







Comprehensive School Safety Plan SB 187 Compliance Document

**2023-24
School Year**

School: John Muir Middle School's
CDS Code: 16 63891 6010359
District: Corcoran Joint Unified School District
Address: 707 Letts Ave
Corcoran, CA 93212
Date of Adoption: February 14, 2024

Approved by:

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Table of Contents

Senate Bill 187: Comprehensive School Safety Plan Purpose	5
Safety Plan Vision.....	5
Components of the Comprehensive School Safety Plan (EC 32281).....	6
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)	12
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	16
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines	20
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	38
(E) Sexual Harassment Policies (EC 212.6 [b])	43
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	73
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)	76
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)	77
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)	79
(J) Hate Crime Reporting Procedures and Policies	94
Safety Plan Review, Evaluation and Amendment Procedures	100
Safety Plan Appendices	101
Emergency Contact Numbers	102
Safety Plan Review, Evaluation and Amendment Procedures	103
John Muir Middle School's Incident Command System.....	104
Incident Command Team Responsibilities	107
Emergency Response Guidelines	108
Step One: Identify the Type of Emergency	108
Step Two: Identify the Level of Emergency.....	108
Step Three: Determine the Immediate Response Action	108
Step Four: Communicate the Appropriate Response Action	111
Types of Emergencies & Specific Procedures	113
Aircraft Crash	113
Animal Disturbance.....	113
Armed Assault on Campus	114

Biological or Chemical Release.....	116
Bomb Threat/ Threat Of violence	117
Bus Disaster.....	118
Comprehensive Threat Assessment.....	120
Disorderly Conduct	121
Earthquake.....	122
Explosion or Risk Of Explosion	123
Fire in Surrounding Area	124
Fire on School Grounds	124
Flooding	125
Loss or Failure Of Utilities	125
Motor Vehicle Crash	126
Pandemic	127
Psychological Trauma.....	129
Suspected Contamination of Food or Water	131
Unlawful Demonstration or Walkout.....	132
Opioid Prevention and Life-Saving Response Procedures	133
Emergency Evacuation Map.....	136

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. In July of every year, the school 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 John Muir Middle School Office.

Safety Plan Vision

John Muir Middle School is a learning community built on a foundation of respect, where we strive to make sure that all individuals are safe, physically emotionally and academically. Our classrooms and school aspire to create an environment where everyone contributes, values the contributions of others, where everyone learns every day, and where scholarship leads to academic excellence.

Components of the Comprehensive School Safety Plan (EC 32281)

John Muir Middle School's Safety Committee

John Muir School School Safety Plan Committee

- Dory Pearce, Vice Principal
- Clifford Ayers, Vice Principal
- Laura Duran, District Safety
- Alma Millan, Site Security
- Ashley Williams, Counselor
- Mariah Ramirez, Nurse
- Roseanne Salcedo, Teacher
- Greg Sansom Teacher
- David Bega, Classified
- Dave Whitmore, Principal;
 - Yosselin Lopez, LMFT
 - Natasha Lopez, School Psychologist

John Muir School Site Committee

- Dave Whitmore, Principal
- Jennifer Steffen, Teacher
- Greg Sansom, Teacher
- Tyler Grove, Teacher
- Nancy Valencia Lopez, Secretary
- Juliana Lujan Parent
- Tina Botill, Parent
- Juana Villafan, Parent
- Angela Mendez, Parent
- Amaya Bragg, Student

John Muir After School Club Committee: (In Combination with Recreation Association of Corcoran)

- Dave Whitmore, Principal
- Steve Brown, RAC Director
- Rebecca Lepez RAC Teacher (ASES)
- Ashley Williams, Counselor

Assessment of School Safety

John Muir Middle School reviews the data of various sources weekly, monthly and yearly.

School safety data sources included:

- Suspension and expulsion
- Detention
- Student progress reports
- Staff and student surveys

Our Data has improved drastically in this area over the past several years:

Suspensions (For comparison 2012-2013 was 456)

2017-2018	2018-2019	2019-2020	2020 - 2021	2021 - 2022.	2022 - 2023
149	105	78	66	140.	167

We were continually bringing down until the rebound after COVID.

Expulsions (For Comparison 2014-2015 was 22)

2017-2018	2108-2019.	2019-2020	2020-2021	2021-2022.	2022 - 2023
12 .	9	3	3	7	3

Overall our expulsions have gone down and now stayed consistent at 3 with the exception of the post Covid year.

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

PBIS is a three tiered system that helps to improve student behavior and school safety on campus. Tier 1 is focused on teaching school wide behavior standards. Students are taught behavior standards through our PBIS structure: Wildcat P.R.I.D.E: Patience, Respect, Integrity, Dependability, and Empathy. The students are taught proper behavior in different campus locations through our PBIS Matrix. Tier 2 is focused on targeted instruction for students who are having trouble using the basic behavior standards of Tier 1. Tier 3 is focused on students who need individualized or small group instruction to help reach behavior and academic needs. Tier 3 is intensive individual interventions that are assessment driven, based on each students need.

Teachers are given a list of classroom interventions to help increase positive behavior and build the skills that students need to be successful in their academic career. The list helps the staff be proactive on Tier 1 systems inside the classroom. The list is as follows:
Classroom List of Interventions

Redirection/Calming

- Be alert to triggers that lead to misbehavior
- Use a soft, soothing voice when redirecting/directing a student to focus
- Call the student by name and discreetly redirect
- Intervene quickly at the first sign of a student losing control
- Use verbal or nonverbal cues to refocus a student
- Assign a task for redirection (e.g., passing out paper, running an errand)
- Use physical activities to relieve stress (e.g., walking fast, using clay, squeezing a stress ball)
- Buddy Teacher

Giving Directions

- Use a signal to gain the attention of students prior to giving directions (e.g., clapping pattern)
- Face students when you address them
- Give directions when you have the attention of all students
- Obtain eye contact and use close proximity for struggling students
- Give clear, simple directions
- Give one direction at a time, dividing the task into smaller segments
- Avoid vague language so that students know precisely what to do and what behavior is expected
- Write directions on the board or use visual displays to add meaning
- Model directions using a visual reminder for all to see
- Use a buddy system for students who need additional assistance
- Include directions for procedures when students complete tasks or assignments

Defiant and Challenging Behavior

- Determine if the environment needs adjustment to avoid the display of inappropriate behavior
- Develop a plan to prevent triggers (lack of sleep, confusing directions) that lead to misbehavior
- Increase positive reinforcement and feedback
- Have planned responses to avoid an emotional reaction
- Avoid immediate responses when in an emotional state Recognize improvements in behavior with praise and encouragement
- Encourage defiant students to keep a daily log of successes and accomplishments
- Model a firm, fair, and consistent approach when dealing with difficult behaviors
- Acknowledge the student's feelings when upset (e.g., "I understand you are upset.")
- Use diffusing statements (Rest for a few minutes and then we will talk.)

CKH 4 Questions

Transitions

- Reduce the amount of downtime between activities or a change in subjects
- Establish clear, consistent routines and expectations for accomplishing daily tasks and activities
- Provide daily warm-ups or bell-ringer activities for immediate student engagement Post and adhere to a daily or weekly schedule incorporating transitional times
- Eliminate disruptions between lessons or activities through careful planning and preparation Model appropriate procedures and signals for transitioning and have students practice often

Tier 2 interventions are focused on students who are at risk academically or behaviorally. This group or individual set of students is backed by data that is reviewed at least once a month by a team that consists of staff members who work directly with that student.

Tier 2 interventions will help specific students with behavior expectations by using targeted instructions that will teach social skills, academic skills and behavioral skills. Some examples of interventions would be social skills groups, conflict resolution groups, goal setting and decision making groups, and anger management groups.

When Tier 1 and Tier 2 interventions have been utilized or when direct assistance is deemed necessary, Tier 3 interventions will be recommended for individual students as needed. Students will have high intensity individualized goals that are monitored regularly by designated staff. These students get help individually or in specialized small group settings.

GENERAL CAMPUS RULES/RESPONSIBILITIES

ITEMS FORBIDDEN ON CAMPUS

(this list is not limited to the following)

Any of these items found on campus will be confiscated and action will be taken.

WEAPONS (real or toys)

DRUGS/VAPE PEN/LIGHTERS

CELL PHONES/Smart Watch (When used as a phone)

AIR PODS (ONLY allowed in classroom by teacher discretion)

BANDANAS

WATER TOYS

SPEAKERS/ELECTRONIC TOYS

MEDICATION

AEROSOLS

GUM

SHARPIES/PERMANENT MARKERS

LASER POINTERS

BALLOONS/RUBBER BANDS

Student Responsibilities

1. You will follow Wildcat P.R.I.D.E: Patience, Respect, Integrity, Dependability, and Empathy.
2. Be at school and to all classes on time everyday and be prepared to work.
3. Do your best work in all of your classes.
4. Abide by ALL school rules and follow the direction of ALL staff members.
5. You are responsible for your own behavior and decisions.

Campus Rules

Students not following the rules may result in detention, suspension or expulsion.

1. Students must remain in sight at all times.
2. NO use of cell phones/smart watches (for use of communication)/signaling devices during school hours.
3. All messages to students MUST go through the office.
4. Students must NOT litter.
5. NO play fighting, shoving, or bullying at any time.
6. Students with no supervised activity must leave campus by 3:20 p.m.
7. Students may not leave campus early without permission.
8. NO physical display of affection (PDA).
9. Students must NOT have permanent markers, sharpies, rubber bands.
10. Students are not allowed to bounce any objects against the buildings.
11. Bikes and skateboards are to be used to and from school. The school is not responsible for theft of unlocked bikes and skateboards.
12. Rollerblades, roller shoes, skates, etc. are NOT to be used.
13. Students are NOT allowed to write on any item of clothing being worn/not worn.
14. Volunteers on campus and off campus MUST be fingerprinted. Arrangements will be made through our District Office and KCOE. From the first day of school through
15. Visitors MUST sign in with the office and wear a visitor tag. They will be escorted to their designated area by a staff member.

Electronic Devices (EC 48901.5, 51512)

To ensure the safety of all students, to protect personal property, and to ensure the educational process is not disrupted, electronic devices are NOT to be used during school hours. All electronic devices should be placed in their backpacks and NOT on themselves. Electronic devices include but are not limited to: cell phones, air pods, cameras, music devices, laser pointers, and gaming consoles. If a student is found to have an electronic device on them without permission, the following will occur:

Electronic devices will be confiscated and may be sent to the office for parent pick up.

Students do NOT have the right to refuse to turn over their devices (which includes their cell phones). Students who refuse to turn over confiscated electronics will receive disciplinary action.

John Muir Middle School and its staff ARE NOT responsible for any stolen, lost or damaged electronic property.

Office/Telephone

In order to keep the flow of persons in the office to minimum, the following rules apply:

Students MUST have a pass to enter the office.

Students MUST wait in the front office until directed otherwise.

Students may use the telephone in the office ONLY in case of an emergency.

Parents/Guardians/Family Members/Friends are NOT allowed to text or call students on their cell phones during school hours.

If a parent/guardian needs to leave an important message for their student the office will ensure the student receives it.

Restrooms

Students should assist in keeping the restrooms clean. Restrooms will be open before school and during the day. Students should plan on using the restrooms during non-class time. Emergency use of the restroom during class time requires the possession of a PASS from the teacher and that time spent may be made up after school.

Bus Rules

Parents are legally responsible for their child's transportation to and from school. Bus transportation is a privilege, which is provided by the district to assist parents in meeting their responsibilities. Students riding school busses to and from school are to follow ALL rules of the

Corcoran Unified School District. Referrals from a bus driver may result in losing the privilege of riding on school transportation.

Hall Passes

No student is to be in the hallway, library, office, or nurses' office during class time without a Pass. NO EXCEPTIONS. Students without a Pass will be sent back to class. Students wishing to use the bathroom during class time may be held accountable for that time after school, up to a maximum of 15 minutes, without parent notification.

Textbooks

Students are responsible for the care and security of all books assigned to them. Lost books, excessive wear, and/or damage will be charged to the student (E.C. 48904).

Student Handbook/Calendar

Students are responsible for utilizing the Student Handbook and calendar through the use of their iPad or school computer. This handbook is available online at our school's website and is located in the "School Information" heading:

<http://johnmuir.corcoranunified.com/> .

Bulletin

The bulletin informs students of meetings, special schedules and important events. It is read daily to students during the morning announcements. The bulletin is also available online at: <https://johnmuir.corcoranunified.com/> .

Work Permits

Work permit applications may be obtained in the attendance office. A work permit will be issued when the employer and employee each complete their sections of the application. Work permits may be revoked as a result of POOR ATTENDANCE and/or DISCIPLINARY ACTION.

Requirements for Honors Classes

We hold our Honors Classes in high regard and strive to protect the integrity and academic level of these classes. Honors Classes are a privilege and not a right. The requirements for Honors

Classes are as follows:

1. Students must have/maintain a 3.0 GPA or higher in their current or most recent grading period.
2. Administration may revoke any student with a GPA lower than 3.0 and/or behavior issues.
3. Students must have attendance that allows the student to keep up with the class work.
4. Eligibility may be re-evaluated quarterly.

Off-Campus Pass

John Muir is a closed campus. Students leaving campus must do the following:

Students MUST be signed out by Parent/Guardian or ONLY those on the Emergency Card.

Only Parent/Guardian or those on the Emergency Card can give permission for student to walk home/leave campus early.

Students going home for lunch must be pre-approved before leaving campus and carrying their off-campus lunch card with them at all times (students living more than 2 blocks away from the school will not be allowed to go home due to time restraint).

At no time should conversations/items be conducted through the school fence. Violation could result in, but not limited to, police involvement and student suspension.

Neighborhood Policy

It is important to remember to have courtesy and consideration for our school neighbors. Each student will be held accountable for their actions such as littering, loitering, or vandalism.

Dance Rules

1. Dances will begin after school or at 3:30 p.m. and end at 5:00 p.m. *Students may not leave school and they must enter by 3:45 p.m.
2. No running around or through the dance floor.
3. School DRESS CODE and Rules are to be followed at the dance.
4. Pupils may not loiter outside of the dance. They will be asked to leave and then the police will be called.
5. Students are NOT allowed to leave early without a parent/guardian checking them out.
6. Students are NOT allowed to open the doors at any time, students that do will be asked to leave.
7. No inappropriate dancing or touching. All dancing must be face to face.

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

John Muir Middle School staff follows all education code and board policies for reporting child abuse.

1. Annually train, using the online training module provided by the State Department of Social Services, or other training, employees and persons working on their behalf who are mandated reporters, as defined in Penal Code 11165.7, on the mandated reporting requirements.
2. Within the first 6 weeks of the school year, employees are to provide proof of completing this training. Certificates are collected by site supervisors and then submitted to the District Human Resource Department.

In case of Suspected Child Abuse in the following areas:

- + Physical Injury inflicted by other than accidental means on a child. [PC§ 11165.6]
- + Sexual abuse meaning sexual assault or sexual exploitation of a child. [PC § 11165.1]
- + Neglect meaning the negligent treatment, lack of treatment, or the maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare. [PC §11165.2]
- + Willful harm or injuring or endangering a child meaning a situation in which any person inflicts, or willfully causes or permits a child to suffer, unjustifiable physical pain or mental suffering, or causes or permits a child be placed in a situation in which the child or child's health is endangered. [PC §11165.3]
- + Unlawful corporal punishment or injury willfully inflicted upon a child and resulting in a traumatic condition. [PC §11165.4]

John Muir Staff must contact the designated agency immediately or as soon as practically possible by telephone, and shall prepare and send a written report within 36 hours of receiving the information concerning the incident [PC § 11166(a)] CWS is available at 1-559-852-2000.

Reports of suspected child abuse or neglect must be made to any police department or sheriff's department (not including a school district police or security department), county probation department, if designated by the county to receive mandated reports, or the county welfare department. [PC § 11165.9] The written report must include the information described in Penal Code section 11167(a) and may be submitted on form SS 8572-Suspected Child Abuse Report.

Child Abuse Prevention and Reporting AR 5141.4

Definitions

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

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

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

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

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

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter 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 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (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 the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

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

Such reports shall be made to the following agencies:

Child Protective Services

1-559-852-2000

Corcoran Police Department

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 prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

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

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

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
 - b. The child's name and address, present location, and, where applicable, school, grade, and class
 - c. The names, addresses, and telephone numbers of the child's parents/guardians
 - d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child
 - e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
- The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

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

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

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

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

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

Training

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

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

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

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

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

Victim Interviews by Social Services

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

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

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

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

Release of Child to Peace Officer

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

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or 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 shall also file a report when obligated to do so pursuant to Penal Code 11166 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 3200-3205.

Notifications

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

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

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

The Superintendent or designee also shall notify all employees that:

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

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

Disaster Plan (See Appendix C-F)

Crisis is defined as:

Sudden, generally dissipated event that profoundly and negatively affects a significant segment of the school population and often called serious injury or death.

The following procedures should be implemented if the school wide crisis occurs:

I. Immediately Following Notification of Crisis

A. Crisis team members

1. Principal
2. Vice Principal
3. Counselor
4. School Psychologist
5. Principal's Secretary
6. Community Contact
7. Library Technology Clerk
8. Resource Teacher
9. Literacy Coaches
10. After School Program
11. School Security Coordinator
12. Health Care Nurse/(LVN)

II. Principal will Convene Crisis Team in Administrative Office

- A. Determine need for outside resource people and notify as appropriate
- B. Administrative duties will be assigned
- C. Plan for notification of school personnel
- D. Schedule and announce time and location of emergency staff meeting

III. Assign trained staff or community professional

- A. Interpret: Community Contact
- B. Provide grief support: School Psychologist/Counselor
- C. Develop and distribute discussion questions to teachers: Vice Principal
- D. Stand in for absent/affected staff personnel: Literacy Coach
- E. Review the facts of the crisis and dispel rumors: Principal

IV. Provide Guidelines for Helping Persons Who Are Upset

Principal and Vice Principal

V. Identify Students, Staff, and Parents Likely to be Most Affected by News

Community Contact and Counselor

VI. Assess Need for Additional Community Resources

Principal and Community Contact

VII. As needed, Assign Team Members and Other Staff to Monitor Grounds

Technology Coach

VIII. Notify Parents, Support, Staff, and Feeder Schools

Principal and Community Contact

IX. Provide Support to Staff

Principal, Vice Principal, and Resource Teacher

EMERGENCY RESPONSE PLAN

Administrative Procedures

I. Main Office Procedures

A. Principal and Principal's Secretary will remain in the main office

1. Take incoming calls
2. Meet parents
3. Direct students
4. Answer questions

II. School Campus Procedures

A. Principal will assign areas to administrators and other staff personnel to supervise and monitor.

1. Principal's Secretary will be in contact by radio with the principal and staff personnel out on school campus. She will also convey announcements by way of the PA system.
2. Library Technology Clerk will assist secretary and Community Contact in the main office.
3. Secretary and Community Contact will assist the main office by interpreting.
4. Instructional aides and yard supervisors will assist with main campus supervision.
5. Site Custodian and Operations Office will assist by being responsible for the utility shut-offs.

B. Students will remain on school campus.

C. Staff Meeting

1. Principal and designated staff or community members must do the following at the first staff meeting after a school crisis.
 - a. Describe the feeling that students may experience and suggest how teachers might handle specific situations.
 - b. Help staff members process their responses to the situation.
 - c. Describe the feeling that students may experience and suggest how teachers might handle specific situations.
 - d. Provide guidelines for helping students who are upset.
 - e. Request staff to meet 30 minutes early the next morning to review procedures and debrief. If the crisis occurs on a Friday, call the meeting for the following Monday morning.

Students with Disabilities:

SITE EMERGENCY PROCEDURES FOR SPECIAL NEEDS STUDENTS

1. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
 - a wheelchair on a daily basis
 - specialized equipment
 - physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
4. The Site Safety Specialist is responsible for:
 - identifying all students who will require additional assistance
 - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student
 - Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.

5. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials. (class roster, etc.)

Public Agency Use of School Buildings for Emergency Shelters

Excerpt from Board Policy 3516--Emergency and Disaster Preparedness Plan

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 it deems necessary to meet the community's needs.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

School policies follow district policies and state laws regarding suspension and expulsion. The suspension and expulsion policy is printed in the student handbook given to the student at the beginning of the year.

A pupil may not be suspended from school or recommended for expulsion unless the Superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions.

Board Policy 5144.1--Suspension and Expulsion/Due Process

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

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

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

1. While on school grounds
 2. While going to or coming from school
 3. During the lunch period, whether on or off the school campus
 4. During, going to, or coming from a school-sponsored activity
- District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

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

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

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

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

On-Campus Suspension

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

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

Authority to Expel

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

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

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

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

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

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

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

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

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

Due Process

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

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

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

Administrative Regulation 5144.1--Suspension and Expulsion/Due Process

Definitions

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

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

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

Notice of Regulations

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

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in the sections "Additional Grounds for Suspension and Expulsion: Grades 4-12" and "Additional Grounds for Suspension and Expulsion: Grades 9-12" below:

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

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

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

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

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

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

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

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in the section "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

a. A message, text, sound, video, or image

b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)
Additional Grounds for Suspension and Expulsion: Grades 4-12

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:

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

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

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

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

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

Additional Grounds for Suspension and Expulsion: Grades 9-12

Any student in grades 9-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level, including grades K-8. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

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

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

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

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

Suspension by Superintendent, Principal or Principal's Designee

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

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

The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

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

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

Length of Suspension

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

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

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

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence. (Education Code 48911)

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

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code 48911)

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

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

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

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

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

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

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

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

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

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

Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," and "Additional Grounds for Suspension and Expulsion: Grades 9-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

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

1. The on-campus suspension classroom shall be staffed in accordance with law.
 2. The student shall have access to appropriate counseling services.
 3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
 4. The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.
- At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification may be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

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

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication or other medication prescribed by a physician

4. Robbery or extortion

5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

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

Student's Right to Expulsion Hearing

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

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

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

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

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

Stipulated Expulsion

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

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

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

Rights of Complaining Witness

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

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

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

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

Written Notice of the Expulsion Hearing

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

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

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

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

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

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

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

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

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

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

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

Conduct of Expulsion Hearing

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

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

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

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

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

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

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," and "Additional Grounds for Suspension and Expulsion: Grades 9-12" above. (Education Code 48918(h))

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

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

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

- a. Any complaining witness shall be given five days' notice before being called to testify.
- b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony.
- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person who is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

i. The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

ii. At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

iii. The person conducting the hearing may:

A. Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

B. Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours

C. Permit one of the support persons to accompany the complaining witness to the witness stand

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

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

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

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

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

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

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

Final Action by the Board

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

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

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

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

1. Periodic review, as well as assessment at the time of review, for readmission
 2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs
- With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

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

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or "Additional Grounds for Suspension and Expulsion: Grades 9-12" (Education Code 48900.8)
 2. The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)
 3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
 4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
 5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)
- Decision to Suspend Expulsion Order

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

1. The student's pattern of behavior

2. The seriousness of the misconduct

3. The student's attitude toward the misconduct and willingness to follow a rehabilitation program

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

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)

2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)

3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or "Additional Grounds for Suspension and Expulsion: Grades 9-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)

4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)

5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

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

Appeal

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

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

Notification to Law Enforcement Authorities

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

The principal or designee 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, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

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

Placement During Expulsion

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

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

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

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

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

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
 2. The Superintendent or designee shall transmit to the Board a recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
 3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
 4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
 5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
 6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)
- No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

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

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

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

Administrative Regulation 5144.2--Suspension and Expulsion/Due Process (Students with Disabilities)

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

Suspension

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

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

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

1. The removal is for more than 10 consecutive school days.
 2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year.
 - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.
- If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. USC 1412(a)(1)(A); (34 CFR 300.530)

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

Interim Educational Placement Due to Dangerous Behavior

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

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

4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365.

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

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

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

Manifestation Determination

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

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

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

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

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

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

If the manifestation review team determines either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

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

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

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

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

Due Process Appeals

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

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

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

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

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

Notification to Law Enforcement Authorities

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

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

Report to County Superintendent of Schools

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

Procedures for Students Not Yet Eligible for Special Education Services

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

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

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel or to a teacher of the student, that the student is in need of special education or related services.

2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or to other supervisory district personnel about a pattern of behavior demonstrated by the student. However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

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

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

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

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The John Muir Middle School has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "S" next to the student's name. To notify teachers of suspensions as they occur during the school year, the teacher is notified on the same day, the incident is discussed with the teacher, and information entered for review into our Student Information System. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure any list with this information so students and others may not view it.

Upon the receipt of the records of a new student, the records are routed to the principal and then placed into the student's cumulative record. The cumulative records usually include a copy of each suspension. Each person receiving the cumulative record is to review it.

When students are administratively transferred from one school to another for disciplinary reasons, teachers (to whom the student is assigned) at the new school are notified by the school administration and provided with written information about the student and the student's behavior contract. Copies of the written notice are maintained in the school office.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Corcoran Unified School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

At the beginning of the year, administrative staff print out the information of all suspended/expelled pupils from the previous 3 years pursuant to Ed. Code Section 49079, we have that information available in the office for review.

Board Policy 4158/4258/4358-- Employee Security

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 necessary assistance and support when emergency situations occur.

Any person who threatens the safety of others at any district facility may be removed by the Superintendent or designee in accordance with AR 3515.2 - Disruptions.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. Such measures may include seeking a temporary restraining order on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or a gun violence restraining order pursuant to Penal Code 18150 and 18170.

Upon request by an employee who is a victim of domestic violence, sexual assault, or stalking, the Superintendent or designee shall provide reasonable accommodations in accordance with Labor Code 230-230.1 and the accompanying administrative regulation to protect the employee's safety while at work.

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

The Superintendent or designee shall provide staff development in crisis prevention and intervention techniques, which may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

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

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

Reporting of Injurious Objects

Employees shall take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on school grounds or at a school-related or school-sponsored activity. Employees shall exercise their best judgment as to the potential danger involved and shall do one of the following:

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

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

Administrative Regulation 4158/4258/4358--Employee Security

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

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response. Reports of an attack, assault, or threat shall be forwarded immediately to the Superintendent or designee.

In addition, the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. (Education Code 44014)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:

1. Acts That Are Grounds for Suspension or Expulsion

- a. The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in AR 5144.1 - Suspension and Expulsion/Due Process. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)
- b. Upon receiving a transfer student's record regarding acts committed by the student that resulted in suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended from school or expelled from the former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)
- c. Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 48201, 49079)

2. Offenses Reported to the District by a Court

- a. When informed by a court that a minor student has been found by the court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall expeditiously notify the school principal. (Welfare and Institutions Code 827)
- b. The principal shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal thinks may need the information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)
- c. Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)
- d. When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)
- e. Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)
In order to maintain confidentiality when providing information about student offenses to a counselor or teacher, the principal or designee shall send the staff member a written notification that a student has committed an offense that requires review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall initial the notification and shall also initial the student's file when reviewing it in the school office.

Accommodations for Victims of Domestic Violence, Sexual Assault, or Stalking

When requested by an employee who is a victim of domestic violence, sexual assault, or stalking, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including: (Labor Code 230)

1. A transfer, reassignment, or modified schedule
2. A changed work telephone or work station
3. An installed lock
4. Assistance in documenting domestic violence, sexual assault, stalking, or other crime that occurs in the workplace
5. Referral to a victim assistance organization

6. Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other crime

The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining whether an accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee. (Labor Code 230)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, or stalking. Such certification may include: (Labor Code 230)

1. A police report indicating that the employee was a victim

2. A court order protecting or separating the employee from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court

3. Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse

4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf

Any verbal or written statement, police or court record, or other documentation identifying an employee as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (Labor Code 230)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, or stalking or ongoing circumstances related to the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. (Labor Code 230)

The district shall not retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (Labor Code 230)

Use of Pepper Spray

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

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

1. The pepper spray shall be used only in self-defense pursuant to Penal Code 22810.

2. An employee who uses pepper spray other than in self-defense shall be subject to disciplinary action by the district and, in accordance with law, a fine and/or imprisonment.

3. The pepper spray must be stored in a secure place and not be accessible to students or other individuals. Negligent storage of the pepper spray may subject the employee to disciplinary action.

Board Policy 5131.2--Bullying

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

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

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

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

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

Bullying Prevention

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

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

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

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

Intervention

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

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

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

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

Complaints and Investigation

Any complaint of bullying, whether it is discriminatory or nondiscriminatory, shall be investigated and resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. Within two business days of receiving a report of bullying, the principal shall notify a district compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

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

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

Discipline

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

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

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

The Board of Trustees is committed to maintaining a school environment that is free from harassment and or discrimination. The Board prohibits harassment and or discrimination of any student by another student, an employee or other person, at school or at a school-sponsored activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.

Any student who engages in harassment and or discrimination 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.

Any student who feels that he/she is being harassed should immediately contact the principal or designee or another District administrator in order to obtain a district policy and uniform complaint procedures. Complaints of harassment and or discrimination can be filed in accordance with these procedures.

Board Policy 4119.11/4219.11/4319.11--Sexual Harassment

The following policy shall apply to all district employees, interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, fair, and equitable investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or AR 4030 - Nondiscrimination in Employment, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.

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

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Administrative Regulations 4119.11/4219.11/4319.11--Sexual Harassment

The following administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment.

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

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

1. A district employee conditioning the provision of a district aid, benefit, or service on the person's participation in unwelcome sexual conduct

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of actions that might constitute sexual harassment under state or federal law in accordance with the definitions above, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors

2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects

3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee, investigate, and resolve sexual harassment complaints processed under AR 4030 - Nondiscrimination in Employment. The Title IX Coordinator(s) may be contacted at:

Director of Special Services
1520 Patterson Avenue
Corcoran, CA 93212
(559) 992-8888

Training

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment
2. The types of conduct that constitute sexual harassment
3. Remedies available for victims in civil actions, and potential employer/individual exposure/liability
4. Strategies to prevent harassment in the workplace
5. Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware
6. Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
7. The limited confidentiality of the complaint process
8. Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
9. Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint
10. What to do if the supervisor is personally accused of harassment
11. The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received.

12. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation
 13. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious
- The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications

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

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the Board policy and this administrative regulation shall:

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)
 3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
 4. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site (34 CFR 106.8)
 5. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)
- All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)
1. The illegality of sexual harassment
 2. The definition of sexual harassment under applicable state and federal law
 3. A description of sexual harassment, with examples
 4. The district's complaint process available to the employee
 5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
 6. Directions on how to contact DFEH and the EEOC
 7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC
- In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

Complaint Procedures

All complaints and allegations of sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 4030 - Nondiscrimination in Employment.

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

Exhibit 4119.11 E(1) Title IX Sexual Harassment Complaint Procedures

NOTICE OF TITLE IX SEXUAL HARASSMENT POLICY

The Code of Federal Regulations, Title 34, Section 106.8 requires the district to issue the following notification to employees, job applicants, and employee organizations:

The district does not discriminate on the basis of sex in any education program or activity that it operates. The prohibition against discrimination on the basis of sex is required by federal law (20 USC 1681-1688; 34 CFR Part 106) and extends to employment. The district also prohibits retaliation against any employee for filing a complaint or exercising any right granted under Title IX.

Title IX requires a school district to take immediate and appropriate action to address any potential Title IX violations that are brought to its attention. Any inquiries about the application of Title IX, this notice, and who is protected by Title IX may be referred to the district's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

The district has designated and authorized the following employee as the district's Title IX Coordinator, to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking:

Director of Special Services
Corcoran Unified School District
1520 Patterson Ave.
Corcoran, CA 93212
(559) 992-8888

The email for this position may be found on the website www.corcoranunified.com under Director of Special Services

Any individual may report sex discrimination, including sexual harassment, to the Title IX Coordinator or any other school employee at any time, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon receiving an allegation of sexual harassment, the Title IX Coordinator will promptly notify the parties, in writing, of the applicable district complaint procedure.

To view an electronic copy of the district's policies and administrative regulations on sexual harassment, including the grievance process that complies with 34 CFR 106.45, please see BP/AR 4119.11/4219.11/4319.11 - Sexual Harassment and AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures on the district's website at:

www.corcoranunified.com.

To inspect or obtain a copy of the district's sexual harassment policies and administrative regulations, please contact:

Director of Special Services
Corcoran Unified School District
1520 Patterson Ave.
Corcoran, CA 93212
(559) 992-8888

The email for this position may be found on the website www.corcoranunified.com under Director of Special Services

Materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process are also publicly available on the district's website or at the district office upon request.

Administrative Regulation 4119.12: Title IX Sexual Harassment Complaint Procedures

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a district employee, while in an education program or activity in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on a person's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

All other sexual harassment complaints or allegations shall be investigated and resolved in accordance with AR 4030 - Nondiscrimination in Employment. The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district's Title IX Coordinator.

Because the complainant has a right to pursue a complaint under AR 4030 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for AR 4030 are concurrently met while implementing the Title IX procedure.

Reporting Allegations/Filing a Formal Complaint

An employee who is the alleged victim of sexual harassment may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in AR 4119.11/4219.11/4319.11 - Sexual Harassment or to the employee's direct supervisor or other district administrator, who shall forward the report to the Title IX Coordinator within one day of receiving the report.

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the right to file a formal complaint and the process for filing a formal complaint.

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations when a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations, including as part of the district's obligation to not be deliberately indifferent to known allegations of sexual harassment. In such cases, the Title IX Coordinator shall provide the alleged victim notices as required by the Title IX regulations at specific points in the complaint process.

The Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be non-disciplinary, nonpunitive, and not unreasonably burden the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment. Supportive measures may include, but are not limited to, counseling, extensions of deadlines, modifications of work schedules, mutual restrictions on contact, changes in work locations, leaves of absence, increased security, and monitoring of certain areas of the campus. (34 CFR 106.30, 106.44)

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)

Emergency Removal

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

If the respondent is a student, the district may, on an emergency basis, remove the student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint in which the alleged conduct did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator shall promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties, and shall inform them of their right to appeal the dismissal of a formal complaint or any allegation in the complaint in accordance with the appeal procedures described in the section "Appeals" below. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to AR 4030 - Nondiscrimination in Employment as applicable.

Informal Resolution Process

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.

2. Obtains the parties' voluntary, written consent to the informal resolution process

Written Notice

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process

2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process

4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence

5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

Investigation Procedures

During the investigation process, the district's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence

2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence

3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney
 4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties
 5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate
 6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report
 7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness
 8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response
- Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. (34 CFR 106.45)

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

Written Decision

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter. (34 CFR 106.45)

After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct. (34 CFR 106.45)

The written decision shall be issued within 60 calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

In making this determination, the decision-maker shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30

2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process

3. Findings of fact supporting the determination

4. Conclusions regarding the application of the district's code of conduct or policies to the facts

5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant

6. The district's procedures and permissible bases for the complainant and respondent to appeal
Appeals

Either party may appeal the district's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the district shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties

2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator

3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome

4. Issue a written decision describing the result of the appeal and the rationale for the result

5. Provide the written decision simultaneously to both parties

An appeal must be filed in writing within 10 calendar days of receiving the notice of the decision or dismissal, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be non-disciplinary or non-punitive and need not avoid burdening the respondent. (34 CFR 106.45)

Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44)

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain, for a period of seven years: (34 CFR 106.45)

1. A record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results therefrom.
2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances.
3. All materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The district shall make such training materials publicly available on its website, or if the district does not maintain a website, available upon request by members of the public.

Board Policy 4119.21/4219.21/4319.21--Professional Standards

The Governing Board expects district employees to maintain the highest ethical standards, behave professionally, follow district policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employees shall engage in conduct that enhances the integrity of the district, advances the goals of the district's educational programs, and contributes to a positive school climate.

The Board encourages district employees to accept as guiding principles the professional standards and codes of ethics adopted by educational or professional associations to which they may belong.

Each employee is expected to acquire the knowledge and skills necessary to fulfill his/her responsibilities and to contribute to the learning and achievement of district students.

Inappropriate Conduct

Inappropriate employee conduct includes, but is not limited to:

1. Engaging in any conduct that endangers students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon
2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed
3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child
4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student
5. Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time
6. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members
7. Willfully disrupting district or school operations by loud or unreasonable noise or other action
8. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace, on district property, or at a school-sponsored activity

9. Being dishonest with students, parents/guardians, staff, or members of the public, including, but not limited to, falsifying information in employment records or other school records
10. Divulging confidential information about students, district employees, or district operations to persons or entities not authorized to receive the information
11. Using district equipment or other district resources for the employee's own commercial purposes or for political activities
12. Using district equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity

Employees shall be notified that computer files and all electronic communications, including, but not limited to, email and voice mail, are not private. To ensure proper use, the Superintendent or designee may monitor employee usage of district technological resources at any time without the employee's consent.

13. Causing damage to or engaging in theft of property belonging to students, staff, or the district
 14. Wearing inappropriate attire
- Reports of Misconduct

An employee who observes or has evidence of another employee's inappropriate conduct shall immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of or suspects child abuse or neglect shall file a report pursuant to the district's child abuse reporting procedures as detailed in AR 5141.4 - Child Abuse Prevention and Reporting.

Any reports of employee misconduct shall be promptly investigated. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy shall be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee shall notify local law enforcement as appropriate.

An employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline.

The district prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the district's complaint process shall be subject to discipline.

Board Policy 5145.3--Non Discrimination /Harassment

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

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

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

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

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

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

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

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

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

Record-Keeping

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

Administrative Regulations 5145.3--Nondiscrimination/Harassment

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

Director of Special Services
1520 Patterson Ave.
Corcoran, CA 93212
(559) 992-8888

The email for this position may be found on the website www.corcoranunified.com under Director of Special Services

Measures to Prevent Discrimination

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

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications
2. Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)
3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)
4. Post in a prominent location on the district website in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.6, 221.61, 234.6)
 - a. The name and contact information of the district's Title IX Coordinator, including the phone number and email address
 - b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)
 - c. A description of how to file a complaint of noncompliance under Title IX, which shall include:
 - i. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
 - ii. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's website
 - iii. A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office
 - d. A link to the Title IX information included on the California Department of Education's (CDE) web site

5. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)

6. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.

7. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

8. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

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

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

10. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

11. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights. Enforcement of District Policy

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

1. Removing vulgar or offending graffiti

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond

3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination

4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment

5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that the student knew was not true

Process for Initiating and Responding to Complaints

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

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

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

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

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

Issues Unique to Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

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

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

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

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

Intersex student means a student with natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and male bodies.

Nonbinary student means a student whose gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether or not the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

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

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

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity

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

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

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

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

1. Right to privacy: A student's intersex, nonbinary, transgender, or gender-nonconforming status is the student's private information. The district shall develop strategies to prevent unauthorized disclosure of students' private information. Such strategies may include, but are not limited to, collecting or maintaining information about student gender only when relevant to the educational program or activity, protecting or revealing a student's gender identity as necessary to protect the health or safety of the student, and keeping a student's unofficial record separate from the official record.

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

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

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.

3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained. The meeting shall discuss the intersex, nonbinary, transgender, or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as an intersex, nonbinary, transgender, or gender-nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because the student is intersex, nonbinary, transgender, or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

5. Student Records: Upon each student's enrollment, the district is required to maintain a mandatory permanent student record (official record) that includes the student's gender and legal name.

A student's legal name as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. A student's gender as entered on the student's official record required pursuant to 5 CCR 432 shall only be changed with written authorization of a parent/guardian having legal custody of the student. (Education Code 49061)

However, when proper documentation or authorization, as applicable, is not submitted with a request to change a student's legal name or gender, any change to the student's record shall be limited to the student's unofficial records such as attendance sheets, report cards, and school identification.

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying district policy.

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

Board Policy 5145.7--Sexual Harassment

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

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

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

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

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

Instruction/Information

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

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

Disciplinary Actions

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

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

Record-Keeping

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

Administrative Regulations 5145.7--Sexual Harassment

Definitions

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

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
 2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
 3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
 4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.
- Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

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

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

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

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature

5. Spreading sexual rumors
 6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
 7. Massaging, grabbing, fondling, stroking, or brushing the body
 8. Touching an individual's body or clothes in a sexual way
 9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
 10. Displaying sexually suggestive objects
 11. Sexual assault, sexual battery, or sexual coercion
 12. Electronic communications containing comments, words, or images described above
- Title IX Coordinator/Compliance Officer

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

Director of Special Services
1520 Patterson Ave.
Corcoran, CA 93212
(559) 992-8888

The email for this position may be found on the website www.corcoranunified.com under Director of Special Services

Notifications

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

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

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

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

5. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

6. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

7. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to students or parents/guardians (34 CFR 106.8)

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

Reporting Complaints

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

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

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

Complaint Procedures

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

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

Board Policy 1312.3--Uniform Complaint Procedures

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

Complaints Subject to UCP

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

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)
3. After School Education and Safety programs (Education Code 8482-8484.65)
4. Agricultural career technical education (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Child care and development programs (Education Code 8200-8488)
7. Compensatory education (Education Code 54400)
8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)
9. Course periods without educational content (Education Code 51228.1-51228.3)
10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)
11. Educational and graduation requirements for students in foster care, homeless students, students from military families, and students formerly in a juvenile court school (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
12. Every Student Succeeds Act (Education Code 52059.5; 20 USC 6301 et seq.)
13. Local control and accountability plan (Education Code 52075)
14. Migrant education (Education Code 54440-54445)
15. Physical education instructional minutes (Education Code 51210, 51222, 51223)
16. Student fees (Education Code 49010-49013)
17. Reasonable accommodations to a lactating student (Education Code 222)
18. Regional occupational centers and programs (Education Code 52300-52334.7)
19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)
20. School safety plans (Education Code 32280-32289)
21. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)
22. State preschool programs (Education Code 8207-8225)
23. State preschool health and safety issues in license-exempt programs (Education Code 8212)

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

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

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

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

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

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be investigated and resolved by the specified agency or through an alternative process:

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency. (5 CCR 4611)
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services. (5 CCR 4611)
3. Any complaint alleging that a student, while in an education program or activity in which the district exercises substantial control over the context and respondent, was subjected to sexual harassment as defined in 34 CFR 106.30 shall be addressed through the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as specified in AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.
4. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.
5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE), failure or refusal to implement a due process hearing order to which the district is subject, or a physical safety concern that interferes with the district's provision of FAPE shall be submitted to the California Department of Education (CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education. (5 CCR 3200-3205)
6. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)

7. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)

8. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)

Administrative Regulation 1312.3--Uniform Complaint Procedures

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

Compliance Officers

The district designates the individual(s), position(s), or unit(s) identified below as responsible for receiving, coordinating, and investigating complaints and for complying with state and federal civil rights laws. The individual(s), position(s), or unit(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment responsible for handling complaints regarding unlawful discrimination, harassment, intimidation, or bullying and in AR 5145.7 - Sexual Harassment for handling complaints regarding sexual harassment.

Director of Special Services
1520 Patterson Ave.
Corcoran, CA 93212
(559) 992-8888

The email for this position may be found on the website www.corcoranunified.com under Director of Special Services

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

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program; applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination, harassment, intimidation, or bullying; applicable standards for reaching decisions on complaints; and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

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

Notifications

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

In addition, the Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

The notice shall include:

1. A statement that the district is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group, and a list of all programs and activities that are subject to UCP as identified in the section "Complaints Subject to UCP" in the accompanying Board policy
 2. The title of the position responsible for processing complaints, the identity of the person(s) currently occupying that position if known, and a statement that such persons will be knowledgeable about the laws and programs that they are assigned to investigate
 3. A statement that a UCP complaint, except a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed no later than one year from the date the alleged violation occurred
 4. A statement that a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct
 5. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities
 6. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint
 7. A statement that the district will post a standardized notice of the educational and graduation requirements of foster youth, homeless students, children of military families, and former juvenile court school students now enrolled in the district, as specified in Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process
 8. A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant
 9. A statement that, for programs within the scope of the UCP as specified in the accompanying Board policy, the complainant has a right to appeal the district's investigation report to the California Department of Education (CDE) by filing a written appeal, including a copy of the original complaint and the district's decision, within 30 calendar days of receiving the district's decision
 10. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal laws prohibiting discrimination, harassment, intimidation, or bullying, if applicable
 11. A statement that copies of the district's UCP are available free of charge
- The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.6 shall be posted on the district and district school web sites and may be provided through district-supported social media, if available.

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

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

Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp. If a site administrator not designated as a compliance officer receives a complaint, the site administrator shall notify the compliance officer.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy may be filed by any individual, public agency, or organization. (5 CCR 4600)

2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee.

3. A UCP complaint, except for a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying, shall be filed no later than one year from the date the alleged violation occurred. For complaints related to the LCAP, the date of the alleged violation is the date when the County Superintendent of Schools approves the LCAP that was adopted by the Governing Board. (5 CCR 4630)

4. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges having personally suffered unlawful discrimination, a person who believes that any specific class of individuals has been subjected to unlawful discrimination, or a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. (5 CCR 4630)

5. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)

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

7. When a complainant of unlawful discrimination, harassment, intimidation, or bullying or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Mediation

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

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

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

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

Investigation of Complaint

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

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

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

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

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

Timeline for Investigation Report

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written investigation report, as described in the section "Investigation Report" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

For any complaint alleging unlawful discrimination, harassment, intimidation, and bullying, the respondent shall be informed of any extension of the timeline agreed to by the complainant.

Investigation Report

For all complaints, the district's investigation report shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered
2. A conclusion providing a clear determination for each allegation as to whether the district is in compliance with the relevant law

3. Corrective action(s) whenever the district finds merit in the complaint, including, when required by law, a remedy to all affected students and parents/guardians and, for a student fees complaint, a remedy that complies with Education Code 49013 and 5 CCR 4600

4. Notice of the complainant's right to appeal the district's investigation report to CDE, except when the district has used the UCP to address a complaint not specified in 5 CCR 4610

5. Procedures to be followed for initiating an appeal to CDE

The investigation report may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

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

If the complaint involves a limited-English-proficient (LEP) student or parent/guardian, then the district's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

For complaints alleging unlawful discrimination, harassment, intimidation, and bullying based on state law, the investigation report shall also include a notice to the complainant that:

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including, but not limited to, injunctions, restraining orders or other remedies or orders, 60 calendar days after the filing of an appeal with CDE. (Education Code 262.3)

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

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

Corrective Actions

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

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

1. Counseling

2. Academic support

3. Health services

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

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

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

7. Restorative justice

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

For complaints of retaliation or unlawful discrimination, harassment, intimidation, or bullying involving a student as the respondent, appropriate corrective actions that may be provided to the student include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

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

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

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

However, if a complaint alleging noncompliance with the law regarding student fees, deposits, and other charges, physical education instructional minutes, courses without educational content, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51222, 51223, 51228.3, 52075)

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

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's investigation report on a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with CDE within 30 calendar days of receiving the district's investigation report. (5 CCR 4632)

The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's investigation report for that complaint. The complainant shall specify and explain the basis for the appeal, including at least one of the following: (5 CCR 4632)

1. The district failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the district's investigation report lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the district's investigation report are not supported by substantial evidence.
4. The legal conclusion in the district's investigation report is inconsistent with the law.
5. In a case in which the district found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by CDE that the district's investigation report has been appealed, the Superintendent or designee shall forward the following documents to CDE within 10 days of the date of notification: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the district's investigation report
3. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
4. A report of any action taken to resolve the complaint
5. A copy of the district's UCP
6. Other relevant information requested by CDE

If notified by CDE that the district's investigation report failed to address allegation(s) raised by the complaint, the district shall, within 20 days of the notification, provide CDE and the appellant with an amended investigation report that addresses the allegation(s) that were not addressed in the original investigation report. The amended report shall also inform the appellant of the right to separately appeal the amended report with respect to the allegation(s) that were not addressed in the original report. (5 CCR 4632)

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

The following pages from the board policy and student handbook, outline the dress code at John Muir Middle School.

Board Policy 5132--Student Dress

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

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

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

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

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

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

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

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

Gang-Related Apparel

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

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

Uniforms

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

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

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

Administrative Regulation 5132--Student Dress

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

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

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

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet. Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

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

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Uniforms

In schools where a schoolwide uniform is required, the principal, staff and parents/guardians of the individual school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The principal or designee shall also repeat this notification at the end of the school year so that parents/guardians are reminded before school clothes are likely to be purchased.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

The Superintendent or designee shall establish a method for recycling or exchanging uniforms as students grow out of them.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

CUSD K-8 Dress Code (Found in the John Muir Student Parent Handbook, pg. 10)

CJUSD K-8 DRESS CODE 2022-23

The dress code is designed to create and maintain a safe and positive educational environment that does not distract Corcoran Joint Unified School District students from learning. Students are to follow the dress code while on campus and during any school-sponsored activity. Students may wear school-sponsored clothing from other CJUSD schools at the principal's discretion. Anything that may be considered inappropriate, immodest or gang related can and will be disallowed by the administration. Students that do not follow the dress code will need to acquire the proper item/s or they may face disciplinary action including: missing recess, detention or sent home. Attempts will be made to contact the home to bring replacement clothing.

1. Colors and Logos: Red or royal blue are not allowed as the main or predominant color on any dress code item unless it is school-sponsored clothing. Red and Royal blue may be mixed into other colors if it is considerably less than the other colors. No red or blue belts, shoelaces, beanies or gloves are allowed at any time. A student placed on a gang contract may be restricted from wearing a particular color for safety reasons at the discretion of administration.

2. Shirts and Undershirts: All blouses and shirts must be clean and neat. All clothing must sufficiently conceal undergarments, including bra straps, at all times. See-through or fishnet fabrics, tube tops, men's tank undershirts, muscle shirts, jerseys with no undershirts, sagging pants/shorts, pajamas and clothing deemed immodest by school personnel, are prohibited. In addition, students must have their shoulders covered with no see-through material. Tops with "spaghetti straps", halter-tops, tank tops or other shirts with less than 5 inches at the shoulder, or shirts that show any part of the midriff (belly) are not allowed. Midriffs must be covered at all times. Low-cut necks/scooping necks are also prohibited.

3. Pants/shorts/dresses/skirts: Students may not wear any clothing that is torn, worn, ripped, has holes or is rough-cut. Bike shorts, sweatpants, warm-ups, pajamas, hip-huggers, military style, tight, form-fitting apparel are not allowed. Pants must not sag below the waist when fastened. Shorts/skirts must extend below the fingertips when arms are held relaxed at the sides. Sweat pants and Warm ups are only allowed if they are school/district sponsored clothing and approved by the principal.

4. Outerwear/Jacket/Hoody: When wearing a jacket/sweater of any kind the student must still wear a shirt or blouse that conforms to the dress code. Hoods must be down while inside (i.e. classroom, office, cafeteria, etc.). Students, who repeatedly have to be told to take off their hood, will not be allowed to wear hooded clothing on campus, as the item has become a distraction for them.
5. Socks, Tights or Hose: No fishnet, torn, etc.
6. Shoes/Sandals: Heels must be no taller than 1 inch. Steel-toed boots, flip-flops, slippers and clogs are not allowed. (Grades K-5): Students must wear closed-toe shoes at all times. Sandals are not allowed. (Grades 6-8): If wearing sandals to school you must also have athletic shoes for P.E. Sandals must have a back-strap.
7. Belts/Buckles: Belts must be appropriate sizes and the end strap must be worn through the belt loops, not hanging down. Buckles must be plain only. Patterns, pictures, letters, numbers etc. are not allowed.
8. Images and Words: Clothing and jewelry shall be free of writing, pictures, logos or any other insignia which are crude, vulgar, profane, or sexually suggestive or which advocate racial, ethnic, religious prejudice, gang activities, or the use of drugs/alcohol or depiction of weapons.
9. Beanies, Hats, or Head coverings: Hats are not allowed except for the approved sun protective headwear (2" - 4" rim all around) and may only be worn during outside activities. Beanies are allowed outside for cold weather and may only have a small logo. Head coverings for religious purposes are allowed. No head coverings, except for religious reasons, may be worn inside school buildings.
10. Sunglasses: Sunglasses may only be worn outside.
11. Hair: Hair color, highlights, or streaking must be natural human colors. Colors such as (but not limited to) pink, purple and green would not be acceptable. There is no forming, shaving, cutting, etc. of letters, numbers, or shapes into hair or eyebrows. Mohawks (shaved sides) are not allowed. Spiked hair is limited to 2 inches tall or less. Anything distracting about the student's hair is not allowed.
12. Piercings: Stud earrings are allowed. Hoop, extended length, or dangling earrings are not allowed due to safety concerns. Facial, tongue, eyebrow, etc., piercings must have a small, clear plastic plug with administrative approval.
13. Tattoos: No visible (temporary or permanent) tattoos will be allowed at any time.
14. Acrylic (Fake) Nails: Are not allowed (K-5).
15. Misc.: Clothing apparel that could be used as a weapon including: chains, wallet chains, spikes or studs on jewelry are prohibited. No clothing deemed immodest by the school administration.

John Muir 8th Grade Promotion Dress Code: Students may wear the school dress code clothing or something more formal. Shirts must have a collar, no denim blue jeans or inappropriate clothing. Dresses must be long enough so that the bottom of the dress extends below the fingers if the arms are held relaxed at the side of the body. The front of the dress must not be revealing and should have modest necklines. Students are allowed to wear straps or strapless dresses. All underclothing must be covered and not visible. There are no color restrictions. You will not be allowed to attend the Promotion Ceremony if your clothing or the way it is worn does not meet the administration's approval. If you have any questions please call the school or bring the clothing in question to the office. There are special spirit dress-up days where students may wear red and blue, but both must be worn above the waist at the same time.

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

Students who are tardy are to check into the office before reporting to class. Students who leave early are checked out through the office and released to the parent or, with a note from the parent, released to the adult identified in the note. Identification is requested. Students must be signed out in office by an adult if they are leaving campus. All visitors must first report to the office. Students from other schools are not allowed on campus without specific permission. Cameras are on campus to help to maintain security on campus and monitor the main entrance.

Adult crossing guards assist the students at the crosswalks nearest the school during arrival and dismissal times. There is additional supervision by yard supervisors, staff, and administration whenever available. Students are given specific directions to cross the street in front of the school at the crosswalks. The congestion at pick up times has necessitated specific procedures to be followed by adults when picking up their child.

Teachers assigned morning, break and afternoon duty through out the year to maintain safety and appropriate behavior on campus. and campus supervisor monitors the campus throughout the day.

As well students have bathroom passes in order to diminish needless wandering out of class. Classrooms all have the ability to lock door from inside.

AfterSchool Club (ASES) check in and and check out all students during their program. They monitor students leaving or heading the the Recreation Association of Corcoran (RAC) Building.

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

Component:

Physical Safety

Element:

Emergency Response Team and Drills

Opportunity for Improvement:

Work on the effectiveness of Earthquake, Lockdown and Fire Drills with students and staff to ensure that all staff and students are ready in case of an emergency.

Objectives	Action Steps	Resources	Lead Person	Evaluation
To make sure students and staff are ready in case of a fire on school campus	Practice fire drills once per quarter	Site Funding	Assistant Principals, District Safety Coordinator, Campus Safety Supervisor	Review with admin team and district safety coordinator after each drill.
To make sure students and staff are ready in case of an earthquake on campus	Practice earthquake drills once per year	Site Funding	Assistant Principals, District Safety Coordinator, Campus Safety Supervisor	Review with admin team and district safety coordinator after each drill.
To make sure students and staff are ready in case of a lockdown on campus	Practice lockdown drills once per quarter	Site Funding	Assistant Principals, District Safety Coordinator, Campus Safety Supervisor	Review with admin team and district safety coordinator after each drill.

Component:

Health & Safety

Element:

Trauma informed practices

Opportunity for Improvement:

We have started training the staff on Trauma-Informed practices. Continuing to further the staff's skills and knowledge in this area will create safe learning environment for all students and increase positive connections among staff and students.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide staff with additional training opportunities and information about the effects of trauma on students' behavior, learning and overall well-being.	Provide Monthly articles on trauma practices for staff Providing Professional development once per quarter to teachers on Trauma informed practices	Site Funding	Principal and School Counselor	Plan review, project timeline milestones with end of the progress review by SSC.

Component:

Positive Behavior Intervention and Supports

Element:

Tier 1 support for all students

Opportunity for Improvement:

We need to better identify supports, rewards and systems in place for all students on campus.

Objectives	Action Steps	Resources	Lead Person	Evaluation
To find rewards for positive behavior school wide that students will strive for.	Survey students and staff. Find out what rewards students are interested in.	Site Funding	VPs, Counselor	Plan review, project timeline milestones with end of the progress review by SSC.
Establish/update Social, emotional and behavior lessons taught school wide. Particularly weekly lessons in 6th grade wheel classes.	Look at Social, emotional and behavior lessons being used. Update them, add missing pieces and make sure that the positive behavior expected is being explicitly taught.	Site Funding	Principal, VPs, Counselor	Plan review, project timeline milestones with end of the progress review by SSC.
Establish common expectations of behavior in all classrooms	Walk-Throughs of classrooms and reminders during Wednesday Meetings.	Site Funding	Principal, VPs, Counselor	Plan review, project timeline milestones with end of the progress review by SSC.
Monitor and share with staff overall discipline data and trends.	VPs monitor data and share it out to teachers and classified staff at Wednesday meetings.	Site Funding	VPs, Counselor	Plan review, project timeline milestones with end of the progress review by SSC.
Assure that all classrooms have social contracts that are reviewed and posted	Walk-Throughs of classrooms and reminders during Wednesday Meetings.	Site Funding	Principal, VPs, Counselor	Plan review, project timeline milestones with end of the progress review by SSC.
Assure that students are greeted as they enter classrooms.	Walk-Throughs of classrooms and reminders during Wednesday Meetings.	Site Funding	Principal, VPs	Plan review, project timeline milestones with end of the progress review by SSC.
Design New PBIS Motto PRIDE	Review with students, staff and parents	Site Funding	Principals, VP	Plan review, project timeline milestones with end of the progress review by SSC.

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

John Muir Middle School's Student Conduct Code

The school discipline policy is summarized in the student/parent handbook which goes home with every student at the beginning of the year. Parents and students sign a form stating they read and discussed the handbook. Responsibility and school procedures are covered as part of an assembly with the students during the first week of school. The following pages are from the student handbook. Students attending (ASES) After school club or activities are still subject to the following.

The Corcoran Unified School District believes in and supports a consistent discipline policy with swift and deserving behavior modification and educational policies. The discipline policy at John Muir adheres to these practices and aims to create a positive educational environment through good behavior and citizenship.

John Muir Middle School staff believe that the behavior of the students should reflect standards of good citizenship. These students are expected to respect authority, school policies, and the law; assume personal responsibility for the education and behavior; maintain high standards of courtesy, decency, and morality; respect personal and school property; and exhibit pride in their work and achievement.

Wildcat P.R.I.D.E

PBIS is a three tiered system that helps to improve student behavior and school safety on campus. Students are taught behavior standards through our PBIS structure: Wildcat P.R.I.D.E: Patience, Respect, Integrity, Dependability, and Empathy. The students are taught proper behavior in different campus locations through our PBIS Matrix.

The Wildcat P.R.I.D.E: Patience, Respect, Integrity, Dependability, Empathy program for behavior and citizenship has been established to help students in their positive efforts. Classroom teachers will redirect students to correct behaviors. If this is unsuccessful we will use a step system to correct the behaviors that include classroom interventions to help promote positive behaviors inside the classroom. They are as follows:

Step 1: Teacher will give the student a warning and record an intervention

Step 2: Teacher will contact parents regarding student behavior, give a classroom intervention

Step 3: Teacher will contact parents regarding student behavior, give a classroom intervention and assign a after school detention (up to 1 hour)

Step 4: Teacher will contact and set up a conference with parents regarding student behavior, give a classroom intervention and assign a after school detention (up to 1 hour)

Step 5: Student is sent to the office with a completed classroom responsibility form, conference with administration, teacher and parents.

***NOTE:** Students that receive more than 2 office referrals per quarter shall not participate any extra school function during that quarter. To participate in the end of school year activities, students may not receive more than 6 office referrals for the school year of office. Office referrals may prevent students from participating in sports or extracurricular activities.

Classroom List of Interventions

Redirection/Calming

Be alert to triggers that lead to misbehavior

Use a soft, soothing voice when redirecting/directing a student to focus

Call the student by name and discreetly redirect

Intervene quickly at the first sign of a student losing control

Use verbal or nonverbal cues to refocus a student

Assign a task for redirection (e.g., passing out paper, running an errand)

Use physical activities to relieve stress (e.g., walking fast, using clay, squeezing a stress ball)

Buddy Teacher

Giving Directions

Use a signal to gain the attention of students prior to giving directions (e.g., clapping pattern)

Face students when you address them

Give directions when you have the attention of all students

Obtain eye contact and use close proximity for struggling students

Give clear, simple directions

Give one direction at a time, dividing the task into smaller segments

Avoid vague language so that students know precisely what to do and what behavior is expected

Write directions on the board or use visual displays to add meaning

Model directions using a visual reminder for all to see
Use a buddy system for students who need additional assistance
Include directions for procedures when students complete tasks or assignments

Defiant and Challenging Behavior

Determine if the environment needs adjustment to avoid the display of inappropriate behavior
Develop a plan to prevent triggers (lack of sleep, confusing directions) that lead to misbehavior
Increase positive reinforcement and feedback
Have planned responses to avoid an emotional reaction
Avoid immediate responses when in an emotional state Recognize improvements in behavior with praise and encouragement
Encourage defiant students to keep a daily log of successes and accomplishments
Model a firm, fair, and consistent approach when dealing with difficult behaviors
Acknowledge the student's feelings when upset (e.g., "I understand you are upset.")
Use diffusing statements (Rest for a few minutes and then we will talk.)

CKH 4 Questions

Transitions

Reduce the amount of downtime between activities or a change in subjects
Establish clear, consistent routines and expectations for accomplishing daily tasks and activities
Provide daily warm-ups or bell-ringer activities for immediate student engagement Post and adhere to a daily or weekly schedule incorporating transitional times
Eliminate disruptions between lessons or activities through careful planning and preparation Model appropriate procedures and signals for transitioning and have students practice often

Honesty Policy

Cheating is defined as obtaining or providing any help on an assignment/quiz/test that is to be completed solely by the student. Downloading or copying directly from online sources, or the computer is considered plagiarism and is NOT accepted. If a student is found cheating the following will occur:

1st Offense: Parent notified by the teacher; student receives a grade of "0" on that assignment.

2nd Offense: Parent notified by the teacher; student receives a grade of "0" on that assignment; a conference is held with Vice Principal/Teacher/Parent/Student

3rd Offense: Parent notified by the teacher; a conference is held with Vice Principal/Teacher/Parent/Student

Forgery

Falsely or fraudulently making or altering a document will include parental contact with penalties ranging from detention to suspension.

Gambling

The use and/or possession of gambling paraphernalia are not permitted on campus at any time. This includes, but not limited to, playing cards, dice, or tossing coins.

Technology Use

In order to use laptops, iPads, etc. at school, the students and parents will sign and agree to the terms of our technology contract. All school issued devices are the property of Corcoran Unified School District. Students are expected to use technology as directed by their instructor to acquire resources and to pursue intellectual activities. Technological items may NOT be used for any purpose that conflicts with the goals of the technology policy of the Corcoran Unified School District, or for illegal or unethical purposes.

Technology use is a privilege not students' rights. Any student in violation of technology the teacher will do the following:

Step 1: student receives a verbal warning and redirection

Step 2: Teacher will take the iPad for the remainder of the class period. Parent Contact. *NOTE: If the offense is major, the iPad will be removed by office staff and given to Admin for further consequences. Teachers should NOT keep student iPads or devices in their classroom beyond the class period.

Step 3: Student is assigned one (1) After School Detention

Step 4: Student is assigned two (2) After School Detention

Personal student devices can be confiscated but state law prohibits any search of the phone or its contents. Confiscated devices should be labeled and sent to the office for a parent pick up.

Classroom Laboratory Violations

Laboratory violations in science, STEM, and other classes will be treated as a major violation. These violations could cause serious injury or death. Students may be removed from future Laboratory events if needed in order to keep themselves and others safe.

Cafeteria Policy

Students are expected to cooperate with staff and the cafeteria rules. Students should follow the following rules:

- Line up orderly and quietly
- Use good table manners
- Clean up after yourself and others
- Remain seated until dismissed

Harassment/Bullying Policy

Corcoran Unified School District maintains a strict policy prohibiting harassment of students because of sex, race, color, national origin, ethnicity, religion, sexual orientation, age, mental or physical disability, or any other basis protected by federal, state, or local law, ordinance, or regulation. All such harassment is unlawful. Sexual Harassment is a form of sexual discrimination under Title IX of the Educational Amendment of 1972 and is prohibited by both federal and state law. Irrespective of the law, John Muir Middle School staff believes that ALL harassment is offensive.

Violation of this policy will result in discipline, possibly suspension or expulsion, or arrest depending on the nature and seriousness of the violation (Ed. Code 48900.2; 48900.3; 48900. 4).

Unlawful harassment because of sex, race, color, national origin, ethnicity, religion, sexual orientation, age, mental or physical disability, or any other protected status includes:

Profanity directed toward a Staff

Verbal slurs, derogatory comments, unwanted flirtations/propositions, graphic body comments, sexual jokes/stories, or unwanted sexual advances, invitations or comments from either sex.

Making obscene or unwanted gestures

Telling racial or ethnic/religious jokes

Using stereotypes

Touching, brushing, pinching or patting

Pulling or lifting of clothing

Leaving pictures of a sexual nature

Transmitting harassing remarks or pictures via social media, cell phone or by other electronic means

Retaliation for having reported or threatened to report harassment.

There are verbal, physical, visual and multiple ways to sexually harass or bully someone. These destructive types of behavior will not be tolerated. The administration reserves the right to repeat or move to step of this policy depending on the severity of the act, with the intent of education and creating a safe educational environment for all of our students. Students may be placed on a restricted contract at any time for being involved in this type of behavior.

1. The first incident of sexual harassment/bullying will result in a warning and explanation from the administrative staff about the severity of this problem.

Parent contact will also be made and the incident will go on the student's Behavior Contract. The student may be referred to counseling. ?

2. The second incident will result in police intervention and suspension from the campus for up to five days and the incident will go on the student's Behavior Contract. The student may be referred to counseling.

3. The third incident will result in police action, immediate suspension from school for five days. The student may be referred to counseling. The incident will go on the student's behavior Contract and the student will be recommended for expulsion.

Fighting/Gang Related Behavior Policy

Gangs and other groups of students that promote criminal activity or intimidate students and staff pose a threat to school safety, inflict a harmful influence on others, and disrupt the educational process. The district, school, and law enforcement will monitor the behavior, apparel, accessories, assignments, language/noises such as whistling, and other attributes that may be indicators of gang involvement or emulation, in order to maintain a safe and secure campus for students and staff. See also Dress and Grooming Policy for more information. Fighting and gang related behavior is not tolerated. Students will be placed on a fighting or gang contract for these violations. Students will be suspended for being in a fight or behaving in a gang related way. Students may be expelled for either of these offenses. They may be expelled on their first offense depending on the severity of the incident. Students may be

placed on a restricted contract at any time for being involved in this type of behavior.

1. Fighting will result up to five days of suspension for all of the students involved and may result in being recommended for expulsion.
2. Gang related incidents might result in varying days of suspension due to the severity of the act.
3. Gang related fighting will result in an expulsion recommendation.

Detention

Detention will be served during breaks or after school. It is the responsibility of the student to inform their parent/guardian of their detention. Any student that misses detention may be given another detention/s or may be suspended at the administrator's discretion.

Tardy Policy

To maximize each student's learning experience, it is important that students show up to class on time. When students show up late, it disrupts this learning environment. After teacher gives a verbal warning the following actions will take place (this is per class):

Tardy 1: Break detention

Tardy 2: Break detention and parent contact

Tardy 3: After school detention

Tardy 4: Office Referral

Tardy 5: Tardy Contract

*NOTE: Students that receive more than 2 tardy office referrals per quarter shall not participate in any extra school function during that quarter. To participate in the end of school year activities, students may not receive more than 6 tardy office referrals for the school year of office. Tardy office referrals may prevent students from participating in sports or extracurricular activities.

CLASSROOM VIOLATIONS

Our classroom teachers will establish expectations and procedures for their classrooms. Teachers will handle minor violations in class. They will work along with students and parents/guardians to ensure the best learning environment for all students.

Minor Violation Policy

Minor violations include, but are not limited to:

Disrupting the class

Gum, eating, drinking in the classroom (unless directed by teacher)

Dress Code violations

Play fighting

Technology misuse

Refusal to do any work or sleeping in class

Refusal to follow instructions

Profanity

Tardiness

Major Violation Policy

Major violations are one that inhibits the teacher from continuing with instruction, students creating a negative or unsafe environment. Students who commit a major violation SHOULD NOT be sent to the office but instead need to be escorted by Security, an Administrator, or other

Staff Member. Major violations include, but are not limited to:

Possession of drugs, alcohol, drug paraphernalia (ex. vape pen), or student under the influence

Possession of weapon or replica weapon

Bodily harm to another person and/or assault

Sexual harassment

Bullying or cyberbullying

Gang affiliation or activity

Yelling, screaming, or other total disruption of the learning environment

Threatening to assault or take the life of self or others

*NOTE: Some incidents (fighting etc.) could result in immediate suspension/expulsion. It is up to the discretion of the administrator along with State, District and school laws/rules to decide the appropriate disciplinary actions. All major offenses will take priority over lesser offenses.

Some serious incidents may bypass the Educational Behavior Contract System and the consequence may be 1-5 days of

suspension/Independent Study placement/Expulsion Hearing/Police involvement/etc.

Class Suspension - Ed. Code 48910. (a)

A teacher may suspend any pupil from class, for any of the acts enumerated in Section 48900 for the day of the suspension and the day following. The teacher then will do the following:

Immediately report the suspension to the principal of the school.

As soon as possible, ask the parent/guardian of the pupil to attend a parent-teacher conference regarding the suspension.

If practicable, a school counselor or a school psychologist may attend the conference.

A school administrator shall attend the conference if the teacher or the parent or guardian so requests.

The pupil shall not be returned to the class from which he or she was suspended, during the period of the suspension, without the concurrence of the teacher of the class and the principal.

SUSPENSIONS/EXPULSIONS

John Muir Middle School will enforce the Corcoran Unified School District's "Expulsion Placement Options Plan". These are the final and most restrictive steps that we have for disciplining students. Home suspension has a maximum of five (5) days per incident and these

amounts vary according to the offense. Police intervention may be required at this time. Our suspension policy is as follows:

1. Students may be suspended for any violation of the Ed. Code or the Penal Code. (please see Ed. Code 48900 below).
2. Suspended students are NOT allowed on school property while they are on suspension. They may NOT participate in any school activity.
3. It is the responsibility of the parents to pick up suspended students or make arrangements for them to stay elsewhere. Suspended students are NOT allowed to roam freely in town or the police or the truant officer will detain them.
4. The police may question or remove a suspended student at any time. Students who are violent or are a threat to the campus will be removed.
5. Suspension of a student will cause that student to be ineligible for extracurricular activities for one week for each day of suspension.

A pupil shall not be suspended or recommended for expulsion unless the superintendent or principal of the school in which the pupil is enrolled determines that the pupil has:

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (a)(2) Willfully used force or violence upon the person of another, except in self defense
- (b) Possessed, sold, or otherwise furnished any firearm, imitation firearm, knife, explosives, or other dangerous object.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or being under the influence of any controlled substances listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed "robbery or extortion."
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew packets, and betel. However this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Had unlawful possession of or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm.
- (n) Committed or attempted to commit a sexual assault as defined in section 261, 266c, 286, 288, 288a or 289 of the Penal Code or committed a sexual battery as defined in section 243.4 of the Penal Code.
- (o) Harassed, threatened or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the

purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness or both

(p) Unlawfully offered, arranged to sell, negotiated to sell or sold prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing as defined in subdivision (b) of section 245.6 of the Penal Code.

(r) Engaged in an act of bullying, including, but not limited to, bullying committed by means or an electronic act, as defined in subdivision (f) and (g) of section 32261, directed specifically toward a pupil or school personnel.

(s) Engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act, directed toward a student or school personnel.

(t) Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31.

ADDITIONAL REASONS FOR SUSPENSION OR EXPULSION:

E.C. 48900.2 Sexual Harassment as defined to mean unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature, made by someone from or in the work or educational setting.

E.C. 48900.3 Caused, threatened to cause, or participated in an act of hate violence.

E.C. 48900.4 Harassment. The pupil intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably and expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment

CORCORAN UNIFIED SCHOOL DISTRICT Exhibit 5144.1

The District has an Expulsion Placement Options Plan that it uses to maintain consistency across the district, with respect to discipline through the suspension and expulsion processes. The Board has approved it and revised it several times, the last time being June 24, 2014. It allows for consistency in discipline throughout the district when infractions occur after an offense, or two or more offenses. It allows administration to determine if disciplinary measures should be taken as suspensions or an expulsion after the first offense (depending on the severity) or after 2 or more times. The major infractions or disciplinary offenses listed on Exhibit 5144.1 are the following: Fights, Weapons, Theft/Vandalism, Sexual Harassment, Threats/Bullying/Harassment, Tobacco, Alcohol, Drugs, and Defiance. Each of these are broken down into more specific offenses with more specific detail. Exhibit 5144.1 is accessible at https://drive.google.com/file/d/0B1ilOVYsFzspQTFjaGtjUVQxN0E/view?resourcekey=0-TrldesY8dtjlg4c_wf5sAA.

Sexual Harassment/Bullying Policy

Corcoran Unified School District maintains a strict policy prohibiting harassment of students because of sex, race, color, national origin, ethnicity, religion, sexual orientation, age, mental or physical disability, or any other basis protected by federal, state, or local law, ordinance, or regulation. All such harassment is unlawful. Sexual Harassment is a form of sexual discrimination under Title IX of the Education Amendment of 1972 and is prohibited by both federal and state law. Irrespective of the law, John Muir Middle School staff believes that all harassment is offensive. Violation of this policy will result in discipline, possibly suspension or expulsion, or arrest depending on the nature and seriousness of the violation.

Unlawful harassment because of sex, race, color, national origin, ethnicity, religion, sexual orientation, age, mental or physical disability, or any other protected status includes:

- Verbal conduct such as derogatory comments, slurs, unwanted flirtations/propositions, graphic body comments, sexual jokes/stories, or unwanted sexual advances, invitations or comments from either sex.
- Visual conduct such as derogatory posters, photography, clothing items, cartoons, drawings, or gestures.
- Physical conduct such as assault, unwanted touching, blocking of normal movements, or interfering with academic performance or progress.
- Retaliation for having reported or threatened to report harassment.

There are verbal, physical, visual and multiple ways to sexually harass or bully someone. These destructive types of behavior will not be tolerated. The administration reserves the right to repeat or move to any step of this policy depending on the severity of the act, with the intent of education and creating a safe educational environment for all of our students. Students may be placed on a restricted contract at any time for being involved in this type of behavior.

1. The first incident of sexual harassment/bullying will result in a warning and explanation from the administrative staff about the severity of this problem. Parent contact will also be made and the incident will go on the student's Behavior Contract. The student may be referred to counseling.
2. The second incident will result in police intervention and suspension from the campus for up to five days and the incident will go on the student's Behavior Contract. The student may be referred to counseling.
3. The third incident will result in police action, immediate suspension from school for five days. The student may be referred to counseling. The incident will go on the student's behavior Contract and the student will be recommended for expulsion.

Fighting/Gang Related Behavior Policy

Gangs and other groups of students that promote criminal activity or intimidate students and staff pose a threat to school safety, inflict a harmful influence on others, and disrupt the educational process. The district, school, and law enforcement will monitor the behavior, apparel, accessories, assignments, language/noises such as whistling, and other attributes that may be indicators of gang involvement or emulation, in order to maintain a safe and secure campus for students and staff. See also Dress and Grooming Policy for more information. Fighting and gang related behavior is not tolerated. Students will be placed on a fighting or gang contract (page 23) for these violations. Students will be suspended for being in a fight or behaving in a gang related way. Students may be expelled for either of these offenses. They may be expelled on their first offense depending on the severity of the incident. Students may be placed on a restricted contract at any time for being involved in this type of behavior.

1. Fighting will result in five days of suspension for all of the students involved and may result in being recommended for expulsion.
2. Gang related incidents might result in varying days of suspension due to the severity of the act.
3. Gang related fighting will result in an expulsion recommendation.

Board Policy 5131--Conduct

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

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

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption to the school program
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or the district
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code 417.27)
9. Use of a cell phone, smart watch, pager, or other mobile communication device during instructional time or in an unauthorized manner in violation of district or school policy
10. Plagiarism or dishonesty on school work or tests
11. Wearing of any attire that violates district or school dress codes, including gang-related apparel

12. Tardiness or unexcused absence from school

13. Failure to remain on school premises in accordance with school rules

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

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

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student, parent or turned over to the principal or designee, as appropriate.

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

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

Board Policy 5131.2 Bullying

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

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

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

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

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

Bullying Prevention

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

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

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

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

Intervention

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

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

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

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

Complaints and Investigation

Any complaint of bullying, whether it is discriminatory or nondiscriminatory, shall be investigated and resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. Within two business days of receiving a report of bullying, the principal shall notify a district compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

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

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

Discipline

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

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

Administrative Regulation 5131.2 Bullying

Examples of Prohibited Conduct

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

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

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

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying

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

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

Staff Development

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

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

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

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

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

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

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

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

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

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

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

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

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

Discipline/Corrective Actions

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

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

Support Services

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

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

Board Policy 5144--Discipline

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

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and

continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

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

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the site's comprehensive safety plan. (Education Code 32282, 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, well-being, and opportunity to learn.

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

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

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

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

Conduct Code Procedures

Administrative Regulation 5144--Discipline

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

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

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

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

1. Discussion or conference between school staff and the student and parents/guardians
 2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
 3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and parents/guardians
 4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan
 5. Enrollment in a program for teaching prosocial behavior or anger management
 6. Participation in a restorative justice program
 7. A positive behavior support approach with tiered interventions that occur during the school day on campus
 8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
 9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
 10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
 11. Recess restriction as provided in the section below entitled "Recess Restriction"
 12. Detention after school hours as provided in the section below entitled "Detention After School"
 13. Community service as provided in the section below entitled "Community Service"
 14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
 15. Reassignment to an alternative educational environment
 16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation
- When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

Recess Restriction

Teachers may restrict a student's recess time only when they believe that this action is the most effective way to bring about improved behavior. When recess restriction involves the withholding of physical activity from a student, teachers shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

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

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian. Students shall be under supervision of an employee during the period of detention.

Community Service

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

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

Notice to Parents/Guardians and Students

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

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

(J) Hate Crime Reporting Procedures and Policies

Procedures are followed according to the Education Code and CJUSD Board Policies.

Board Policy 5145.9--Hate-Motivated Behavior

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

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

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

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

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

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society

3. Explains the harm and dangers of explicit and implicit biases

4. Discourages discriminatory attitudes and practices

5. Provides strategies to manage conflicts constructively

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

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

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion

2. Discourages the development of discriminatory attitudes and practices

3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods

4. Supports the prevention, recognition, and response to hate-motivated behavior

5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior

6. Includes effective enforcement of rules for appropriate student conduct

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

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

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

Complaints

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

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

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

Board Policy 5131.4--Student Disturbances

The Governing Board desires to provide orderly campuses that create a positive school environment and are conducive to learning. When students initiate or are involved in a campus disturbance that has the potential to threaten the safety of students or staff, the Superintendent or designee may request law enforcement assistance.

The Superintendent or designee and the principal of each school shall establish a school disturbance response plan that is intended to curb disruptions which may lead to riots, violence, or vandalism at school or at school-sponsored events. In developing each school's plan, the Superintendent or designee shall consult with local law enforcement authorities to create guidelines for law enforcement support and intervention.

Staff are encouraged to be alert to conditions at school that may lead to a disturbance, such as racial or cultural conflict, student protests, or gang intimidation and confrontations. Staff who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the principal and invoke the school disturbance response plan.

Students who participate in a campus disturbance shall be subject to disciplinary action in accordance with Board policy and administrative regulations.

Administrative Regulations 5131.4--Student Disturbances

Prohibited Activities

A student involved or attempting to be involved in any of the following prohibited activities shall be subject to discipline:

1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight
2. Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school (Education Code 48907)

Other examples of activities that may be considered disrupting school operations include, but are not limited to:

- a. Organizing or participating in unauthorized assemblies on school premises
 - b. Participating in sit-ins or stand-ins which deny students or employees normal access to school premises
 - c. Interfering with or unauthorized use of the district's computer system
3. Refusing to disperse, including, but not limited to, assembling for the purpose of causing a disruption and refusing to disperse upon the direction of school personnel
 4. Boycotting school, including, but not limited to, participating in any protest that involves nonattendance where attendance is required at school, class, or at a school activity

Any student who participates in a boycott shall be given an unexcused absence and may be classified as truant, regardless of any parent/guardian approval of the absence.

Extension of Class Period and/or Dismissal of School

During any disturbance in which additional students might become involved while changing classes, the principal or designee may notify all staff that any class currently in session will be extended until further notice. Upon receiving this notification, staff shall ensure that all students in their charge remain in one location under their supervision and shall ask all students who are in the halls to return to their classes immediately.

The principal may also request that the Superintendent dismiss school in accordance with the school disturbance response plan.

Board Policy 5136--Gangs

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

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

The Board realizes that students become involved in gangs for many reasons, such as peer pressure, the need for a sense of belonging, and lack of refusal skills. Age-appropriate gang violence prevention education shall start with students in the early elementary grades and may start in kindergarten.

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

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

Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources. The Superintendent or designee shall also provide staff development on social and emotional learning, classroom management, interactive teaching, and cooperative learning skills.

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

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

Administrative Regulation 5136--Gangs

Prevention, Intervention, and Suppression Measures

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

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

1. Any student suspected of gang affiliation based on the display of behavior, gestures, apparel, or paraphernalia shall be referred to the principal or designee, and the following actions taken, as appropriate:
 - a. The student's parent/guardian shall be contacted and may be asked to meet with school staff in order to proactively address the concern and be included as part of the solution.
 - b. The student may be required to change clothes.
 - c. The student's behaviors and progress in school shall be documented, including attendance and grades.

d. Intervention techniques such as mentoring, academic support, and a system of wraparound support service may be implemented to help the student disengage from gang involvement.

e. Consistent and graduated discipline and accountability shall be implemented when appropriate and combined with positive support using conflict-resolution strategies and other restorative justice practices demonstrated to be effective with gang-involved youth.

f. Students shall be offered help in rejecting gang associations, including counseling or other agencies.

g. Law enforcement shall be notified if the student is suspected of being involved in gangs.

h. Student may be placed on a strict contract to limit gang associated actions or choices.

2. Any graffiti on school premises shall be removed, washed down, or painted over as soon as discovered. Graffiti shall be documented and photographed before it is removed. These photographs shall be shared with local law enforcement authorities and used in future disciplinary or criminal action against the offenders. This information can also be used to determine whether a threat or incident is imminent.

3. Classroom and after-school programs may include gang prevention lessons that are taught jointly by teachers, counselors, law enforcement, and/or other organizations that are knowledgeable about gang prevention and shall:

a. Provide social and emotional learning designed to enhance individual self-esteem, provide positive reinforcement for acceptable behavior, and foster interest in a variety of constructive activities

b. Explain the dangers of gang membership

c. Provide counseling for targeted at-risk students

d. Include lessons or role-playing workshops in gang avoidance skills and nonviolent conflict resolution, including communication skills, anti-bullying, anger management, acceptance, and mediation skills

e. Provide school-to-career instruction

f. Provide positive interaction with local law enforcement

4. Staff shall actively promote membership in authorized school clubs and student organizations, sports and cultural activities and affiliations with the local community, and community service projects which can provide students companionship, safety, and a sense of purpose and belonging.

Parent/Guardian and Community Outreach

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

1. The reasons students join gangs

2. The dangers and consequences of gang membership

3. Warning signs which may indicate that students are at risk of becoming involved with gangs, including the use of social media for gang communication and promotion

4. The nature of local gang apparel and graffiti

5. Effective parenting techniques and planning family time

6. Conflict resolution techniques

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

Safety Plan Review, Evaluation and Amendment Procedures

Maintaining a safe and secure learning environment is a top priority for John Muir Middle School. The Comprehensive School Site Safety Plan was developed for John Muir Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. The Comprehensive School Safety Plan is reviewed, evaluated, and amended with the School Site Council annually. John Muir Middle School adopted this annual Comprehensive School Safety plan at a regular meeting of the Board of Trustees as noted on the cover page.

An opportunity for public comment was provided during this meeting, prior to the plan's adoption. Documentation of this meeting, which may include the meeting agenda, minutes and copies of materials provided for the plan presentation will be filed along side the plan and recorded at the school site.

Our plan is updated annually and includes procedures for emergencies, exit routes, and inventories of emergency supplies. Local law enforcement has a copy of our School Safety Plan as well as a school map. In conjunction with local law enforcement, fire department, and other emergency personnel, safe school routes have been determined and included in the Comprehensive School Safety Plan. All staff members review the School Safety Plan at the beginning of the school year during beginning of the year training and staff meeting.

A copy of the Comprehensive School Safety Plan is available in the school office for parent review with the site administrator upon request.

The Comprehensive School Safety Plan was last reviewed, updated, and discussed with the school faculty: 2/1/2023

An updated file containing all appropriate or required safety related plans and materials is available for public inspection at John Muir Middle School.

Safety Plan Appendices

Emergency Contact Numbers

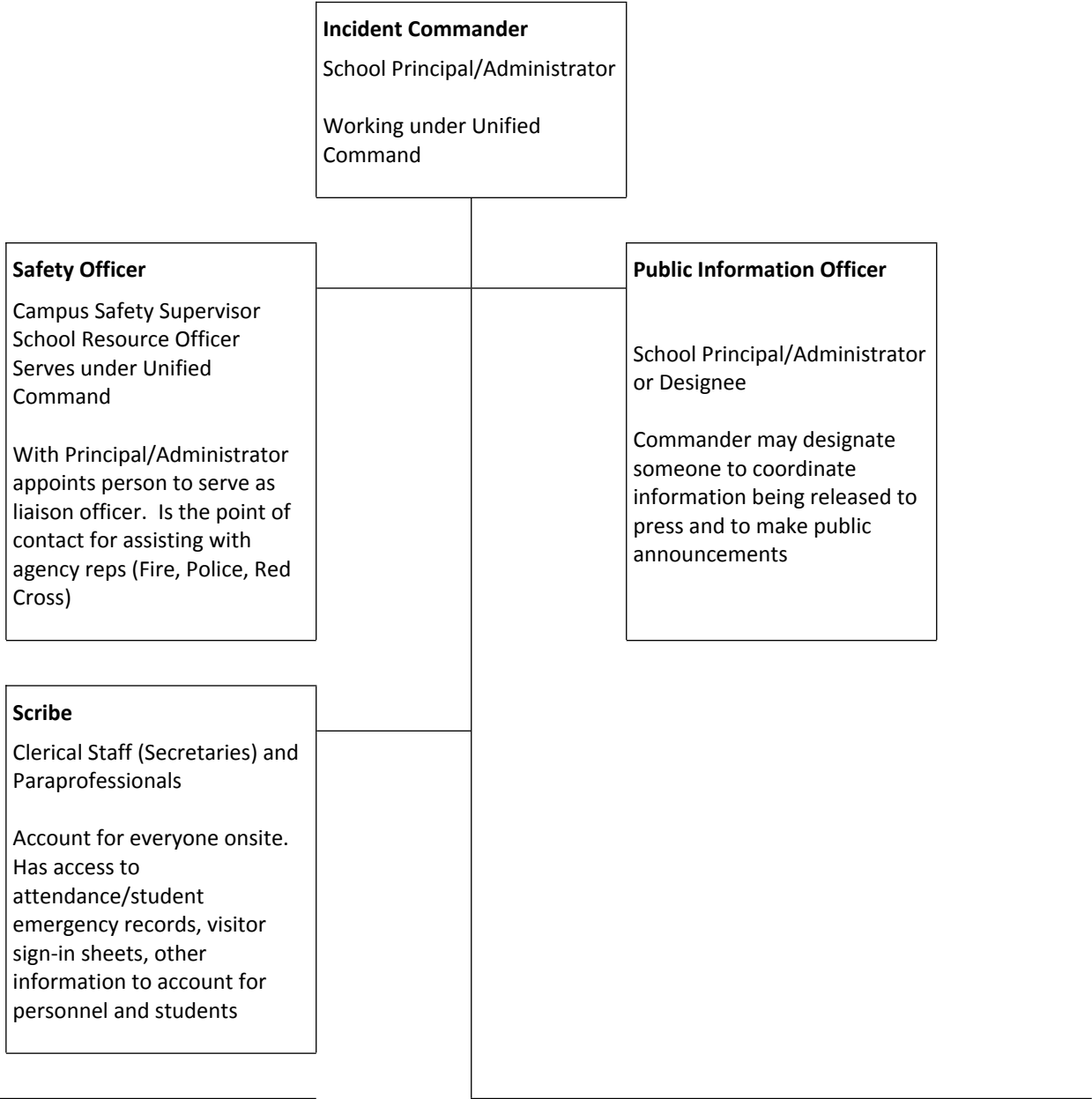
Utilities, Responders and Communication Resources

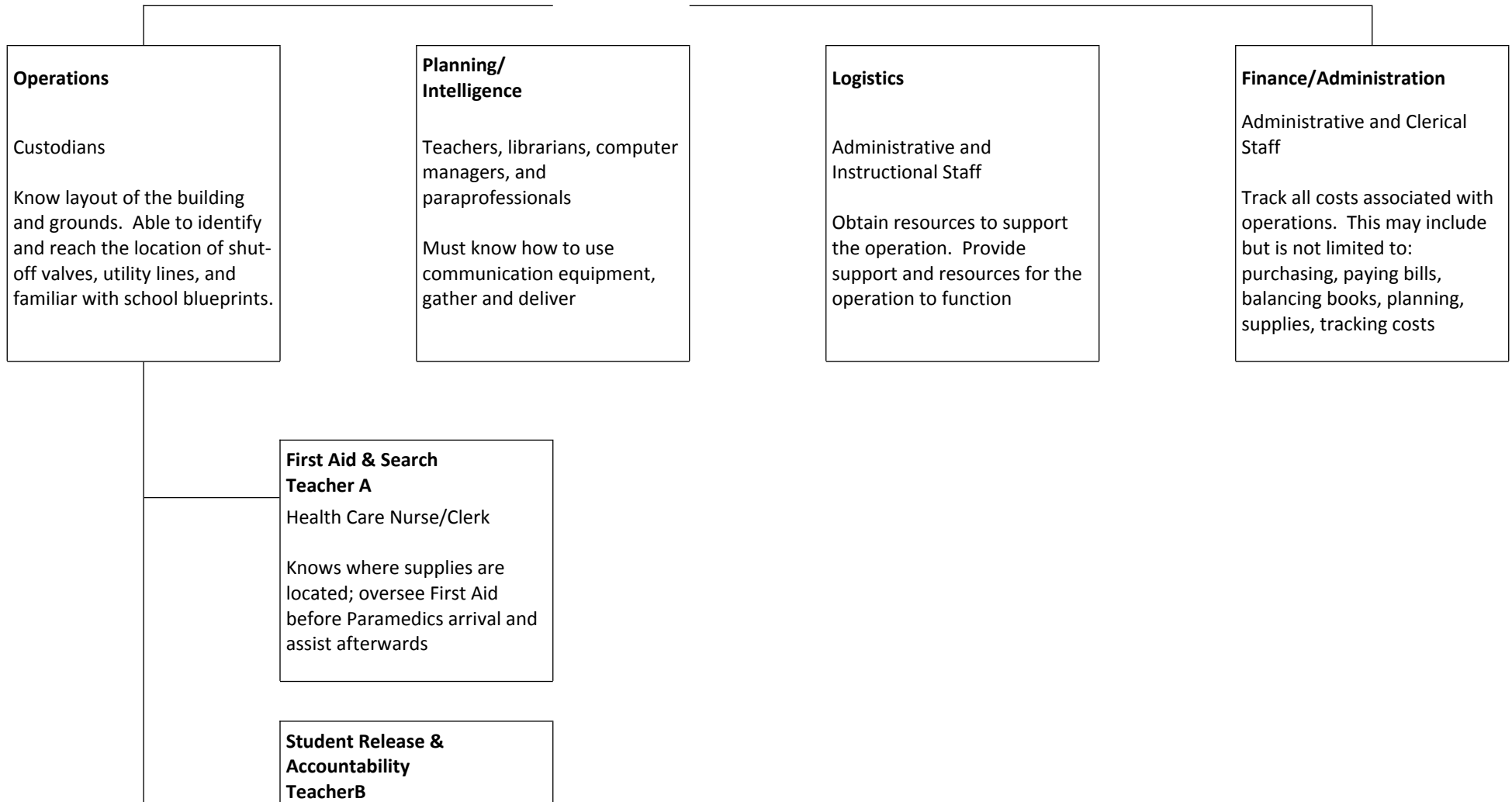
Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	School Resource Officer	(559) 992-8884 x6212	
Law Enforcement/Fire/Paramedic	Corcoran Police Department	(559) 992-5151	Also used for Corcoran Animal Control
Law Enforcement/Fire/Paramedic	Corcoran Fire Department	(559) 992-2156	Non-Emergency Number
Law Enforcement/Fire/Paramedic	Kings County Sheriff's Department	(559) 584-1431	Non-Emergency Number
Law Enforcement/Fire/Paramedic	American Ambulance	(559) 585-6803	
Local Hospitals	Adventist Health Hospital	(559) 582-9000	115 Mall Dr. Hanford, CA 93230
Local Hospitals	Poison Control	(559) 445-1222	2823 Fresno St. Fresno, CA
Public Utilities	City of Corcoran	(559) 992-2151	Water, Sewage, Public Works
Public Utilities	PG&E	(800) 743-5000	Electric
Public Utilities	The Gas Company	(800) 427-2200	Gas

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)
School Site Council designate a committee to design the School Safety Plan.	10/11/23 3:30 PM	Library JMMS
Reviewed Safety Plan with office staff	10/12/23 9:30 AM	John Muir Office
Reviewed and worked on Safety Plan with School Leadership Team	12/7/23 10:00 AM	John Muir Office
Reviewed and worked on Safety Plan with School Safety Planning Committee	1/5/24 3:30 PM	Library JMMS
Reviewed Safety Plan with School Staff	1/10/24 8:00 AM	Room B-5 JMMS
Reviewed Safety Plan with District Security Supervisor	1/23/24 10:00 AM	John Muir Office
Reviewed Safety Plan with School Resource Officer and District Safety Supervisor	1/23/24 10:00 AM	John Muir Office
Reviewed and finalize Safety Plan with School Site Council	1/30/24 3:30 PM	John Muir Office
Review Safety Plan with School Safety Leadership Team	1/31/24 10:00 AM	John Muir Office
Review Safety Plan with School Staff	2/21/24 8:00 AM	Room B-5 JMMS

John Muir Middle School's Incident Command System





Administrative and
Instructional Staff

Oversee where students
assemble, attend to their
needs, provide shelter, and
oversee process for parents to
receive students and how to
release them

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:

See Description under Incident Command System

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 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

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: I) identify the type of emergency; II) identify the level of emergency; and III) determine immediate action(s) that may be required. Each of these steps is discussed in the following section.

I. Identify Type of Emergency

The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for the emergencies listed below are provided in this plan:

1. Aircraft Crash
2. Animal Disturbance
3. Armed Assault on Campus
4. Biological or Chemical Release
5. Bomb Threat
6. Bus Accident
7. Child Abuse – Procedures are outlined in Board of Education Policy, Administrative Regulation and Exhibit 5141.4
8. Disorderly Conduct
9. Earthquake
10. Explosion/Risk of Explosion
11. Fire
12. Flooding
13. Loss or Failure of Utilities
14. Motor Vehicle Crash
15. Pandemic
16. Psychological Trauma
17. Medical Emergency
18. Suspected Contamination of Food or Water
19. Unlawful Demonstration or Walkout

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a four-tiered rating system is described below.

Level 1 Emergency: A minor event that is handled by school personnel without assistance from outside agencies.

Level 2 Emergency: A moderate event in which many school community members are affected but school-site resources can independently manage the response.

Level 3 Emergency: A major event in which many school community members are affected, and even after reorganizing staff, school site resources cannot independently manage and support the response. Additional District resources are required.

Level 4 Emergency: A major event in which many school community members are affected and additional District resources are insufficient to manage and support the response.

Step Three: Determine the Immediate Response Action

III. Determine Immediate Response Actions

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

- Drop, Cover and Hold On
- Lockdown
- Alternate Response to a Violent Intruder

- Shelter-in-Place – Community Disturbance
- Shelter-in-Place – Environmental Incident
- Evacuate Building
- Off-Site Evacuation
- All Clear
- Student Release Procedures for each of these are included in this section.

Immediate Response Actions

- **DROP, COVER, AND HOLD ON-** This action is taken to protect students and staff from falling debris. Description of Action

1. Upon first indication of an earthquake, students and staff should immediately drop, cover and hold on.
2. If inside, school staff must instruct students to drop under their desks and cover their heads with their arms and hands, while holding onto the desk. For those students and staff who are physically unable to drop into a protected position under a table or desk, they should remain seated or, if possible, move to an interior wall away from windows and heavy objects, and cover their heads and arms.
3. If outside, school staff must instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands. For students and staff who are physically unable to drop to the ground, they should take action to cover their head with their arms and hands.
4. In the event of a major earthquake and after the initial shaking has stopped completely, the Incident Commander (Principal or designee) must make an announcement on the Public Address (PA) system to ensure that all building occupants have evacuated. If the PA system is not available other means of communication (e.g., sending messengers to deliver instructions) must be used.

- **LOCKDOWN-** This action is necessary when a threat of violence on District property is identified or when directed by law enforcement. It is necessary to prevent a perpetrator(s) of violence from entering occupied areas. During Lockdown, students and staff are to remain in the classrooms or designated locations at all times. A Lockdown may be initiated by Principal or designee as necessary or upon instructions from the police.

Description of Action

1. If an emergency occurs that requires occupants to lockdown, the Incident Commander (Principal or designee) at each site must make an announcement on the public address system (PA) to lockdown inside a building. If the PA system is not available, other means of communication (e.g. sending messengers to deliver instructions) must be used.
2. If outside, students should proceed to their classrooms if it is safe to do so. If it is not safe, staff must direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, or gymnasium).
3. Once inside, occupants should close and lock all doors. If a door cannot be locked, barricade the door with furniture. Turn off all lights and close all window blinds. Occupants should be seated below window level, toward the middle of a room away from windows and doors and should take cover behind heavy objects (e.g. tables, filing cabinets). Occupants should remain silent.
4. School staff and students must remain in the classroom or secured area until further instructions are given by the Incident Commander (Principal or designee) or law enforcement.
5. All campus entrances and exits must be locked and no visitors other than appropriate law enforcement or emergency personnel are allowed on campus.
6. If safe to do so, the Incident Commander (Principal or designee) should communicate to the district that the site is on Lockdown.

- **ALTERNATE RESPONSE TO A VIOLENT INTRUDER-** While Lockdown is the primary response to the threat of violent intruder; in some circumstances an alternate response may increase chance of survival.

Description of Action

1. Relocation – Flee the attacker. This response is most appropriate if:

- a) The location of the attacker is known;
- b) A clear pathway exists to a safe location away from the attacker, and;
- c) There is time and ability to evacuate both yourself and the students under your care.

2. Self Defense – Mount an assault against the attacker so as to subdue the person until law enforcement can arrive. This response should only be taken as a response of last resort and the event the attacker has penetrated an occupied room. If this tactic is chosen, the appropriate (strong and able to do so) occupants should mount an attack using suitable objects such as fire extinguishers, laptops, and chairs as weapons.

- SHELTER-IN-PLACE – COMMUNITY DISTURBANCE – This action is taken to protect occupants when a violent or potentially violent action arises in the vicinity of the campus. A Shelter-in-Place – Community Disturbance may be initiated by the Principal or designee as necessary or as directed by law enforcement. Initially, a Shelter-in-Place may start as a full scale lockdown, then be scaled back to become a Shelter-in-Place – Community Disturbance.

Description of Action

1. The Incident Commander (Principal or designee) must make an announcement on the Public Address (PA) system to announce that Shelter-in-Place – Community Disturbance is in effect and that occupants should take shelter inside a building. If the PA system is not available, other means of communication (e.g. sending messengers to deliver instructions) must be used.

2. The site should be closed to all incoming and outgoing traffic. Exterior doors and gates should be locked and signs placed informing visitors that the site is in a state of lockdown. Visitors should be directed to leave the premises and seek refuge.

3. Students, staff, and visitors should remain indoors with intra-building trips reserved to meet essential personal, medical and/or security needs.

4. Staff should be on stand-by to implement a full Lockdown if required by the Incident Commander (Principal or designee) or law enforcement.

- SHELTER-IN-PLACE – ENVIRONMENTAL INCIDENT – This action in order to place and/or keep students indoors in the event that airborne contaminants are found in the outside air. Shelter-in-Place – Environmental Incident is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shutting down classroom and/or building heating, ventilation and air-conditioning (HVAC) systems. During Shelter-in-Place, every precaution should be taken to avoid exposure to the outside air.

Description of Action

1. If an emergency occurs that requires students and staff to Shelter-in-Place – Environmental Incident, the Incident Commander (Principal or designee) at each site will make an announcement on the Public Address (PA) system to take shelter inside a building. If the PA system is not available, other means of communication (e.g. sending messengers to deliver instructions) must be used.

2. If inside, school staff should keep students in the classroom until further instructions are given.

3. If outside, students must proceed to their classroom if it is safe to do so. Secondary students should proceed to the next class. If it is determined to be unsafe, staff should direct students into nearby classrooms or school buildings (e.g. auditorium, library, cafeteria or gymnasium). School staff and students who were exposed to outside air should congregate in indoor locations away from individuals who were not exposed to outside air. Anyone exhibiting symptoms should be provided first aid treatment.

4. School staff are responsible for securing individual classrooms and for completing the following procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; and, if necessary, seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

- EVACUATION ON SITE- This action is taken after the decision is made that it is unsafe to remain in the building.

Description of Action

1. In the event of a fire within a building, the staff member who discovers the fire should initiate a fire alarm.
2. School staff must instruct occupants to evacuate the building, in accordance with the school site evacuation plan and using designated routes, and assemble in their assigned assembly area.
3. School staff must take their student rosters when leaving the building and take attendance once the class is assembled in a safe location. Similarly, the Incident Commander (Principal or designee) should make a proper accounting of all staff once the evacuation is complete.
4. Once assembled, school staff and students will stay in place until further instructions are given.

- **EVACUATION OFF SITE-RELOCATION-** This action is taken after a decision is made that it is unsafe to remain on the campus and evacuation to an off-site assembly area is required.

Description of Action

1. If an off-campus evacuation is necessary, the Incident Commander (Principal or designee) will make an announcement on the Public Address(PA) system. If the PA system is not available, other means of communication (e.g. sending messengers to deliver instructions) must be used.
2. The District's Emergency Operation Center (EOC), in collaboration with the Incident Commander (Principal or designee), will determine the safest method for evacuating the campus. The EOC Transportation Director is responsible for identifying appropriate evacuation routes.
3. School staff shall secure student rosters when leaving the classroom and take attendance once the class is assembled in a pre-designated safe location.
4. Once assembled off-campus, school staff and students will stay in place until clearance is received to return to their school or parent-child reunification is complete.

- **STUDENT RELEASE** – This action is taken after a decision to release students has been made. The following procedures shall be followed in releasing pupils in the event of an emergency or disaster:

Description of Action

1. The principal or designee shall receive authorization from the District EOC and/or Superintendent or designee before releasing pupils.
2. Individual pupils shall not leave a school site without receiving permission from the Incident Commander (Principal or designee) 3. Staff shall release pupils only to persons authorized on the pupil emergency card.
4. In absence of an emergency card or in an emergency in which reference to the emergency card is impossible, individual pupils shall be released, upon presentation of identification, to parents/guardians, persons authorized by the parents/guardians, or to authorized persons representing public agencies that may take responsibility, when necessary, for the safety of the pupil.
5. The principal or designee shall record the release of all pupils.

- **ALL CLEAR** - This action is taken to notify school staff that normal school operations can resume. Description of Action

1. The Incident Commander (Principal or designee) will make an announcement on the Public Address (PA) system. If the PA system is not available, other means of communication (e.g. sending messengers to deliver instructions) must be used.
2. This action signifies the emergency is over.
3. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

Step Four: Communicate the Appropriate Response Action

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

The following individuals will have two-way radios:

1. Incident Commander
2. Operations Chief
3. Search & Rescue Team leaders
4. Custodians
5. First Aid Station
6. Evacuation Area Director

Communication Center Set-up Procedures:

1. Pre-designated Communication Center location is subject to change, and may be dependent upon incident.
2. Communication Center location should be established within close proximity of the Incident Command Post.
3. The Command Staff will be responsible for setting up and operating the Communication Center during an incident.
4. The Command Staff will be responsible for contacting the District Emergency Operations Center (EOC) and emergency responders (if necessary).

Internal Communication during an Incident:

1. Maintain an open telephone line for communication. Limit classroom telephone use to emergencies only.
2. The site's public address system may be used for communication and announcements.
3. Internal two-way radio communication will be available on the site's designated Channel. Radios are available in the main office.
4. During a lockdown, communication will take place via cell phone, telephone & radio.
5. During a lockdown with an immediate threat from an armed individual, cell phones will be silenced.
6. Runners may be used as an alternate communication option.

External Communication during an Incident:

1. Communication between the Command Staff, District EOC, and local emergency responders will take place via telephone or two-way radios.
2. Incident Command Staff will use Channel 1 when communicating with the District EOC via two-way radio.
3. The Command Staff will process incident information through the superintendent or designated District EOC personnel in order to notify persons outside of the school of an existing emergency and the immediate action to be taken, if any.
4. All staff members are asked to refer inquiries and visitors to the Command Staff.

Communication to the Media:

1. News bulletins, as needed, by appointed personnel only.
2. Superintendent or designated public information officer and/or principal will release information to news media and prepare necessary bulletins.

During an incident, families will be contacted through Blackboard Connect and/or mobile app for information on school closure, student release, assembly areas, etc.

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

Types of Emergencies & Specific Procedures

Aircraft Crash

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

Aircraft crashes into the school

STAFF ACTIONS:

- * Notify Principal.
- * Move students away from immediate vicinity of the crash.
- * EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene.
- * Take class roster/nametags and emergency backpack.
- * Check school site to assure that all students have evacuated.
- * Take attendance at the assembly area.
- * Report missing students to the Principal /designee and emergency response personnel.
- * Maintain control of the students a safe distance from the crash site.
- * Care for the injured, if any.
- * Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- * Notify police and fire department (call 911).
- * Determine immediate response procedures, which may include EVACUATION, or OFF-SITE EVACUATION that may include the use of busses or alternate transportation.
- * Notify District Superintendent, who will contact the Office of Emergency Services.
- * Arrange for first aid treatment and removal of injured occupants from building.
- * Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
- * Account for all building occupants and determine extent of injuries.
- * Do not re-enter building until the authorities provide clearance to do so.

Aircraft crashes near school

STAFF ACTIONS:

- * Notify Principal.
- * Move students away from immediate vicinity of the crash.
- * Remain inside with students unless subsequent explosions or fire endanger the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- * Notify police and fire department (call 911).
- * Initiate SHELTER IN PLACE, if warranted.
- * Initiate Take Cover for students and staff outside or direct them to designated area until further instructions are received.
- * Ensure that students and staff remain at a safe distance from the crash.
- * Notify District Superintendent, who will contact the Office of Emergency Services.
- * Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do

Animal Disturbance

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- * Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
- * If the animal is outside, keep students inside and institute Secure Campus.
- * If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal
- * Contact Animal Control at (559) 992-5151 for assistance in removing the animal.
- * If the animal injures anyone, seek medical assistance from the school nurse.
- * Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

- * If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- * If the animal is inside, EVACUATE students to a sheltered area away from the animal.
- * Notify the principal if there are any injuries.

Armed Assault on Campus

Active Shooter Plan

Active Shooter on Campus

An Active Shooter on Campus involves one or more individuals on school grounds. Who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

Procedure

1. Upon first indication of an active shooter, personnel should immediately notify the school administrator
2. Initiate the recommended appropriate Immediate Response Action(s), which is "LOCKDOWN".
3. The school administrator will call "911" and School Police (559) 992-5151, and provide the exact location and nature of the incident. The school administrator should designate a person to remain online with police if safe to do so. If there is an assigned officer on campus, they shall be notified.

The staff member assigned to Planning will:

1. Call the Corcoran Unified School District Office and request assistance.
2. Prepare a message for parents to be sent on Blackboard/Parent Link Connect.
3. Prepare to communicate with classrooms using school phones, e-mail or cell phones or radios. Establish a means of keeping all classrooms informed.

The Staff member assigned to Operations will:

1. Ensure all students, staff, and visitors are safely secured behind locked doors.
2. Begin the process of accounting for all students and staff.
3. Staff should take steps to calm and control students with regular PA announcements and if safe to do so, attempt to maintain separation between students and the perpetrator.
4. If there is an active shooter and students are in imminent danger, the administrator may initiate RELOCATION if that does not place students in the path of the gunman. This action may apply to the entire campus or just an affected portion.

The school administrator will:

1. Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established offsite relocation point is the preferred destination, if the route is safe.
2. Inform the Watch Commander of the decision to leave campus and the destination. Keep Watch Commander updated with information about any students and staff who do not arrive at the designated relocation point.
3. Calm students, create a perimeter to separate the school population from others who may be present and re-establish Incident Command teams with available staff.

In response to the school's notification, the CPD Watch Commander will:

1. Research the nature or the event by contacting CPD, outside municipal law enforcement Field Incident Command Post. Some events may be easily explained to the School Ps IC, others may be more complex.
2. Dispatch an officer to the relocation point to advise and support the Incident Commander.
3. Dispatch a field officer to the municipal Incident Command Post to interface with the municipal IC and gather intelligence for the schools.
4. Inform the School's Incident Commander of what is known about the incident and provide the name and arrival time or the CPD officers dispatched to the school.
5. Compile names and locations of those unable to get to the relocation point, and dispatch officers to facilitate rejoining the rest of the school population.
6. Provide a point of contact for other District resources who need to know the location of the command post and open routes to the relocation point.

CPD Officers dispatched to the scene will:

1. Establish a liaison with the municipal Incident Commander and/or the Command Post/Unified Command/Watch Commander and determine the threat to the school and its immediate community.
2. Provide guidance to the School Incident Commander about the ongoing threat level to students and staff.
3. Maintain a perimeter at the offsite relocation point between the school population and others.
4. Patrol the area near the school to find students and staff who may have become separated from the group. Officers will communicate to the Watch Commander the names and locations of anyone found and assist in rejoining those separated with the

rest of the school population.

The Educational Service Center Operations Coordinator will:

1. Connect with the school Incident Commander in person, by phone or radio and provide resources from the Educational Service Center that might include the following:

- Dispatch the Emergency Response Team to the school relocation point.
- Arrange for transportation assets and a second (receiving) school so the students can be moved to a safe location at another school.
- Send out a Blackboard Connect/Parent link message to parents from the ESC office with additional information.
- Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed 'using bilingual support staff from the USD Office.
- Assist with reunification.
- The First Aid/Medical Team will work with local authorities to ensure injured students and staffs receive medical attention.

2. The school administrator will prepare a verified list of any wounded and the locations to which they were transported. The school administrator will confer with the ERT and the Psychological First Aid Team to ensure notification of parents and family members of the wounded.

3. All media inquiries will be referred to the Superintendent.

4. The school administrators will debrief staff and school police officers.

Biological or Chemical Release

(CODE ORANGE)

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

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

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

Outside the building

STAFF ACTIONS:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate SHELTER IN PLACE.
- Shut off HVAC units.
- Move to central location where windows and doors can be sealed with duct tape.

- Call 911. Provide location and nature of the emergency and school actions taken.
- Notify District Superintendent of the situation.
- Turn on a battery-powered commercial radio and listen for instructions.
- Complete the Biological and Chemical Release Response Checklist
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

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

Bomb Threat/ Threat Of violence

(CODE BLACK)

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

PERSON RECEIVING THREAT BY TELEPHONE:

- Listen. Do not interrupt caller.
- Keep the caller on the line with statements such as "I am sorry, I did not understand you. What did you say?"
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Notify site administrator immediately after completing the call.
- Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

- Note the manner in which the threat was delivered, where it was found and who found it.

- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- Notify principal or site administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- If it is necessary to evacuate the entire school, use the fire alarm.
- Notify the District Superintendent of the situation.
- Direct a search team to look for suspicious packages, boxes or foreign objects.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- Use a systematic, rapid and thorough approach to search the building and surrounding areas.
- Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubby, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

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

Bus Disaster

Each school should maintain a folder for each bus serving the school. This folder should contain student names and drop off location, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus binders; one copy of the student emergency contact information should be placed in the trip folder and should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

BUS DRIVER:

- Turn off power, ignition and headlights. Use safety lights, as appropriate.
- Evaluate the need for evacuation.
- Remain with the vehicle. Notify California Highway Patrol.

STAFF ACTIONS AT THE SCENE:

- Call 911, if warranted.
- Notify principal.
- Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- Move all uninjured students to a safe distance from the accident.

- Document the names of all injured students and their first aid needs.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify law enforcement.
- Notify parents/guardians of all students on the bus as soon as accurate information is available.
- Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
- Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

Earthquake during bus trip

BUS DRIVER ACTIONS:

- Issue DUCK, COVER and HOLD ON instruction.
- Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
- Set brake, turn off ignition and wait for shaking to stop.
- Check for injuries and provide first aid, as appropriate.
- Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- If instructed to continue route,
- Enroute to school, continue to pick up students.
- Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
- If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
- Remain with students until further instructions are received from site administrator.
- Account for all students and staff throughout the emergency

Flood during bus trip

BUS DRIVER ACTIONS:

- Do not drive through flooded streets and/or roads.
- Take an alternate route or wait for public safety personnel to determine safe route.
- If the bus is disabled, stay in place until help arrives
- Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- Account for all students and staff throughout the emergency.

Comprehensive Threat Assessment

THREAT ASSESSMENT AND RESPONSE PROTOCOL©

Comprehensive School Threat Assessment Guidelines

OVERVIEW

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act. When in doubt, treat the communication or behavior as a threat and conduct a threat assessment. Threats that are not easily recognized as harmless (e.g., an obvious joke that worries no one) should be reported to the school administrator or other team members. The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A transient threat means there is no sustained intent to harm and a substantive threat means the intent is present (or not clear) and therefore requires protective action. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification.

A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.

School Threat Assessment Decision Tree*

Step 1. Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

- If No: Not a threat. Might be an expression of anger that merits attention.
- If Yes: Proceed to Step 2

Step 2. Attempt to resolve the threat as transient.

Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?

- If Yes: Case resolved as transient; add services as needed.
- If No: Proceed to Step 3

Step 3. Respond to a substantive threat.

For all substantive threats:

- a. Take precautions to protect potential victims.
- b. Warn intended victim and parents.
- c. Look for ways to resolve conflict.
- d. Discipline student, when appropriate.

Serious means a threat to hit, fight, or beat up whereas very serious means a threat to kill, rape, or cause very serious injury with a weapon.

- If Serious: Case resolved as serious substantive threat; add services as needed.
- If Very Serious: Proceed to Step 4

Step 4. Conduct a safety evaluation for a very serious substantive threat.

In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:

- e. Screen student for mental health services and counseling; refer as needed.
- f. Law enforcement investigation for evidence of planning and preparation, criminal activity.
- g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment if possible disability.

- Proceed to Step 5

Step 5. Implement and monitor the safety plan.

Document the plan.

Maintain contact with the student.

Monitor whether plan is working and revise as needed.

*This 5-step decision tree is a revision of the original 7-step decision tree for the Virginia Student Threat Assessment Guidelines that retains the same information and procedures in a more condensed format.

Disorderly Conduct

Disorderly conduct is an unauthorized assemblage on the school grounds with the potential to:

- * disrupt school activities;
- * cause injury to staff and students; and/or
- * damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

Inside School

STAFF ACTIONS:

- Report disruptive circumstances to principal/site administrator.
- Avoid arguing with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement.
- Stay away from windows and exterior doors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- Set up a communication exchange with the students, staff and principal. Try to restore order.
- If unable to calm students and violent or uncontrolled behavior is probable, notify police of situation and request assistance.
- If appropriate, send a brief written description of the emergency home with students for their parents/guardians, how it was handled and what steps are being taken in its aftermath.

Outside of School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.
- Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
- Cancel all outside activities.
- Maintain an accurate record of events, conversations and actions.

- Assign staff members to assist nurse as necessary.

STAFF ACTIONS:

- Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- Instruct students to DUCK AND COVER, lie on the floor and keep students calm.
- Care for the injured, if any.
- Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

Earthquake

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

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

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

Outside Building

STAFF ACTIONS:

- Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold overhead for added protection. Maintain position until shaking stops.
- After shaking stops, check for injuries, and render first aid.
- Check attendance. Report any missing students to principal/site administrator.
- Stay alert for aftershocks.
- Keep a safe distance from any downed power lines

- Do NOT re-enter building until it is determined to be safe.
- Follow instructions of principal/site administrator.

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.
- Notify fire department and utility company of suspected breaks in utility lines or pipes.
- If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
- Notify District Office, who will inform public information media as appropriate.

Explosion or Risk Of Explosion

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

PRINCIPAL/SITE ADMINISTRATOR:

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

STAFF ACTIONS:

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

Fire in Surrounding Area

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine if EVACUATION of school site is necessary.
- Contact local fire department (call 911) to determine the correct action for your school site.
- If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for OFF-SITE EVACUATION.
- Direct inspection of premises to assure that all students and personnel have left the building.
- Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- Monitor radio station for information.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- Remain with students until the building has been inspected and it has been determined safe to return to.

Fire on School Grounds

CODE RED

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

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

Near the School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

Flooding

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Issue STAND BY instruction. Determine if evacuation is required.
- Notify local police department of intent to EVACUATE, the location of the safe evacuation site and the route to be taken to that site.
- Delegate a search team to assure that all students have been evacuated.
- Issue Off Site Evacuation instruction if students will be evacuated to a safer location by means of buses and cars.
- Post a notice on the office door stating where the school has relocated and inform the District Office.
- Monitor AM radio weather station 580 KMJ for flood information.
- Notify District Superintendent of school status and action taken.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

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

BUS DRIVER ACTIONS:

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

Loss or Failure Of Utilities

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

PRINCIPAL/SITE ADMINISTRATOR:

- Notify utility company. Provide the following information:
- Affected areas of the school site
- Type of problem or outage
- Expected duration of the outage, if known
- Determine length of time service will be interrupted.

- Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- Use messengers with oral or written word as an alternate means of faculty notification.
- Notify District Office of loss of service.
- Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets: After two hours, the district will make arrangements for the distribution of portable toilets at each site. After four hours, the district will authorize students to be released to parents.

Drinking Water: After two hours, drinking water will be supplied and distributed by the district office. After four hours, the district will authorize students to be released to parents.

Food Service: In the event of a loss of water, food and beverages will be delivered to the school site by the food service department.

Fire Suppression: District will provide "fire watch" for the school site.

Other: Depending upon severity of weather and length of outage, school may be canceled or students sent home.

B. Plan for Loss of Electricity (Back up battery for internet will last approximately 30 minutes)

Ventilation: In the loss of electricity, classroom doors and windows will be propped open.

Emergency Light: If there is a loss of electricity, doors, windows and blinds will be propped open. Classrooms without windows will be evacuated and re-housed.

Computers: School will operate without computer availability. Hand-held battery operated radios and megaphones will be utilized.

Other: Depending upon severity of weather and length of outage, school may be canceled or students sent home.

C. Plan for Loss of Natural Gas

Heat: School will continue operation without heat (unless there are severe weather conditions).

Food Service: Food will be delivered from another site in the district.

Other: Depending upon the severity and length of the outage, school may be canceled.

Motor Vehicle Crash

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include EVACUATION, or OFF-SITE EVACUATION which may include the use of busses or alternate transportation.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
- Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Notify District Superintendent.

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- EVACUATE students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- Check school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the principal /designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.

- Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

Pandemic

INTRODUCTION:

Infectious diseases have the potential to cause widespread illness and even death. A pandemic is a worldwide outbreak of an infectious disease which affects a large proportion of the population. These kinds of events can also affect school operations due to absenteeism, disruption in daily operations, and limitation of supplies and resources. Historically, pandemics have included diseases such as cholera, plague, coronavirus, and various strains of influenza.

OBJECTIVE:

The Corcoran Unified School District is dedicated to the protection of its students, employees, facilities, and community. We are committed to ensuring that our School District can continue to educate students during a pandemic and can safely operate during the course of the pandemic as it affects our facilities.

In the event of an infectious disease outbreak or pandemic, the Corcoran Unified School District will work with the Kings County Office of Education and the Kings County Public Health Department to help lead and coordinate an immediate health response that supports the school community. The District will communicate with students, parents/guardians, school staff and the local health department when identifying priorities and setting strategies, providing guidance, as well as monitoring health risks, preventative measures and post exposure situations. Sometimes even with these measures in place individual school sites or facilities may be temporarily closed to contain the spread of the virus.

PREVENTATIVE MEASURES:

- Ensure heating, ventilation, and air conditioning filters are cleaned and/or changed regularly. This will ensure optimal air circulation and filtration.
- Encourage respiratory etiquette, including proper covering of coughs and sneezes.
- Encourage and train employees on good hygiene and infection control practices, as well as frequent and thorough handwashing. Provide employees and visitors with bathrooms running water and individual hand paper towels. If soap and water are not immediately available, provide alcohol-based hand sanitizer containing at least 60 percent alcohol to wash hands.
- Encourage and train students/employees to self-monitor temperature and wellness.
- Encourage sick students/employees to stay home.

DISTRICT LEVEL ACTIONS:

- Work closely with local health officials and emergency preparedness officials. These agencies may need to disseminate information to students, staff and families.
- Determine the roles and responsibilities of the school staff to prevent the spread of the disease.
- Train staff in symptoms recognition. Remember that a person who is infected may not show symptoms, and not all symptoms are the same.
- Order proper PPE for staff and students.
- Data surveillance and trend monitoring and reporting.
- Attend all mandated trainings and implement all orders set forth by the Public Health Department and County Office of Education.

PRINCIPAL/SITE ADMINISTRATION ACTIONS:

- Activate surveillance measures within the school site. Gather data on symptoms of students and staff who are sick at home.
- Ensure that students and staff members who are ill stay home.
- Send sick students and staff home from school immediately.
- Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette.
- Monitor bulletins and alerts from the Department of Public Health.
- Assist the Department of Public Health in monitoring outbreaks.

- Implement online education, if necessary, so that student can stay home.
- Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

STAFF AND STUDENT ACTIONS:

- Stay home when ill with cough, chills, fever, muscle aches, sore throat or any other infection symptoms related to the specific infection.
 - Practice good hand, cough, and sneezing hygiene.
- o Cover your cough and sneeze with tissue.
- o Wash hands with soap and water or hand sanitizer.
- Place tissue in trash can or sealed bag.
 - Disinfect surfaces contaminated with infected respiratory secretions with approved cleaner.
 - Implement online homework assignments so that students can stay home.

SAFE WORK PRACTICES:

Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices include:

- Develop a response team.
 - Lock main office doors and screen for signs and symptoms on entrance.
 - Provide resources and a learning/work environment that promotes personal hygiene.
 - Require regular handwashing or use of alcohol-based hand rubs. Workers should always wash hands when they are visibly soiled and after removing any PPE.
 - Ensure regular cleaning and disinfection of classrooms, workspaces and high touch surfaces in accordance with CDC guidelines.
 - Establish social distancing measures based upon site-specific details:
 - Prohibit hand shaking or hugging.
 - Prohibit or ensure the following are completed virtually
- o Face-to-face meetings and gatherings.

If the meeting or gathering cannot be done virtually for daily operations:

- Provide area/room large enough for people to be spread out more than 6 feet apart.
- Prohibit shared workstations and tools.
- Arrange workplace layouts to prevent crowding.
- Allow or require three staggered shifts to keep employees apart.
- Prohibit employees from eating in lunchrooms, breakrooms, cafeterias, or restaurants.
- Allow or require staggered lunch periods.
- Allow or require telecommuting for appropriate job positions.
- Implement a quarantine or isolation area for those who are or may be infected.
- Suspend recreational activities on district property. Temporarily suspend lunch celebrations and trainings with carry-in meals.

PERSONAL PROTECTIVE EQUIPMENT:

During an outbreak of an infectious disease, recommendations for PPE specific to occupations or job tasks may change depending on location, job specific duty, updated risk assessments for workers, and information on PPE effectiveness in preventing the spread.

Examples of personal protective equipment (PPE) to be provided include:

- Gloves,
- Face shields or goggles
- Dermal protection
- Respiratory protection, such as N95 filter respirator or full-face air purifying respirator or equivalent respiratory protection when appropriate and administered by qualified personnel.

A face mask (also called a surgical mask, procedure mask, or other similar terms) on a sick person should not be confused with PPE for a worker; the mask acts to contain potentially infectious respiratory secretions at the source (i.e., the person's nose and mouth).

Check the OSHA, CDC, and local government websites regularly for updates about recommended PPE.

All types of PPE must be:

- Selected based upon the hazard to the worker.

- Properly fitted and periodically refitted, as applicable (e.g., respirators).
- Consistently and properly worn when required.
- Regularly inspected, maintained, and replaced, as necessary.
- Properly removed, cleaned, and stored or disposed of, as applicable, to avoid contamination of self, others, or the environment.

TRAINING:

Information and proper communication are important during pandemic planning and containment. The Corcoran Unified School District's goal is to ensure employee comprehension and understanding of how employees may be exposed to the pandemic virus, what their responsibilities are, and what protective measures they can take. Employees will know:

- Signs and symptoms and transmission relevant to the specific infectious disease.
- Methods for recognizing activities that have the potential to involve exposure to the infection.
- Methods to prevent or reduce exposure, including appropriate work practices, PPE and their limitations:
 - o PPE: include when to use PPE; what PPE is necessary; how to properly don (put on), use, and doff (take off) PPE; and how to properly decontaminate or dispose of PPE.
 - o Provide an explanation of the basis for selection of PPE.
 - An explanation of the employees assigned roles and responsibilities, including:
- o Information on vaccines and treatments.
- o Social isolation practices.
- o The appropriate actions to take and contact information in the event of an exposure.
- o Information on the post-exposure evaluation and follow-up for the employee.

Psychological Trauma

School Crisis

A school crisis is a sudden, unexpected, or unanticipated critical incident that can pose a safety threat or disrupts the school day, interfering with teaching, learning, attendance and behavior. Common reactions to a school crisis may include shock, confusion and fear. Although individual students, staff, families or other school community members may experience each crisis differently, school crisis can have a broad and immediate impact on many students and adults.

Examples of crises that may impact schools include:

- An accident on or near the school grounds
- A violent incident at or near school
- The death of a student, staff or one of their family members by suicide or trauma
- The terminal illness of a student or staff member
- A natural disaster
- An act of terrorism

As a result of such critical incidents and emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been ensured, crisis responders can focus on addressing the social-emotional needs of students and staff.

OTHER IMPORTANT DEFINITIONS

Trauma

Trauma refers to an event or a situation where an individual fears for their life. In addition, they could have been seriously injured, witnessed violence, or tragically lost a loved one. Exposure to this type of trauma overwhelms the ability of that individual to cope.

Psychological First Aid (PFA)

PFA is an evidence-informed modular approach to help children, adolescence, adults, and families in the immediate aftermath of traumatic events, disasters and terrorism. PFA is designed to reduce the initial distress caused by these stressful events and to foster short and long term adaptive functioning and coping amongst students, staff and parents/guardians.

Psychological Trauma/Crisis Procedures

1. As the Incident Commander, the principal or designee activates the school crisis RESPONSE.
2. The Incident Commander will notify the Superintendent and/or Designee and request additional resources as necessary.
3. The School Site Crisis Team Lead will work with the Incident Commander to assess the impact and triage students, staff, and parents/guardians, as needed.
4. The School Site Crisis Team will advise and assist the Incident Commander to restore regular school functions as efficiently and quickly as possible.
5. The School Site Crisis Team members will make every effort to limit exposure to scenes of trauma, injury, and death.
6. The School Site Crisis Team will provide ongoing assessment of needs and follow-up services as required.

SCHOOL SITE CRISIS RESPONSE

The following are general preparedness, response and recovery protocols for the administrator/ designee to implement during any crisis in a school, at District and school-related activities, and in all areas within the District's jurisdiction.

A. PREPAREDNESS

1. Establish a school site crisis team.

The role of each team member is defined to assist with specific tasks during a crisis. The team members include:

- a. Administrator/Designee
- b. School Psychologist
- c. Mental Health Clinician
- d. School Counselor
- e. School Nurse

2. The School Site Crisis Teams will meet once per year to review the district's comprehensive school safety plan. The team will review the district's protocol and procedures regarding preparedness, response and recovery. These meetings will be documented in an agenda and a signature sheet. Meetings will include the development of comprehensive crisis response and recovery plans that:

- a. Identify the school crisis team members who are not named in the Crisis Response Team at each site and communicate their defined roles and responsibilities with other staff at the school site. (i.e. teachers, paraprofessionals, clerical, new, substitute, staff from before and after school programs.)
- b. Identify the common types of crises and disasters that may impact the schools and develop strategies for responding appropriately to re-establish the safety and security of the school.
- c. Determine locations on each school site for the placement of crisis response services such as psychological triage, assessment and reunification. This will include identified areas determined in the Safe School Plan.
- d. The district will coordinate and provide training on identified topics (i.e Mental Health First Aid, Safe Talk, trauma informed schools, suicide prevention and self care.)

- e. Identify school and community-based resources.

B. RESPONSE

The School Administrator/Designee will follow the general procedures to respond to crisis situations at the school site.

1. Ensure the safety of the campus/office
 - a. Call 911 for immediate, emergency life threatening situations.
 - b. Call the School Resource Officer for assistance
 - c. Contact Corcoran Police Department (559-992-5151) for additional assistance at the school site or school related activity.
 - d. Secure the site/location and implement lockdown, if necessary.
 - e. Contact District Office administration or Kings View Crisis Services at 800-655-2553 for assistance or consultation.
2. NOTIFY
 - a. Superintendent or District Administration as soon as feasible.
 - b. Administrator/designee of co-located schools (i.e. VDA preschool, Shelly Baird Classrooms).
 - c. Administrator/designee of other school sites that could be affected by the crisis.
 - d. Other offices, as appropriate (i.e Health Coordinator, Mental Health Clinician).

3. ASSESS

The school site crisis team will meet to assess the impact and severity of the incident and determine the level of crisis response needed. This assessment will guide the response and recovery efforts. The assessment will include:

- a. Type of incident (i.e. natural disaster, terrorism).
- b. Time of incident (e.g. during school hours, after school, weekend, holiday).
- c. Number of students and staff who may be affected.
- d. Relationship of the involved individual(s) to the school community, emotional proximity to the crisis incident. The impact to the school may be affected by the degree to which the individual(s) were involved in the school and community.
- e. Physical proximity to the crisis incident.
- f. Consideration of other recent trauma or crisis for those involved in the current crisis. (i.e. recent risk assessments, etc.)
- g. School and community resources available (e.g. KIND center, Kings View Crisis, District Mental Health, District Psychologists, counselors)

4. DEVELOP ACTION PLAN

Crisis response and interventions will be determined by the impact and severity of the incident. The action plan developed by the team should be documented and managed by the school site administrator/designee.

Actions may include:

- Communication
- Logistics/Operations
- Psychological Triage/Crisis Counseling
- Incident Debriefing
- Documentation
- Important Considerations
- Recommendations for Short and Long-Term Recovery

The district Mental Health Designee will provide ongoing assessment of needs and follow-up services as required.

Suspected Contamination of Food or Water

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
- Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
- Provide list of potentially affected students and staff to responding authorities.
- Provide staff with information on possible poisonous materials in the building.
- Notify District Superintendent of situation and number of students and staff affected.
- Confer with Department of Health and Human Services before the resumption of normal school activities.
- Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

- Notify principal/site administrator.
- Call the Poison Center Hotline 1-800-222-1222.
- Administer first aid as directed by poison information center.
- Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

- Keep poisonous materials in a locked and secure location.
- Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

Unlawful Demonstration or Walkout

UNLAWFUL DEMONSTRATION

When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Obtain information on when, why and how many people are expected. Identify the spokesperson for the group
- Contact local police department for the school's jurisdiction and advise them of the situation.
- Notify staff of the planned demonstration.
- Develop an information letter to parents.
- Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.
- Designate a staff member to handle incoming calls during the demonstration.
- Establish areas where demonstrators can set up without affecting the operation of the school
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

STAFF ACTIONS:

- Do not allow students to be interviewed by the media or join in the demonstration

STUDENT WALKOUT/RIOT

A student riot is an assemblage of students whose purpose and conduct threatens the safety and security of the school community and school property. Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with instructions. Providing a timely opportunity for students to vent, in a safe and constructive atmosphere, should prevent the escalation of violence.

STUDENT ACTIONS:

- In a violent situation, immediately notify the first available adult.
- Do not retaliate or take unnecessary chances.
- Move away from the area of agitation.

- Hold on to belongings to the extent that it is safe to do so; do not pick up anything and do not go back for anything until receiving clearance to do so.
- Stay calm and reassure fellow students.
- Assist teachers and staff in accounting for students.
- Share all relevant information with law enforcement, teachers, and school staff.
- Follow directions from school administrator or law enforcement directions about where to go.
- Do not speculate to others or perpetuate rumors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate LOCKDOWN, if warranted. Alert other administrators about the incident.
- Control student ingress and egress from campus.
- Identify why the disruption is occurring. If necessary, notify police to request assistance.
- If disruption is non-violent, notify school resource officer or school education officer.
- Clearly communicate to all students (via announcement or bullhorn), in the presence of staff or adult witnesses, that students should either attend classes or move to a designated safe area. Inform students that they will be suspended or possibly arrested if they do not comply with instructions.
- Assign staff member to be responsible for media relations and for setting up a staging area for the media.
- If student disruption persists, after a second warning, take appropriate disciplinary action as outlined by the Student Handbook.
- Notify parents about the incident, as appropriate.
- After ensuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.

Opioid Prevention and Life-Saving Response Procedures

POLICY: The California Education Code (EC) Section 49414.3 authorizes school districts, county offices of education, and charter schools to provide emergency naloxone or another opioid antagonist to school nurses or trained personnel who have volunteered, and to use naloxone or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In addition, Section 49414.3 states that a school district, county office of education, or charter school may designate one or more volunteers to receive initial and annual refresher training, based on standards regarding the storage and emergency use of naloxone or another opioid antagonist from the school nurse or other qualified person designated by an authorizing physician.

The guidelines outlined in this bulletin are for administrators, school nurses, and other trained personnel to provide instructions on the use of naloxone nasal spray to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an opioid overdose. The bulletin provides instructions and requirements for emergency administration of naloxone, division of responsibilities on school campuses, and guidelines for the process of distributing a notice and description of volunteer training.

I. GENERAL GUIDELINES

- A. The Standing Order for Naloxone is kept on file in the Office of the Health Services Coordinator in the Special Services Department.
- B. Naloxone and monthly checklists must be kept at the school in a secure location accessible to designated school personnel.
- C. Instructions for Administration of Naloxone Nasal Spray should be used to guide the school nurse or trained unlicensed personnel to administer naloxone in an emergency (Attachment A)
- D. All persons receiving emergency naloxone should be immediately transported by emergency medical services (EMS) for emergency medical care, even if symptoms appear to have been resolved.
- E. The school site administrator or designee must maintain on the premises where the naloxone nasal spray is stored, an annually updated Naloxone Emergency Response Site Plan (Attachment B) with the following information:
 1. The name and contact number for the health care provider who signed the standing order.
 2. Where and how the naloxone will be stored.
 3. The names of the designated employees who have completed the required training program.

4. How and when the naloxone will be inspected for an expiration date.
5. The process to replace the expired naloxone, including proper disposal of the expired or used naloxone.
- F. All schools must maintain records for seven (7) years, including the Naloxone Emergency Response Site Plan and information regarding the acquisition and disposition of naloxone nasal spray.
- G. Report of Naloxone Administration (Attachment G) is a CONFIDENTIAL REPORT for use by Corcoran Joint Unified School District. No copies of this report shall be furnished to anyone including employees, students, or parents.

II. DIVISION OF RESPONSIBILITIES

A. Responsibility of School Administrator

In order to implement this policy, school administrators should follow the guidelines below. The Health Coordinator is responsible for distributing a notice at least once per school year to all staff requesting volunteers to be trained to administer naloxone (Attachment C).

1. Coordinate with the credentialed school nurse to establish a secure location where the naloxone and monthly checklists must be kept.
2. Staff training must be conducted to reflect CDPH standing orders for training. A copy will be maintained in the employee's personnel file. Supplemental training will be conducted by a credentialed school nurse.
3. Maintenance of training standards and written materials must include:
 - Techniques for recognizing symptoms of opioid overdose
 - Standards and procedures for the storage, restocking, and emergency use of naloxone nasal spray
 - Emergency follow-up procedures, including calling the emergency 911 telephone number and contacting a pupil's parent/guardian/emergency contact or an employee's emergency contact
 - Certification in cardiopulmonary resuscitation is required for emergency response
4. Monthly Checklist must be completed once a month (Attachment D)
5. Provide each employee who volunteers with a Naloxone Volunteer Notification letter (Attachment E)
6. Maintain confidential files of all required documentation for a period of seven (7) years. These documents include the annual request for volunteers' letter (Attachment C), monthly checklists (Attachment D), copies of signed volunteer notification letters (Attachment E), and training log sign-in sheets (Attachment F).
7. Report of Naloxone Administration (Attachment G) is a CONFIDENTIAL REPORT for use by Corcoran Joint Unified School District. No copies of this report shall be furnished to anyone including employees, students, or parents.
8. Maintain a supply of naloxone at all times. If a naloxone nasal spray has been used, it must be restocked immediately, but no later than 2 weeks after it is used. Naloxone nasal spray must be restocked before its expiration date.
9. Instructions on how to replenish the school's supply of naloxone are included in the last bullet point of the Naloxone Emergency Response Site Plan (Attachment B)
10. All instances of naloxone usage should be documented on the Report of Naloxone Administration form (Attachment G).
11. Certification in cardiopulmonary resuscitation is required.
12. Notification to the District's Chief Business Officer when replacement of naloxone is no longer free of cost.

B. Responsibility of Credentialed School Nurse

The credentialed school nurse should collaborate with the school administrator by following the actions below.

1. Receive training including skills and procedures, prior to providing supplemental training to designated school personnel.
2. The credentialed school nurse will provide supplemental training to designated school personnel once annual training(s) have been completed.
3. Coordinate with the school administrator to keep the naloxone and monthly checklists stored in a secure location.
4. Training standards to include:
 - Techniques for recognizing symptoms of an opioid overdose
 - Training on the administration of emergency medications using the Instructions for Administration of Naloxone Nasal Spray (Attachment A)
 - Emergency follow-up procedures

- Documentation procedures: Report of Naloxone Administration (Attachment G)

5. Provide the trainee with District approved written materials covering the training components (i.e., Attachments A, B, D, and G).
6. Organization and maintenance of a confidential file of all required documentation. These documents include annual request for volunteers' letter (Attachment C), monthly checklists (Attachment D), copies of signed volunteer notification letters (Attachment E), and training log sign-in sheets (Attachment F). All documentation should be kept for a period of seven (7) years.
7. Report of Naloxone Administration (Attachment G) is a CONFIDENTIAL REPORT for use by Corcoran Joint Unified School District. No copies of this report shall be furnished to anyone including employees, students, or parents.
8. All instances of naloxone usage should be documented in the Report of Naloxone Administration.

III. GUIDELINES FOR EMERGENCY ADMINISTRATION

A. Personnel

If an Opioid overdose is suspected, the school health personnel (RN, LVN, Health Clerk) will administer the Naloxone. If a school site does not have school health personnel available, a trained volunteer or Safety Supervisor may administer naloxone to a person exhibiting potentially life-threatening symptoms of an opioid overdose.

B. Symptoms

If a person is exhibiting or reasonably believed to be experiencing any of the following symptoms, immediately administer naloxone, then call 911:

1. Unconsciousness
2. Very small pupils (miosis)
3. Very slow or shallow breathing
4. Vomiting
5. An inability to speak
6. Faint heartbeat
7. Limp arms and legs
8. Pale, clammy skin
9. Blue or purple lips and fingernails

C. Emergency Medical Services

Upon the administration of naloxone, 911 or other emergency medical services must be called so the person may be transported in an emergency vehicle to a hospital for further treatment and observation.

AUTHORITY: California Education Code Section 49414.3; California Civil Code Section 1714.22

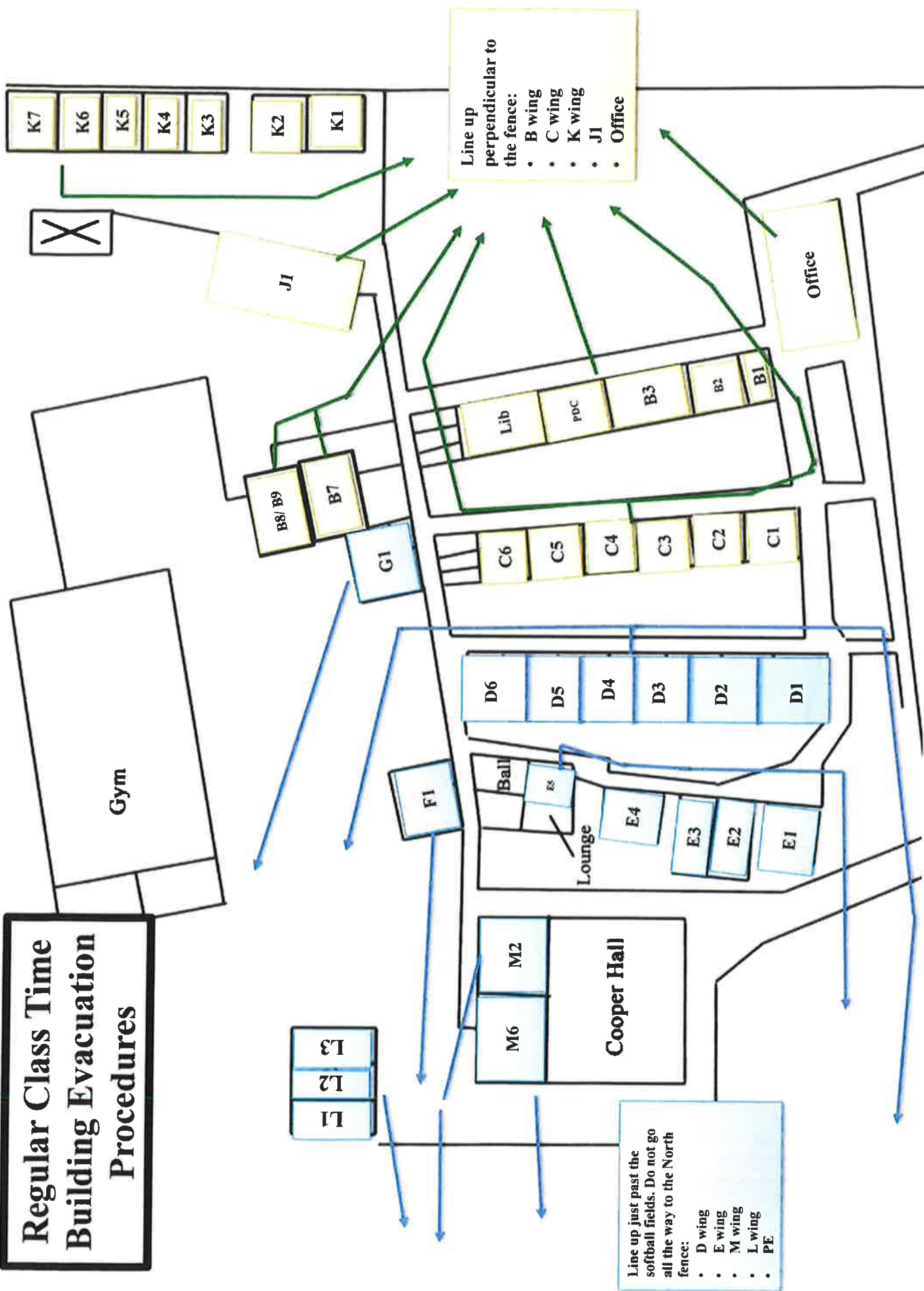
RELATED RESOURCES:

Attachments A: Instructions for Administration of Naloxone Nasal Spray
 Attachments B: Naloxone Emergency Response Site Plan
 Attachments C: Request for Volunteers to Administer Naloxone To Persons with Suspected Opioid Overdose
 Attachments D: Monthly Checklist
 Attachments E: Naloxone Volunteer Notification Letter
 Attachments F: Training Log Sign-In Sheets
 Attachments G: Report Of Naloxone Administration

ASSISTANCE: For assistance or further information, please contact CJUSD Health Services Coordinator, Heather Alves at (559) 992-8888 ext. 6232

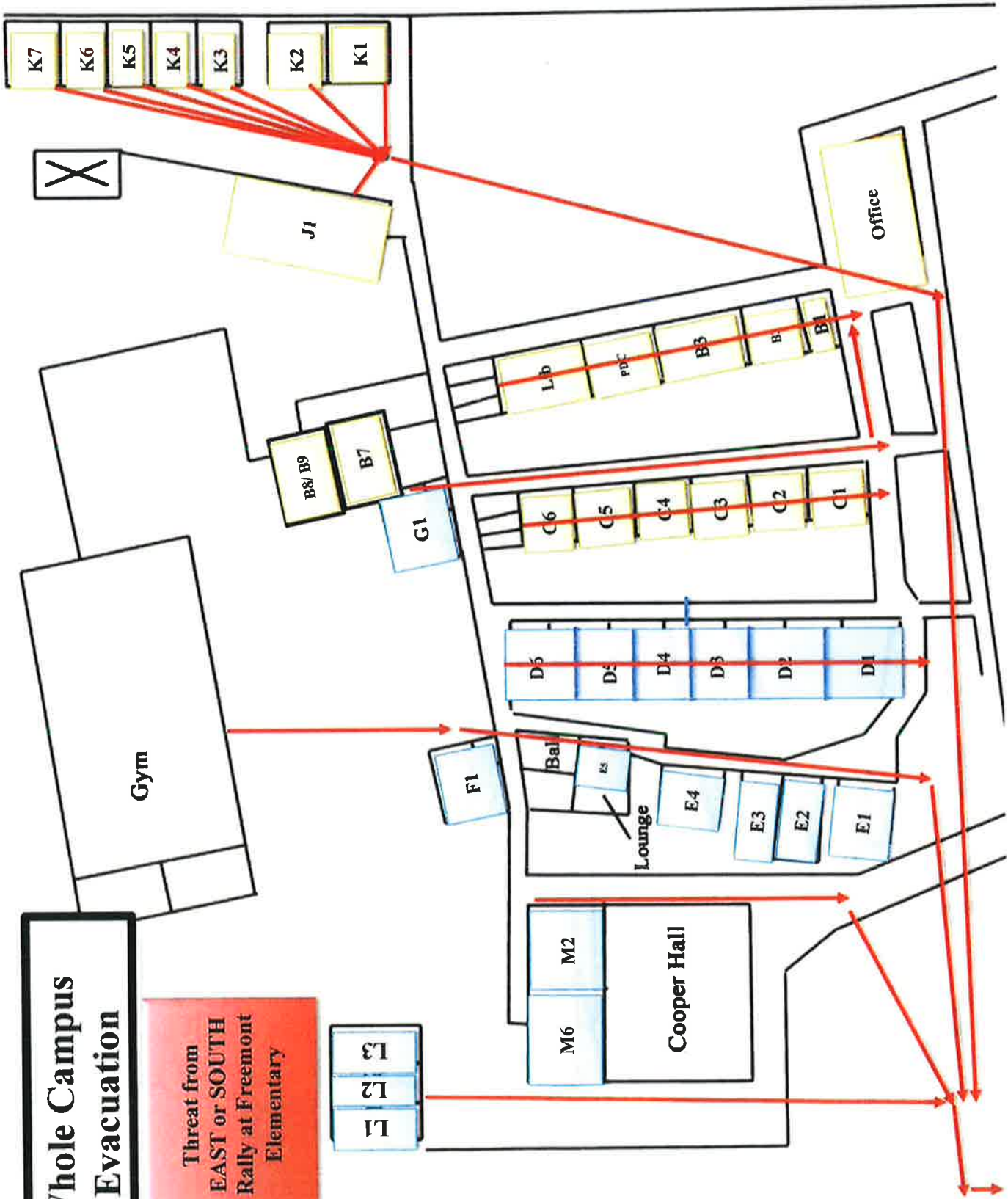
Emergency Evacuation Map

Regular Class Time Building Evacuation Procedures



Whole Campus Evacuation

Threat from
EAST or SOUTH
Rally at Freemont
Elementary

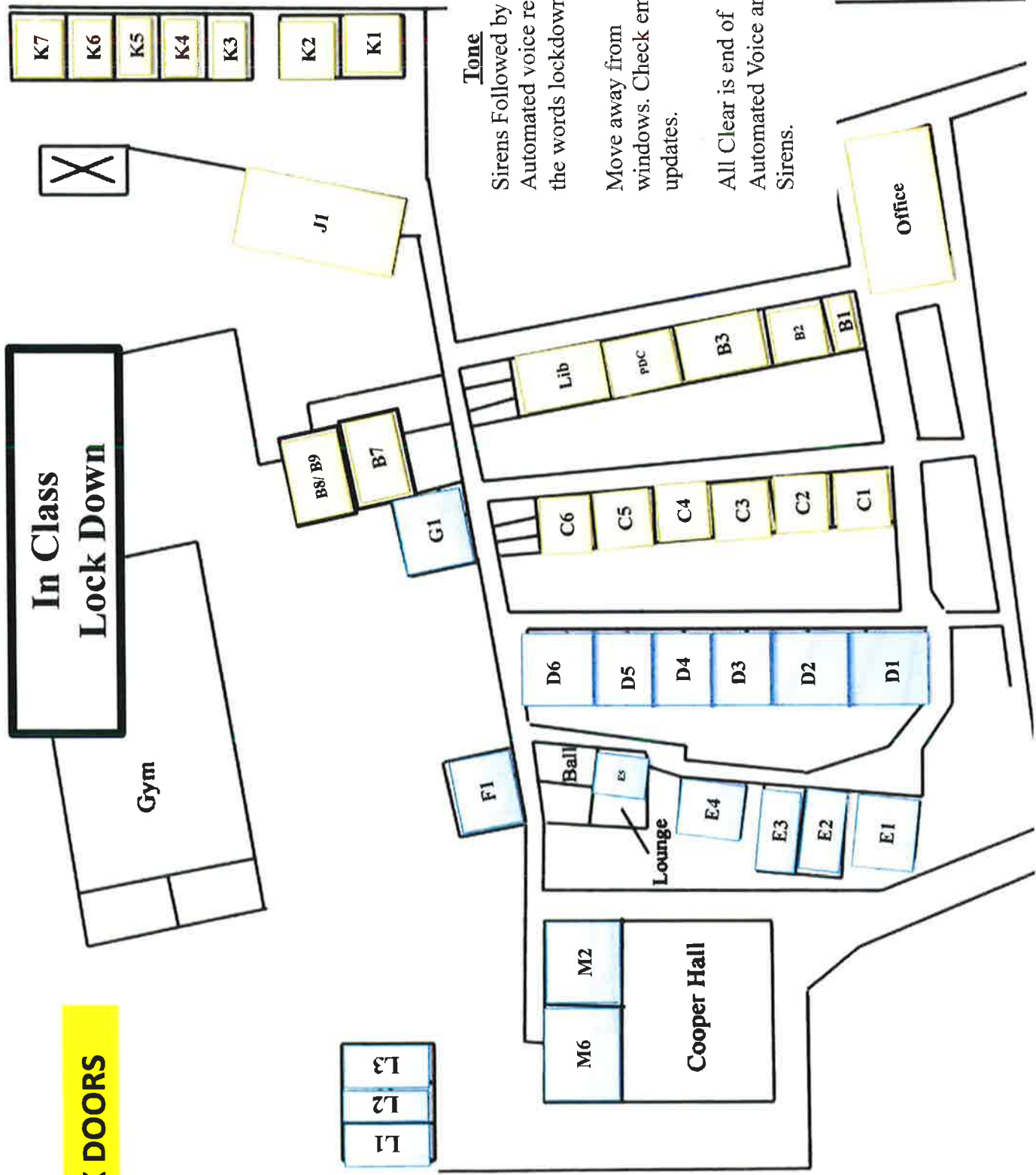


Whole Campus Evacuation

Threat from
WEST or NORTH
Rally at Our Lady
of Lourdes Church



LOCK DOORS



Go to the closest
building GYM or
Copper Hall.

Out of Class
Lock Down

Gym

K7
K6
K5
K4
K3
K2
K1

J1

B8/ B9
B7

G1

L1
L2
L3

M6
M2

Cooper Hall

F1

Ball

E5

Lounge

E4

E3

E2

E1

D6
D5
D4
D3
D2
D1

C6
C5
C4
C3
C2
C1

Lib
pdc

B3
B2
B1

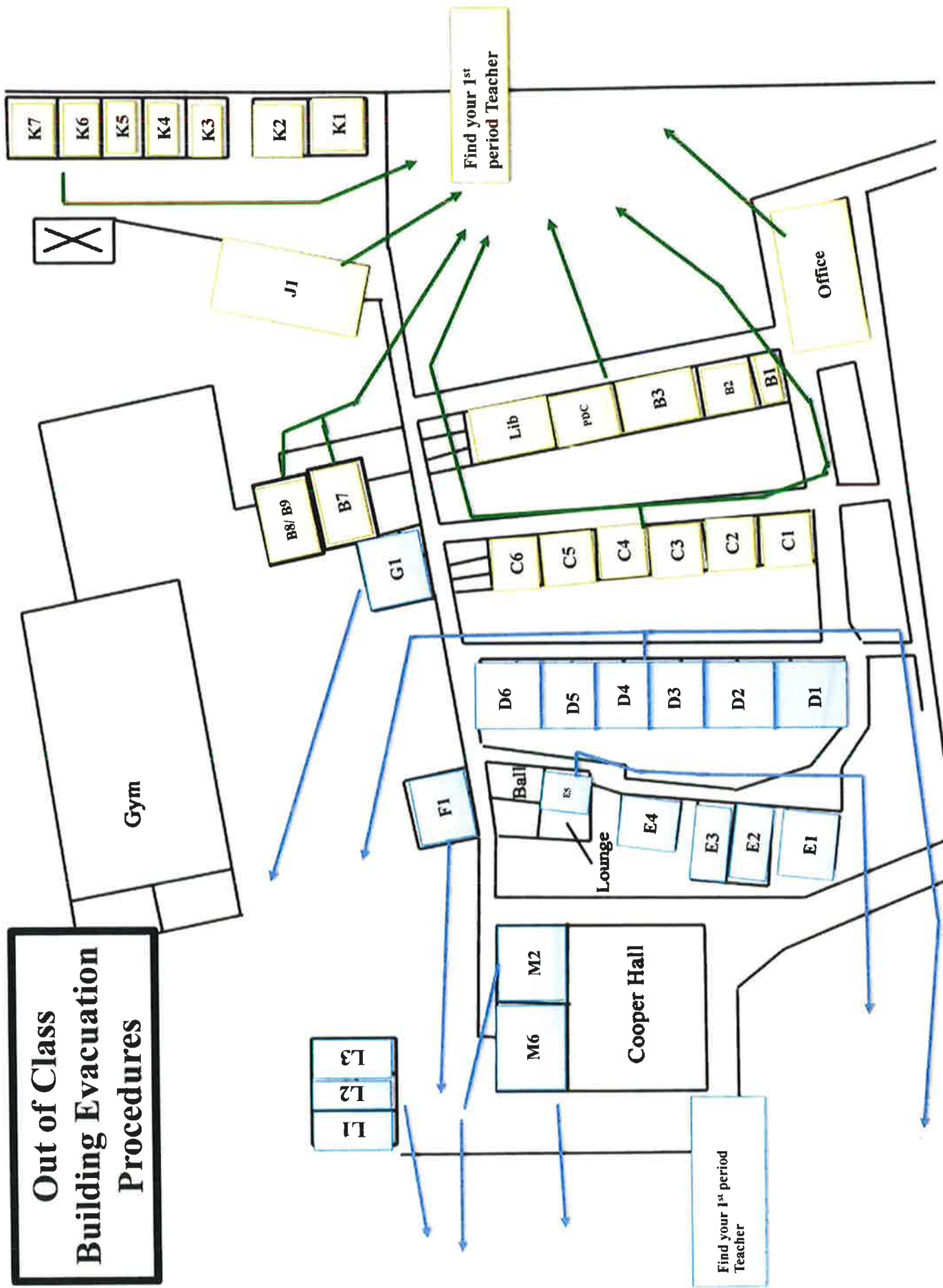
Office

Tone

Sirens Followed by
Automated voice repeating
the words lockdown.

Students go to closest
building or classroom.
We will use email to take
attendance.

Out of Class Building Evacuation Procedures



MAIN SHUT-OFFS

GAS

Located between John Muir Office and Letts Ave.

WATER TANK

Main water shut-off located between E-1 and Letts Ave.

ELECTRICITY

- 1) Main plant, 1600 A. Square D Panelboard, S-E, G-1, Outside
- 2) K-1 thru 5, 400 A. Square D Panelboard, SE K-2, Outside
- 3) K-6, 7 – 200A Polemount Panel, GE, 10 S. K-7
- 4) L-1,2,3 – 400A G.E. Panelboard, E. outside L-2 (All #2035 key)

WATER TO FIELDS

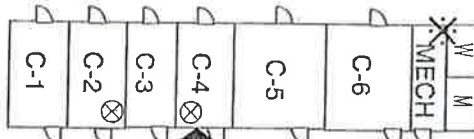
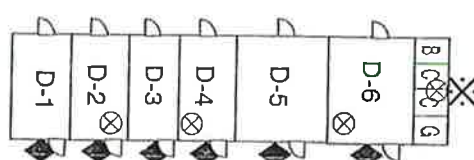
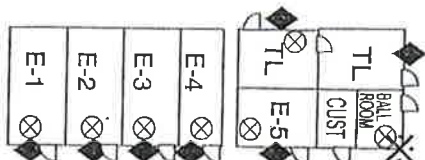
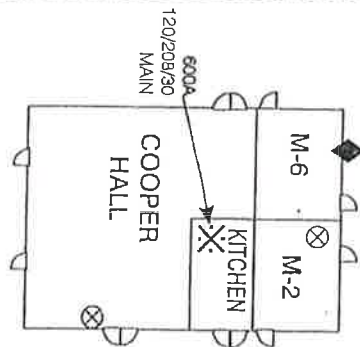
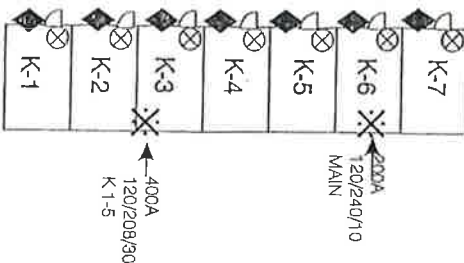
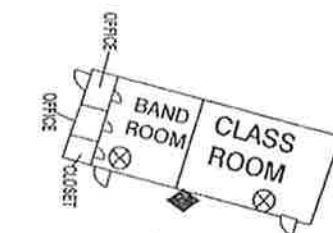
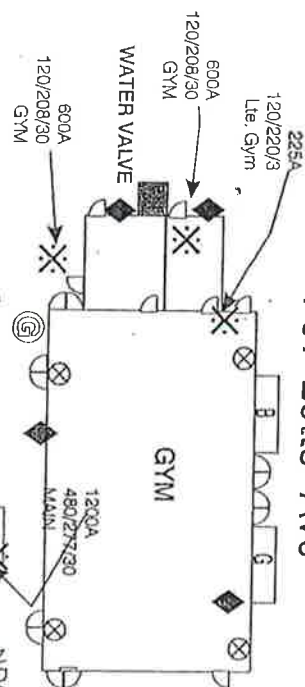
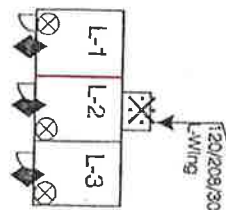
- 1) East field, around gym, behind wood shop, quad shut off located on Hale
- 2) Westfield shutoff located back of E-1
- 3) Parking lot, wings, shut-off next to back flow

ELECTRICAL PANEL

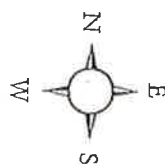
707 Letts Ave

Gates

Gate
Drive
Through



- T L --- TEACHERS LOUNGE
- G --- GIRLS REST ROOMS
- B --- BOYS REST ROOMS
- W/M --- STAFF REST ROOMS
- M --- MAIN WATER VALVE
- ⊗ --- GAS METER/VALVE
- ⊗ --- FIRE EXTINGUISHER
- ◆ --- FIRE ALARM PULL STATION
- ✕ --- POWER BOX
- S --- SITE SUPPLY ROOM
- C --- CUSTODIAL ROOM
- D --- DOOR
- A --- FIRE HYDRANTS
- I --- GATES
- CHAIN LINK FENCE



MAIN
WATER VALVE

ગણ

MAIN GAS VALVE

LEFTS

BUS YARD

We show Wildcat PRIDE											
	Classroom	Hallway	Cafeteria	Restroom	Gym	Technology	Assembly	Office	Library	Extra Curricular	
Patience	*Wait your turn *Listen *Follow directions	*Walk quietly *Keep hands, feet and objects to yourself	*Wait your turn *Line up orderly and quietly *Remain seated until dismissed	*Wait your turn	*Walk to the equipment being used	*Wait for teacher to give instructions using technology	*Wait to be seated in your area	*Wait your turn	*Wait your turn while you are turning in books	*Sit appropriately to and from events	
	Respect	*Walk in ready to learn *Stay on task *Speak politely	*Be mindful of others *Keep the campus clean	*Raise your hand when you need help *Keep your hands to yourselves *Use appropriate language and volume	*Use supplies correctly *Keep walks clean	*Listen to instructions	*Stay on school approved sites	*Eyes and ears on speaker *Keep hands and feet to yourself	*Use manners *Be polite	*Put the books back where they belong	*Listen to the adults that are in charge
		Integrity	*Turn in work on time *Try your best *Do the right thing even when no one is looking	*Be an upstander *See something, say something	*Only take what you need *Use your manners	*Respect the privacy of others *Wash your hands after using the restroom	*Maintain the safety of the activities	*Use correct apps when instructed	*Stay in designated area *Listen to directions from adults	*Take responsibility for your actions	*Return the books how you found them
Dependability	*Be on time *Be accountable for your work and actions		*Use time wisely *Be where you need to be in a timely manner *Take the most direct route to your destination	*Clean up after yourself *Help others when needed	*Use time wisely *Use facilities correctly	*Turn the equipment in after use	*Have iPad charged	*Enter and exit quietly	*Turn in things on time	*Turn in books on time	*Be on time to events
	Empathy	*Be kind, calm and caring towards others	*Provide help when needed	*Make new friends *Help others when needed	*Be kind and courteous to others *Get help when needed	*Help others in need during activities	*Use apps and email appropriately	*Cheer for everyone participating	*Be kind to others	*Show good character and judgement *Help those in need	*Show good character and judgement *Show good sportsmanlike conduct

INSTRUCTIONS FOR ADMINISTRATION OF NALOXONE NASAL SPRAY

INSTRUCTIONS FOR ADMINISTRATION OF NALOXONE NASAL SPRAY

Use naloxone nasal spray for known or suspected opioid overdose in adults and children. Each naloxone nasal spray has 1 dose and cannot be reused.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of OVERDOSE*, which often results in death if not treated, include:

- Unconsciousness or inability to awaken
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened
- Fingernails or lips turning blue/purple

OPIOID HIGH vs. OPIOID OVERDOSE

OPIOID HIGH	OPIOID OVERDOSE
Relaxed muscles	Pale, clammy skin
Speech slowed, slurred	Cannot speak, very shallow breathing or not breathing
Breathing slow or shallow	Slowed heartbeat or stopped
Appears sleepy, nodding off	Deep snorting or gurgling, vomiting
Responds to stimuli but difficulty being awakened from sleep	Unresponsive to stimuli (calling name, shaking, sternal rub)
Normal heart beat/pulse	Cyanotic skin color (blue lips, fingertips)
Normal skin color	Pinpoint pupils

Suspicion of opioid overdose can be based on:

- Presenting symptoms
- History
- Report from bystanders
- School Nurse or staff prior knowledge of person
- Nearby medications, illicit drugs or drug paraphernalia

*If the person does not respond to stimuli (as above), go to STEP 2.

STEP 2: ADMINISTER NALOXONE (SEE NARCANT™ Nasal Spray QUICK START GUIDE below)

- **Action 1.**
 - Lay the person on their back to receive a dose of naloxone nasal spray
- **Action 2.**
 - Remove naloxone nasal spray from the box
 - Peel back the tab with the circle to open the naloxone nasal spray
- **Action 3.**
 - Hold the naloxone nasal spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle
- **Action 4.**
 - Tilt the person's head back and provide support under the neck with your hand
 - Gently insert the tip of the nozzle into one nostril until your fingers on either side of the nozzle are against the bottom of the person's nose
- **Action 5.**
 - Press the plunger firmly to give the dose of naloxone nasal spray
- **Action 6.**
 - Remove the naloxone nasal spray from the nostril after giving the dose.

STEP 3: CALL 911 FOR HELP

- Call for help- Dial 911 after naloxone nasal spray is used
 - State: "Someone is unresponsive and not breathing."
 - Give a specific address and/or description of your location
 - Follow dispatcher's instructions

STEP 4: RESUSCITATE/SUPPORT THE PERSON'S BREATHING

- Assess breathing: Perform rescue breathing if needed.
 - Place the person on their back.
 - Check to see if there is anything in their mouth blocking the airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch. If present, remove it while wearing gloves.

-
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
 - If using a mask, place and hold mask over mouth and nose
 - If not using a mask, pinch their nose with one hand and place your mouth over the person's mouth to make a seal and give two (2) slow breaths.
 - Watch for the person's chest (but not the stomach) to rise.
 - Follow up with one breath every 5 seconds.
- Assess pulse: Perform CPR if needed. (CPR certification is recommended, not required)

STEP 5: MONITOR THE PERSON'S RESPONSE

- If the person responds by returning to spontaneous breathing, move the person on their side (recovery position) after giving naloxone nasal spray
- Watch the person closely until help arrives
- If the person does not respond by waking up, to voice or touch, or breathing normally after 2 to 3 minutes of naloxone nasal spray administration, another dose may be given
- Resume rescue breathing if spontaneous breathing does not recur
- Stay with the person until help arrives
- Follow school administrator's guidance regarding the seizing of all illegal and/or non-prescribed opioid narcotics found on victim; process in accordance with Corcoran Joint Unified School District protocols

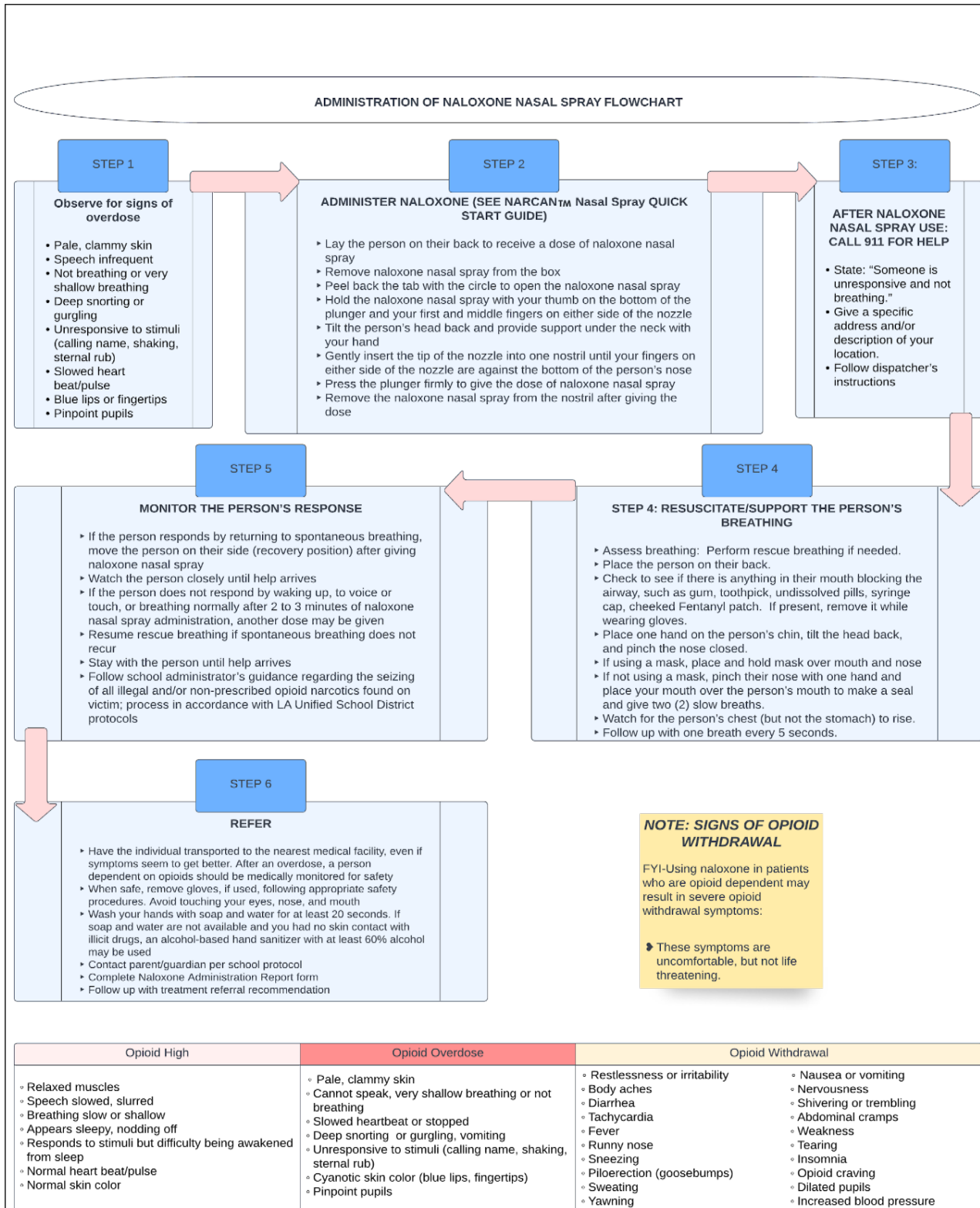
NOTE SIGNS OF OPIOID WITHDRAWAL: Using naloxone in patients who are opioid dependent may result in severe opioid withdrawal symptoms such as restlessness or irritability, body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (goosebumps), sweating, yawning, nausea or vomiting, nervousness, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure.

These symptoms are uncomfortable, but not life threatening.

STEP 6: REFER

- Have the individual transported to the nearest medical facility, even if symptoms seem to get better. After an overdose, a person dependent on opioids should be medically monitored for safety
- When safe, remove gloves, if used, following appropriate safety procedures. Avoid touching your eyes, nose, and mouth
- Wash your hands with soap and water for at least 20 seconds. If soap and water are not available and you had no skin contact with illicit drugs, an alcohol-based hand sanitizer with at least 60% alcohol may be used
- Contact parent/guardian per school protocol
- Complete Naloxone Administration Report form
- Follow up with treatment referral recommendation

ADMINISTRATION OF NALOXONE NASAL SPRAY FLOWCHART



NALOXONE EMERGENCY RESPONSE SITE PLAN

CORCORAN JOINT UNIFIED SCHOOL DISTRICT NALOXONE EMERGENCY RESPONSE SITE PLAN

SCHOOL NURSE: _____ DATE: _____

LOCAL DISTRICT: _____ LOC CODE: _____

SCHOOL SITE: _____

SCHOOL ADDRESS: _____

CITY: _____ ZIP: _____

PHONE (____) _____ EXTENSION: _____

EXACT LOCATION OF NALOXONE: _____

NALOXONE EMERGENCY RESPONSE TEAM MEMBERS:	PHONE NUMBER:	TRAINING DATE:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

1. How will the first responder activate the Emergency Medical Service (EMS)?

2. How will the first responder notify the Naloxone Emergency Response Team Members?
Indicate by phone, radio, bell, intercom.

3. Which Emergency Response Team members have access to the Naloxone and will bring the Naloxone and will bring the Naloxone to the emergency location?

_____	_____
_____	_____
_____	_____

The first responder will be responsible for the documentation of the emergency.

- ✓ Please note Attachment B- Naloxone Emergency Response Site Plan must be reviewed and updated annually.
- ✓ Naloxone ordering health care provider is California Department of Public Health Medical Director.
- ✓ Maintain Original copy of the Naloxone Emergency Response Site Plan at your school site for seven years.
- ✓ Monthly inspection for Naloxone expiration and replacement (Attachment D).
- ✓ Proper replacement of expired or used Naloxone. Contact Heather Alves, RN at 559-992-8888 ext. 6232 or email at heatheralves@corcoranunified.com

REQUEST FOR VOLUNTEERS TO ADMINISTER NALOXONE TO PERSONS WITH
SUSPECTED OPIOID OVERDOSE

REQUEST FOR VOLUNTEERS TO ADMINISTER
NALOXONE TO PERSONS WITH SUSPECTED OPIOID
OVERDOSE

Date

Dear School Staff:

The California Education Code (EC) Section 49414.3 authorizes school districts, county offices of education, and charter schools to provide emergency naloxone or another opioid antagonist to school nurses or trained personnel who have volunteered, and to use naloxone or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In addition, Section 49414.3 states that a school district, county office of education, or charter school may designate one or more volunteers to receive initial and annual refresher training, based on standards regarding the storage and emergency use of naloxone or another opioid antagonist from the school nurse or other qualified person designated by an authorizing physician and surgeon. An employee who volunteers to be trained to administer naloxone may rescind his or her offer to administer naloxone at any time, including after receipt of training.

The training standards include:

- Techniques for recognizing symptoms of an opioid overdose
- Standards and procedures for the storage, restocking, and emergency use of naloxone nasal spray as an opioid antagonist
- Basic emergency follow-up procedures, including, but not limited to, a requirement for the school or charter school administrator or, if the administrator is not available, another school staff member to call the emergency 911 telephone number and to contact the pupil's parent or guardian
- Instructions on rescue breathing.
- Certification in cardiopulmonary resuscitation is recommended, but not required.
- Written materials covering the training components

In addition, California Education Code Section 49414 requires that the District provide each employee volunteer with a letter of indemnification, advising that they will be defended and indemnified for any and all civil liability that arises from any of their actions in the course of their service as a volunteer in this capacity.

Please consider volunteering and becoming a member of our trained personnel. If interested, please contact me.

Sincerely,

Heather Alves, RN, BSN, PHN

NALOXONE NASAL SPRAY MONTHLY CHECKLIST

Site			Year									
Location of Naloxone nasal spray			Naloxone Kit									
Monthly Check												
Visually inspect the Naloxone kit:												
✓ Store at temperatures between 59F and 77F (15C and 25C)												
✓ Inspect for package tampering												
✓ Check expiration date												
Month	August	September	October	November	December	January	February	March	April	May	June	July
Initials												
Action Notification Log: Notify the school administrator immediately for Naloxone nasal spray PROBLEMS or USE												
NALOXONE KIT PROBLEMS												
Date	Time	Person Reporting Problem	Describe Problem				School Admin. Notified (Name-Title)	Steps taken to resolve problem				
NALOXONE USE												
Date	Time	Person Whom Naloxone Was administered (Name)	Staff Student Visitor	Person Who Administered (Name-Title)	Describe Symptom				School Admin. Notified (Name-Title)			
PRINT NAME/INITIAL		Name		Initial	Name		Initial	Name		Initial		

<p>NALOXONE VOLUNTEER NOTIFICATION LETTER</p>
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NALOXONE VOLUNTEER NOTIFICATION

Pursuant to Education Code Section 49414.3, as a volunteer of the Corcoran Joint Unified School District trained to use naloxone to provide emergency medical aid, you are hereby advised that the District will defend you and indemnify you for any and all civil liability that arises from any of your actions in the course of your service as a volunteer in this capacity.

The obligation to provide defense and indemnification for you is set forth in Government Code section 995, which provides in part:

“...upon request of an employee or former employee, a public entity shall provide for the defense of any civil action or proceeding brought against him, in his official or individual capacity or both, on account of an act or omission in the scope of his employment as an employee of the public entity.”

The obligation to indemnify you against a civil judgment or award is set forth in Government Code section 825 (a), which provides in part:

“if an employee or former employee of a public entity requests the public entity to defend him or her against any claim or action against him or her for an injury arising out of an act or omission occurring within the scope of his or her employment as an employee of the public entity and the request is made in writing not less than 10 days before the day of trial, and the employee or former employee reasonably cooperates in good faith in the defense of the claim or action, the public entity shall pay any judgment based thereon or any compromise or settlement of the claim or action to which the public entity has agreed.”

By signing below, I acknowledge receipt of this notification.

Name: _____

Position: _____

Site: _____

Date: _____

cc: Employee's Personnel File

ADMINISTRATION OF NALOXONE NASAL SPRAY TRAINING

[illegible]

Name of facilitator _____

Signature _____

REPORT OF NALOXONE ADMINISTRATION	
Demographics and Health History	
Name of Person: _____	Age: _____ Date: _____
School/Site: _____	Location: _____
Type of Person: <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Visitor	Gender: <input type="checkbox"/> M <input type="checkbox"/> F <input type="checkbox"/> Non-binary
Ethnicity Description: Spanish/Hispanic/Latino Origin <input type="checkbox"/> Yes (if yes, see below) <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Spanish/Hispanic/Latino Origin	
<input type="checkbox"/> Argentinian <input type="checkbox"/> Colombian <input type="checkbox"/> Costa Rican <input type="checkbox"/> Cuban <input type="checkbox"/> Honduran <input type="checkbox"/> Guatemalan <input type="checkbox"/> Hispanic, Latino/Spanish Origin <input type="checkbox"/> Mexican, Mexican American, Chicano <input type="checkbox"/> Nicaraguan <input type="checkbox"/> Panamanian <input type="checkbox"/> Peruvian <input type="checkbox"/> Puerto Rican <input type="checkbox"/> Asian <input type="checkbox"/> Salvadorian <input type="checkbox"/> Other South American <input type="checkbox"/> Other <input type="checkbox"/> Unknown	
Race/Nationality Description:	
<input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Other <input type="checkbox"/> Unknown	
Signs of Overdose Present	
<input type="checkbox"/> Blue lips <input type="checkbox"/> Breathing slowly <input type="checkbox"/> Shallow breathing <input type="checkbox"/> Slow pulse <input type="checkbox"/> Unresponsive <input type="checkbox"/> Weak pulse <input type="checkbox"/> Other (specify) _____	
Suspected Overdose on What Drugs?	
<input type="checkbox"/> Heroin <input type="checkbox"/> Benzos/Barbituates <input type="checkbox"/> Cocaine/Crack <input type="checkbox"/> Alcohol <input type="checkbox"/> Methadone <input type="checkbox"/> Suboxone <input type="checkbox"/> Unknown <input type="checkbox"/> Other (specify) _____	

Naloxone Administration Incident Reporting

Date of occurrence: _____ Time of occurrence: _____

Vital signs: BP ____/____ Temp ____ Pulse _____ Respiration _____

Location where student was found:

☐ Classroom ☐ Cafeteria ☐ Health Office ☐ Playground ☐ Bus ☐ Other (specify): _____

How was the naloxone given: ☐ Injected into muscle ☐ Sprayed into nose

Naloxone lot #: _____ Expiration date: _____

Naloxone administered by: (Name) _____

Was this person formally trained? ☐ Yes ☐ No ☐ Don't know

Parent notified of naloxone administration: (time) _____

Was a second dose of naloxone required? ☐ Yes ☐ No ☐ Unknown

➤ If yes, was that dose administered at the school prior to arrival of EMS? ☐ Yes ☐ No ☐ Unknown

➤ Approximate time between the first and second dose: _____

Naloxone lot #: _____ Expiration date: _____

Person's Response to Naloxone

☐ Combative ☐ Responsive/Angry ☐ Responsive but sedated ☐ Responsive and Alert

☐ No response to naloxone

Post-Naloxone Observations (Check all that apply)

☐ None ☐ Seizure ☐ Vomiting ☐ Difficulty breathing ☐ Other (specify): _____

Other Actions Taken

☐ Sternal rub ☐ Recovery position ☐ Rescue breathing ☐ Chest compressions

☐ Automatic defibrillator ☐ Yelled ☐ Shook the person ☐ Oxygen

☐ Other (specify): _____

Disposition
EMS notified at: (time) _____
Transferred to ER: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
If yes, transferred via: <input type="checkbox"/> Ambulance <input type="checkbox"/> Other: _____
Parent: <input type="checkbox"/> At school <input type="checkbox"/> Will come to school <input type="checkbox"/> Will meet student at hospital <input type="checkbox"/> Other: _____
Hospitalized: <input type="checkbox"/> Yes <input type="checkbox"/> If yes, discharged after _____ days <input type="checkbox"/> No
Name of hospital: _____
Student/Staff/Visitor outcome: _____

Comments

Form completed by: _____ Date: _____
Signature: _____ Title: _____
Phone number: (_____) _____ - _____ Ext.: _____
School/Site: _____
School/Site Address: _____

