative justice program

A positive behavior support approach with tiered interventions that occur during the school day on campus

After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

Recess restriction as provided in the section below entitled "Recess Restriction"

Detention after school hours as provided in the section below entitled "Detention After School"

Community service as provided in the section below entitled "Community Service"

In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

Reassignment to an alternative educational environment

Suspension and expulsion in accordance with the law, Board policy, and administrative regulation

#### Recess/Lunch Detention

A teacher may restrict a student's recess time only when he/she believes that this action is the most effective way to bring about improved behavior. When recess restriction may involve the withholding of physical activity from a student, the teacher shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.

The student shall remain under a certificated employee's supervision during the period of restriction. Teachers shall inform the principal of any recess restrictions they impose.

#### Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may, at his/her discretion, require a student to perform community service during school hours on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

#### Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

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

#### Discipline – BP 5144 (Revised December 2016)

The Governing Board desires to provide a safe, supportive, and positive school environment conducive to student learning and to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, and parent involvement can minimize the need for discipline.

The Superintendent or designee shall approve, for each school, a complement of effective, age-appropriate strategies for correcting student behavior. Such strategies may include, but are not limited to, conferences with students and their parents/guardians; use of study, guidance, or other intervention-related teams; enrollment in a program teaching prosocial behavior or anger management; and participation in a restorative justice program. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as suspension and expulsion, shall be imposed only when required by law and when other means of correction have failed. (Education Code 48900.5)

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs. However, the rules shall be consistent with law, Board policy, and district regulations. The Board may review, at an open meeting, the approved school discipline rules for consistency with Board policy and state law. (Education Code 35291.5)

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

Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

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

The Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

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

#### Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49001)

However, corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment. (Education Code 49001)

### Conduct Code Procedures

#### Conduct – BP 5131

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, going to or coming from school, at school activities, or using district transportation.

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

Prohibited student conduct includes but is not limited to:

Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats

Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyber bullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption

Conduct that disrupts the orderly classroom or school environment

Willful defiance of staff's authority

Damage to or theft of property belonging to students, staff, or the district

The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

Obscene acts or use of profane, vulgar, or abusive language

Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose (Penal Code 417.27)

Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.

Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time

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 purposes related to the student's health.

(Education Code 48901.5)

Plagiarism or dishonesty on school work or tests

Inappropriate attire

Tardiness or unexcused absence from school

Failure to remain on school premises in accordance with school rules

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

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

#### Search and Seizure.

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

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

#### PBIS Core Beliefs

1. We can effectively teach appropriate behavior to all children. All PBIS practices are founded on the assumption and belief that all children can exhibit appropriate behavior. As a result, it is our responsibility to identify the contextual setting events and environmental conditions that enable exhibition of appropriate behavior. We then must determine the means and systems to provide those resources.
2. Intervene early. It is best practice to intervene before targeted behaviors occur. If we intervene before problematic behaviors escalate, the interventions are much more manageable. Highly effective universal interventions in the early stages of implementation which are informed by time sensitive continuous progress monitoring, enjoy strong empirical support for their effectiveness with at-risk students.
3. Use of a multi-tier model of service delivery. PBIS uses an efficient, needs-driven resource deployment system to match behavioral resources with student need. To achieve high rates of student success for all students, instruction in the schools must be differentiated in both nature and intensity. To efficiently differentiate behavioral instruction for all students. PBIS uses tiered models of service delivery.
4. Use research-based, scientifically validated interventions to the extent available. Every Student Succeeds Act requires the use of scientifically based curricula and interventions. The purpose of this requirement is to ensure that students are exposed to curriculum and teaching that has demonstrated effectiveness for the type of student and the setting. Research-based, scientifically validated interventions provide our best opportunity at implementing strategies that will be effective for a large majority of students.
5. Monitor student progress to inform interventions. The only method to determine if a student is improving is to monitor the student's progress. The use of assessments that can be collected frequently and that are sensitive to small changes in student behavior is recommended. Determining the effectiveness (or lack of) an intervention early is important to maximize the impact of that intervention for the student.
6. Use data to make decisions. A data-based decision regarding student response to the interventions is central to PBIS practices. Decisions in PBIS practices are based on professional judgment informed directly by student office discipline referral data and performance data. This principle requires that ongoing data collection systems are in place and that resulting data are used to make informed behavioral intervention planning decisions.
7. Use assessment for three different purposes. In PBIS, three types of assessments are used: 1) screening of data comparison per day per month for total office discipline referrals, 2) diagnostic determination of data by time of day, problem behavior, and location and 3) progress monitoring to determine if the behavioral interventions are producing the desired effects.

#### **(J) Hate Crime Reporting Procedures and Policies**

##### Hate Crime Reporting Procedures

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

##### Hate Motivated Behavior – BP 5145.9 (Board adopted April 2018)

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or

statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources.

The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior. Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Principal. Upon receiving such a complaint, the Coordinator/Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Coordinator/Principal, Superintendent or designee, and/or law enforcement, as appropriate.

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

## **Safety Plan Review, Evaluation and Amendment Procedures**

The Shandon Joint Unified School District's comprehensive safety plan will be reviewed, evaluated and amended (if necessary) beginning in November of each school year.

Pursuant to Education Code Section 35294.6[a], the District adopts this annual comprehensive school safety plan at the regular meeting of the Board of Trustees held in February. An opportunity for public comment was also provided during this meeting, prior to the plan's adoption.

An updated file containing all safety related plans and materials are available for public inspection in the Rio Bravo-Greeley School District Office.

When practical, Shandon Joint Unified School District will consult, cooperate and coordinate with other school site councils or school safety planning committees.

**Safety Plan Appendices**

## Emergency Contact Numbers

### Utilities, Responders and Communication Resources

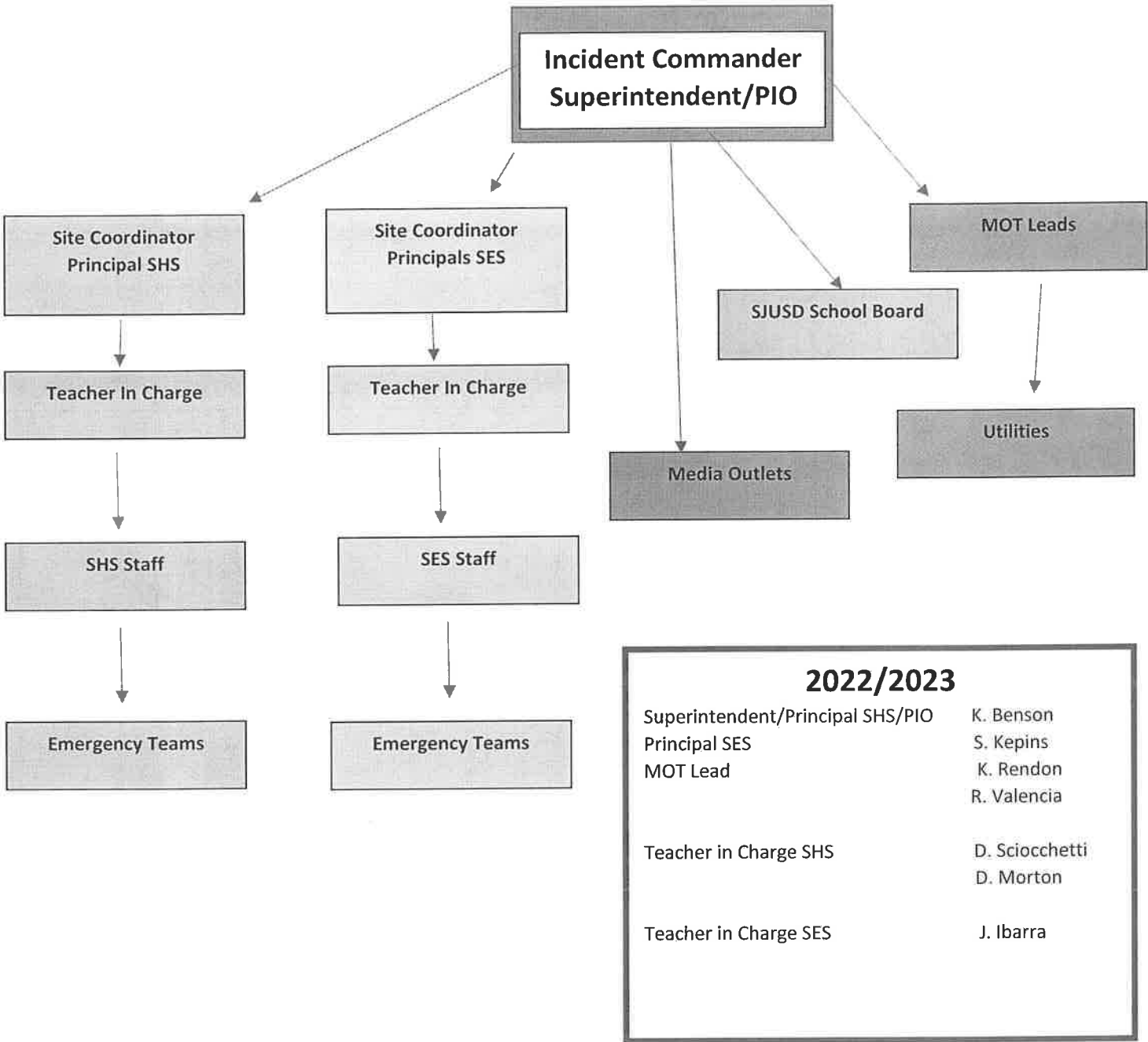
Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	CAL Fire Department	911 (805) 238-4957	Capt. Rusty Parkinson Station 51 Shandon
Law Enforcement/Fire/Paramedic	SLO County Sheriff's Department	911 (805) 781-4550	Templeton Station
	Monterey County Sheriff	(831) 385-8312	King City Station
Law Enforcement/Fire/Paramedic	California Highway Patrol	911 (805) 434-1822 (831) 770-8000	Templeton Station Salinas Station
Public Utilities	SPURR Utilities SoCal Gas Company	(800) 427-2200	(Southern CA. Gas Co.) JPA
Public Utilities	PG&E	(800) 468-4743	
Other	Water CSA-16	(805) 781-5288	
Other	SLO County Local Health Department	(805) 781-5500	
Other	SLO County Environmental Health Services	(805) 781-5544	
Other	SLO County Supt. Of Schools	(805) 543-7732	Dr. James Brescia
Emergency Services	SLO County Animal Control	(805) 781-4400	

### Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Team Meeting		
Safety Team Meeting		
Meeting with Dr. Benson and K Rendon to discussed safety drills, staff safety training vendor, and other components of the CSSP.		

Safety Team Meeting		
Email Correspondence and online collaboration between Safe Team Members to update the CSSP	Ongoing	
Safety Plan initial review by SHS site committee	Ongoing	
Read and Review Safety Plan document.	09/21/2022	
Safety Plan submitted to SJUSD School District Board for approval	09/28/2022	

Shandon Joint Unified School District Incident Command System – Appendix A



**Shandon High (SHS) /**  
**Shandon Middle School (SMS)**  
**EMERGENCY ORGANIZATIONAL CHART**  
**2022-23**

**Incident  
Commander**

Kristina Benson  
Kim Rendon

**Medical First Aid Team**

Leader: **Steve Martin**  
Louise Hurley  
Morgan Humphrey  
Lindsey Melendy

**Student Release Team**

Leader: **Gabriela Gavilanes**  
Lupe Martinez  
Cassandra Uzeta

**Search & Rescue  
Damage Assessment**

Leader: **Deanna Morton**  
Kim Rendon  
Robert Voorheis  
Savannah Florek  
Dayna Sciocchetti

**Student Supervision Team**

Leader: **Sadie Howard**  
Enrique Ramírez  
Alan Sciocchetti  
Gabby Barriga

## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

#### **Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The Superintendent and/or principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

#### **Planning & Intelligence**

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

#### **Operations**

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

#### **Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

#### **Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

## **Emergency Response Guidelines**

**Step One: Identify the Type of Emergency**

**Step Two: Identify the Level of Emergency**

**Step Three: Determine the Immediate Response Action**

**Step Four: Communicate the Appropriate Response Action**

## Types of Emergencies & Specific Procedures

### Aircraft Crash

#### Fallen Aircraft

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

1. Warning:

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

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

- a. Staff will evacuate students from buildings as per fire drill to safe area.
- b. All students and staff will be kept at a safe distance, up wind, allowing for possible explosion. (Note: in case of a jet aircraft, minimum safe distance is 400 yards.)
- c. School office will immediately notify:  
Fire Department 911  
Law Enforcement Agency 911  
District office (805) 238-0286

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

- a. All students and staff will be kept at a safe distance, up wind, allowing for possible explosion. (Note: in case of jet aircraft, minimum safe distance is 400 yards)
- b. School office will immediately notify:  
Fire Department 911  
Law Enforcement Agency 911  
District office (805) 238-0286

### Animal Disturbance

- Keep staff and students indoors
- Call Animal Rescue and Control at (805) 781-4400 or 911

### Armed Assault on Campus

An active shooter on campus involves one or more individuals on school grounds who is armed with a firearm and actively engages in killing or is attempting to kill people in a confined space or other populated area.

Upon first indication of an active shooter, personnel should immediately notify the school administrator. If in assessing the situation, you can safely EVACUATE, you should direct students to EVACUATE immediately. The next best option is to HIDE. If you are unable to safely evacuate the path of an active shooter your next option is to HIDE, avoid detection, and wait for law enforcement to arrive. Lock all doors, cover all windows, stay away from windows, blockade doors with heavy furniture, remain low, silent, and still. If faced with an active shooter, FIGHT back. This is an extreme last resort. Act quickly and aggressively, throw items to distract, disorient, or disarm the shooter. Yell and wave your arms to startle the shooter.

The safety committee continues to re-evaluate procedures for conducting tactical response to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. These proceeds can be found in site safety binders. The procedures to prepare for active shooters or other armed assailants are based on the specific needs and context of each school and community. The safety committee has and will continue to consult with local law enforcement partners on developing and refining these procedures.

## **Biological or Chemical Release**

### **Hazardous Material Spill**

A hazardous material spill may include one or more of the following: Natural gas leak,  
Science lab spill,  
Chemical release from a nearby facility,  
A collision or accident involving a tank truck or railroad car, or  
An unknown powder or substance received in a letter or package.

1. Warning: Location, quantity, concentration, and other factors affect how a spill will be handled. Unless you are familiar with the material, risks and specific clean-up procedures, do not try to clean up the spill.
  - a. First priority is students and staff safety, then the environment, and then property.
2. Actions:
  - a. Notify office immediately.
  - b. Office will notify fire/law enforcement agency and district office.
  - c. Determine the need to implement Action "Leave Building" (fire alarm).
  - d. Check for adverse medical symptoms (loss of breath, fainting, etc.) and request immediate medical attention.
  - e. Isolate, identify and get names of students and staff that could have been exposed or contaminated. f. Account for all students and staff.
  - g. Principal will direct other action as required in conjunction with fire/law enforcement.
  - h. Remain in designated area until contacted.
  - i. If Transportation related: Kim Rendon, to make necessary phone calls to reporting agencies.
  - j. Office Staff will make phone calls to Local Health Department: (805) 781-5500; SLO County Environmental Health Services: (805) 781-5544 if deemed appropriate/necessary.

## **Bomb Threat/ Threat Of violence**

### **Bomb Threat or "Suspicious Object/Device" Procedures**

**OFF THE AIR!**

Do NOT text message

Do NOT use walkie-talkies

Do NOT use cell phones

1. If phone call, attempt to keep the caller on the line and complete form entitled "Bomb Threat Report" (see attached).
2. Call 911 - OFF THE AIR - DO NOT USE CELL PHONES, TEXT MESSAGE, OR USE WALK-TALKIES
3. Principal notifies (or assigns a designee to notify) assistant principals, campus supervisors, support staff, on campus childcare, and initiate district phone tree on a land-line
4. Intercom announcement, "Please do a quick visual 1-minute scan of your classroom or office for anything unusual." (A professional/law enforcement officer will decide if it is a bomb device or not) OR Written message for staff (see attached sample) to be sent to staff to search for anything unusual.
5. Follow the direction of law enforcement. They will search perimeter, public areas, roof, etc. and assist with crowd control. Have extra school maps available for law enforcement.
6. Secure campus perimeter.
7. Evacuate, if deemed necessary. Help students with disabilities. Teachers take roll sheets and office staff takes emergency cards to evacuation area.
8. Take roll and alert command center of any student not accounted for (telephone, intercom, walkie-talkie, and/or e-mail).
9. All clear will be signaled by Principal. Only law enforcement can authorize an all clear.
10. Principal debriefs staff, parents/community (Connect Ed message, etc), and students.
11. "Student Release Procedures" (only send students home before end of day if directed by Superintendent);

- a. Use signs to designate "Request Student Pick-Up Area (or Gate)" and "Release Students Area (or Gate)".
- b. Use signs to direct parents how to line up (e.g. alpha, grade levels, or room numbers).
- c. Release younger students first.
- d. Use "Student Emergency Release" form to document each student release and use "Emergency Cards" or AERIES "Contacts" printout to verify authorized adults who can pick up student. (RETAIN RECORDS)
- e. Provide escort for parent/guardian to Crisis Response Team, Search/Rescue Team, or Medical area; if necessary.

#### Bomb Threats – AR 3516.2

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

#### Receiving Threats

Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices. If the bomb threat is received through the mail system or in writing, the staff member who receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email or text messaging, the staff member should not delete the message.

#### Response Procedure

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

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

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

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

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

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

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

#### Bus Disaster

Purpose: The purpose of this procedure is to provide a standardized approach in the management of school bus emergencies.

#### Procedure for Bus Driver:

1. Find a safe location.
2. Set parking brake, turn off the ignition switch.
3. Call dispatch by way of 2-way radio (driver, chaperone, student). Give location of incident, along with information about incident severity, injuries and hazards. This information should be passed on to the appropriate 911 Emergency Services (Police, Fire, Ambulance).
4. Request school district representative to location (Superintendent, Principal, Transportation Director).
5. Remain calm and reassure passengers.
6. Attend to the injured persons with guidance from 911 and Dispatch.

7. Use warning devices where applicable (Hazard Lights, Reflectors).
8. All passengers should remain in the bus unless fire or other hazardous conditions exist that warrant an evacuation.
9. At time of Event/Disaster, Director of MOT to make decision on central location, either Shandon High School/District Office or Shandon Elementary School Office, for Parents to pick up students depending on time of day, most accessible location. Parents will be notified via all available communication outlets.
10. Appropriate Office Staff to ensure students are picked up according to Emergency Contact information.

**Disorderly Conduct**

1. School Personnel to contact School Site Administration
2. Site Administration to respond and assess level of problem or threat.
3. Site Administration, or designated person, to contact authorities as necessary.

## Earthquake Procedures:

Hazards of ground movement in an earthquake include: items falling from shelves, breaking glass, moving furniture, and building Collapse.

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

The teacher, or staff member in authority, will implement Action "Drop Procedure".

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

2. The principal will determine the advisability or necessity of Action "Student Release". Prior approval must be obtained by the superintendent.

In school or on school grounds:

- a. The staff member in authority implements Action "Drop – Take Cover".
- b. The safest place is in the open. Stay there until the earthquake is over.
- c. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires, and wet areas.
- d. Do not run!

Follow procedures c) through i) under "Inside school building".

## Earthquake Emergency Procedures – AR 3516.3

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. The Superintendent or designee may work with the California Emergency Management Agency and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

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

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows. Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

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

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

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

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes. The Superintendent or designee shall consider the danger of a post-earthquake tsunami when developing evacuation routes and locations, including the need to evacuate to higher ground. The Superintendent or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

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

The Superintendent and or MOT Director will assign personnel to turn off gas supply to each school site.

#### **Earthquake While Indoors at School**

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

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

#### **Earthquake While Outdoors on School Grounds**

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

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

#### **Earthquake While on the Bus**

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

#### **Subsequent Emergency Procedures**

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

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take roll, and report missing students to the principal or designee.

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

A drop procedure (students and staff take cover) practice must be held once each quarter in elementary; one each semester in secondary

- Protective measures to be taken before, during, and after an earthquake
- A program to ensure that pupils, and certificated and classified staff are aware of and are trained in the procedures

#### **Explosion or Risk of Explosion**

1. Call Emergency personnel.
2. Notify Superintendent, Maintenance, and Principal.
3. Students informed via intercom to duck and cover under a sturdy desk and to remain in classroom.
4. Director of Maintenance and/or Administration to check for fire and other hazards.
5. Evacuate the building when safe to do so.
6. Meet in designated area on campus field according to evacuation map.
7. Determine if a school site evacuation is needed in accordance with Fire Department.
8. Notify Parents through all available communication outlets.
9. If evacuation from campus deemed necessary:
  - a. All students and staff in the Shandon Joint Unified School District will evacuate to C.W. Crawford Park 101 W Centre St, Shandon, CA 93461
  - b. Due to the amount of staff and students, multiple bus trips would need to be made. It is imperative that all teachers are transported on the initial trip. Administration will supervise any remaining students at either SHS or SES campus until all students have been loaded on the bus for travel home.
  - c. Once arriving at to C.W. Crawford Park, Homeroom teachers (SHS) and Primary Teachers (SES) will line up with applicable students. Each teacher will have a Class Roster organized by Teacher Name, Student Name, Parent Name and Contact Information.
  - d. All teachers will be responsible for releasing their students to the appropriate Parent/Guardian.

#### **Fire in Surrounding Area**

##### **Fire near School**

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

## **Fire on School Grounds**

Fires can occur at school sites due to the following:

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

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

## **Fire Drills and Fires – AR 3516.1**

### **Fire Drills**

The principal shall cause the fire alarm signal to be sounded at least once every month.

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

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

### **Fires**

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

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

## **Flooding**

### **Flood or Tsunami**

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

1. Warning: Method:  
direct communication with principal or designee.

How Received:

by telephone or notification from civil agency or district administrator.

2. The extent of the flood or tsunami and the estimated time before it arrives will dictate the course of action to be taken. The principal may initiate the following emergency actions:

- a. Execute Action "Leave Building" (fire alarm), or
- b. Execute Action "Student Release", or
- c. Execute Action "Directed Transportation", or
- d. Provide care for students at school.

#### **Loss or Failure Of Utilities**

1. District Superintendent notified of potential loss of power by either PG&E and/or Gas Company.
2. District Superintendent notifies all Staff of potential loss of power.
3. District Office notifies all Parents/Guardians of potential loss of power through Parent Square via email or text message.
4. Identify emergency exit lights in building if needed to evacuate.
5. District Office updates all staff, parents/guardians of actual loss of power and decision to be made regarding School Cancellation/Closure. Cancellation of school will be required if utilities failure is prolonged and will be determined by the Superintendent.
6. If school closure occurs, parents will be notified utilizing all available communication outlets according to Emergency Contact Information
7. Parents/Guardians who pick up will be asked to do so within 30 minutes of initial contact made. All students who ride the bus will be taken and distributed among designated bus stops.

#### **Motor Vehicle Crash**

1. School Personnel to contact School Site Administration
2. Site Administration to respond and assess level of problem or threat.
3. Site Administration, or designated person, to contact authorities as necessary.

#### **Psychological Trauma**

1. Administration announce traumatic event to staff members
  - Staff members shall have proper information regarding the traumatic event in order to answer questions, debunk rumors, and provide comfort to students.
2. Psychologist, counselor, and comfort team gather to provide counseling/comfort
  - Support team shall be prepared to answer students' questions with fact based information provided by law enforcement and/or family.
  - Support team shall provide a safe/comfortable area for students to grieve/work through psychological trauma by talking, crying, coloring, writing, etc. water
3. School Site Administration announce (school-wide) event in a "news release" fashion.
  - Police Departments will provide a news release to the school and/or media. This information can be shared with students.
  - Information provided to students should be fact-based.
4. School Site Administration announce that support will be provided in Room \_\_\_\_, "If you feel anxious, upset, or would like to talk we have support in room \_\_\_\_, please notify your teacher and they will excuse you".
  - Support staff will be available all day, however students will be asked to go back to class when they are feeling better.
5. Parents will be contacted to pick up their student in the event the student is having an intense emotional reaction/does not feel safe at school/or begins to have traumatic thoughts.
  - Support staff will counsel, and provide emotional support. However, if the student is inconsolable, has feelings of hurting themselves or others, or feels their safety is at risk, parents will be called to pick up their student.
6. Continued counseling regarding traumatic event:
  - School Psychologist will be available for lingering emotional students.
  - If the students continue to struggle for a prolonged period of time, or have an intense emotional reactions they will be referred to licensed counselors outside of the district.

- Additional staff support may come from school nurse, coaches, athletic directors and other positions.

#### **Suspected Contamination of Food or Water**

1. Notify Superintendent, Cafeteria Manager, and Principal.
2. Identify the contaminated food.
3. Determine if food was given to students/staff.
4. Notify parents about possible food contamination via all available outlets of communication.
5. Encourage persons with food poisoning symptoms to seek medical advice.
6. If staff and/or students exhibit symptoms that are severe or the effects of the ingestion of contamination appear to be widespread, Emergency Services to be contacted.
7. Keep food samples for Health Department to inspect.
8. Destroy contaminated food.

#### **Unlawful Demonstration or Walkout**

##### Civil Disturbance

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

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

Emergency Evacuation Map for SHS

# SHS Evacuation Map

