



MT. DIABLO UNIFIED SCHOOL DISTRICT

COMPREHENSIVE SCHOOL SITE SAFETY PLAN **COLLEGE PARK HIGH SCHOOL**

Paul Gengler, Principal

Nellie Myer PhD, Superintendent

Rose Lock, Assistant Superintendent, Student Achievement and School Support

Julie Braun Martin, Assistant Superintendent, Personnel Services

Mildred Browne, Assistant Superintendent, Pupil Services and Special Education

Greg Rolan, General Counsel

2014-2015

Plan Developed by: Michael Burstein

Name	Position
<u>Michael Burstein</u>	<u>Administrator</u>
<u>Patrinia Redd</u>	<u>Administrator</u>
<u>Robert Lovelace</u>	<u>Teacher</u>
<u>Jana Clark</u>	<u>Teacher</u>
<u>Chris Ellendwood</u>	<u>Teacher</u>
<u>Janet Fitzpatrick</u>	<u>Staff</u>
<u>Nona Nattkemper</u>	<u>Staff</u>
<u>Judy Flores</u>	<u>Staff</u>
<u>Andee O'Neill</u>	<u>Parent</u>
<u>Brad Bargmann</u>	<u>Parent</u>
<u>Gail Egbert</u>	<u>Parent</u>
<u>Tarynn Fulkerson</u>	<u>Student</u>
<u>Matthew Cawley</u>	<u>Student</u>

Public Hearing Date:

Date Adopted by School Site Council

A large, handwritten signature in black ink, appearing to be "Nellie Myer", is written over the line for the date adopted by the School Site Council.

5/28/14

Mount Diablo Unified School District
Comprehensive School Site Safety Plan
College Park High School
 School

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COMPREHENSIVE SCHOOL SITE SAFETY PLAN MEMBERSHIP

College Park High School

School Site Council or Delegated School Safety Planning Committee Members (A)	Principal or designee (B)	Classified Employee (C)	Classroom Teacher (D)	Parent (E)	Law Enforcement (F)	Other school staff (G)	Community Representative (H)	Student (I)	Other (specify) (J)
1. Michael Burstein	X								
2. Patrinia Redd	X								
3. Robert Lovelace			X						
4. Jana Clark			X						
5. Chris Ellenwood			X						
6. Janet Fitzpatrick		X							
7. Nona Nattkemper		X							
8. Judy Flores		X							
9. Andee O'Neill				X					
10. Brad Bargmann				X					
11. Gail Egbert				X					
12. Taryn Fulkerson								X	
13. Matthew Cawley								X	
14.									
15.									

SECTION 2

MISSION STATEMENT

SCHOOL MISSION STATEMENT

Our mission at College Park High School is to prepare our students for their futures. Student-centered learning is fostered in an environment which encourages personal achievement, self-reliance, independent thinking, and good decision-making. We expect appropriate behavior and the acceptance of individual and cultural differences.

SECTION 3

DATA SUMMARY

STUDENT DATA SUMMARY

Data Source	2010-2011	2011-2012	2012-2013	2013-2014 Partial
Suspensions (number of incidents)				
▪ Violence	67	35	15	22
▪ Tobacco	19	2	1	3
▪ Drugs/Alcohol	5	11	11	41
▪ Weapons	15	13	3	3
Expulsions	3	0	0	0
Attendance, general ed. (percentage)	94.52%	95.11%	95.25%	97.25%
Attendance, special ed. (percentage)	92.25%	92.27%	92.71%	92.48%
SART # of Referrals	97	134	121	393
SARB # of referrals	31	47	27	57
SARB # referred to Court	8	0	3	4
SST(number of referrals)	18	28	50	23
Coordinated Care Team (number of referrals)	1	131	35	25
Positive Behavior Team Referrals	1	7	6	7
Site Safety Surveys	1		1	
Vandalism Reports	16	26	14	8
Other, i.e., surveys, CHKS	3	3	3	3

Conclusions from Data:

Data from the California Healthy Kids Survey indicates that a large percentage of the students attending College Park High School feel connected to their school. They stated they feel safe, have people that care about them, and are generally happy to be at College Park. It is important for the school community to continue to pursue an atmosphere where students and staff feel safe at school.

Increasing tolerance and mutual respect for one another, as well as increasing student pride, are two ways to strengthen the school environment for our students. Students may also connect to the College Park High School community by participating in various activities, assemblies, and student clubs. The greater number of involved students should positively promote a sense of community and social connection, ultimately producing a productive and caring school environment.

Attendance continues to be a main focus for College Park High School. Current attendance rates are 97.25% for the 2013-2014 school years. This is a 2% increase in attendance when compared with last year's percentage. Approaches to increasing student attendance and maintaining high attendance rates are a main priority for College Park High School.

College Park High School is the largest high school in the Mt. Diablo Unified School

students, accounts for the large number of incidents and increased number of attendance referrals. Student altercations seem to have decreased. Overall, College Park High School is a safe school. Economic factors such as the housing crisis and increases in unemployment numbers have contributed to an increase in the transient, homeless, and free-lunch program student population at College Park High School. Thus, it is important to involve students in school activities and provide meaningful participation opportunities for students to feel connected to their school. School programs and activities need to ensure and reflect the diversity of the school, and appeal to a broad cross-section of the student population.

Conclusions from Parent, Teacher and Student Input:

College Park High School students are generally well-behaved and academically motivated. Parents have instilled the belief that acquiring an education matters, and this is reflected in student achievements in CST, the high rate of first-time passage of the CAHSEE exams, and participation in Advanced Placement courses and honors courses, and a 96.7 % graduation rate. Approximately 76% of CPHS students go to college, a 4-year university or a 2-year community college.

The student population is culturally diverse, talented, and active. Total enrollment at College Park High School for the 2013-2014 school year is 1,981 students. The student population is approximately 60.4% White, 22.2% Hispanic/Latino, 10.4% Asian, 4.7% English Learners and 19.6% Socioeconomically disadvantaged. Approximately 48.3% of the student body is female, with the remaining 51.7% being male. Students are generally proud of their school and contribute in positive ways to keep it a safe learning environment. Many students participate in a variety of extracurricular activities and groups such as sports, Multi-Cultural rallies, drama productions, dance and music performances, talent shows, Leadership and extracurricular clubs.

A highlight of the campus is the community garden, which was created through the efforts of two committed parents who partnered with the Kaiser Foundation in funding and installing the garden. Parents, and students with special needs, volunteer to maintain the garden. The garden produces organic food from which volunteers prepare healthy and nutritious food samples served to students on selected days throughout the year.

The PTSA has supported the overall beautification of the campus. The PTSA fully supports the "Community Clean-Up Day" annually held in September and one other Saturday in the school year by purchasing supplies and renting equipment to clean the campus. Additionally, throughout the year, the PTSA purchases landscaping supplies, including trees and plants, to help to improve the outdoor environment of the campus on a continual basis.

ELAC meetings are held monthly where English Learning parents are encouraged to attend and learn how to become a part of the school community. Participation is

encouraged from all parents of English Learning students and the meetings are promoted through the website, English Language Development classes, and phone calls sent home.

The CPHS community is committed to maintaining a safe and orderly environment for all students and staff. The surveillance system consisting of 87 cameras situated throughout the campus has helped reduce student hazing/bullying, primarily connected to “milking,” vandalism, and monthly false fire alarms—the cameras monitor all activity on campus 24 hours a day. Some vandalism to the cameras have occurred, but maintenance and repairs have ensured that the cameras are working properly to maintain a safe campus

SECTION 4

SAFETY AND ORDERLY ENVIRONMENT

2014-2015 College Park High School Comprehensive School Site Safety School Plan

List Data Sources Reviewed i.e.: surveys, focus groups, discipline, and attendance AERIS SWISS.

- District Data for suspension reports, expulsions, and attendance records
- California Department of Education DataQuest
- California Healthy Kids Survey
- Semester grades
- Vandalism incidents/reports
- WASC Self-Study and WASC Visiting Committee report to the staff
- College Park School Accountability Report Card
- Discussions with students and staff about school safety.

Areas of Pride and Strength (include school programs and practices that promote a positive learning environment).

Most of CPHS students are respectful, courteous, and involved in their learning process. The students have many opportunities to develop leadership skills and to showcase their talents in and outside of the classroom. Active participation in school programs and events promote a sense of pride and school spirit.

Students participate in a variety of programs, such as:

- Leadership and Class Officers: Students are elected by student body grades 9-12 to make up the CPHS Student Government (ASB). This program develops unique characteristics, attitudes and skills that empower students to make significant campus changes.
- Sports Leadership: A leadership service class consisting of school athletes who make significant changes for individuals and groups on campus.
- Academic Letter: A program that recognizes students for academic achievements.
- College and Career Center: Center provides students with application instructions and access to information about 4-year public or private universities and community college programs, college fairs schedules, scholarship information, SAT/PSAT and ACT testing information, college placement exams for English and math courses, information about general education requirements, guidance to filing for financial aid, and direction with career technical training programs including internships, job placement and vocational schools. Military information is also provided.
- California Scholarship Federation: A club encouraging and recognizing outstanding academic achievement
- Grad Night: A parent-organized safe and sober celebration following graduation ceremonies. Particularly designed to help students learn to

2014-2015 College Park High School Comprehensive School Site Safety School Plan

	<ul style="list-style-type: none"> • celebrate their accomplishments without the use of alcohol. • Every 15 Minutes Program: A parent and law enforcement sponsored program that is designed to help students learn and understand the serious consequences of drinking and driving. This is a student participation program that simulates the serious consequences that may occur when people drink and drive. • Tobacco Awareness Workshops: Intervention program designed to help teach students the dangers of smoking and provide strategies to help them quit. • Girls Group: A character awareness/self-esteem group that deals with the issues young girls face. • Boys Group: A character awareness/self-esteem group that deals with the issues young boys face. • SART/SARB: A process that monitors student attendance. Designed as an intervention program to help students stay in school. • SST: A meeting for individual students which includes parents, student, and teachers to develop strategies to help the student succeed. • Instrumental Music, Vocal, Art and Drama: These programs introduce, encourage and help students develop their artistic talents. • Winterfest: A visual and performing arts fundraising night that actively showcases the artistic talents of students. • Eco-Tech Academy: A small learning community which helps foster feelings of inclusion and acceptance. • ROP Programs: A career training program for high school students in Contra Costa County. CPHS currently offers six ROP classes on campus: advanced photography arts, art & animation with computers, computer multi-media, art of video production, biotechnology, and introduction to law. Students may enroll in off-campus ROP classes, such as cosmetology, hospitality services (Serendipity), and radio communications. • Advanced Placement program: CPHS offers 12 courses in which students may earn college credit for course study. Courses are offered in: biology, calculus, English literature, environmental sciences, French IV, German IV, microeconomics, psychology, Spanish IV, United States government, United
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- States history, and world history.
- American Threads and World Perspectives: Team-taught classes that combines English and history for juniors and sophomores respectively.
 - Learning Center: A center specifically created to help tutor students when a teacher, parent or student recognizes the need for additional help in academic areas, specifically in English and math. Facility also used as a quiet location to take tests.
 - AIMS, Academic Literacy, and ELD classes: Class developed to provide support to students struggling in English and math classes.
 - CAHSEE Intervention Classes: An after school program to prepare and support students in passing the ELA and math exams.
 - Peer Tutoring Program: An after school tutoring program on Tuesdays and Thursdays for students that seek academic assistance or counseling by fellow students.
 - Math Tutoring: After school tutoring session held on Wednesdays by math department teachers.
 - Sports Peer Tutoring: An after school tutoring programs for athletes to peer tutor one another to assist students to maintain GPA eligibility to participate in team sports.
 - Back-to-School Night: An evening that allows parents to meet the new school community.
 - 8th grade Parent Night: An informational night where incoming 9th grade parents and students meet administrators, teachers, and students to learn of school programs and course enrollment requirements and recommendations.
 - Open House Night: An evening that showcases school programs available, such as Advanced Placement classes, world language courses available in Spanish, French, and German, ROP classes, and the Eco-Tech Academy.
 - Athletic programs and new state-of-the-art athletic facilities: CPHS offers fall, winter, and spring sports for both girls and boys at the freshman, junior varsity, and varsity levels. An on-campus Olympic-sized pool will open this spring.
 - United Mount Diablo Athlete Foundation: A committee that advises the Board of Education and makes recommendations regarding athletics for the

2014-2015 College Park High School Comprehensive School Site Safety School Plan

	<ul style="list-style-type: none"> • On-Campus Student Interest Clubs including: American Cancer Society, American Red Cross, Animal Rescue Club, CSF, Comic Book Club, Choir Club, Class of 2012, CP Adventure, CP Go, CP Debate Club, CP Young Democrats, Dungeons And Dragons, French Club, Glass Club, Gay-Straight Alliance, Green Arrow, Improvisation, Interact, Invisible Children, Key Club, Liberty in North Korea, Literary Magazine, Lunch with Jesus, Lunch with Thor, MODE, Model UN, Ping Pong Club, Polaris, Quiz Bowl, Reach Out, Sci-Fi, Video Production, Youth Orchestra, and Youth Action. These clubs help and encourage students to develop their particular interests. • Shamrock STAR Dance: A staff-sponsored free dance for students offered as a reward for outstanding CST participation and scores. • Junior and Senior Activities: Student events designed to unify particular classes, foster a sense of pride and spirit, and to establish future alumni connections. Events include: Junior Prom, Senior Kick-Off, Senior Picnic, Senior Breakfast, Senior Banquet, Senior Awards, Senior Ball, Baccalaureate, and Graduation. • Community Garden: The garden produces organic food from which volunteers, special needs students and parents, prepare healthy and nutritious food samples served to students on selected days throughout the year. <p>Key campus support consists of:</p> <ul style="list-style-type: none"> • Campus Supervisors: Four adult supervisors who monitor the campus during school hours to help create a safe environment. • School Resource Officer: Pleasant Hill Police Officer that serves the CPHS and feeder school community. Daily presence of police officers helps the students and community feel safe on campus. • Parent Faculty Club: Our parent faculty club is a parent volunteer organization that which promotes campus beautification, teacher appreciation events, student awards assemblies, and various other projects to build pride in our school. • Professional Staff: Dedicated faculty committed to providing students with support and rigorous academics.
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- Choir and Athletic Boosters: Programs that allow and encourage parents to have a strong connection with the school and its students involved in athletic and music programs. Both programs work strongly to fundraise and foster each program.
- The United Mt. Diablo Athletic Foundation: A district-wide organization that which sponsors fundraising activities to acquire funds for our athletic programs.
- Community Campus Clean-up: The community, consisting of student and adult volunteers, chooses two designated Saturdays throughout the year to clean up the school campus.

Areas of Focus:

I. Social Climate

I. Many isolated students groups do not have a strong identity with the school as an area of pride. Programs need to be implemented to connect all students with their school. Tolerance, mutual respect, awareness and acceptance of one another also need to be promoted. Students have led lunch time activities in the quad to promote school spirit.
New teacher support and directions need to be provided by staff.

II. Physical Environment

II. Many students do not take pride in the appearance of their campus as evidence by the amount of daily trash and vandalism that occurs on occasion over the weekends. Campus safety improvements regarding lighting, the sound system (PA) for communication purposes, and surveillance cameras need to be maintained.
First aid supplies and/or boxes need to be available to each classroom, especially during school-sponsored student off-campus activities and sporting events.
A list of currently activated certified CPR staff members needs to be available.
Parking lot traffic jams have created a safety concern.

2014-2015

School – Safe School Plan

Component I The Social Climate People and Programs (Have at least one goal, objective and activity for each component)	Who will take the lead	Completion Date and Budget	Resources Needed	How We Will Monitor and evaluate
<p>Goal #1 Connect all students to the school by increasing awareness and acceptance of others through school pride and mutual respect. Objectives: By June 2015, 50% of the students will be publicly recognized as being part of a campus group or for their individual achievement. By June 2015, 100% of the students will have the opportunity to participate in tolerance assemblies, programs that support and encourage tolerance, respect, and acceptance of diversity, and student clubs that support promote awareness of cultural and social differences.</p>	<p>Vice Principal for student activities, Student Leadership</p>	<p>On-going throughout the school year Guest speakers fees</p>	<p>Money to print posters and purchase poster paper Money to pay guest speakers</p>	<p>Measure amount of events and assemblies offered during the school year for students Conducting student surveys after events</p>
<p>Activities: Freshman Orientation and Link Crew</p>	<p>Vice Principal, Freshman Orientation Committee, S3 coordinator</p>		<p>Covered by S3 Grant</p>	<p>Yearly</p>
<p>1.0 Design and develop lunch time activities to increase student involvement a. Friday activities in quad</p>	<p>Student Leadership Vice Principal of student activities</p>		<p>Leadership</p>	<p>Weekly activities</p>

2014-2015		School – Safe School Plan			
Component I The Social Climate People and Programs (Have at least one goal, objective and activity for each component)		Who will take the Lead	Completion Date and Budget	Resources Needed	How We Will Monitor and evaluate
2.0	Clubs will publicize their focus and recruit members.	Student Leadership	Encourage membership during registration and first month of school then on-going	Publicity through mail outs, tables at registration, and announcements	Membership lists for each club
3.0	Use bulletin boards to recognize campus groups and their activities and students for their achievement in class work.	Student Leadership Teachers in each department	By December 2014, 2 bulletin boards centrally located (quad and Multi-Purpose Room) \$500	Teachers, student leaders, Leadership class, administration	Installation of the bulletin boards. Bulletin boards with postings changed monthly or more
4.0	Recruit students to be trained as Link Crew leaders.	Student & Community Services Coordinator, School Psychologist, Leadership, teachers and staff members	By August 2014, students will be trained for Freshman Orientation	Link Crew Coordinator/Teacher Training	Amount of student referrals and time logged by student volunteers

2014-2015		School – Safe School Plan			
Component I The Social Climate People and Programs (Have at least one goal, objective and activity for each component)		Who will take the Lead	Completion Date and Budget	Resources Needed	How We Will Monitor and evaluate
Goal #2 Train and acclimate new teachers to CPHS. Objective: By May 2015, 100% of the teachers, and especially new teachers, will know what safety procedures are to be implemented. By June 2015, 100% of the teachers, and especially new teachers, will know what resources, student clubs, and student activities are available on campus. By June 2015, 100% of the teachers, and especially the new teachers, will know what teacher support programs are available for classroom management, and instructional strategy design and curriculum development	Administrator in charge of new teacher support	By October 2015, practice drills to be completed. Costs of office supplies: \$100. Training and conference budget— Principal's Budget	Staff Red Binders and procedural materials Discipline Workshops Peer Mentors	Timeliness and efficiency of drills Staff Feedback Student and parent surveys Observations	
1.0 Maintain a continual Safety Committee year-round to inform new staff of safety procedures.	Administrator in charge of new teacher support and Safety Committee Members	By October 2015	Email Faculty Meeting time Prep period schedule	Timeliness and efficiency of drills Staff Feedback Observations	
2.0 Hold on-going quarterly safety meetings to make updates and revisions to the safety plan as needed.	Safety Committee Head	On-Going	Faculty Meeting place and time	Staff Feedback Observations	

2014-2015		School – Safe School Plan			
Component I The Social Climate People and Programs (Have at least one goal, objective and activity for each component)		Who will take the Lead	Completion Date and Budget	Resources Needed	How We Will Monitor and evaluate
Goal #1: Students will show pride in their campus. Objective: By June 2015, 80% of the student body will participate in some form of campus beautification.	Vice Principal Student Leadership, student/parent volunteers	By June 2015	Cleaning Supplies Gardening Supplies Poster campaign— Photo Shop	Staff Feedback and student/ parent surveys	
Activities: Community Service Day	Leadership Advisor, Vice Principal	October 2015	Student/Parent Volunteers	Volunteers for Community Service Day	
1.0 To address this issue a Community Service Representative has been created in Leadership. Periodic campus clean-up days will be hosted throughout the year.	Teachers, administration, Student Leadership, Sports Leadership	June 2015	Teacher cooperation, Leadership to get the message out,	Community Service Day	

2014-2015		School – Safe School Plan			
Component I The Social Climate People and Programs (Have at least one goal, objective and activity for each component)		Who will take the Lead	Completion Date and Budget	Resources Needed	How We Will Monitor and evaluate
2.0	Continue maintenance of surveillance camera system.	Site Council, Principal District/PFC	June 2015	Funding approval District approval District/PFC funding approved	Reports of students off campus during school day reduced; Reports of non-registered visitors on campus reduced
3.0	Reduce the litter on campus.	Teachers, administration Students, Leadership	Ongoing throughout the school year. Ongoing days to be determined	Disposable gloves Teachers, student leaders. Disposable gloves and garbage bags	Campus supervisors and administration will monitor the students. Student leaders, administrators and teachers

Component II Physical Environment Place (Have at least one goal, objective and activity for each component)	Who will take the Lead	Completion Date and Budget	Resources Needed	How We Will Monitor and evaluate
Goal #2 To have a well-lit campus that is safe for evening events. Objective: By September 2014, 100% of CPHS will have adequate lighting for night time activities.	Vice Principal in charge of facility maintenance	Work orders and requests	Maintenance and operations	All lights working
Activities: Campus Walk Thru				
1.0 Walk-through to assess needs a. Invite district supervisor of maintenance to do a walk-through to identify areas of improvement	District supervisor of maintenance, Vice Principal in charge of Facility Management	March 2015	Possible District funding	Observation of improved lighting especially in heavy traffic areas such as the MTU breezeway, gym, and Library for night events
2.0 Vice Principal will check lights around campus noting each outside light no longer functioning a. Check by maintenance personnel periodically to replace burned out lights	Custodians	May 2014	Pole Halogen lamps	Observations of lamps set up during events
Goal #3 First aid supplies and/or boxes available all throughout campus for emergency use.	Safety Committee	Yearly	Site Council and Leadership	Availability and teacher awareness of supply locations

Component II Physical Environment Place (Have at least one goal, objective and activity for each component)	Who will take the Lead	Completion Date and Budget	Resources Needed	How We Will Monitor and evaluate
Activities: Classroom backpack distribution				
1.0 Purchase additional first aid kits for each classroom and sports team/ visual and performing arts team	Vice Principal, Safety Committee	June 2014	First Aid Supplies	Supplying all classrooms and extracurricular events/teams
Goal #4 To respond quickly and effectively to classroom emergencies. Objective: By September 2014, 100% of our facilities will have access to a complete updated set of emergency supplies	Safety Committee	June 2014	Volunteers Donations	Supplying all classrooms and extracurricular events/teams
Activities: Fire, Earthquake, Intruder drills	All Administrators	September 2014	Administrative time	Teacher and staff feedback
1.0 Replace and update all school safety emergency supplies	Vice Principal	Quarterly	First Aid Supplies	Supplies in classrooms are updated
2.0 Paint classroom numbers in designated evacuation areas to help classes identify where they need to be in the event of an evacuation	Vice Principal in charge of facility management	September 2014	School fund	When numbers have been painted

Component II Physical Environment Place (Have at least one goal, objective and activity for each component)	Who will take the Lead	Completion Date and Budget	Resources Needed	How We Will Monitor and evaluate
3.0 a. Develop a master plan with nearby schools, i.e. DVC, VVMS, so that all schools have information with respect to water shut off, gas valves, emergency supplies, phone tree and chains of command. b. Share facility maps c. Development of master facilities plan evacuation routes map for each classroom to share information with public agencies	Vice Principal, Safety Committee	September 2014	Supplies, backpacks	Completion of master plan
Goal #4: Improve safety in the parking lot during morning and after school high traffic times Objective: Educate community on traffic safety and drop-off of student etiquette.	Safety Committee Members	November 2015, ongoing	Parent Volunteers Sharing of facility maps and evacuation plans	Traffic Flow Improvements
1.0 Design and advertise new flow chart diagrams and plans to educate motorists.	Safety Committee Teacher volunteers	June 2015	Advertising Campaign	Traffic Flow Improvements
2.0 Train volunteers to help keep flow of traffic during morning and after school high traffic times	Safety Committee	June 2015	Parent volunteers	Traffic Flow Improvements
Goal #5 To have a well-lit campus that is safe for evening events.	Vice Principal	September 2014	Lights	Lights will be replaced

Component II Physical Environment Place (Have at least one goal, objective and activity for each component)	Who will take the Lead	Completion Date and Budget	Resources Needed	How We Will Monitor and evaluate
Objective: By September 2015, 100% of CPHS will have adequate lighting for night time activities.				
Activities: Campus walk thru	Vice Principal in charge of facility maintenance	September 2014	Work orders and requests Maintenance and operations	All lights working

SECTION 5

SAFE INGRESS AND EGRESS

Procedures for Safe Ingress and Egress of Pupils

Describe safe ingress and egress procedures of students, parents and school employees to and from school:
Ed Code 32282G

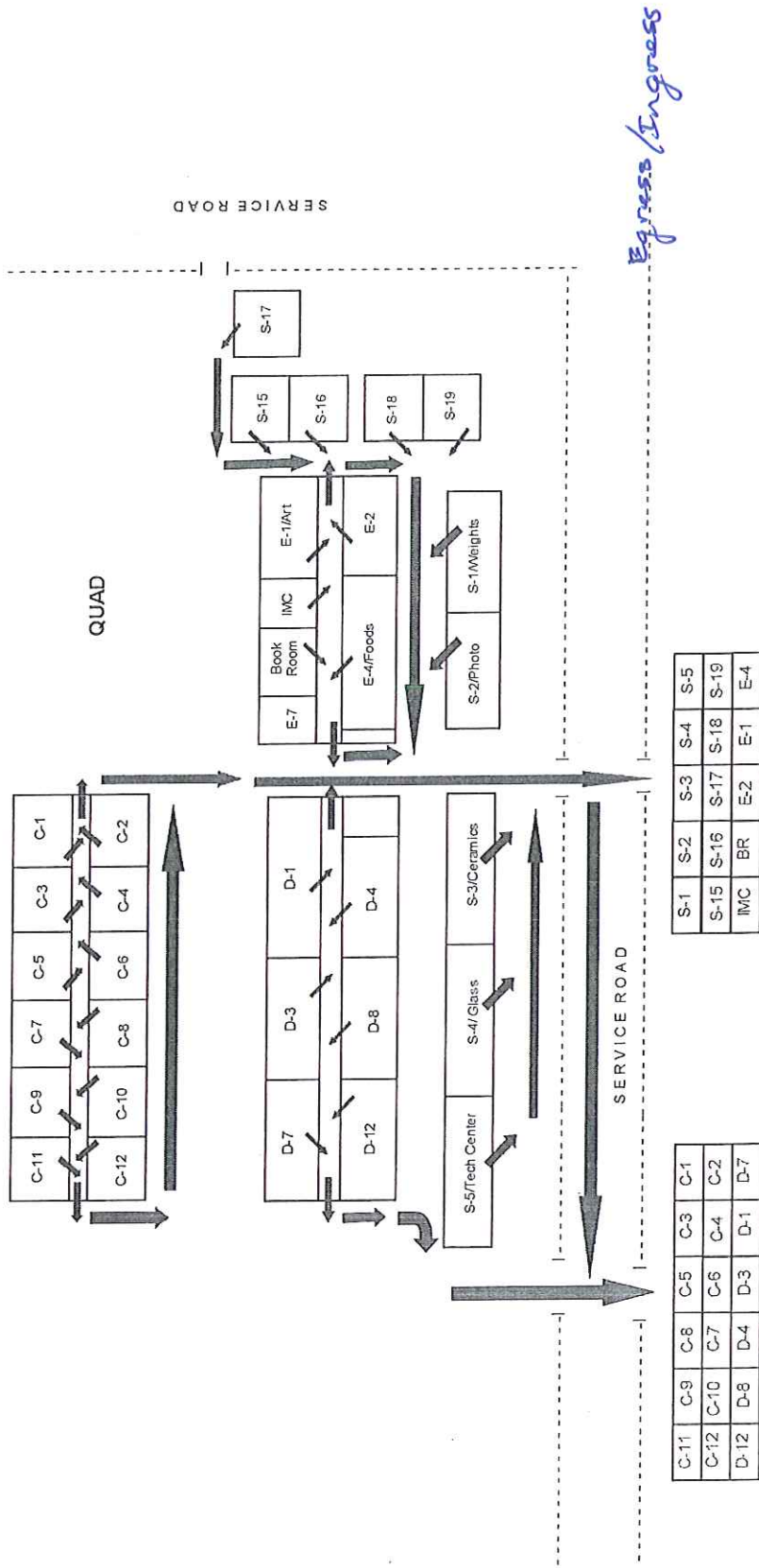
Students have several options to enter or exit College Park High School. They may enter through one of the two gates off Civic Drive at the rear of the school: one is near the YMCA and the other gate is located near the Pleasant Hill Parks and Recreation Center. The main entrance of the school is off Viking Drive at the front of the school where the main office is located.

There are two parking lots primarily for staff and visitors. Both are accessed via Viking Drive. Parents often use the staff parking lot to drop off students. There is one entrance and one exit to keep the flow of traffic moving through the parking lot. There is another parking lot for student use that is also accessed via Viking Drive. There is a bike rack available for students to secure their bikes in the student parking lot and along the service road at the back of the school. Visitors to the campus are instructed to sign in at the front office—they are to receive a visitor's badge and temporary parking permit.

There are four campus supervisors that patrol and monitor the campus daily. One of them is located outside near the front of the school in the mornings to monitor students coming to school. The campus supervisors take shifts monitoring the student parking lot area during the school day. The campus is divided into four general areas and each supervisor is assigned to an area to monitor (tennis courts, Multi-Purpose Room/ Cafeteria, quad, front hallways, access roads). They are assigned to these areas specifically during brunch and lunch periods, and during class they patrol the entire school. After school the campus supervisors stay primarily in the front and back student parking lots, but in emergency situations they go where needed. "Walkie-talkies" are utilized to facilitate communication amongst those supervising.

College Park High School
 201 Viking Drive, Pleasant Hill, CA 94523

YOU ARE HERE - as indicated by the RED DOT



S-1	S-2	S-3	S-4	S-5
S-15	S-16	S-17	S-18	S-19
IMC	BR	E-2	E-1	E-4

C-11	C-9	C-8	C-5	C-3	C-1
C-12	C-10	C-7	C-6	C-4	C-2
D-12	D-8	D-4	D-3	D-1	D-7

Egress/Ingress

SECTION 6

MANDATED SAFETY POLICIES

**MDUSD
BOARD POLICIES (BP)/
ADMINISTRATIVE RULES (AR)**

BP 5131	CONDUCT
BP/AR 5131.2	BULLYING
BP 5145.3	NONDISCRIMINATION/ HARASSMENT
BP/AR 5145.4	STUDENT CONDUCT AND DISCIPLINE ANTI-BULLYING
BP/AR 5145.7	SEXUAL HARASSMENT
BP 5145.9	HATE-MOTIVATED BEHAVIOR

Mt. Diablo Unified School District

Board Policy

Conduct

BP 5131
Students

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

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5131.1 - Bus Conduct)
(cf. 5137 - Positive School Climate)
(cf. 6145.2 - Athletic Competition)

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

Prohibited student conduct includes, but is not limited to:

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

(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5142 - Safety)

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

(cf. 5131.2 - Bullying)
(cr. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

3. Conduct that disrupts the orderly classroom or school environment

4. Willful defiance of staff authority

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

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism and Graffiti)

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

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

(cf. 5145.2 - Freedom of Speech/Expression)

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

(cf. 5131.6 - Alcohol and Other Drugs)

Ccf. 5131.62 - Tobacco)

(cf. 5131.63 - Steroids)

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

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

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

Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health.
(Education Code 48901.5)

10. Plagiarism or dishonesty on school work or tests

(cf. 5131.9 - Academic Honesty)

(cf. 6162.54 - Test Integrity/Test Preparation)

(cf. 6162.6 - Use of Copyrighted Materials)

11. Inappropriate attire

(cr. 5132 - Dress and Grooming)

12. Tardiness unexcused absence from school

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

13. Failure to remain on school premises in accordance with school rules

(cf. 5112.5 - Open/Closed Campus)

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

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

(cr. 5145.12 - Search and Seizure)

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

Students 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 cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5020 - Parent Rights and Responsibilities)

(cr. 5127 - Graduation Ceremonies and Activities)

(cr. 5138 - Conflict Resolution/Peer Mediation)

(cr. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cr. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6020 - Parent Involvement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cr. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32280-32289 Comprehensive safety plan

35181 Governing board authority to set policy on responsibilities of students

35291-35291.5 Rules

44807 Duty concerning conduct of students

48900-48925 Suspension and expulsion

51512 Prohibition against electronic listening or recording device in classroom without permission

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

PENAL CODE

288.2 Harmful matter with intent to seduce

313 Harmful matter

417.25-417.27 Laser scope or laser pointer

647 Use of camera or other instrument to invade person's privacy; misdemeanor

653.2 Electronic communication devices, threats to safety

VEHICLE CODE

23123-23124 Prohibitions against use of electronic devices while driving

CODE OF REGULATIONS, TITLE 5

300-307 Duties of students

UNITED STATES CODE, TITLE 42

2000h-2000h6 Title IX, 1972 Education Act Amendments

COURT DECISIONS

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

LaVine v. Blaine School District, (2000, 9th Cir.) 257 F.3d 981

Emmett v. Kent School District No. 415, (2000) 92 F.Supp. 1088

Bethel School District No. 403 v. Fraser, (1986) 478 U.S. 675

New Jersey v. T.L.O., (1985) 469 U.S. 325

Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/l/ss>

Center for Safe and Responsible Internet Use: <http://cyberbully.org>

National School Boards Association: <http://www.nsba.org>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education: <http://www.ed.gov>

Policy: MT DIABLO UNIFIED SCHOOL DISTRICT

Approved: August 27, 2012 Concord, California

Mt. Diablo Unified School District

Board Policy

Bullying

BP 5131.2

Students

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

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

The school district has in place policies, procedures, and practices that are designed to reduce and eliminate discrimination, intimidation, harassment, and bullying as well as processes and procedures to address incidents of discrimination, intimidation, harassment, and bullying when they occur.

These policies and procedures must be disseminated annually to staff, students, and parents/guardians. These policies shall be publicized to students, parents, employees, agents of the governing board, and the general public.

The district will not tolerate discrimination, intimidation, harassment, bullying or any behavior that infringes on the safety or well-being of students, staff, or any other persons within the district's jurisdiction whether directed at an individual or group. This includes but is not limited to discrimination, intimidation, harassment, and bullying based on actual or perceived characteristics and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 234.1)

The Board recognizes that some acts of discrimination, intimidation, harassment, and bullying may be isolated and/or unintentional incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may indicate a larger pattern of discrimination, intimidation, harassment, or bullying that require a response either at the classroom, school site, or district levels or by law enforcement officials. Consequences and appropriate remedial actions for a student who commits an act of discrimination, intimidation, harassment, or bullying may range from behavioral intervention and education up to and including suspension or expulsion. This policy applies to all acts related to school activity or attendance occurring within a school under the jurisdiction of the superintendent of the school district.

In addition to the grounds specified in Education Code sections 48900, sections 48900.2, 48900.3, and 48900.4 provide additional authority to discipline a pupil for conduct that amounts to bullying. (Education Code 48900, 48900.2, 48900.3 and 48900.4)

(cf. 5131 - Conduct)
(cf. 5136 - Gangs)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

Penal Code 653.2 makes it a crime for a person to distribute personal identity information electronically with the intent to cause harassment by a third party and to threaten a person's safety or that of his/her family (e.g., placing a person's picture or address online so that he/she receives harassing messages). **Penal Code 288.2** makes it a crime to send a message to a minor if the message contains matter that is sexual in nature with the intent of seducing the minor (i.e., sexting).

Cyberbullying shall not be tolerated and includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

(cf. 0420 - School Plans/Site Councils)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 6020 - Parent Involvement)

Bullying Prevention

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

(cf. 5137 - Positive School Climate)
(cf. 6164.2 - Guidance/Counseling Services)

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

(cf. 6163.4 - Student Use of Technology)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6142.94 - History-Social Science Instruction)

School staff may receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

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

Intervention

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

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

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

The principal or principal's designee at each school shall be responsible for receiving complaints alleging violations of this policy. All staff is expected to provide appropriate supervision to enforce standards of conduct. The Board requires that staff follow district and school procedures for reporting alleged acts of bullying.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this

policy. While submission of the report form is not required, the reporting party is encouraged to use the report form available from the principal of each school or at the district office. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report. Prompt and reasonable investigation of alleged acts of discrimination, intimidation, harassment, or bullying is expected.

Students are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels she/he is a victim of such behavior should immediately contact a teacher, counselor, administrator, or staff person. If the student who was bullied believes the situation has not been remedied, she/he may file a complaint in accordance with district procedures.

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

Retaliation against a student because the student has filed a complaint or assisted or participated in a discrimination, intimidation, harassment, or bullying investigation or proceeding is also prohibited. Students who knowingly file false discrimination, intimidation, harassment, or bullying complaints or give false statements in an investigation shall be subject to discipline by measures up to and including suspension and expulsion, as shall any student who is found to have retaliated against another in violation of this policy.

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
32282 Comprehensive safety plan
35181 Governing board policy on responsibilities of students
35291-35291.5 Rules
48900-48925 Suspension or expulsion
48985 Translation of notices

PENAL CODE

647 Use of camera or other instrument to invade person's privacy; misdemeanor
647.7 Use of camera or other instrument to invade person's privacy; punishment
653.2 Electronic communication devices, threats to safety

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

COURT DECISIONS

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

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
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April 2010

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CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools: Kindergarten
Through Grade Twelve, 2008

Bullying at School, 2003

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
PUBLICATIONS

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

CSBA: <http://www.csba.org>

California Cybersafety for Children: <http://www.cybersafety.ca.gov>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ls/ss>

Center for Safe and Responsible Internet Use: <http://cyberbully.org>
National School Boards Association: <http://www.nsba.org>
National School Safety Center: <http://www.schoolsafety.us>
U.S. Department of Education, Office for Civil Rights:
<http://www.ed.gov/about/offices/list/ocr>

Policy: MT DIABLO UNIFIED SCHOOL DISTRICT
Approved: August 27, 2012 Concord, California

Mt. Diablo Unified School District
Administrative Regulation

AR 5131.2 Students

BULLYING

School behavior standards shall be coordinated district-wide, with particular attention to applying the standards for discrimination, intimidation, harassment, and bullying behavior fairly and consistently among schools at the same grade level. Schools will follow district guidelines and policies according to the Education Code and school rules pertaining to related matters such as discrimination, intimidation, harassment, bullying, suspension and expulsion.

The district will not tolerate discrimination, intimidation, harassment, bullying or any behavior that infringes on the safety or well-being of students, staff, or any other persons within the district's jurisdiction whether directed at an individual or group. This includes but is not limited to discrimination, intimidation, harassment, and bullying based on actual or perceived characteristics and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 234.1)

Definitions

“Bullying” is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils that constitutes sex harassment, hate violence or creates an intimidating or hostile educational environment, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- (C) Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
- (D) Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

“Electronic act” is defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or post on a social network Internet Website, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.

“Reasonable pupil” is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs. (Education Code 48900(r))

The school district has jurisdiction to respond to bullying behavior that is related to school activity or school attendance and that occurs at any time, including, but not limited to, while on school grounds, at a school sponsored activity, while traveling to or from school, on a school bus, or during the lunch period whether on or off campus. (Education Code 48900(s))

Indicators of Discriminating, Intimidating, Harassing, and Bullying Behavior

- Behaviors may include, but are not limited to, the following:
 - Verbal: Hurtful name-calling, teasing, gossiping, making threats, making slurs or epithets, making rude noises, or spreading hurtful rumors.
 - Nonverbal: Posturing, making gang signs, leering, staring, stalking, destroying property, insulting or threatening notes, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.
 - Physical: Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair pulling, fighting, beating, pinching, slapping, "pantsing", biting, spitting, or destroying property.
 - Emotional (Psychological): Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, shunning, ostracizing, using peer pressure, or rating or ranking personal characteristics.
 - Cyber-bullying: Sending insulting or threatening messages by phone, e-mail, Web sites, or any other electronic or written communication. This policy pertains to cyberbullying that is related to school activity or attendance and is directed toward a pupil or school personnel.

Administrative Responsibilities

- Communicate and ensure staff, students, and parents/guardians are informed annually of the district policy and school procedures regarding discrimination, intimidation, harassment, and bullying, and all other related policies.
- Develop and incorporate anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying procedures into behavior or discipline codes. Review and revise these annually, as appropriate.
- Create an environment where the school community understands that discrimination, intimidation, harassment, and bullying are inappropriate and will

not be tolerated.

- Develop interventions to address discrimination, intimidation, harassment, and bullying at all levels, school-wide, classroom, and individual.
- Provide staff training to certificated and classified staff to ensure that staff is able to identify the indicators of discrimination, intimidation, harassment, and bullying and understand their individual responsibilities to appropriately intervene and report discrimination, intimidation, harassment, and bullying behavior.
- Provide training for new staff, as needed, on identification of and response to discrimination, intimidation, harassment, and bullying as well as on the use of district adopted materials related to discrimination, intimidation, harassment, bullying and violence prevention.
- Designate a site coordinator/committee for oversight of the anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying program, including student instruction, implementation of prevention and intervention strategies, and dissemination of discrimination, intimidation, harassment, and bullying information to students, staff, and parents. The Coordinator/Committee shall act as a contact for reporting incidents of discrimination, intimidation, harassment, and bullying and serve as a liaison for district-wide efforts to promote respect and a positive school climate in our schools.
- Enforce discrimination, intimidation, harassment, and bullying procedures for disciplinary action fairly and consistently per the school behavior expectations/guidelines.
- Assess or collect information from students regarding the extent of discrimination, intimidation, harassment, and bullying they witness or experience at school (e.g., anonymous survey, focus group input, or incident report analysis).

Staff Responsibilities

- Create an environment where students understand that discrimination, intimidation, harassment, and bullying are unacceptable and will not be tolerated.
- Discuss with all students all aspects of the discrimination, intimidation, harassment, and bullying policy and strategies to prevent discrimination, intimidation, harassment, and bullying.
- Encourage students to report discrimination, intimidation, harassment, and bullying incidents.

- Learn to recognize the indicators of discrimination, intimidation, harassment, and bullying behavior.
- Intervene immediately when safe to do so and take corrective action when discrimination, intimidation, harassment, and bullying are observed.
- Understand individual responsibility not only to intervene when discrimination, intimidation, harassment, and bullying are observed, but also, to report incidents and actions to appropriate administrators, district offices, or outside agencies, as required.

Student Responsibilities

- Take responsibility for helping create a safe school environment.
- Do not engage in or contribute to discrimination, intimidation, harassment, and bullying behaviors, actions, or words.
- Treat everyone with respect. Be sensitive to how others might perceive your actions or words.
- Students are expected to report all incidents of discrimination, intimidation, harassment, and bullying, or other verbal or physical abuse.
- Understand the discrimination, intimidation, harassment, and bullying policy and guidelines and model it for others.
- Report discrimination, intimidation, harassment, and bullying behavior directed at oneself or others to a trusted adult.
- Never engage in retaliatory behavior or ask of, encourage, or consent to anyone's taking retaliatory actions on your behalf.
- Learn ways to protect oneself from discrimination, intimidation, harassment, and bullying and how to help others who have been bullied.

Parent Responsibilities

- Understand and discuss this policy and school rules with your child.
- Report incidents of discrimination, intimidation, harassment, and bullying to your student's teacher, counselor, principal, or principal's designee.
- Learn the warning signs that your child might be a victim or perpetrator of discrimination, intimidation, harassment, or bullying.

Responding to Discrimination, Intimidation, Harassment, and Bullying Complaints

- The district's response to discrimination, intimidation, harassment, and bullying shall be comprehensive and involve staff, students, parents/guardians, and the community, as appropriate, in order to address discrimination, intimidation, harassment, and bullying at all school levels.
- A complaint may be made to any site or district level staff person, as appropriate. Victims of discrimination, intimidation, harassment, or bullying are encouraged to file their complaint in writing, using the Bullying Complaint Form. However, oral complaints will be accepted.
- All discrimination, intimidation, harassment, and bullying complaints shall be investigated and resolved within 15 school days of the filing of a complaint.
- The response shall:
 - Take reports of bullying seriously.
 - Provide all parties involved with assurances regarding district policies on confidentiality and non-retaliation in the complaint investigation.
 - Encourage individuals who witness discrimination, intimidation, harassment, or bullying to report such incidents per the district report procedures.
 - Obtain specific information relevant to any discrimination, intimidation, harassment, or bullying complaint such as: the date, time, location, witness(es), and whether this was an isolated incident or related to previous incidents.
 - Obtain a written statement from the complainant. If the complainant is unable to provide a written statement, school personnel shall assist in writing a statement as dictated by the complainant. It is important to note that any oral report of discrimination, intimidation, harassment, or bullying is to be considered a complaint and, as such, must be investigated.
 - Obtain a written statement from the student alleged to have committed the discriminating, intimidating, harassing, or bullying act. If the student is unable to provide a written statement, school personnel shall assist in writing a statement as dictated by the student.
 - Obtain statements from any witnesses, as appropriate.
 - Assure the student reporting discrimination, intimidation, harassment, or

bullying, that steps will be taken to monitor that the behavior does not continue. Provide the individual with the names of school personnel who can help if the situation continues, escalates, or arises again.

- Determine what type of action or consequences will resolve the situation.
- Follow the school behavior guidelines.
- Consequences for a student who commits an act of discrimination, intimidation, harassment, and bullying shall be appropriate according to:
 - The nature of the behavior
 - The developmental age of the student
 - The student's history of problem behaviors and performance
 - Consistent with related Board policies and schools' codes of conduct
- Inform the parents/guardians of both the victim and the child who committed the act of discrimination, intimidation, harassment, or bullying of the following:
 - The nature of the incident
 - The results of the investigation
 - The type of action(s), consequences, and follow-up that will be taken to resolve the situation (as appropriate to ensure confidentiality)

Other Considerations

- If either party disagrees with the resolution of the complaint, she/he may file an appeal to Director, Student Services. An appeal must be filed within 15 calendar days of resolution of the initial complaint.
- If either party disagrees with the resolution of the appeal, she/he may file complaint in accordance with district Uniform Complaint policy and procedures. Students and parents/guardians are to be informed annually of the process by which they may make a report of discrimination, intimidation, harassment, or bullying or file a Uniform Complaint.
- It is important to note that discrimination, intimidation, harassment, or bullying may, at times, be part of a continuum of violence and that some discrimination, intimidation, harassment, or bullying actions can and do constitute other categories of misconduct such as sexual harassment, hate- motivated behavior, assault, or child

abuse, and as such, they would violate other district policies. When discrimination, intimidation, harassment, or bullying behavior does escalate to the level of violating other district policies, district personnel are obligated to adhere to appropriate district reporting guidelines and protocols and may be required to report to one or more offices or outside agencies, as appropriate.

Regulation: MT DIABLO UNIFIED SCHOOL DISTRICT
Approved: September 10, 2012 Concord, California

Mt. Diablo USD

Board Policy

Nondiscrimination/Harassment

BP 5145.3

Students

District programs and activities shall be free from discrimination, including harassment, with respect to the actual or perceived ethnic group, religion, gender, color, race, ancestry, national origin, and physical or mental disability, age or sexual orientation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.9 - Hate-Motivated Behavior)

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

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

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age, or sexual orientation. Eligibility for choral and cheerleading groups shall be determined solely on the basis of objective competencies. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

(cf. 1240 - Volunteer Assistance)

(cf. 6145.2 - Athletic Competition)

(cf. 6162.5 - Student Assessment)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.9 - Hate-Motivated Behavior)

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

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

The Board prohibits discrimination, intimidation or harassment of any student by any employee, student or other person in the district. Prohibited harassment includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and 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 purpose or effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects the student's educational opportunities.

Staff shall be alert and immediately responsive to student conduct which may interfere

with another student's ability to participate in or benefit from school services, activities or privileges.

School staff and volunteers shall carefully guard against segregation, bias, and stereotyping in the delivery of services, including, but not limited to, instruction, guidance, and supervision.

(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.2 - Guidance/Counseling Services)

The principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.

Students who engage in discrimination or harassment in violation of law, Board policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. Any employee who permits or engages in harassment or prohibited discrimination shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4119.21/4219.21/4319.21- Professional Standards)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5131 - Conduct)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students Disabilities))

Grievance Procedures

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and harassment and inquiries regarding the district's nondiscrimination policies:

Superintendent or designee
1936 Carlotta Drive
Concord, CA 94519-1397
(925) 682-8000 Ext. 4010

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.3 - Uniform Complaint Procedures)

Any student who feels that he/she has been subjected to discrimination or harassment should immediately contact the Coordinator, the principal, or any other staff member.

Any student or school employee who observes an incident of discrimination or harassment should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

(cf. 5145.7 - Sexual Harassment)

The Superintendent or designee shall ensure that the student handbook clearly describes the district's nondiscrimination policy, procedures for filing a complaint regarding discrimination or harassment, and the resources that are available to students who feel that they have been the victim of discrimination or harassment. The district's policy may also be posted on the district website or any other location that is easily accessible to students.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48900.3 Suspension or expulsion for act of hate violence

48900.4 Suspension or expulsion for threats or harassment

48904 Liability of parent/guardian for willful student misconduct

48907 Student exercise of free expression

48950 Freedom of speech

49020-49023 Athletic programs

51500 Prohibited instruction or activity

51501 Prohibited means of instruction

60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform Complaint Procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Prohibition of discrimination on basis of race, color or national origin

- 104.7 Designation of responsible employee for Section 504
- 106.8 Designation of responsible employee for Title IX
- 106.9 Notification of nondiscrimination on basis of sex

COURT DECISIONS

- Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
- Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

California Student Safety and Violence Prevention - Laws and Regulations, April 2004

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS

PUBLICATIONS

Notice of Non-Discrimination, January 1999

WEB SITES

CSBA: <http://www.csba.org>

California Safe Schools Coalition: <http://www.casafeschools.org>

California Department of Education: <http://www.cde.ca.gov>

First Amendment Center: <http://www.firstamendment.org>

National School Boards Association: <http://www.nsba.org>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr>

Policy MT. DIABLO UNIFIED SCHOOL DISTRICT

adopted: February 8, 2011 Concord, California

Mt. Diablo Unified School District

Board Policy

Student Conduct And Discipline

BP 5145.4

Students

Anti-Bullying

The district believes that all students have a right to a safe and healthy school environment. To that end, the district, schools, and community have an obligation to promote mutual respect, tolerance and acceptance. The district will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions, including cyber activity that impacts the learning environment and/or student safety. Such behavior includes direct physical contact, such as hitting or shoving, verbal or written assaults, such as teasing or name-calling, social isolation or manipulation, and cyber activity that includes transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media or other technologies. This policy applies whenever a student is on school grounds, traveling to and from school or a school sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity. It also includes off campus bullying that has impact or potential impact on school activity, school attendance, or the educational performance of a targeted student/s.

Students who act in violation of this policy may be subject to school/district disciplinary procedures up to and including expulsion.

Legal Reference:

Education Code

48900 Grounds for suspension or expulsion

48900.3 Hate violence

48900.4 Harassment, threats, or intimidation

48910 Suspension by teacher

48911 Suspension by principal, designee, or superintendent

48915 Expulsion

48915.5 Expulsion of pupils with exceptional needs

48918 Rules governing expulsion proceedings

48918.5 Expulsion hearings; District rules and regulations

Policy: MT. DIABLO UNIFIED SCHOOL DISTRICT
approved: August 27, 2012 Concord, California

Mt. Diablo Unified School District

Administrative Regulation

Student Conduct And Discipline

AR 5145.4
Students

Anti-Bullying

The Governing Board prohibits bullying, including cyberbullying, at any location or activity under the jurisdiction of the school system. This includes whenever a student is on school grounds, traveling to and from school or a school sponsored activity, during the lunch period, whether on or off campus, and during a school sponsored activity. It also includes off campus bullying that has impact or potential impact on school activity, school attendance, or the educational performance of targeted students. Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.

The Board expects students and/or staff to immediately report incidents of bullying to the principal or designee. Each complaint of bullying should be promptly investigated. If the complainant or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the Principal or the Office of Student Services. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying.

Definitions

1. General Definitions

Bullying occurs when one or more students threaten, harass or intimidate another student through words, or actions including:

- a. Direct physical contact such as hitting or shoving
- b. Verbal assaults such as teasing or name-calling
- c. Socially isolating or manipulating a student
- d. Transmission of harassing communications, direct threats, or harmful texts, sounds, or images on the Internet, social media, or other technologies.

- e. Breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

These incidents will be acted upon when they occur:

- a. On the school grounds at any time
- b. En route to and from school or a school-sponsored activity
- c. During the lunch period whether on or off campus; or
- d. During, or while going to or coming from, a school-sponsored activity.
- e. Off campus bullying that has an impact or potential impact on school activity, school attendance or the educational performance of targeted students.

2. Specific Examples

For the purpose of further clarification, bullying includes, but is not limited to:

- a. Making unsolicited written, verbal, physical and/or visual contact. Examples include:
 - (1) Written - intimidating/threatening letters, notes, or messages
 - (2) Verbal - intimidating/threatening comments, slurs, innuendos, teasing, jokes or epithets.
 - (3) Visual - leering or gestures
 - (4) Physical - hitting, slapping and/or pinching
 - (5) Electronic – posting of hurtful texts, sounds and/or visual images.
- b. Making reprisals, threats of reprisal, or implied threats of reprisal.
- c. Engaging in implicit or explicit coercive behavior to control, influence or affect the health and well being of a student.

Confidentiality

Reasonable efforts will be made to keep a report of bullying and the results of the investigation confidential. Witnesses should be informed of the confidential nature of the investigation and should be asked to refrain from disclosing the nature of the investigation to others.

Retaliation Prohibited

The initiation of a report of bullying should not reflect on the reporting student or witnesses in any way. It should not affect the student's future relationship with the school system, grades, class section or other matters pertaining to his/her status as a student in any program. It is a violation of this policy to engage in such retaliation.

Disciplinary Action

Students who act in violation of this policy and/or the law may be subject to discipline up to and including expulsion. Such disciplinary action shall be in accordance with school system procedures and state and federal laws.

Investigation Procedures

1. Informal Resolution

Students who feel aggrieved because of conduct that may constitute bullying are encouraged, but not required, to inform the person engaging in such conduct that the bullying is offensive and should stop.

2. Formal Reporting of Allegations of Bullying

If direct communication with the person whose conduct is offensive has been to no avail or would be inappropriate, the aggrieved student should communicate his/her concern to a teacher, counselor, principal or assistant principal. The student should also complete a formal, written report. If the student is unable to complete a written report, school staff may help him/her complete the report.

3. Responsibilities of Employees

Employees who receive reports of bullying or observe an act of bullying should immediately inform the principal or designee at the school the student attends.

4. Administrative Review and Procedure

a. Filing

While reports of bullying should be in writing, any report received, whether written or oral, should be investigated.

b. Investigation

All matters regarding bullying should be promptly and thoroughly investigated in a confidential manner. The student accused of bullying should be informed of the results

of the investigation and as a part of the investigation be given the opportunity to present his/her version of the situation and to identify witnesses on his/her behalf. Parents of both the accused and the student filing the complaint should be contacted as appropriate.

c. Corrective Action/Discipline

Upon completion of the investigation, the principal or designee should determine the appropriate action, if any, to take. Corrective action may include, but not be limited to, counseling, warning, or initiating disciplinary procedures against the offending student. Corrective action should be designed to prevent recurrence of the bullying.

Mandated Notification

1. At the beginning of the school year, each student should receive a summary of this policy prohibiting bullying.
2. A summary of this policy should be part of new student orientation programs and included in student handbooks or information packets.
3. A summary of this policy should be included as part of the school system's annual notification to parents.
4. A copy of this policy should be provided for each staff member.

Regulation MT. DIABLO UNIFIED SCHOOL DISTRICT
approved: August 27, 2012 Concord, California

Mt. Diablo Unified School District

Board Policy

Sexual Harassment

BP 5145.7

Students

The Governing Board is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the person(s) to whom a report of sexual harassment should be made

(cf 5131.5 - Vandalism, Theft and Graffiti)

(cf 5137 - Positive School Climate)

(cf. 5141.41 - Child Abuse Prevention)

(cf 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Family Life/Sex Education)

Complaint Process

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee.

Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint.

In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

(cf. 4119.1114219.11/4319.11 ~ Sexual Harassment)
(cf. 5141.4 - Child Abuse Reporting Procedures)
(cf. 5145.3 ~ Nondiscrimination/Harassment)

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

(cf. 1312.1 - Complaints Concerning District Employees)

Disciplinary Measures

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 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.

Record-Keeping

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

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR4964)

(cf. 4119.23/4219.23/4319.23 ~ Unauthorized Release of Confidential/Privileged Information)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

receiving state financial assistance

UNITED STATES CODE, TITLE 20

1681-1688 Title IX, Discrimination

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-1 7 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

106.1-106.71 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Reese v. Jefferson School District, (2001) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Nabozny v. Podlesny, (1996, 7th Cir.) 92 F.3d 446

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Oona R.-S. etc. v. Santa Rosa City Schools et al, (1995) 890 F.Supp. 1452

Rosa H. v. San Elizario Ind. School District, (W.D. Tex. 1995) 887 F. Supp. 140, 143

Clyde K. v. Puyallup School District #3, (1994) 35 F.3d 1396

Patricia H. v. Berkeley Unified School District, (1993) 830 F.Supp. 1288

Franklin v. Gwinnet County Schools, (1992) 112 S. Ct. 1028

Kelson v. City of Springfield, Oregon, (1985, 9th Cir.) 767 F.2d 651

Management Resources:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS
GENERAL

Protecting Students from Harassment and Hate Crime: A Guide for Schools, January
1999

OFFICE OF CIVIL RIGHTS' PUBLICATIONS

Revised Sexual Harassment Guidance, January 2001

Sexual Harassment Guidance, March 1997

WEB SITES

OCR: <http://www.ed.gov/offices/OCR>

Policy: MT DIABLO UNIFIED SCHOOL DISTRICT

Approved: August 27, 2012 Concord, California

Mt. Diablo USD

Administrative Regulation

Sexual Harassment

AR 5145.7
Students

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when: (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

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

1. Unwelcome leering, sexual flirtations or propositions
2. 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, notes, stories, drawings, pictures or gestures
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-gender class

7. Massaging, grabbing, fondling, stroking or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Purposefully cornering or blocking normal movements
10. Displaying sexually suggestive objects
11. Electronic 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.

Notifications

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

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

(cf. 5145.6 - Parental Notifications)

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

Investigation of Complaints at School (Site-Level Grievance Procedure)

1. The principal or designee shall promptly investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:
 - a. The student who is complaining
 - b. The person accused of harassment
 - c. Anyone who witnessed the conduct complained of
 - d. Anyone mentioned as having related information

2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing.

3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:

- a. The Superintendent or designee
- b. The parent/guardian of the student who complained
- c. If the alleged harasser is a student, his/her parent/guardian
- d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
- e. Child protective agencies responsible for investigating child abuse reports

(cf. 5141.4 - Child Abuse Reporting Procedures)

f. Legal counsel for the district

4. When the student who complained and the alleged harasser so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree.

5. In reaching a decision about the complaint, the principal or designee may take into account:

- a. Statements made by the persons identified above
- b. The details and consistency of each person's account
- c. Evidence of how the complaining student reacted to the incident
- d. Evidence of any past instances of harassment by the alleged harasser
- e. Evidence of any past harassment complaints that were found to be untrue

6. To judge the severity of the harassment, the principal or designee may take into consideration:

- a. How the misconduct affected one or more students' education
 - b. The type, frequency and duration of the misconduct
 - c. The number of persons involved
 - d. The age and gender of the person accused of harassment
 - e. The subject(s) of harassment
 - f. The place and situation where the incident occurred
 - g. Other incidents at the school, including incidents of harassment that were not related to gender
7. The principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused.
8. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If the principal or designee verifies that sexual harassment occurred, this report shall describe the actions taken to end the harassment, address the effects of the harassment on the student harassed, and prevent retaliation or further harassment.
9. Within two weeks after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further harassed. The principal or designee shall keep a record of this information and shall continue this follow-up.

Enforcement

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti.
2. Providing staff inservice and student instruction or counseling.
3. Notifying parents/guardians of the actions taken.
4. Notifying child protective services.

5. Taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

Regulation: MT DIABLO UNIFIED SCHOOL DISTRICT

Approved: August 27, 2012 Concord, California

Mt. Diablo USD

Board Policy

Hate-Motivated Behavior

BP 5145.9

Students

The Governing Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.1 - Crime Data Reporting)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 6141.6 - Multicultural Education)

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board policy and administrative regulation.

(cf. 3515.3 - District Police/Security Department)

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

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

In addition, the district shall provide counseling and appropriate sensitivity training and diversity education for students exhibiting hate-motivated behavior. The district shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior.

(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall ensure that staff receive appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The district shall provide age-appropriate instruction to help promote understanding of and respect for human rights.

At the beginning of each school year, students and staff shall receive a copy of the district's policy on hate-motivated behavior.

Legal Reference:

EDUCATION CODE

200-262 Prohibition of discrimination on the basis of sex

48900.3 Suspension for hate violence

PENAL CODE

186.21 Street terrorism; legislative findings and declarations

422.6-422.95 Civil Rights

11410-11414 Terrorism

13023 Reports by law enforcement of crimes motivated by race, ethnicity, religion, sexual orientation or physical or mental disability

13519.6 Hate crimes, training courses and guidelines

UNITED STATES CODE, TITLE 18

245 Federally protected activities

Management Resources:

CSBA PUBLICATIONS

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1995

ALAMEDA OFFICE OF EDUCATION & CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Hate-Motivated Behavior in Schools: Response Strategies for School Boards, Administrators, Law Enforcement and Communities, 1997

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS & NATIONAL ASSOCIATION OF ATTORNEYS GENERAL PUBLICATIONS

Protecting Students from Harassment and Hate Crime: A Guide for Schools, 1999

WEB SITES

CDE: <http://www.cde.ca.gov>

California Association of Human Relations Organizations: <http://www.cahro.org>

United States Department of Education, Office of Civil Rights:

<http://www.ed.gov/offices/OCR/index.html>

Policy MT. DIABLO UNIFIED SCHOOL DISTRICT

adopted: August 24, 2004 Concord, California

CHILD ABUSE AND NEGLECT

A. DEFINITION

The following information, taken from Penal Code Sections 273a, 273d, and 11165.6, will assist school employees in deciding whether to file a complaint of child abuse.

WHAT IS CHILD ABUSE AND NEGLECT?

Child abuse is a physical injury which is inflicted by other than accidental means on a child by another person.

It also means the sexual abuse of a child.

It also means willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody.

It also means unlawful corporal punishment or injury resulting in a traumatic condition.

Child abuse also means neglect of a child or abuse in out-of-home care. (Out-of-home care is defined in Penal Code Section 11165.5 as a situation where the person responsible for the child's welfare is a licensee, administrator, or employee of any facility licensed to care for children, or an administrator or employee of a public or private school or other institution or agency.)

WHAT IS NOT CHILD ABUSE?

Child abuse does not mean a mutual scuffle or fight between minors.

In addition, child abuse does not include injury caused by any force that is reasonable and necessary for a person employed by or engaged in a public school:

1. To stop a disturbance threatening physical injury to people or damage to property;
2. For purposes of self-defense; or
3. To obtain possession of weapons or other dangerous objects within the control of a student (see Education Code Sections 44807 and 49001).

WHO MUST REPORT?

The law requires that a teacher or any certificated employee "child care custodian" who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects to have been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective 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.

"Reasonable suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that cause a reasonable person in a like position, drawing when appropriate on his or her training and experience, to suspect child abuse.

A "child care custodian" required by statute to report child abuse has absolute immunity from civil liability for reporting such abuse.

B. QUESTIONING BY LAW ENFORCEMENT OR SOCIAL SERVICES

When students become involved with law enforcement officers or social service workers because of suspected child abuse, the following steps shall be taken to cooperate with the authorities:

1. The officer or social worker shall properly identify himself/herself to the principal or other designated administrator.
2. Any student alleged to be a victim of suspected child abuse shall be afforded the option of being interviewed in private or selecting any adult who is a member of the staff of the school to be present at the interview. The purpose of the staff person's presence at the interview is to lend support to the student and enable him or her to be as comfortable as possible. The following guidelines apply:
 - The member of the staff so elected shall be present to support the child, but not participate in the interview.
 - The member of the staff so present shall not discuss the facts or circumstances of the case with the child.
 - The member of the staff so present is subject to confidentiality requirements, a violation of which is punishable as specified in Section 11167.5 of the Penal Code.
 - The school administrator shall inform the member of the staff so selected by the student of this requirement prior to the interview.
 - The staff member selected by a student may decline the request to be present at the interview.
 - If the staff person selected 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.
 - It is the responsibility of the officer or social worker to advise the student of his/her rights.
3. Police officers, probation officers, or other authorized law enforcement officials have a right to take a student into custody. If the student is taken into custody at a school, as a victim of suspected child abuse or neglect:
 - The school official shall provide the peace officer or Children's & Family Services (CFS) worker with the address and telephone number of the minor's parent or guardian.
 - The peace officer or Children & Family Services (CFS) worker shall take immediate steps to notify the parent, guardian, or responsible relative of the minor that the minor is in custody and the place where he/she is being held.
 - If the officer or CFS worker has a reasonable belief that the minor would be endangered by a disclosure of the place where the minor is being held, or that the disclosure would cause the custody of the minor to be disturbed, the officer may refuse to disclose the place where the minor is being held for a period not to exceed 24 hours.
 - The officer or CFS worker shall, however, inform the parent, guardian, or responsible relative whether the child requires and is receiving medical or other treatment.

C. ADVICE TO SCHOOL OFFICIALS WHEN RELEASING A STUDENT TO LAW ENFORCEMENT OR CHILDREN & FAMILY SERVICES (CFS) CUSTODY IN CHILD ABUSE CASES

- Obtain the officer's badge number and/or business card (or comparable information from the CFS worker) where the enforcement official or CFS worker may be reached.
- When furnishing the law enforcement official or the CFS worker with the address and telephone number of the minor's parent/guardian, discuss the importance of contacting the parent by the end of the school day.
- Provide the law enforcement officer or CFS worker with the school's dismissal time and your best estimate of when the student might be arriving home or to child care.

If the parent calls your school or comes to the office before the law enforcement or Children & Family Services (CFS) official has contacted them:

1. Stay calm. Try to keep the parent calm.
2. Advise the parent that the child is not lost or kidnapped.
3. Explain that the student was taken into custody by law enforcement or Children's Family Services, who have the right to do so, and that you were required to release the student (E.C. 48906).
4. Do not say why the student was taken into custody or refer to any abuse issues.
5. Provide the parent/guardian with the name and telephone number of the appropriate law enforcement or Children & Family Services worker.

D. HOW TO REPORT SUSPECTED CHILD ABUSE AND NEGLECT

A child care custodian shall report known or suspected child abuse to a child protection agency (Children's Family Services or police) immediately or as soon as practically possible by telephone, and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

When making a child abuse referral by telephone to the Contra Costa County Children & Family Services Department, plan to provide this information in the following order:

- Mother and/or father's name
- Mother and/or father's address
- Is child/children living with parent(s) at present time
- Reporter's name, relationship to child, address, and telephone number
- Do you want feedback?
- Information regarding family members:
 - Names
 - Sex
 - Birthdates
 - Social security numbers

- Who is alleged victim
- Specific allegations of child abuse – who, what, when, where, how, etc.)
- Any knowledge of other children (names, ages) residing in the home

The written report is made by completing the **SUSPECTED CHILD ABUSE REPORT** (Form SS 8572) and following the procedures outlined on the reverse side of the form. The report may be faxed or mailed to the agency receiving the report.

The following district procedures must also be followed:

1. Consult with the school principal or designee on suspected child abuse and neglect cases before filing a report.
2. Make a copy of the written report for the school's file.
3. **DO NOT** place a copy of the written report in the student's cum folder,
4. **SEND** a copy of the written report to Student Services Department (Attention: Student Records).
5. Send copy of the written report to the agency that you reported to by telephone. You may file a report directly with your local police agency if the child is in immediate danger.
6. Be sure all copies of the written report are legible.

Hard copies of the form for making a written report should be kept in a central location at the school. The form used for reporting suspected child abuse or neglect is available by going to Google and typing in "Suspected Child Abuse report." (Form is located in the Appendix.)

E. AGENCY LISTING/TELEPHONE NUMBERS

<u>AGENCY:</u>	<u>PHONE:</u>	<u>REPORTING TO BE SENT TO:</u>
Children & Family Services (Central county)	646-1680	400 Ellinwood Way, Pleasant Hill, 94523
Children & Family Services (East county)	427-8811	4549 Delta Fair Blvd., Antioch, CA 94509
Concord Police Department	671-3200	1350 Galindo Street, Concord 94520
Clayton Police Department	673-7350	6000 Heritage Trail, Clayton 94517
Martinez Police Department	372-3400	525 Henrietta Street, Martinez 94553
Pleasant Hill Police Department	288-4600	330 Civic Drive, Pleasant Hill 94523
Walnut Creek Police Department	943-5844	1666 North Main Street, Walnut Creek 94596

F. **A CHILD-MAY BE ENDANGERED BY**

- Being physically abused, battered, beaten, bruised, and burned.
- Being left alone without proper supervision.
- Being without proper food.
- Being without adequate medical care.
- Being sexually mistreated.
- Not being sent to school.
- Not having a parent or guardian.
- Living in filthy conditions endangering health.
- Being required to do things that are inappropriate for age.

G. **REPORTING THAT A SCHOOL EMPLOYEE HAS ENGAGED IN ABUSE**

Parents or guardians of students have the right to file a complaint against a school district employee or other person that they suspect has engaged in abuse of a child at a school site.

If such an incident comes to your attention, **CALL IMMEDIATELY** the Assistant Superintendent of Human Resources to apprise him/her of the situation and to ensure that all appropriate steps are taken in a timely manner.

H

SUSPECTED CHILD ABUSE REPORT

To Be Completed by Mandated Child Abuse Reporters
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY			
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO	
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE			
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY					
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)							
	ADDRESS			Street	City	Zip	DATE/TIME OF PHONE CALL	
OFFICIAL CONTACTED - TITLE					TELEPHONE ()			
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS			Street	City	Zip	TELEPHONE ()	
	PRESENT LOCATION OF VICTIM				SCHOOL		CLASS	GRADE
	<input type="checkbox"/> PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)			PRIMARY LANGUAGE SPOKEN IN HOME		
	<input type="checkbox"/> IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME				TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)		
	RELATIONSHIP TO SUSPECT				PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK	
	VICTIMS SIBLINGS		NAME		BIRTHDATE	SEX	ETHNICITY	
VICTIMS PARENTS/GUARDIANS		NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
		ADDRESS		Street	City	Zip	HOME PHONE ()	
				BUSINESS PHONE ()				
		NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
		ADDRESS		Street	City	Zip	HOME PHONE ()	
				BUSINESS PHONE ()				
D. INVOLVED PARTIES	SUSPECT'S NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS			Street	City	Zip	TELEPHONE ()	
	OTHER RELEVANT INFORMATION							
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____							
	DATE / TIME OF INCIDENT				PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)							

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.
WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

Mt. Diablo USD

Board Policy

Child Abuse Reporting Procedures

BP 5141.4

Students

The Governing Board recognizes that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse and neglect. The Superintendent or designee shall establish regulations for use by district employees in identifying and reporting such incidents.

(cf. 5141.41 - Child Abuse Prevention)

(cf. 5142 - Safety)

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

Parents/guardians may file a complaint against a district employee or other person whom they suspect has engaged in abuse of a child at a school site. The Superintendent or designee shall provide parents/guardians information about reporting procedures in accordance with law.

The Superintendent or designee shall provide training regarding the reporting duties of district employees mandated by law to report suspected child abuse and neglect.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

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

Legal Reference:

EDUCATION CODE

33308.1 Guidelines on procedure for filing child abuse complaints

44690-44691 Staff development in the detection of child abuse and neglect

48906 Notification when student released to peace officer

48987 Dissemination of reporting guidelines to parents

PENAL CODE

152.3 Duty to report murder, rape or lewd or lascivious act

273a Willful cruelty or unjustifiable punishment of child; endangering life or health

288 Definition of lewd or lascivious act requiring reporting

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

Management Resources:

CDE LEGAL ADVISORIES

0514.93 Guidelines for parents to report suspected child abuse by school district employees or other persons against a pupil at school site

WEB SITES

CDE: <http://www.cde.ca.gov>

School/Law Enforcement Partnership: <http://www.cde.ca.gov/spbranch/safety/partnership.html>

California Attorney General: <http://caag.state.ca.us/childabuse>

California Department of Social Services: <http://www.dss.cahwnet.gov>

Governor's Office of Criminal Justice Planning: <http://www.ocjp.ca.gov>

Policy MT. DIABLO UNIFIED SCHOOL DISTRICT

adopted: August 24, 2004 Concord, California

Mt. Diablo USD

Administrative Regulation

Child Abuse Reporting Procedures

AR 5141.4
Students

Definitions

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

1. A physical injury inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child as defined in Penal Code 11165.1
3. Neglect as defined in Penal Code 11165.2
4. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury resulting in a traumatic condition as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

(cf. 3515.3 - District Police/Security Department)

3. The exercise by a teacher, vice principal, principal or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An amount of force that is reasonable and necessary for a school employee to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)

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

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

(cf. 5141.41 - Child Abuse Prevention)

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

Reportable Offenses

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

Any mandated reporter who has knowledge of or who reasonably suspects that mental suffering has been inflicted upon a child, or that the child's emotional well-being is endangered in any other way, may report the known or suspected instance of child abuse or neglect to the appropriate agency designated below. (Penal Code 11166.05)

Instances that indicate that the emotional well-being of a child might be endangered include, but are not limited to, evidence that the child is suffering from emotional damage, such as severe anxiety, depression, withdrawal, or untoward aggressive behavior towards self or others.

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

Responsibility for Reporting

The reporting duties 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, and when there is agreement among them, the report

may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

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

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

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make a 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 the county welfare department. (Penal Code 11166)

Child Protective Services

When the 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 receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. (Penal Code 11166, 11168)

A copy of the form should be submitted to the Student Services Office and a copy kept at the school.

Mandated reporters may obtain copies of the above form from either the district or the appropriate agency.

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

- a. The name, business address and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location and, where applicable, school,

grade and class

- c. The names, addresses and telephone numbers of the child's parents/guardians
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
- e. The name, address, telephone number and other relevant personal information about the person(s) who might have abused or neglected the child

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

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

3. Internal Reporting

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

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

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

He/she may provide or mail a copy of the written report to the principal, Superintendent or designee without his/her signature or name.

Reporting the information to an employer, supervisor, school 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

Training of mandated reporters shall include child abuse identification and reporting. All employees receiving such training shall receive written notice of state reporting requirements and employees' confidentiality rights. (Penal Code 11165.7)

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid

actions that may be misinterpreted as child abuse.

(cf. 5144 - Discipline)

(cf. 5145.7 - Sexual Harassment)

Victim Interviews

Upon request, a representative of an agency investigating suspected child abuse or neglect may interview a suspected victim during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

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

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

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

Release of Child to Peace Officer

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

Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form.

(cf. 5145.11 - Questioning and Apprehension)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures whereby they can report suspected child abuse occurring at a school site to appropriate agencies. Such procedures shall be in the primary language of the parent/guardian and, when communicating orally regarding those procedures, an interpreter shall be provided for parents/guardians whose primary language is other than English. (Education Code 48987)

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."

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

If a parent/guardian makes a complaint to any district employee, that employee shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency and also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

(cf. 1312.1 - Complaints Concerning District Employees)

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

(cf. 1312.3 - Uniform Complaint Procedures)

Notifications

The Superintendent or designee shall give persons hired by the district a statement informing them that they are mandated by law to report suspected child abuse and neglect, inform them of their reporting obligations under Penal Code 11166, and provide a copy of Penal Code 11165.7 and 11166. Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the Superintendent or designee. (Penal Code 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

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 shall also 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. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she is guilty of a misdemeanor punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)

Regulation MT. DIABLO UNIFIED SCHOOL DISTRICT
approved: August 24, 2004 Concord, California

SUSPENSION

A. SUSPENSION

It is the policy of the Mt. Diablo Unified School District to provide all of its students a safe instructional environment. To that end, students may be disciplined pursuant to Education Code (E.C.) Section 48900. Suspension should be imposed when appropriate, and after other means of correction have been attempted. An exception to prior attempts at other means of correction may be made when the superintendent, principal or designee determines that the student's presence in school would constitute a threat to the safety of the student or others, or severely disrupt the educational process or violation of 48900 (a-e).

B. DEFINITION

Suspension is the temporary removal of a student from ongoing instruction for adjustment purposes.

C. **GROUND FOR SUSPENSION** [E.C. 48900,48900.2,48900.3,48900.4,48900.7, and 48915(c)] A student shall not be suspended from school nor recommended for expulsion unless the superintendent/principal/designee of the school in which the student is enrolled determines that the student has engaged in acts enumerated below.

1. Grounds for Suspension Contained in E.C. 48900:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another, except in self defense.
- b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

1. Knife as defined under §48915(g): A knife is a dirk, dagger, or other weapon with a fixed, sharpened blade, fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3½", a folding knife with a blade that locks into place, or a razor with an unguarded blade.

2. Firearm means any device, designed to be used as a weapon, from which is expelled through a barrel a projectile by the force of any explosion or other form of combustion.

3. Any explosive, incendiary, or poison gas bomb
(a) grenade,
(b) rocket having a propellant charge of more than four ounces,
(c) missile having an explosive or incendiary charge of more than one-quarter ounce
(d) mine, or
(e) device similar to any of the devices described in the preceding clauses.

- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with §11053) of Division 10 of the Health and Safety Code, an alcoholic beverages, or an intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, listed in Chapter 2 (commencing with §11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then 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 or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole 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, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use of or possession by a student of his or her own prescription products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in §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.

Pursuant to (k) above, the principal or principal's designee may suspend a student for other causes including, but not limited to:

- Trespassing or making a forced entry to school buildings.
- When a student is present on the campus of a school other than that in which the student is enrolled without prior valid permission.

Possession of any electronic listening or recording device (beepers, pagers) without prior consent of the principal or his/her designee. No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician to be essential for the health of the student.

- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a 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 (P.C.) or committed a sexual battery as defined in Section 243.4 of the Penal Code.

Pursuant to (n) above:

The sections enumerated are Section 261, Rape; Section 266c, Inducing consent to sexual act by fraud or fear; Section 286, Sodomy; Section 288, Lewd or lascivious acts involving children; Section 288a, Oral copulation; Section 289, Penetration by a foreign object; Section 243.4, defines battery as uninvited sexual touching.

1. The following are mandatory expulsion offenses and must be coupled with E.C. 48915(C)4.
Be sure a Penal Code violation has occurred prior to charging this offense.
2. Call Director, Student Services immediately. There are numerous procedural safeguards to be considered.

The following definitions:

- Rape as defined in Penal Code 261 is an act of sexual intercourse accomplished with a person not the spouse of the perpetrator, under a number of circumstances including but not limited to where a person is incapable of giving legal consent, is accomplished by means of force, or for some other reason where a person has not legally consented to the act.
- Inducing consent to sexual act by fraud or fear as defined in Penal Code Section 266(c) is sexual penetration, oral copulation, or sodomy when consent is procured by false or fraudulent representation or pretense that is made with the intent to create fear, and which does induce fear, and that would cause a reasonable person in like circumstances to act contrary to the person's free will.
- Lewd or lascivious acts involving children as defined in Penal Code Section 288 is the committing of acts upon or with the body of a child who is under the age of 14 years, with the intent of arousing, appealing to, or gratifying the lust, passions, or sexual desire of either the person committing the acts or the child.
- Oral copulation as defined in Penal Code Section 288a is the act of copulating the mouth of one person with the sexual organ or anus of another person.
- Penetration by a foreign object as defined in Penal Code Section 289 occurs when a person by means of force, violence, duress, menace, or fear of immediate and unlawful bodily injury causes the penetration, however slight, of the genital or anal openings of any person.
- Sexual battery as defined in Penal Code Section 243.4 is the touching of an intimate part of another person while that person is unlawfully restrained by the accused or an accomplice, if the touching is against the will of the person touched and is for the purpose of sexual arousal, sexual gratification, or sexual abuse.

- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both.
- p) Unlawfully offered/arranged to sell/negotiated to sell or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing as defined in Penal Code Section 245.6(b). "Hazing" means a method of initiation or pre-initiation into a pupil 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 pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
- s) A pupil may not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
 - 1. While on school grounds.
 - 2. While going to or coming from school.
 - 3. During the lunch period whether on or off the campus.
 - 4. During, or while going to or coming from, a school sponsored activity.
- t) A pupil who aids or abets, as defined in Section 31 of the Penal code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

2. **Grounds for Suspension and Expulsion Contained in §48915 (A) - §48915 (C)**

§48915 (A)

The principal or superintendent shall immediately suspend, and shall recommend expulsion of a student that he or she determines has committed any of the following acts at school or at a school activity off school grounds; unless, after holding a conference, the principal finds that expulsion is inappropriate because of the particular circumstances.

- 1. Causing serious physical injury to another person, except in self-defense.
 - Determining "Serious Bodily Injury"- Definitions taken from P.C. Section 243

- "Injury" means any physical injury which requires professional medical treatment.
 - "Serious bodily injury" means a serious impairment of physical condition including, but not limited to, the following: loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; and serious disfigurement.
2. Possession of any knife or other dangerous object of no reasonable use to the student.
 3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 4. Robbery or extortion.
 5. Assault/battery upon school employee, P.C. 240/242.

- Definition of P.C. 240: An assault is an unlawful attempt, coupled with a present ability to commit a violent injury on the person of another.
- Definition of P.C. 242: A battery is any willful and unlawful use of force or violence upon the person of another.

§ 48915 (C)

The principal or the superintendent of schools shall immediately suspend, pursuant to §48911 and shall recommend expulsion of a student that he or she determines has committed any of the following acts at school or at a school activity off school grounds. The governing board shall expel that student when-ever the principal or superintendent of schools and the governing board confirm that the student was:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the student had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
2. Brandishing a knife at another person. Brandish: to waive or flourish manically. To display ostentatiously. (The American Heritage Dictionary, 4th Edition, 2001)
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section E.C. 48900 or committing a sexual battery as defined in subdivision (n) of Section E.C. 48900.
5. Possession of an explosive, as defined by E.C. 48915(h).

The Administrative Panel, after finding that the student committed any of the acts listed in 48915 (c), shall recommend the student's expulsion to the governing board.

The governing board shall expel the student and refer that student to a program of study appropriately prepared to accommodate students who exhibit discipline problems. The referral shall not be to a comprehensive middle or high school or housed at the school site attended by the student at the time the expulsion was recommended.

Students expelled under Section (A) or (C) of E.C. 48915 shall not be permitted to enroll in any other school or school district during the period of expulsion unless it is a County Community School or a Juvenile Court School or Community Day School run by the district.

§ 48900.7 – Additional grounds for suspension or expulsion; terroristic threats against school officials, school property, or both.

1. In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.
2. For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened of his or her immediate family. (Added by Stats. 1997, c. 405 (A.B. 307), § 1.)

Use 48900.7 strictly for charges against school officials or school property or both, but not students.

For the purposes of this section, "terroristic threat" shall include:

- Any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$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
- Which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat
- And thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Suspension And Expulsion/Due Process

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

(cf. 5144 - Discipline)

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

(cf. 6145 - Extracurricular and Cocurricular Activities)

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

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

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

The Board supports a zero tolerance approach to serious offenses in accordance with state and federal law. This approach makes the removal of potentially dangerous students from the classroom a top priority and ensures the standardized treatment of all students. Staff shall immediately report to the Superintendent or designee any incidence of offenses specified in law, Board policy, and administrative regulation as cause for suspension or expulsion.

Student Due Process

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

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Supervised Suspension Classroom

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.

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The Superintendent or designee shall establish a supervised classroom suspension program which meets the requirements of law for students suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, who pose no imminent danger or threat at school, and for whom an expulsion action has not been initiated.

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Required Parental Attendance

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is suspended from class by a teacher because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities, or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in the class from which the student was suspended. (Education Code 48900.1)

Before requiring parental attendance, the teacher shall make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)

When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is pursuant to law. (Education Code 48900.1)

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

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

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

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

Decision Not to Enforce Expulsion Order

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

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

1981 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35146 Closed sessions (re suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48660-48667 Community day schools

48900-48927 Suspension and expulsion

48950 Speech and other communication

49073-49079 Privacy of student records

CIVIL CODE

47 Privileged communication

48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors or stun guns

868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

7151 Gun free schools

COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H., (2001) 85 Cal.App.4th 1321

Garcia v. Los Angeles Board of Education (1991) 123 Cal.App.3d 807

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen 146 (2001)

80 Ops.Cal.Atty.Gen. 91 (1997)

80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.caag.state.ca.us>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office of Safe and Drug-Free Schools:
<http://www.ed.gov/about/offices/list/osdfs/index.html>

Policy MT. DIABLO UNIFIED SCHOOL DISTRICT

adopted: June 21, 2005 Concord, California

PROCEDURES FOR TEACHER NOTIFICATION OF THREE YEAR HISTORY OF STUDENT SUSPENSIONS

California Education Code 49079 requires that teachers be provided with a three year history of suspension of students in their class/classes and notice of suspensions as they occur during the school year. All the student suspensions must be recorded in Aeries. Teachers receive indication on attendance documents in Aeries regarding student suspension. If a teacher desires knowledge of specific behavior that led to a student suspension, the teacher may request a meeting with the appropriate administrator so that information can be shared confidentially. Suspension information should not be emailed to the entire staff.

SECTION 7

DISTRICT AND SITE DRESS CODE POLICIES

Mt. Diablo USD

Board Policy

BP 5132

Students

Dress And Grooming

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Therefore, students are to dress appropriately on all school campuses and at all school activities in the district. Students have the right to make individual choices from a wide range of clothing and grooming styles, but they must not present a health or safety hazard or a distraction which would interfere with the educational process. Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. Students should project an appearance that is conducive to a safe learning environment. Dress which is disruptive and contrary to school rules regarding drugs/alcohol/violence, and gangs is not permitted. Student clothing, emblem, badge, jewelry, symbol, or other insignia which creates a clear and present danger on school premises or the disruption of the orderly operation of the school is prohibited. Students and parents/guardians shall be informed about the school dress code at the beginning of the year and when revised. A student who violates the dress code shall be subject to appropriate disciplinary action.

(cf. 4119.22 - Dress and Grooming)

(cf. 5136 - Gangs)

(cf. 5144 - Discipline)

(cf. 5145.2 - Freedom of Speech/Expression)

School Dress Code

The principal may establish a dress code that prohibits students from wearing apparel that it presents a distraction or threatens to disrupt the school's activities. Inappropriate dress is attire that causes a distraction or a safety concern on a school campus. The outdoor use of sun-protective clothing, including but not limited to hats, is permitted. However, specific clothing and hats determined to be gang-related or otherwise inappropriate under the policy are prohibited. Principals may determine that hats are prohibited in certain locations or areas where sun-protection is not necessary. A dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the staff, students, parents/guardians and educational community.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 4119.22 - Dress and Grooming)

(cf. 5136 - Gangs)

(cf. 5145.2 - Freedom of Speech/Expression)

Uniforms

The Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board recognizes that in order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal may wish to establish a dress code requiring students to wear uniforms. The principal may recommend to the Board that a voluntary school uniform dress code would be beneficial. Such a dress code shall be included as part of the school safety plan. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students and maintain a positive school climate.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policies. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. (Education Code 35183) The school shall establish guidelines identified in the school dress code and school safety plans provisions whereby parents/guardians may choose not to have their children comply with an adopted school uniform policy which is contrary to their beliefs or exceptions deemed appropriate by the principal. The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

Legal Reference:

EDUCATION CODE

32281 School safety plans

35183 School dress codes; uniforms

35183.5 Sun-protective clothing

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

CODE OF REGULATIONS, TITLE 5

302 Pupils to be neat and clean on entering school

COURT DECISIONS

Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal: 1993)

SECTION 8

DISTRICT AND SITE DISCIPLINE POLICIES

PHILOSOPHY OF DISCIPLINE AND SAFE SCHOOL PLANNING

A. PHILOSOPHY OF DISCIPLINE

The Mt. Diablo Unified School District believes that the best discipline is self-imposed and that each student should learn to assume responsibility for his/her actions.

Schools have an educational responsibility to promote a positive understanding of discipline. Our goal is to enhance each student's awareness of his/her personal responsibility by providing an orderly and predictable set of guidelines so each student can choose the course of action in his/her best personal interests.

There are three distinct phases of this responsibility:

1. To establish a school environment where the activities of the students and adults are orderly and promote a climate of cooperation.
2. To develop an understanding of the need for discipline throughout society.
3. To develop the student's desire for self-discipline.

B. STUDENT CONDUCT AND DISCIPLINE

In the process of developing rules regarding student conduct and discipline, the personnel of the Mt. Diablo Unified School District shall be guided by the following general policy statements:

1. Rules of conduct and disciplinary procedures shall be consistent with state and federal law and with the rules prescribed by the State Board of Education.
2. District personnel shall implement state and federal law and district policy.
3. Each school shall develop rules and procedures on school discipline in accordance with E.C. 35291.
4. It shall be the responsibility of the staff of each school to inform students and parents of the rules.
5. Rules and regulations dealing with discipline policy shall be distributed to students, teachers and parents at the beginning of each school year or at the time of enrollment for students who enter during the school year.
6. The administration shall be responsible for the maintenance of good discipline at the school site or wherever students may be participating in school-related activities. School district employees shall assume responsibility for the enforcement of the established rules.
7. Corporal punishment shall not be administered to a pupil by employees of the Mt. Diablo Unified School District.

NOTE: Nothing in this policy statement shall be construed to prohibit a teacher, administrator or other district employee from protecting himself/herself or others or school property by means of restraining a student, confiscating a weapon, or turning over a lawbreaker to appropriate law enforcement agencies.

The school district or governing board shall not be responsible or in any way liable for the conduct or safety of any pupil of the public schools at any time when such pupil is not on school property, unless the district or Board has undertaken to provide transportation for such pupil to and from school premises, has undertaken a school-sponsored activity off the premises of such school, has otherwise specifically assumed such responsibility or liability, or has failed to exercise reasonable care under the circumstances. [E.C. 44808]

C. CHARACTERISTICS OF SAFE SCHOOLS

What is a safe school?

“Safe schools are orderly and purposely places where students and staff are free to learn and teach without the threat of physical and psychological harm. They are characterized by sensitivity and respect for all individuals, an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered, students’ affiliation and bonding to the school, support and recognition for positive behavior, and a sense of community on the school campus. Safe schools are also characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms.”

*Taken from “Safe Schools: A planning Guide for Action”
California State Department of Education*

D. QUALITY INDICATORS OF SAFE SCHOOLS

Our youth have many divergent needs. Their feelings of safety and security are influenced by wide-ranging factors. Some factors are equally important to all students, while others will be viewed with different levels of importance. The following comprehensive list of quality indicators describe factors considered to be primary in supporting the establishment and maintenance of safe schools. Because of limited resources, it is likely that few schools would meet all criteria. The factors included in this list are intended to be used as a broad measuring stick to assess school safety.

1. Focus on academic achievement

Effective schools convey a positive attitude that all youth can achieve academically. High expectations are established and clearly communicated to students and school community stakeholders. Instruction focuses on district curriculum standards and builds on student readiness profiles, individual learning styles, and interests. The educational approach is developmentally appropriate for students and provides a safe, secure setting free from threat. Students are able to test their skills at real tasks in a safe, noncritical environment. Adequate resources and programs ensure that expectations are met.

2. **Positive environment that values youth and their ideas and is responsive to their needs**

Research shows that a positive relationship with an adult who is available to provide support when needed is one of the most critical factors in preventing youth violence. Students often look to adults in the school for guidance, support, and direction. Effective schools help youth overcome feelings of isolation and support them in developing connections with others. Effective schools encourage youth to help each other and feel comfortable assisting others in getting help when needed. Academic and behavioral expectations are modeled by adult stakeholders.

3. **Comprehensive safe school plan**

Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and/or psychological harm. Safety on campus is everyone's business. In accordance with state law and district policy, each school has a Comprehensive Safe School Plan approved by the school's Site Council. It is developed by representatives from all of the school's stakeholding groups, including law enforcement.

The plan includes an assessment of the school's current crime status, strategies and programs related to various aspects of school safety, an action plan to correct areas not meeting expectations (if applicable), school-wide discipline and disaster plans, and other components required by law.

4. **Zero tolerance for violence, weapons, and drugs**

Those in the school and community support a zero-tolerance approach to violence, weapons, and drugs. All stakeholders have declared that resorting to physical violence or participating in hate-based violence will not be tolerated. Neither will be possession or use of drugs or weapons be permitted under any circumstances.

5. **Supervision/security**

Every effort is made daily to provide supervision on campuses. Supervision is conducted to observe, and intervene when appropriate, student interactions as well as to maintain security with regard to nonstudents. Teachers and other staff members, participate in supervision before, during, and after school in assigned areas. Administrators monitor the students by supervising before, during, and after school. Special attention is given to those periods of the day when large groups of students are out of class together. Multiple lunch periods are offered as one strategy to reduce the number of students out of class at one time for lunch. Schools utilize either noon or campus supervisors to assist with supervision. Parent volunteers also assist when possible. All staff are aware of contingency plans that will be implemented in the event of an emergency and all have effective means to communicate during a crisis.

6. **Parent and student involvement in school activities and decision-making at school**

Students who have parents involved in their growth both inside and outside of school are more likely to experience school success and less likely to become involved in antisocial activities. Effective schools routinely provide opportunities for parents to become involved in activities related to the educational program and school governance. These schools make parents feel welcome, address barriers to their participation, and keep them positively engaged with their son/daughter's education.

Similarly, student involvement in school activities and decision-making at school provides an avenue to maintain school programs, standards, procedures, and support services that are relevant, as well as ones that reflect the ideas and needs of youth. Students take more ownership and assume more responsibility when involved as partners.

7. **Prevention education**

All staff, certificated and classified, systematically foster effective K-12 prevention education to create a culture that promotes a safe and supportive environment for all members of the school community. Quality prevention education is “skills-based” and teaches asset development, conflict management, anger management, tolerance of diversity, good citizenship, decision-making, and refusal skills that result in healthy life choices.

8. **Intervention services**

When behavioral or emotional signs signal a troubled youth, support services are available to address the youth’s needs. Students have access to caring adults who will listen to their ideas and concerns and who will take proactive steps to provide guidance when needed. Professionally trained individuals are available to provide appropriate support services when needed. Mental health needs of youth are a priority.

9. **Staff training**

Staff training is ongoing, system-wide and includes both certificated and classified staff. It provides for collaboration and is delivered in a safe and respectful environment that is conducive to learning. The school builds in accountability practices and evaluation of programs to provide a foundation of program planning. All stakeholders in the community have an investment in supporting staff training in order to create and sustain a safe environment for all.

10. **Parent education**

Parents do their best to provide youth with an opportunity to succeed. They frequently express the need for training to better respond to the changing needs of today’s youth. Educational opportunities for parents are available to address their needs. Barriers to their participation are addressed, including time and location of classes, child care, and bilingual teachers. Schools work closely with the district’s Adult Education Program to provide parenting education.

11. **Links to the community/interagency collaboration**

Links to the community provide a sense of belonging and responsibility. Opportunities for community service are offered to students. Furthermore, schools that have close ties to families, support services, community polices, and the community at large can benefit from valuable resources. Schools alone cannot meet the diverse needs of youth. All community stakeholders must coordinate efforts and consolidate resources to maximize services to youth.

12. **Alternative educational opportunities**

Students present diverse needs. Traditional approaches to education are not always appropriate for some students. Modifications are made with students when needed, and alternative programs are offered to accommodate the academic and social needs of students when appropriate.

13. **Availability of healthy activity choices during at-risk hours**

Studies have indicated that youth engage in a wide variety of risk taking and illegal activities during after-school hours when they are unsupervised. Schools, cities, and community organizations collaborate to provide youth with healthy choices during at-risk hours. Youth are encouraged to participate in after-school co-curricular and interscholastic activities. An effective truancy prevention program is implemented.

14. **Safe, clean, and attractive physical environment**

The school setting provides an environment that is safe from physical hazards, clean, and attractive. The environment should reflect student interests and display student work. All students learn that they contribute to the overall appearance of their campus. The appearance of the campus is continuously addressed by custodial staff, students through incentive programs, and other staff.

E. **COMPREHENSIVE SCHOOL SITE SAFETY PLAN**

Comprehensive School Safety Plans and the specific contents of the Plans are mandated by Education Codes 32280-32288. A "safety plan" means a plan to develop strategies aimed at the prevention of, and education about potential incidents involving crime, violence, and emergency disaster procedures.

The School Site Council, or the Safety Planning Committee authorized by the Site Council, is responsible for the development and ongoing reviews of the Plan. If the school chooses to form a Safety Planning Committee, the Committee must include the following members:

- The school's Principal or his/her designee
- One teacher representative of the certificated employee organization
- One parent whose child attends the school
- One employee representative of the classified employee organization
- Other appropriate members
- **The School Site Council or the Safety Planning Committee shall consult with a representative from law enforcement in the writing and development of the safety plan.**

The School Site Safety Plan shall include, but is not limited to:

- An assessment of the current status of crime committed at school or related school activities
- Appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety which include the following:
 - Child Abuse Reporting Procedures
 - Disaster procedures, routine, and emergency
 - Policies pursuant to serious actions, which would lead to suspension and/or expulsion
 - Procedures to notify teachers of dangerous pupils

- Establishing an earthquake emergency procedures system and a school building disaster plan
- Sexual Harassment Policy
- Provision of a school side dress code.
- Procedures for safe ingress and egress of pupils
- The rules and procedures for school discipline
- Hate Crime reporting procedures pursuant to Penal Code 628-628.6
- A safety plan may also include an action plan for implementing strategies and procedures

Yearly each school site shall adopt its Comprehensive School Site Safety Plan. Before the School Safety Plan is adopted, the site council or the School Safety Planning Committee shall hold a public meeting at the school site in order to allow members of the community the opportunity to express an opinion about the Safety Plan.

The Site Council or the School Safety Planning Committee shall notify, in writing, the following persons or entities, if available, of this public meeting:

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

The Site Council or the School Safety Planning Committee is encouraged to notify, in writing, the following person or entities, if available of this public meeting:

- A representative of the local churches
- Local civic leaders
- Local business organizations

To assist schools in the development of their plans, a template has been developed and is available from the Student Services Department. A copy of each school's plan must be on file in the MDUSD Student Services Department. (See Appendix for template.)

In order to ensure compliance with this article, each school district shall annually notify the California Department of Education by October 15 of any schools that have not complied with Section 32281.

NOTE: Students who leave campus without obtaining a valid "Permit to Leave" from the College Park High School Attendance Office are classified as having an UNEXCUSED ABSENCE. Such an absence will NOT be cleared retroactively by a parent/guardian. Therefore, a "Permit to Leave" must be requested through the Attendance Office by a parent and/or guardian PRIOR to the student leaving campus.

TRUANT ABSENCES

A student is considered TRUANT when he/she is absent the entire school day, one or more periods within the school day, tardy in excess of thirty (30) minutes to one or more classes, or a combination without a valid excuse ("Excused Absences").

Teachers are NOT required to allow students to make up missed tests, homework, classwork (or the equivalent) missed during the period of an TRUANT absence. In addition, the student will receive a failing grade and a loss of points for all resulting missed work.

COLLEGE PARK HIGH SCHOOL TRUANCY POLICY

College Park High School participates in a cooperative program with the Mount Diablo Unified School District, the Contra Costa County Probation Department, and the Contra Costa County Juvenile Court.

The College Park High School Truancy Policy has four steps:

STEP ONE (WARNING): The student is classified as TRUANT after three (3) absences without a valid excuse. The student signs the Official Notice of Truancy, a copy of which is sent to the student's parent/guardian.

STEP TWO (WORK DETAIL): If TRUANCY continues, the student is assigned a Work Detail and signs the Official Notice of Truancy again. A copy of the notice is sent to the parent/guardian.

STEP THREE (HEARING): If truancy continues, the student signs the Official Notice of Truancy informing him/her that attendance at a hearing at the Mount Diablo Unified School District School Attendance Review Board (SARB) is MANDATORY. The student must attend the hearing with his/her parent/guardian. A copy of the Official Notice of Truancy is sent to the parent/guardian and failure to attend the SARB hearing will result in the issuance of a subpoena to appear.

STEP FOUR (COURT): If TRUANCY continues, the student and parent/guardian must attend a Contra Costa County Juvenile Court hearing. Juvenile Court could order the student to:

1. Perform forty (40) hours of after-school community service, and
2. Pay a fine of \$100 (for which the parent/guardian is jointly liable), and
3. Suspend the student's driver license or his/her eligibility to apply for one

NOTICE: STUDENTS WHO ARE WITHIN ONE MONTH OF THEIR SIXTEENTH (16TH) BIRTHDAY OR OLDER MAY BE INVOLUNTARILY TRANSFERRED TO OLYMPIC CONTINUATION HIGH SCHOOL FOR IRREGULAR ATTENDANCE AND/OR HABITUAL TRUANCY.

Medical Verification: On average, students accumulate fewer than ten (10) legal absences per year. Students who accumulate an unusually high number of legal absences may be placed on Medical Verification. This requires the parent/guardian to have a medical doctor provide the College Park High School Attendance Office with a note or telephone call verifying the medical reason for each absence. Any absence for which College Park High School does NOT receive medical verification will be classified as TRUANT.

COLLEGE PARK HIGH SCHOOL ATTENDANCE PROCEDURES

REPORTING STUDENT ABSENCES:

To report a student absence, a parent/guardian must call the College Park High School Attendance Office at (925) 682-7670, extension 1 (then follow the prompt). Please leave the following information on the 24-hour attendance recorder:

- 1) Name of the student
- 2) Student's grade in school
- 3) Specific reason(s) for absence
- 4) Period(s) absent
- 5) Date(s) absent
- 6) Name and relation to student of person making the call

NOTE: Students may also deliver written notes from a parent/guardian, containing the information above, to the College Park High School Attendance Office.

REGARDLESS OF THE REASON, ABSENCES REPORTED BY A PARENT/GUARDIAN AFTER 72 HOURS OF THE STUDENT RETURNING TO SCHOOL WILL BE CLASSIFIED AS "UNEXCUSED".

Parents and/or guardians may always inquire regarding their student's school attendance record by telephone or by mail.

- By telephone: Parents and/or guardians may telephone the College Park High School Attendance Office Monday through Friday, between 8:00 a.m. and 3:30 p.m.

By mail: Parents and/or guardians may submit a self-addressed, stamped envelope to the College Park High School Attendance Secretary, who will mail an attendance record printout.

PERMITS TO LEAVE CAMPUS

COLLEGE PARK HIGH SCHOOL IS A CLOSED CAMPUS

Regular attendance at school is necessary for academic achievement. All absences negatively impact the educational progress of students. Classroom instruction, discussion, interaction, and activities are critical components of learning and cannot be adequately replaced or duplicated when a student is absent from school. Therefore, discretionary absences and appointments should not be scheduled during school hours.

IN CASE OF AN EMERGENCY such as serious illness, injury, death in the family, or an urgent medical appointment, students must obtain a valid Permit to Leave Campus from the Attendance Office. If a student leaves campus without obtaining a valid Permit to Leave Campus in advance, the resulting absence will be classified as UNEXCUSED. Parents/guardians will NOT be able to clear such absences.

To Request A Valid Permit to Leave Campus In Advance:

1. Telephone the College Park High School Attendance Office at (925) 682-7670, extension 1 (then follow the prompt). The student may also deliver a written note, signed by a parent/guardian, to the Attendance Secretary. Please note: Messages left on the attendance recorder the same day as the Permit to Leave Campus is requested may not be retrieved prior to the time the student needs to leave school.
2. Provide a SPECIFIC TIME and SPECIFIC REASON for your son/daughter to leave campus. Stating that a student must leave for "personal reasons" does not provide College Park or the district with adequate information.
3. Contact the Attendance Office as far in advance as possible so that a valid Permit to Leave Campus can be completed and delivered to the student before he/she is scheduled to leave school.
4. A student will only be released to a parent or guardian or other adult who is listed on the College Park High School Emergency Form. Any adult who comes on campus to pick up a student may be asked to produce identification.

5. *Students who leave campus without a valid Permit to Leave Campus will be classified as UNEXCUSED if reported by a parent/guardian within thirty (30) days. Otherwise the absence is classified as TRUANT.*

PERMITS TO LEAVE CAMPUS (continued)

In Case Of An Emergency:

1. *The student must report to the Attendance Office and the Attendance Secretary will contact the parent, guardian, or an adult listed on the College Park High School Emergency Form to obtain permission to leave campus.*
2. *If the Attendance Secretary is unavailable, the student may see any of the College Park High School administrative secretaries.*

Returning To School:

6. *As soon as a student returns to school, he/she must deliver the valid Permit to Leave Campus to the Attendance Secretary, or the absence will NOT be cleared.*

IMPORTANT: IF A STUDENT IS INJURED OR BECOMES ILL AT SCHOOL, COLLEGE PARK STAFF WILL MAKE EVERY EFFORT TO CONTACT A PARENT, GUARDIAN, OR ADULT LISTED ON THE EMERGENCY FORM. THEREFORE, WE ASK THAT PARENTS/GUARDIANS LIST ALL WORKING TELEPHONE NUMBERS ON THE COLLEGE PARK HIGH SCHOOL EMERGENCY FORM. THIS INCLUDES ALL HOME, WORK, CELLULAR PHONE, AND PAGER NUMBERS. IN ADDITION, PLEASE NOTE THE HOURS YOU ARE AVAILABLE AT EACH TELEPHONE NUMBER. IN CASE OF AN EMERGENCY, VOICE MAIL AND PAGER NUMBERS ARE OFTEN INADEQUATE. SHOULD TELEPHONE NUMBERS CHANGE OR BECOME INVALID DURING THE SCHOOL YEAR, PLEASE CONTACT THE ATTENDANCE OFFICE TO UPDATE THIS INFORMATION.

H. Rules and procedures on school discipline.

References: MDUSD Student Conduct and Discipline Handbook, pages 101-4.
MDUSD Policy 4148, 4248, 4348.

PHILOSOPHY OF DISCIPLINE AND DISCIPLINARY PROCEDURES

The College Park High School discipline policy is based on the philosophy that no student will be allowed to engage in behavior that is not in his/her best interest and/or the best interest of other students or members of the school staff. Our primary responsibility is the education, safety, and general welfare of all College Park students.

Disciplinary Procedures

Teachers establish supplemental class policies, suitable to grade level and subject taught, which support a positive learning environment in classroom. Referral to the vice principal is used as a last resort after teachers have employed a progressive discipline policy and have exhausted all other appropriate preventative and corrective measures. Each disciplinary case will be handled as rapidly, firmly, and fairly as possible. In most instances, the student's parent/guardian will be notified by a teacher and/or administrator regarding the particular disciplinary issue.

FOUR STEP CLASSROOM DISCIPLINARY POLICY

The Four Step Classroom Discipline Policy is applied when student behavior disrupts the learning environment. Disruptive and defiant student behavior is defined as "any behavior which actively disrupts the learning environment for other students and/or challenges, refuses to obey, or respect the directive, authority or position of the classroom teacher."

Note: In the case of serious classroom disruption or defiance of authority, the teacher may proceed directly to Step Three and submit a disciplinary referral to an administrator.

- Step One* *Teacher warns and counsels student regarding inappropriate behavior.*
- Step Two* *Teacher contacts parent/guardian and makes record of contact.*
- Step Three* *Teacher submits a disciplinary referral to an administrator AND/OR teacher suspends student from the remainder of the current class, with the option of continuing the suspension through the next class period. In the case of a class suspension initiated by a teacher, the teacher completes the class suspension form, notifies parent/guardian, and submits the completed class suspension form to the appropriate Vice Principal.*
- Step Four* *Teacher submits a disciplinary referral to the appropriate Vice Principal for administrative disciplinary action, which may include student suspension from school.*

Classroom Suspension: *Classroom suspension is the temporary removal of a student from his/her regular classroom by a teacher or administrator. In the case of a teacher suspension from class, the student will remain on campus and report to the designated Vice Principal's office during the period from which he/she is suspended. Teacher suspensions may be for the remainder of the class period OR the remainder of the class period AND the following class period. The suspending teacher will contact the student's parent(s)/guardian(s).*

SUSPENSION FROM COLLEGE PARK HIGH SCHOOL

School suspension is the removal of a student from school from one (1) to five (5) days by an administrator. While on suspension, the student may not participate in any school activity or be on any MDUSD school campus. If suspension encompasses the weekend, the student will be excluded from all school activities during the weekend.

Students will be suspended when

- Other means of correction have failed, and/or
- The student's continued presence on campus is considered by the administration to be dangerous or disruptive to others, or
- For specific serious offenses and those listed under Education Code 48900, 48900.2, 48900.3, 48900.4, 48900.7, 48911, and 48915.

Except in the case of an emergency situation, the school administrator will attempt to contact the parent/guardian prior to a school suspension. Parents/guardians will be encouraged to attend an administrative conference regarding the matter. Students suspended from school may NOT return to College Park High School or any other Mt. Diablo Unified School District campus during the suspension. Supervision of the student on suspension is the sole responsibility of the student's parent/legal guardian. Students are not allowed to participate in or attend any school activities, including practices and/or rehearsals, for the duration of the suspension.

Causes for Suspension or Expulsion

State Education Code 48900

- a. (1) Caused/attempted/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/furnished any firearm/knife/explosive/dangerous object.
 - c. Possessed/sold/furnished or been under the influence of any controlled substance/alcoholic beverage/intoxicant of any kind.
 - d. Offered/arranged/negotiated to sell any controlled substance/alcoholic beverage/intoxicant-and then-sold/delivered/furnished a liquid/substance/material represented to be a controlled substance/alcoholic beverage/intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused/attempted to cause damage to school/private property.
 - g. Stole/attempted to steal school/private property.
 - h. Possessed/used tobacco/nicotine products.
 - i. Committed an obscene act/engaged in habitual profanity/vulgarity.
 - j. Unlawfully possessed/offered/arranged/negotiated to sell any drug paraphernalia. (Section 11014.5 of the Health and Safety Code)
 - k. Disrupted school activities/defied valid authority.
 - 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 Penal Code 261, 266C, 286, 288, 288a, or 289 or committed a sexual battery as defined by Penal Code 243.4.
 - o. Harassed, threatened, or intimidated a student to prevent/retaliate for being a witness in a school disciplinary hearing.
 - p. Unlawfully offered/arranges to sell/negotiated to sell/sold the prescribed drug Soma.
- q. Aided or abetted in the physical injury of another person, as defined by Penal Code, Section 31.

State Education Code 48900.2, 48900.3, 48900.4, 48900.7

- EC 48900.2 Committed sexual harassment as defined by EC 212.5. (Grades 4-12 only)
- EC 48900.3 Caused/attempted to cause/threatened to cause or participated in an act of hate violence as defined by EC 33032.5. (Grades 4-12 only)
- EC 48900.4 Engaged in harassment/threats/intimidation against student(s) which disrupted classwork, created substantial disorder, invaded rights of student(s) by creating an intimidating or hostile environment. (Grades 4-12 only)
- EC 48900.7 Made terrorist threats against school officials or school property, or both.

Mandatory Suspension and Expulsion WITH Principal's Exception

State Education Code 48915, Subsection A

1. Caused serious physical injury to another person, except in self-defense.
2. Possessed any knife, explosive or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance listed in Chapter 2 (Section 11053) of Division 10 of the Health and Safety Code except for the first offense of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined by Sections 240 and 242 of the Penal Code upon any school employee.

Suspension and Expulsion WITHOUT Principal's Exception

State Education Code 48915, Subsection C

1. Possessing/selling/furnishing a firearm at school or at a school activity. Possession must be verified by a school employee.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (Section 11053) of Division 10 of the Health and Safety Code.
4. Committing/attempting to commit a sexual assault/battery as defined in EC 48900 (ii).
5. Possession of an explosive, as defined by EC 48915(ii).

**EXPULSION FROM THE MOUNT DIABLO
UNIFIED SCHOOL DISTRICT**

Expulsion is the removal from enrollment in all district schools as ordered by the Mount Diablo Unified School District Board of Education. The MDUSD Board of Education may order expulsion when other means of correcting student behavior have failed or if the continued presence of the student on the school campus is considered to be dangerous to the physical safety of others. Students may not be on any campus in the school district or attend any school-sponsored activities once they are expelled by the Board of Education.

Zero Tolerance Policy

- It is the policy of the Mount Diablo Unified School District that any school-related possession, use, sale, furnishing, or receiving of any weapon, including but not limited to a firearm, knife, explosive or any other injurious object not necessary for the academic purposes of the student and capable of inflicting substantial bodily injury—shall not be tolerated.
 - Law enforcement shall be notified regarding student violations of this policy. In addition, students who violate this policy shall be subject to disciplinary action up to and including expulsion from the Mount Diablo Unified School District.

Law Enforcement Involvement

The primary responsibility of College Park High School is the education and safety of all students. Therefore, school officials reserve the right to contact and involve law enforcement officials/agencies in school matters when such intervention is deemed necessary and/or appropriate. College Park High School's Resource Officer is Officer Scott Senst. His telephone number is 288-4641.

I. Other strategies and program related to maintaining a safe and orderly environment conducive to learning at the school.

POLICY ON TOBACCO, ALCOHOL, DRUG POSSESSION/USE/PARAPHERNALIA

Smoking or Possession of Tobacco at School

First Offense Two work details and
Saturday tobacco workshop

Second Offense Three day suspension

Third Offense Five day suspension

Use, Possession, or Under the Influence of Alcohol/Drugs at School

First Offense Five Day Suspension
Saturday Drug/Alcohol Workshop

Second Offense Principal's Conference
Five day suspension
Recommended expulsion

—SECTION 9

**EMERGENCY
PREPAREDNESS AND
CRISIS RESPONSE PLAN
(SEMS) (ICS)**

SPECIAL STAFF SKILLS AND EQUIPMENT

List staff members with:

Medical or First Aid Experience:

Michael Burstein (First Aid & CPR)
Joel Ecklund (CPR)
Marianne McCraney (CPR)
Jim Keck (First Aid & CPR)
Joan Dahl (First Aid & CPR)
Al Douex (First Aid & CPR)
John Altschull (First Aid & CPR)
Anne Winterich (First Aid & CPR)

Search and Rescue Experience:

Firefighting Experience:

Survival Training:

Law Enforcement:

Communications Experience:

John Altschull

Foreign Languages:

John Altschull (French)
Myriam Beltran (Spanish)
Eric Berson (French)
Sophi Buetens (Spanish)
Lynne Lithgow (Spanish)
Zehra Otus (German)
Deysi Sahagon (Spanish)
Denise Saldivar (Spanish)

Mechanical Ability:

Construction Ability:

Joan Dahl

Experience in Emergency Situations:

Al Douex
John Altschull

Emergency Vehicle:

Jim Keck (Truck)
Mike Bianculi (Truck)



III. Action plan.

<u>DATE</u>	<u>ACTIVITY/PERSON(S)</u>
Aug/Sept	Facility Hazard Assessment Up date School map Inventory & Replace Supplies
Sept	Review/Update Plan Staff Review of Plan First Aid Review Survey of Staff Skills Update Resources
Sept/Oct	Student Instruction on Plan Parent Advisement Regarding Plan
Oct	Disaster Drill All
Oct-June	Fire Drills - regular
Feb	Disaster Drill All
April	Intruder Drill All

**College Park High School
DISCIPLINE PLAN 2012-2013**

Under certain circumstances or based on an individual's discipline record, the maximum consequence could be imposed on a first violation. Continued violations of this discipline plan could result in a transfer to another placement. Students are held accountable for acts that occur at any time including while on school grounds, going to or from school, lunch period, or any school sponsored activity.

VIOLATION	1 st CONSEQUENCE	2 nd CONSEQUENCE	3 rd CONSEQUENCE
Offered, arranged, or negotiated to sell a controlled substance/alcoholic beverage/intoxicant/look-alike controlled substances (drugs, alcohol, intoxicants of any kind).	5 Day Suspension Parent Contact; Police Contact Referral to Drug/Alcohol Workshop Possible Principal's Conference 45 school day loss of extra-curricular activities Behavior Support Plan/Behavior Contract	5 Day Suspension Parent Contact/ Police Contact Referral to Drug/Alcohol Workshop Principal's Conference Possible recommendation for Expulsion 180 school day loss of extra-curricular activities Behavior Support Plan/Behavior Contract	See 2 nd Consequence
Committed or attempted to commit robbery or extortion.	3-5 Day Suspension Parent Contact; Police Contact Possible Principal's Conference Behavior Support Plan/Behavior Contract Restitution	5 Day suspension Parent Contact; Police Contact Principal's Conference Behavior Support Plan/Behavior Contract Restitution	5 Day Suspension Parent Contact; Police Contact Principal's Conference Possible Recommendation for Expulsion Behavior Support Plan/Behavior Contract Restitution
Caused or attempted to cause damage or vandalism to school or private property.	1-5 Day Suspension Parent Contact; Police Contact Possible Principal's Conference Behavior Support Plan/Behavior Contract Restitution	1-5 Day Suspension Parent Contact; Police Contact Principal's Conference Possible Recommendation for Expulsion Behavior Support Plan/Behavior Contract Restitution	1-5 Day Suspension Parent Contact; Police Contact Principal's Conference Possible Recommendation for Expulsion Behavior Support Plan/Behavior Contract Restitution

**College Park High School
DISCIPLINE PLAN 2012-2013**

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VIOLATION	1 st CONSEQUENCE	2 nd CONSEQUENCE	3 rd CONSEQUENCE
Disrupted school activities/defied valid authority.	1-5 Day Suspension Parent contact Behavior Support Plan/Behavior Contract Possible Principal's Conference	1-5 Day Suspension Parent Contact Behavior Support Plan/Behavior Contract Possible Principal's Conference	1-5 Day Suspension Parent Contact Behavior Support Plan/Behavior Contract Possible Principal's Conference
Knowingly received stolen school property or private property.	1-5 Day Suspension Parent Contact; Police Contact Possible Principal's Conference Behavior Support Plan/Behavior Contract Restitution	1-5 Day Suspension Parent Contact; Police Contact Principal's Conference Behavior Support Plan/Behavior Contract Restitution	1-5 Day Suspension Parent Contact; Police Contact Principal's Conference Possible Recommendation for Expulsion Behavior Support Plan/Behavior Contract Restitution
Possessed an Imitation firearm	1-5 Day Suspension Parent Contact; Police Contact Principal's Conference Possible Recommendation for Expulsion Behavior Support Plan/Behavior Contract	1-5 Day Suspension Parent Contact; Police Contact Principal's Conference Possible Recommendation for Expulsion Behavior Support Plan/Behavior Contract	1-5 Day Suspension Parent Contact; Police Contact Principal's Conference Possible Recommendation for Expulsion Behavior Support Plan/Behavior Contract
Committed or attempted to commit sexual assault or battery	5 Day Suspension Parent Contact; Police Contact Principal's Conference Possible Recommendation for Expulsion Behavior Support Plan/Behavior Contract	5 Day Suspension Parent Contact; Police Contact Principal's Conference Recommendation for Expulsion Behavior Support Plan/Behavior Contract	See 2 nd Consequence

**College Park High School
DISCIPLINE PLAN 2012-2013**

Under certain circumstances or based on an individual's discipline record, the maximum consequence could be imposed on a first violation. Continued violations of this discipline plan could result in a transfer to another placement. Students are held accountable for acts that occur at any time including while on school grounds, going to or from school, lunch period, or any school sponsored activity.

VIOLATION	1 st CONSEQUENCE	2 nd CONSEQUENCE	3 rd CONSEQUENCE
Harassed, threatened, intimidated or retaliated against a student witness in a discipline case	1-5 Day Suspension Parent Contact; Possible Police Contact Behavior Support Plan/Behavior Contract Referral to Anger Management Workshop Possible Principal's Conference	1-5 Day Suspension Parent Contact; Police Contact Behavior Support Plan/Behavior Contract Referral to Anger Management Workshop Principal's Conference Possible Recommendation for Expulsion	1-5 Day Suspension Parent Contact; Police Contact Behavior Support Plan/Behavior Contract Referral to Anger Management Workshop Principal's Conference Possible Recommendation for Expulsion
Engaged in or attempted to engage in hazing	1-5 Day Suspension Parent Contact Possible Principal's Conference Behavior Support Plan/Behavior Contract	1-5 Day Suspension Parent Contact Principal's Conference Behavior Support Plan/Behavior Contract	1-5 Day Suspension Parent Contact Principal's Conference Behavior Support Plan/Behavior Contract
Aided or abetted in the physical injury of another person	1-5 Day Suspension Parent Contact Possible Principal's Conference Behavior Support Plan/Behavior Contract Referral to Anger Management Workshop	1-5 Day Suspension Parent Contact Possible Principal's Conference Possible Recommendation for Expulsion Behavior Support Plan/Behavior Contract Referral to Anger Management Workshop	1-5 Day Suspension Parent Contact Possible Principal's Conference Possible Recommendation for Expulsion Behavior Support Plan/Behavior Contract Referral to Anger Management Workshop
Committed sexual harassment	1-5 Day Suspension Parent Contact Possible Principal's Conference Behavior Support Plan/Behavior Contract	1-5 Day Suspension Parent Contact Principal's conference Possible Recommendation for Expulsion Behavior Support Plan/Behavior Contract	1-5 Day Suspension Parent Contact Principal's conference Possible Recommendation for Expulsion Behavior Support Plan/Behavior Contract

**College Park High School
DISCIPLINE PLAN 2012-2013**

Under certain circumstances or based on an individual's discipline record, the maximum consequence could be imposed on a first violation. Continued violations of this discipline plan could result in a transfer to another placement. Students are held accountable for acts that occur at any time including while on school grounds, going to or from school, lunch period, or any school sponsored activity.

VIOLATION	1 st CONSEQUENCE	2 nd CONSEQUENCE	3 rd CONSEQUENCE
Caused/attempted to cause/threatened to cause or participated in an act of hate violence.	1-5 Day Suspension Parent Contact Police Contact Principal's Conference Behavior Support Plan/Behavior Contract	1-5 Day Suspension Parent Contact Police Contact Principal's Conference Possible Recommendation for Expulsion Behavior Support Plan/Behavior Contract	1-5 Day Suspension Parent Contact Police Contact Principal's Conference Possible Recommendation for Expulsion Behavior Support Plan/Behavior Contract
Engaged In harassment/threat/inimidation against students or employees which disrupted classwork, creates substantial disorder, invaded rights of students or employees by creating an Intimidating or hostile environment.	1-5 Day Suspension Parent Contact Police Contact Principal's Conference Possible Recommendation for Expulsion Behavior Support Plan/Behavior Contract	1-5 Day Suspension Parent Contact Police Contact Principal's Conference Possible Recommendation for Expulsion Behavior Support Plan/Behavior Contract	1-5 Day Suspension Parent Contact Police Contact Principal's Conference Possible Recommendation for Expulsion Behavior Support Plan/Behavior Contract
Making Terrorist threats against school officials or school property.	1-5 Day Suspension Parent Contact Police Contact Principal's Conference Possible Recommendation for Expulsion Behavior Support Plan/Behavior Contract	1-5 Day Suspension Parent Contact Police Contact Principal's Conference Possible Recommendation for Expulsion Behavior Support Plan/Behavior Contract	1-5 Day Suspension Parent Contact Police Contact Principal's Conference Possible Recommendation for Expulsion Behavior Support Plan/Behavior Contract
Cheating (e.g. giving or receiving answers, plagiarism, non-authorized possession of teacher materials, answer key).	1-5 Day Suspension Failure of assignment/test in the class where offense occurred. Possible failure of quarter Parent contact	1-5 Day Suspension Failure of quarter in the class where offense occurred. Parent contact Conference with administrator/parent	1-5 Day Suspension Failure of semester in the class where offense occurred. Parent contact Principal's conference

**College Park High School
DISCIPLINE PLAN 2012-2013**

Under certain circumstances or based on an individual's discipline record, the maximum consequence could be imposed on a first violation. Continued violations of this discipline plan could result in a transfer to another placement. Students are held accountable for acts that occur at any time including while on school grounds, going to or from school, lunch period, or any school sponsored activity.

VIOLATION	1 st CONSEQUENCE	2 nd CONSEQUENCE	3 rd CONSEQUENCE
Tampering with teacher attendance sheets, grade books, or other instructional materials, stealing test or answer key.	1-5 Day Suspension Failure of Quarter in class where offense occurred. Parent Contact; Poss. Police Contact Possible Principal's Conference Possible removal from class where offense occurred. Behavior Support Plan/Behavior Contract	1-5 Day Suspension Failure of Quarter in class where offense occurred. Parent Contact; Poss. Police Contact Possible Principal's Conference Possible removal from class where offense occurred. Behavior Support Plan/Behavior Contract	1-5 Day Suspension Failure of Quarter in class where offense occurred. Parent Contact; Poss. Police Contact Possible Principal's Conference Possible removal from class where offense occurred. Behavior Support Plan/Behavior Contract
Forgery or alteration of school documents including admit slips, hall passes, notes from parents, phone calls to clear absences.	1-3 Day Suspension Parent contact Essay on forgery	1-3 Day Suspension Parent contact Essay on forgery Behavior Support Plan/Behavior Contract	1-5 Day Suspension Parent contact Essay on forgery Behavior Support Plan/Behavior Contract Possible Principal's Conference
Leaving campus during school day without permission.	Referral to SARB Parent Contact	Referral to SARB Parent Contact	Referral to SARB Parent Contact
Use of cellular phone or beeper anytime on campus during the school day.	See Board Policy	See Board Policy	See Board Policy
Use of IPOD or CD player or other electronic device during instruction.	Confiscation of item for the remainder of the day.	Confiscation of item -- to be picked up by a parent Parent contact	Confiscation of item -- to be picked up by a parent Parent contact 1 Day Suspension
Skateboard, scooters, roller blades, or bicycle on campus during the school day.	Confiscation of item for the remainder of the day.	Confiscation of item -- to be picked up by a parent Parent contact	Confiscation of item -- to be picked up by a parent. Parent contact 1 Day Suspension

**College Park High School
DISCIPLINE PLAN 2012-2013**

Under certain circumstances or based on an individual's discipline record, the maximum consequence could be imposed on a first violation. Continued violations of this discipline plan could result in a transfer to another placement. Students are held accountable for acts that occur at any time including while on school grounds, going to or from school, lunch period, or any school sponsored activity.

VIOLATION	1 st CONSEQUENCE	2 nd CONSEQUENCE	3 rd CONSEQUENCE
Throwing objects (food, water, water balloons, rocks, or other material).	Counseling, 1-5 Day Suspension Parent Contact	1-5 Day Suspension Parent Contact Behavior Support Plan/Behavior Contract	1-5 Day Suspension Parent Contact Behavior Support Plan/Behavior Contract Possible Principal's Conference
Littering the campus.	Counseling Parent Contact	1 Day Suspension Parent Contact	1-5 Day Suspension Parent Contact Possible Principal's Conference Behavior Support Plan/Behavior Contract
Gambling	1-3 Day Suspension Possible Police Contact Parent Contact	3 Day Suspension Police Contact Parent Contact Possible Principal's Conference	3-5 Day Suspension Police Contact Parent Contact Principal's Conference
Dress Code Violation	See Dress Code Policy In Student Handbook	See Dress Code Policy in Student Handbook	See Dress Code Policy in Student Handbook
Unauthorized use of the Internet, including inappropriate material. Abuse of "Student Acceptable Use Agreement".	Loss of privileges	Loss of privileges 1-3 Day Suspension	Loss of privileges 1-5 Day Suspension Possible Principal's Conference

Dear Student,

The district has procedures that are meant to give guidance to anyone, including students, who wish to file a complaint of unlawful discrimination. If you have a complaint of unlawful discrimination, please try to resolve the complaint with the school principal or program manager.

If you are unable to resolve your complaint with the school principal or program manager, please submit your complaint in writing to the appropriate district compliance officer:

Ms. Rose Lock,
Assistant Superintendent
1936 Carlotta Drive
Concord, CA 94519
Phone: (925) 682-8000 ext. 4016
Fax: (925) 689-1466
Email: lockr@mdusd.org

The compliance officer will give you a copy of District Board Policy 1312.3 and District Administrative Rules 1312.3. These documents will explain the complaint procedures in greater detail, including a description of your option to use mediation to resolve your complaint.

You may file a complaint of unlawful discrimination if you feel that you or someone else has suffered unlawful discrimination. You must initiate your discrimination complaint no later than six months from the date that the alleged discrimination occurred, or from the date that you first learned of the facts of the alleged discrimination.

Within five working days of receiving any complaint, the compliance officer may hold a meeting to investigate your complaint. The compliance officer will invite you to the meeting. You may bring a representative to this meeting. At the meeting you, or your representative, will have the opportunity to present information supporting your complaint.

Within thirty days of receiving your complaint, the compliance officer will send you a report on the investigation and a written decision regarding your complaint. If you are not satisfied with the compliance officer's decision, you may appeal in writing to the district's Board of Education within five days by contacting:

Dr. Steven Lawrence, Superintendent
1936 Carlotta Drive, Concord, CA 94519
Phone (925) 682-8000 ext. 4010 Fax: (925) 689-1649
Email: lawrences@mdusd.org

The Board of Education will consider your appeal at its next regular meeting or at a special meeting. The compliance officer will inform you of the Board's decision:

- The Board may decline to hear your appeal, in which case the compliance officer's decision will be the district's final decision.
- The Board may hear your appeal in which case the compliance officer will send you a written copy of the Board's decision within 60 days of the district's initially receiving your complaint, or within the time period that was specified in writing in an agreement between you and the compliance officer.

In either case, the compliance officer will inform you in writing of the appropriate procedures in the event that you wish to appeal the Board's decision to the California Department of Education. You have the right to appeal the district's decision to the California Department of Education within 15 days of receiving the district's decision.

The district will strive to protect anyone filing a complaint from retaliation of any sort for filing the complaint. The investigation of all discrimination complaints will be conducted in a manner that protects the individual's confidentiality. The entire district procedure of complaint investigation and final decision will be concluded within a sixty calendar-day period.

You are entitled to pursue available civil law remedies outside of the district's complaint procedures. For example, you may seek assistance from mediation centers or attorneys. Courts may impose such civil law remedies as injunctions and restraining orders. For discrimination complaints, however, you must wait until sixty days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The sixty-day moratorium does not apply to injunctive relief.

CPHS DRESS CODE

- NO clothing/apparel/jewelry/accessories that display references to, advertisements for, promotions for, or endorsements of the use of drugs, alcohol, tobacco, or weapons.
- NO clothing/apparel/jewelry/accessories that display writing, pictures, symbols or any other insignia that are crude, vulgar, profane, obscene, libelous, slanderous, sexually suggestive, or promote unlawful acts.
- NO clothing/apparel/jewelry/accessories that degrade any cultural, religious or ethnic values, or that advocate racial, ethnic, or religious prejudice or discrimination.
- NO gang-related clothing, apparel and/or accessories.
- Footwear that covers the soles of the feet must be worn at all times (e.g., shoes, sandals).
- NO accessories and/or jewelry that may be used as a weapon (e.g., pocket/wallet chains, spiked bracelets/wristbands/epaulets, sharp medallions, etc.).
- NO tube tops, strapless tops/dresses, backless tops/dresses, bra-like tops, or transparent outerwear.
- Clothing must be worn in a manner in which underwear remains completely covered at all times.
- NO thin cotton tank tops, traditionally sold and worn as underwear.
- Shorts/skirts/dresses may NOT be shorter than mid-thigh in length. The end of the fingertips, with the arm fully extended, is the standard for measurement.
- Slits in shorts/skirts/dresses/pants may rise NO higher than mid-thigh. The end of the fingertips, with the arm fully extended, is the standard for measurement.
- No more than one (1) inch of the midriff may be exposed.
- Tops/blouses/shirts/dresses may not have plunging necklines, challenging appropriate coverage.

CONSEQUENCES FOR DRESS CODE VIOLATION(S)

A policy of progressive discipline will be followed with regard to enforcement of the College Park High School Dress Code. STUDENTS WILL NOT BE SENT HOME TO CHANGE CLOTHES. Consequences for Dress Code violation(s) include:

- Parent/guardian contacted
- Change into P.E. clothes
- Turn apparel inside out
- Remove offensive apparel, when possible
- Confiscation of offensive apparel/accessories and returned to parent or guardian
- Change into clean clothing provided by College Park High School. In this case, clothes must be laundered before being returned to College Park High School. Failure to return College Park-issued clothing within three (3) school days will result in a fine.

Repeated violation of the CPHS Dress Code will be considered defiance of valid authority and may result in suspension from College Park High School.

Legal Reference:

Education Code 35185; 48907

Title 5, Section 302

Penal Code 186.22; 13826-13836.7 (cf. 5333)

Tennis Courts

Baseball Field

Pool

S-19
S-18
S-1
Weights
S-2
Photo

Organic Garden

S-16
S-15
E-2
E-4
Foods
E-1
Art
IMC
Book Room
E-7

S-3
Ceramics
S-4
Glass
S-5
Tech Center

D-1
D-4
D-8
D-3
D-7
D-12

Women's
Locker Room

Small Gym

H-1
H-2
H-3
H-4
H-5
H-6
H-7
H-8
H-9
H-10

Large Gym

S-17
S-14
S-13
S-12
S-11
S-10
S-6
Career Center

Quad

C-1
C-2
C-3
C-4
C-5
C-6
C-7
C-8
C-9
C-10
C-11
C-12

Library

J-1
J-2
J-3
J-4
J-5
J-6

Men's
Locker Room

M-2
Choral
M-1
Instrumental
Multi-Use Room

Student Services South
Student Services North
Main Office
Attendance
A-2
A-4
A-1
A-3
Custodian

B-1
B-2
B-3
B-4
B-5
B-6
B-7
B-8
B-9
B-10

Music Parking

Staff Parking

Student Parking

College Park High School
201 Viking Drive
Pleasant Hill, CA 94523

*Student Services North

- Registrar
- Student Activities Secretary
- Student Resource Officer
- Student Services Coordinate
- Treasurer
- Vice Principal Office

**Student Services South

- Athletics Director
- Nurse
- School Psychologist
- Student Services Coordinator
- Student Store
- Vice Principal Office

IMC - Instructional Media Center

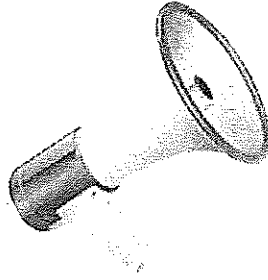
Men's Restroom
Women's Restroom

Fire Extinguishers
D. Brillations
Gas turn off
Electric turn off

Water Turn off

Baseball Field, Track, Football Field

APPENDIX N



SCHOOL BUDDY PROGRAM

Classrooms will be paired up with neighboring classes in order to guarantee a safe and orderly evacuation of the school in case the regular teacher is not present during the emergency. Instructions will be posted in all rooms, and included in all lesson plans left for substitute teachers.

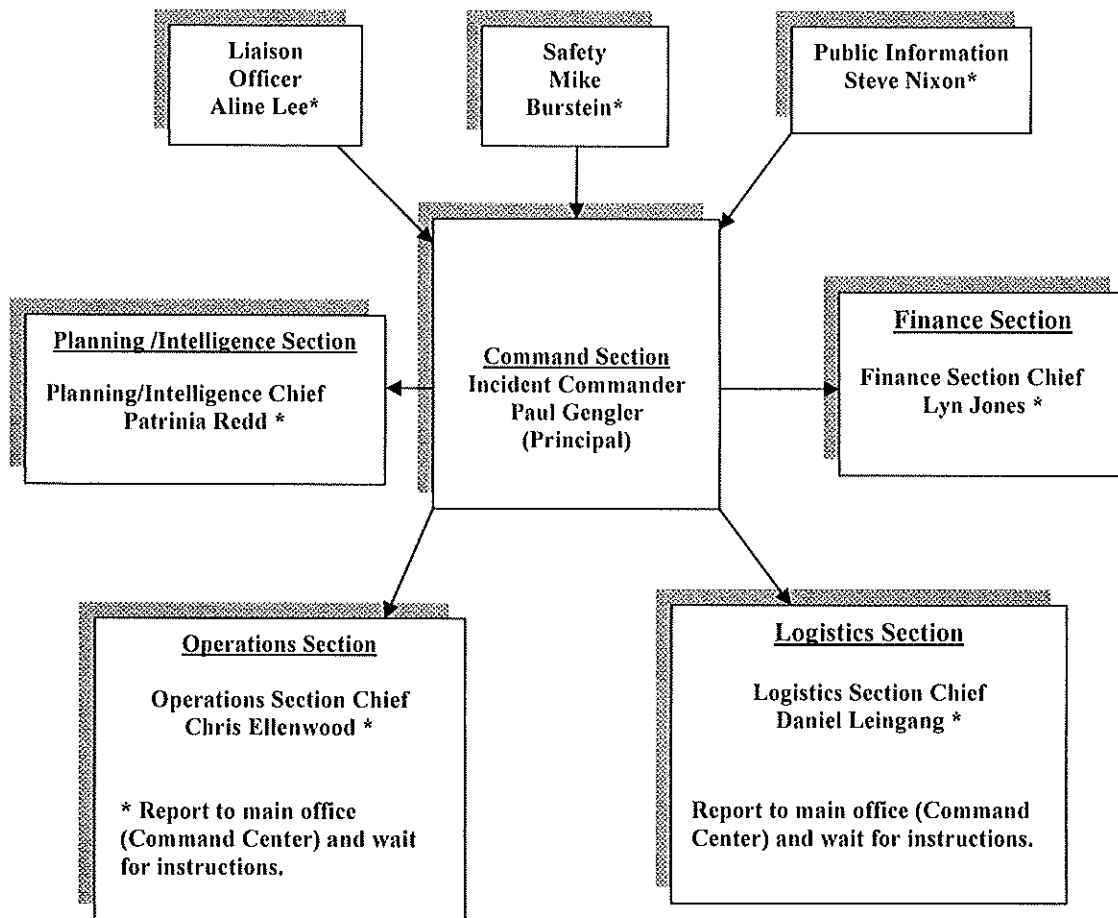
School Buddy Program “Pairings”

In the event of an emergency or evacuation, we would ask the teachers of each “buddy” room to ensure that their assigned “safety buddy” is aware of any emergency and/or evacuation. **Please post this in your room next to your emergency evacuation map, and include a copy in your permanent lesson plan folder.**

Room A1 ⇔ A2	Room C9 ⇔ C11	Room H9 ⇔ H10
Room A3 ⇔ A4	Room C10 ⇔ C12	Room J1 ⇔ J2
Room B1 ⇔ B3	Room D1 ⇔ D3	Room J3 ⇔ J4
Room B2 ⇔ B4	Room D4 ⇔ D8	Room J5 ⇔ J6
Room B5 ⇔ B7	Room D7 ⇔ D12	Room S1 ⇔ S2
Room B6 ⇔ B8	Room E1 ⇔ E2	Room S3 ⇔ S4, S5
Room B9 ⇔ B10	Room IMC ⇔ E4 & E7	Room S6 ⇔ S7
Room C1 ⇔ C3	Room H1 ⇔ H3	Room S8 ⇔ S9
Room C2 ⇔ C4	Room H2 ⇔ H4	Room S10 ⇔ S11
Room C5 ⇔ C7	Room H5 ⇔ H7	Room S12 ⇔ S13
Room C6 ⇔ C8	Room H6 ⇔ H8	Room S14 ⇔ S17

Room S15 ⇔ S16	Cafeteria	Main Office-Attendance & tech. office
Room S18 ⇔ S19	Boys Locker room	SSN-Registrar, Sect and Treasurer
Room M1-M2	Locker room	SSS-Sect and SST

**College Park High School
Emergency Preparedness
Organizational Chart**



Emergency Disaster Response Procedure

Once a disaster occurs, the Emergency Preparedness Organizational Structure will be activated in the following manner:

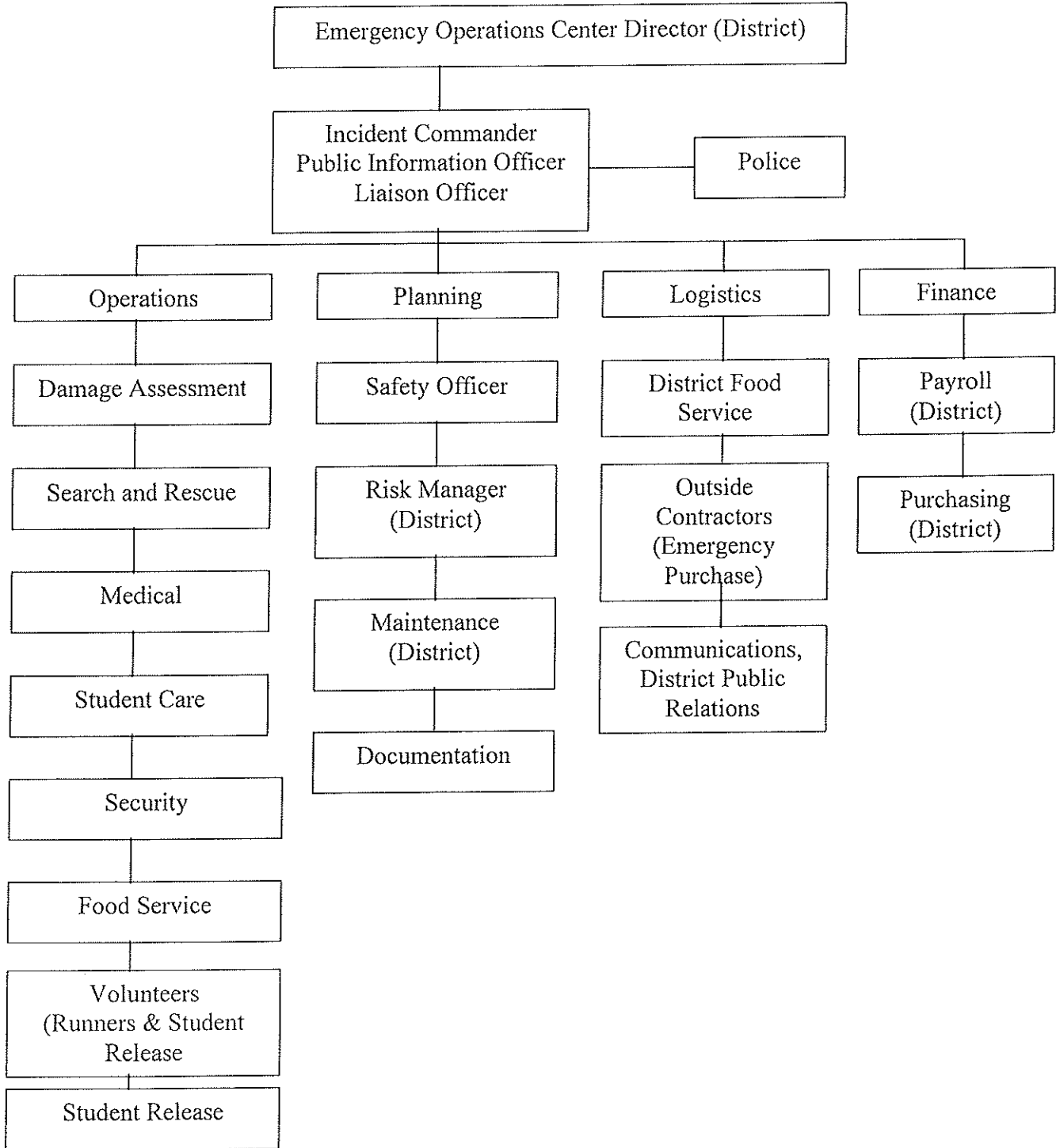
Step One: All Command and Control personnel will assemble in the Command Center (Conference Room adjacent to the Principal's Office).

Step Two: Assess the situation.

Step Three: Prioritize a response.

Step Four: Depending on severity of the incident, the following persons will be called into service (See above Organizational Chart).

COLLEGE PARK HIGH SCHOOL STANDARD EMERGENCY MANAGEMENT STRUCTURE



B. Chain of Command based on Standard Emergency Management System (SEMS)

In the event of a crisis, the Principal is the School Crisis Team Leader and is responsible for taking necessary emergency actions as required. The principal directs staff in the implementation of the crisis plan through the assignment of appropriate duties.

If the principal cannot assume control, the "Chain of Command" is as follows:

1. Paul Gengler, Principal
2. Peter Aloo, Vice Principal
3. Steve Nixon, Vice Principal
4. Aline Lee, Vice Principal
5. Patrina Redd, Student Services Coordinator

This plan refers to the Principal or the above persons as the "Incident Commander," indicating the person who is in charge.

Throughout this plan, all key persons have been designated by role. It is assumed that each of these persons will have one or two people trained to carry out their responsibilities in their absence.

It is very important that administrators, staff, parents, students, and community agencies become familiar with the guidelines in this plan.

C. Law Enforcement Incident Command System (LEICS)

If an incident occurs at school that requires the involvement of multiple agencies such as police, fire, or other emergency services, the School Crisis Team Leader will become part of an Incident Command System (ICS) and will work closely with and/or take direction from an Incident Commander, who will be a representative of an emergency agency

The ICS management system will be reviewed annually by the School Crisis Team with local emergency agency officials.

The unified command of all agencies that have jurisdictional responsibility at a multijurisdictional event will contribute to the:

1. Determining the overall incident objectives.
2. Selecting strategies.
3. Planning for tactical activities jointly.
4. Integrating appropriate tactical operations.
5. Making maximum use of all assigned resources.

D. Response To A Crisis

Crisis situations often cause those involved to feel bewildered, shocked, and helpless. An effective crisis response makes both the physical and emotional safety of individuals a priority. It is important to think before acting. Steps taken should be assessed before being enacted.

The following are steps that should be taken in responding to a crisis:

1. Fact Gathering
 - Confirm and clarify the facts surrounding the crisis.
 - Conduct interviews.
 - Contact police or other emergency services, district officials, parents of involved students.
2. Call to Action
 - Determine the need for assembling a Crisis Response Team
 - Convene the crisis response team when needed - share facts with team members.
 - Determine/request support services needed (i.e., MDUSD psychologists or other district or community emergency services).
 - Notify district officials.
3. Inform staff, students, parents, and community
 - Implement communication plan with faculty and other staff.
 - Determine method and timing of providing students, parents, and the school community with information.
 - When possible, prepare a written statement – anticipate questions.
4. Taking Action
 - Implement "first response" actions - the nature of the emergency will dictate what initial actions are needed
 - Keep adult leaders circulating through school
 - Communicate with parents
 - Plan for teacher guided discussions, assembly, classroom activities, presentations, as appropriate
 - Identify high risk individuals
 - Schedule faculty and parent meetings as needed
 - Make referrals to community agencies
 - Document events
 - Determine next steps
5. Dealing with the Media
 - Develop a response with consideration to confidentiality, other privacy issues, and liability for false information, family wishes, etc.
 - Designate a single and an alternate spokesperson – no one else talks to the media.
 - Refer to MDUSD Working with the Media for guidelines to use in dealing with the media (see appendix).

6. Debrief

- Review the status of the emergency during the event and amend plans as needed
- Review the integrity and success of the crisis response after the event has passed; involve key stakeholders; modify emergency plans if needed
- Provide support to team members
- Plan follow-up actions

E. Guiding Principles of Crisis Intervention

The following actions should serve as guiding principles to use with students and staff when responding to a crisis at school.

- Intervene immediately: be direct, active, and authoritative.
The sooner students and staff are assisted in coping with the crisis situation, the better the chances are of restoring equilibrium. The longer the student remains in a state of confusion or unable to take some sort of action to address the situation, the more difficult it will be to intervene.
- Keep the focus of the intervention on the precipitating situation.
Help the individual to accept that the crisis has occurred, by encouraging him/her to express the facts of the situation as well as expressing feelings.
- Provide accurate information about the situation.
Give a realistic assessment of what has occurred, and what might be the expected outcomes.
- Do not give false reassurance. Always remain truthful and realistic.
Recognize the anxiety, depression, or tension, but at the same time, provide some sense of hope and expectation that the student will ultimately overcome the crisis. Do, however, let the individual know that things may never be the same as they were before the crisis.
- Recognize the primacy of taking action.
Every crisis-counseling interview should have an ultimate outcome of some action that the student can take. Restoring the student to the position of actor rather than victim is critical to success.
- Provide emotional support.
Find a group of peers, a group of school staff members, or a family member who can provide both support and temporary assistance to involved individuals during the crisis. Implement a buddy system so that the individual isn't left alone.
- Focus on self-concept.
Emphasize how the individual has coped with the situation so far and how he or she has already used strategies for moving forward. Encourage the individual to implement solutions or strategies that have a high probability of success.

III. Emergency Procedures

A. Statement of General Responsibility

All staff members are directly responsible for the protection of students and school assets. Administrators and teachers must ensure that appropriate steps are taken during emergencies. Emergency guidelines are described in the *MDUSD Emergency Preparedness Manual*.

1. In case of emergency, staff members are expected to:
 - a. Ensure that students are properly notified of the emergency.
 - b. Take appropriate action with students as conditions require.
 - c. Account for all students. Notify the principal of missing persons, or of any employees or students who require medical assistance.
 - d. Initiate first aid, rescue, equipment shutdown, or damage control as needed.

2. Public Employee Responsibilities as Disaster Workers:

It is the responsibility of all public school employees to serve as disaster workers during and after an emergency. This responsibility is a part of California State law and is found in the California Government Code, section 3100, which states that "... *all public workers are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.*"

All staff members should have a personal plan for themselves and their families that can be implemented during an emergency. Staff members should be prepared to remain at the school site for as long as 72 hours or longer following an emergency, possibly without contacting their home and families. Staff members with special home considerations should discuss these with the Principal prior to any emergency.

3. Priority Release of Employees:

Staff members with special home conditions, such as infant children or invalid relatives, are invited to submit a written petition for "first opportunity" release after the crisis stages of an emergency. The administrator in charge will exercise this release at the earliest opportunity as follows:

- a. Those with dependents
- b. Those with no dependents
- c. Administrators

B. Basic Emergency Actions and Designated Assembly Areas

When an emergency crisis occurs, or when notified of such a situation, the following basic actions should be taken:

1. Duck, Cover and Hold

If an earthquake or other situation warrants, drop to the floor, take protective position under desks or furniture with backs to windows and hands covering head and face. Stay in position until directed to evacuate or take other protective action. If outside, move away from buildings and trees and take protective position. When situation permits, proceed to the designated assembly point.

Standby: Alert students in your area to stand by for further information. Make whatever assessment of the situation is possible. Render emergency first aid as required.

2. Evacuation

- **Staff reporting a fire:** will call the Main Office to inform them of the locations of the fire and/or pull the nearest alarm. They need to speak clearly since “Wings B, C, D and E” sound too much alike.
- **Main Office Secretary:** will announce over the PA. “Evacuate. Avoid area _____”. She will pull the Main Office alarm if the alarm has not been already activated. She will take the school’s (Principal’s) cell phone, walkie-talkie Emergency Incident Log (to document the events) and the Emergency Packet (maps etc.) with her when she evacuates and accompanies the Incident Commander (Principal) wherever he establishes the Command Center (Main Office, Student Service South or DVC Paring Lot).
- **Incident Commander (Principal):** will establish the Command Center (Main Office, Student Services South, or DVC Parking Lot) and coordinate emergency actions
- **Administrators will:** take a bullhorn and a walkie-talkie with them when evacuating.
- **Staff having walkie-talkies (Campus Supervisors, Custodians, etc.):** will take their walkie-talkies with them
- **Teachers having emergency kits:** will take the kits it with them.
- **Teachers:** will leave classrooms **unlocked**. The last teacher to leave the wings at either end will check bathrooms to see that they are empty:
 - A Wing Restrooms: teachers in A3 and A4
 - D Wing Restroom: teacher in D3
 - E Wing Restroom: teachers in E1 and E2
 - Boys Locker Room restroom: Boys PE teacher
 - Girls Locker Room Restroom: Girls PE teacher
- When they reach their assigned areas, teachers will hold up signs so students can find them. Teachers will take roll and report missing students to the administrator assigned to that area
- **Students:** are to leave their backpacks in the classrooms, go to their assigned area, and report to their teacher for attendance.
- **Secretaries:** are to take an emergency packet with pencils, a notebook, masking tape and a felt pen.

Student Parking Lot

Aloa / Jackie

P B-9 B-7 B-5 B-3 B-1
 E B-10 B-8 B-6 B-4 B-2

Music Parking Lot

Frank

M-2 M-1 S-11 S-8 S-9
 S-6 S-10 S-12 S-13 S-14
 CC Kitchen Multi Use Room

J-4 J-3 J-5 J-6 J-2 J-1

P A-3 A-1 Office
 E A-4 A-2 Office
 P Library
 E

Chris
 Main Hallway

Basketball Courts Behind Gymnasium

Bush / Donna

H-9 H-7 H-5 H-3 H-1 E-7
 H-10 H-8 H-6 H-4 H-2
 Men's Locker Room Gymnasium
 Women's Locker Room Pool

Softball Field

Nixon / Mike B.

Tennis Courts

C-11 C-9 C-8 C-5 C-3 C-1
 C-12 C-10 C-7 C-6 C-4 C-2
 D-12 D-8 D-4 D-3 D-1 D-7

S-1 S-2 S-3 S-4 S-5
 S-15 S-16 S-17 S-18 S-19
 IMC BR E-2 E-1 E-4

Emergency Evacuation Procedures

1. Bring grade book to take roll.
2. Bring yellow folder with your name on it. Keep copies of attendance sheets in folder for substitutes.
3. Line up with your class at your designated location.
4. Do not block pathways, roads, etc. Emergency personnel may need to access these areas. Please keep them clear.
5. Take your students as far away from the buildings as possible. Teachers lead your class and others as necessary.
6. Bring emergency kits with you if you have them.
7. Leave classrooms unlocked so emergency personnel may enter if needed.

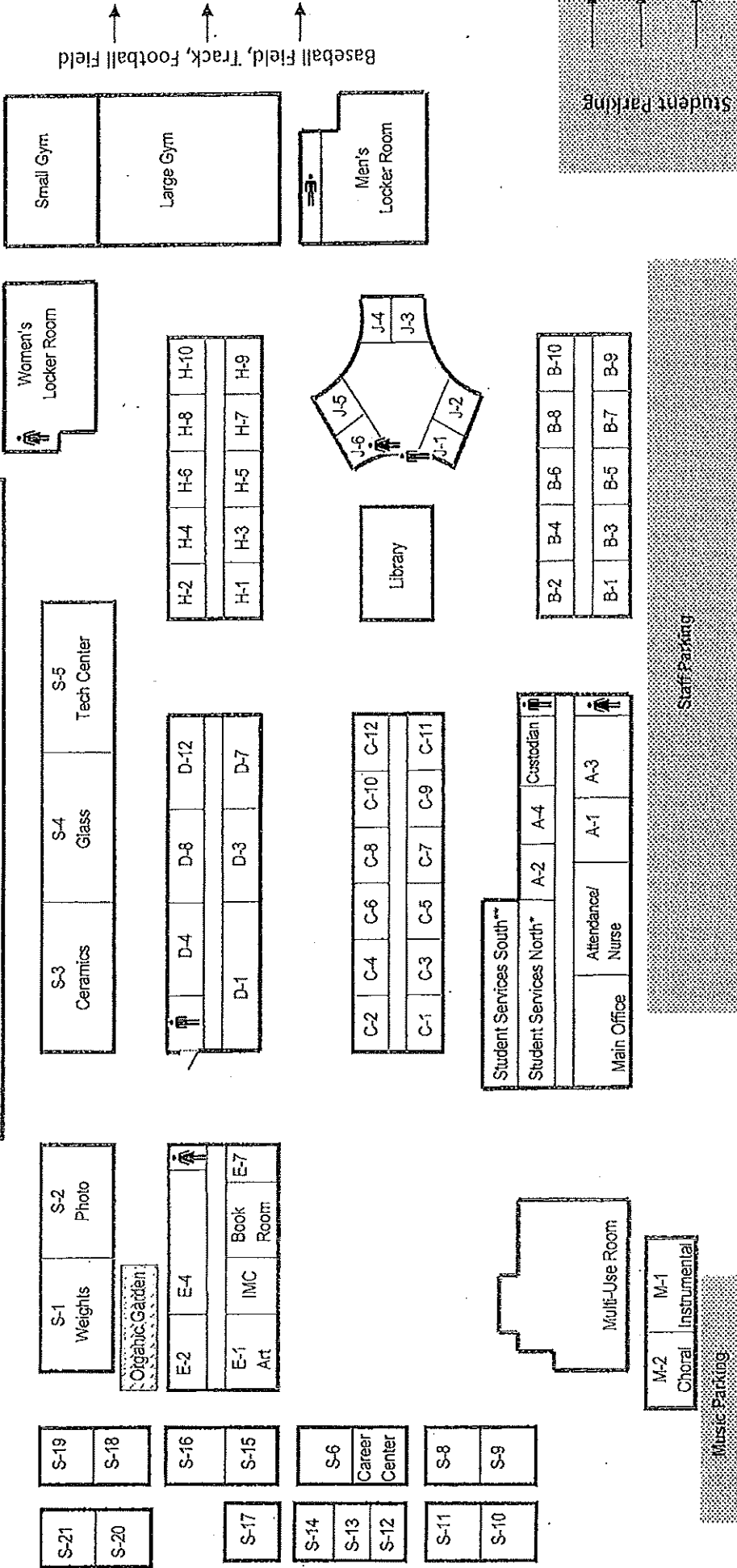
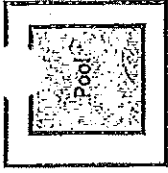
College Park High School
Fire & Earthquake
EVACUATION ROUTES

Buildings	Exit Route
A-Wing	Exit to Student Parking Lot.
B-Wing	Exit to Student Parking Lot.
C-1, C-2, C-3, C-4 C-5, & C-6	Exit Softball fields.
C-7, C-8, C-9, C-10, C-11 & C-12	Exit to blacktop Basketball Courts through gate by boy's locker room.
D-1, D-2, D-4, D-6, & D-8	Exit to the Softball Field behind S-3, 4, 5 building through gate between S-5 and girls locker room.
D-3, D-5, D-7, D-10, D-12, S-15, S-16, S-17, S-18, S-20, S-21 & E-Wing.	Exit to the Softball Field behind S-3, 4, 5 building through gate between S-5 and girls locker room.
E-7	Exit through Quad, travel outside between C-Wing and D-Wing, passing H-Wing and J-Wing towards the blacktop Basketball Courts through gate by boy's locker room.
H-Wing	Exit to blacktop Basketball courts.
J-Wing	Exit to blacktop Basketball courts.
S-1 & S-2 & S-19	Exit to Softball fields behind S-3, 4, 5 Exit along the back of the S-Wing shops next to the gate towards the Softball fields.
S-6, S-7, S-12, S-13, & S-14	Exit to the east gate to access road to Music parking lot.
S-8, S-9, S-10 & S-11	Exit to Quad to east gate by new bathroom to access road to Music parking lot
Library	Exit to Student Parking Lot.
Girls Locker Room	Exit to field between Blacktop & Football field.
Boys Locker Room	Exit to field between Blacktop & Football field.
Gymnasiums	Exit to field between Blacktop & Football field.
Swimming Pool	Exit to field between Blacktop & Football field.
Multi-Use Room	Exit to Music parking lot.
Kitchen	Exit to Music parking lot.
Faculty Dining Room	Exit to Music parking lot.
Music Room	Exit to Music parking lot.

Please Post

Tennis Courts

Softball Field



Viking Drive

College Park High School
 201 Viking Drive
 Pleasant Hill, CA 94523

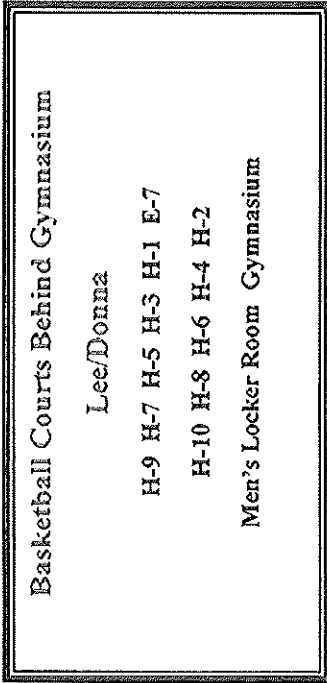
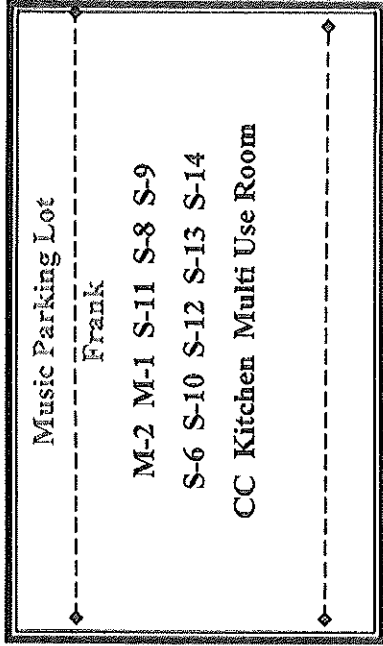
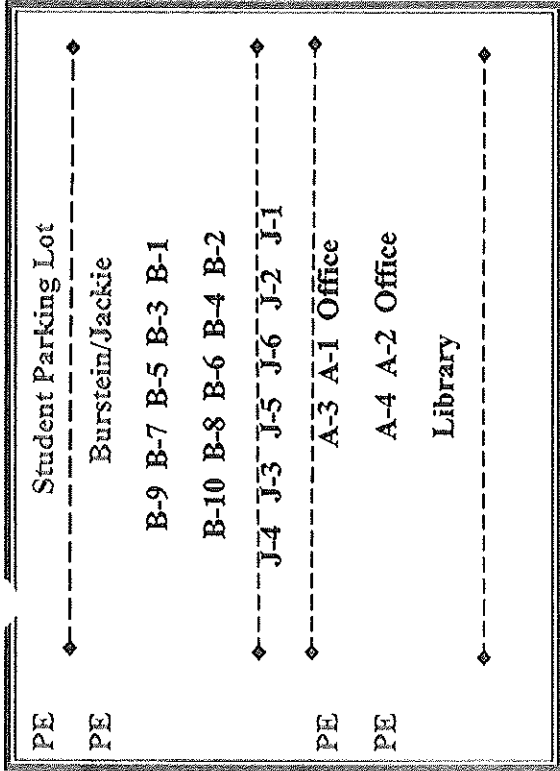
*Emergency
 First Aid Supplies
 - are in the office and classroom*

- *Student Services North**
- Registrar
 - Student Activities Secretary
 - Student Services Coordinator
 - Treasurer
 - Vice Principal Office

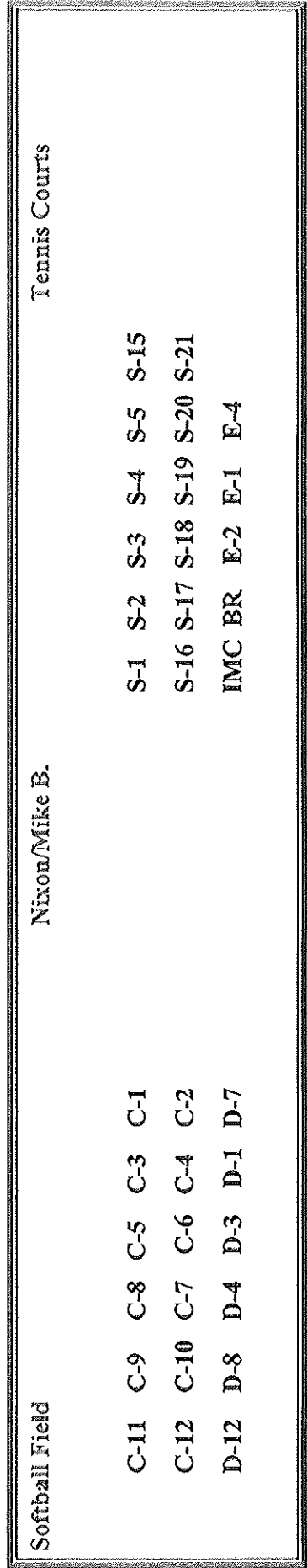
- **Student Services South**
- Athletic Director/Secretary
 - School Psychologist
 - Student Services Coordinator
 - Student Store
 - Vice Principal Offices

- IMC - Instructional Media Center**
- Men's Restroom
 - Women's Restroom

8/15/2013

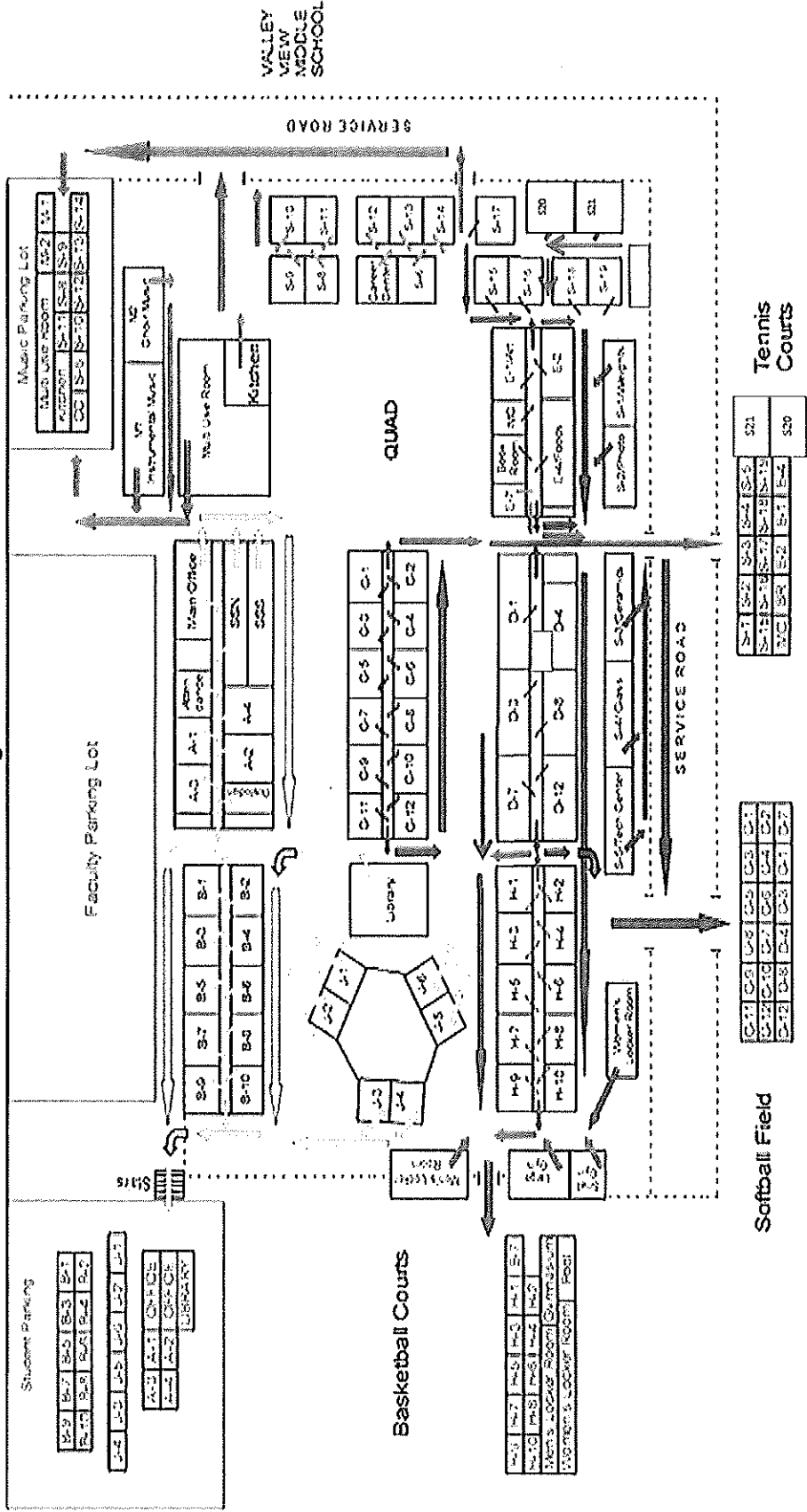


Chris
Main Hallway



College Park High School 201 Viking Drive, Pleasant Hill, CA 94523

Viking Drive



Student Parking

B-1	B-2	B-3	B-4
B-5	B-6	B-7	B-8
B-9	B-10	A-1	A-2
A-3	A-4	OFFICE	LIBRARY

Faculty Parking Lot

A-1	A-2	A-3	A-4
A-5	A-6	A-7	A-8
A-9	A-10	A-11	A-12
A-13	A-14	A-15	A-16

Music Planning Lot

S-1	S-2	S-3	S-4
S-5	S-6	S-7	S-8
S-9	S-10	S-11	S-12

Basketball Courts

M-1	M-2	M-3	M-4
M-5	M-6	M-7	M-8
M-9	M-10	M-11	M-12
M-13	M-14	M-15	M-16
M-17	M-18	M-19	M-20
M-21	M-22	M-23	M-24
M-25	M-26	M-27	M-28
M-29	M-30	M-31	M-32
M-33	M-34	M-35	M-36
M-37	M-38	M-39	M-40
M-41	M-42	M-43	M-44
M-45	M-46	M-47	M-48
M-49	M-50	M-51	M-52
M-53	M-54	M-55	M-56
M-57	M-58	M-59	M-60
M-61	M-62	M-63	M-64
M-65	M-66	M-67	M-68
M-69	M-70	M-71	M-72
M-73	M-74	M-75	M-76
M-77	M-78	M-79	M-80
M-81	M-82	M-83	M-84
M-85	M-86	M-87	M-88
M-89	M-90	M-91	M-92
M-93	M-94	M-95	M-96
M-97	M-98	M-99	M-100

Softball Field

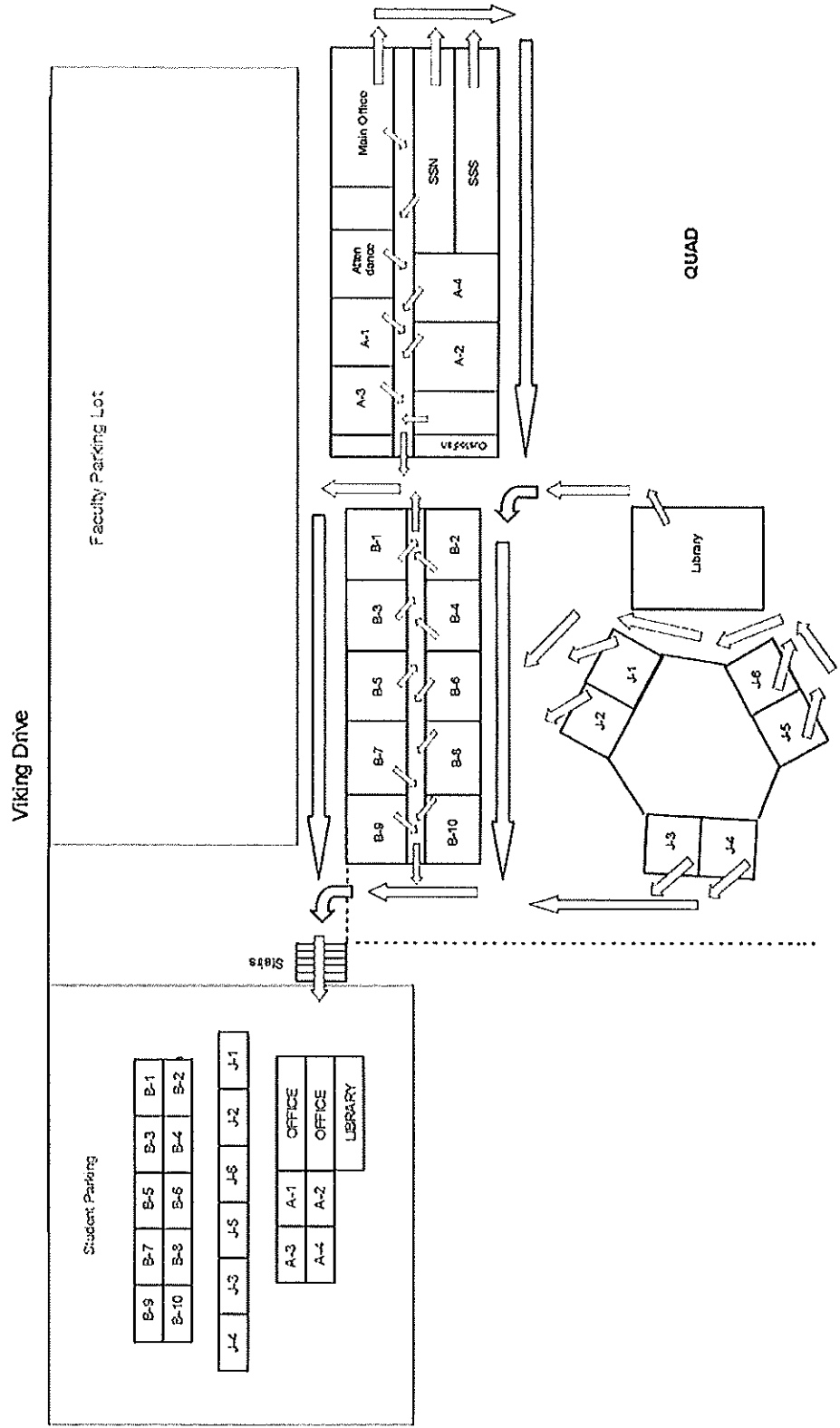
O-1	O-2	O-3	O-4
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O-49	O-50	O-51	O-52
O-53	O-54	O-55	O-56
O-57	O-58	O-59	O-60
O-61	O-62	O-63	O-64
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O-97	O-98	O-99	O-100

Tennis Courts

S-1	S-2	S-3	S-4
S-5	S-6	S-7	S-8
S-9	S-10	S-11	S-12
S-13	S-14	S-15	S-16
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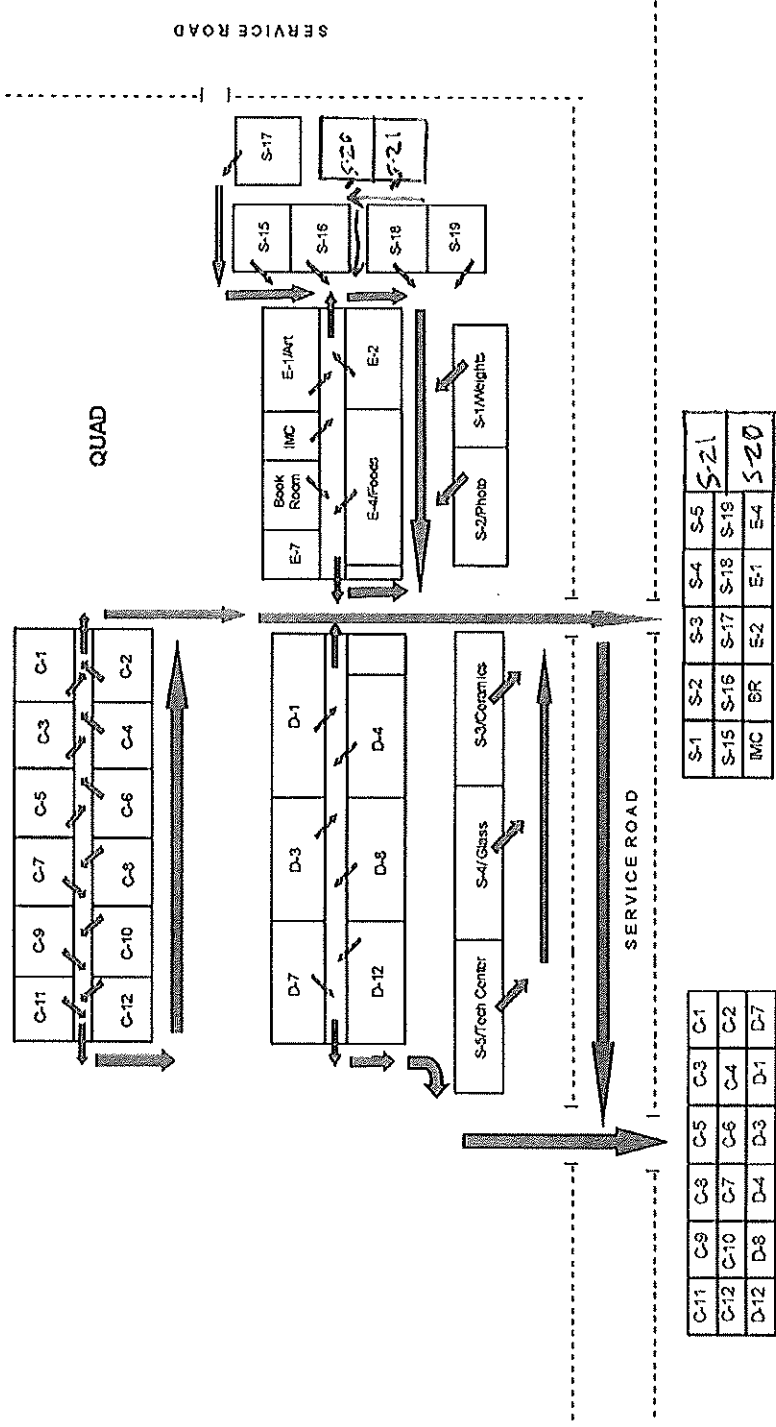
College Park High School
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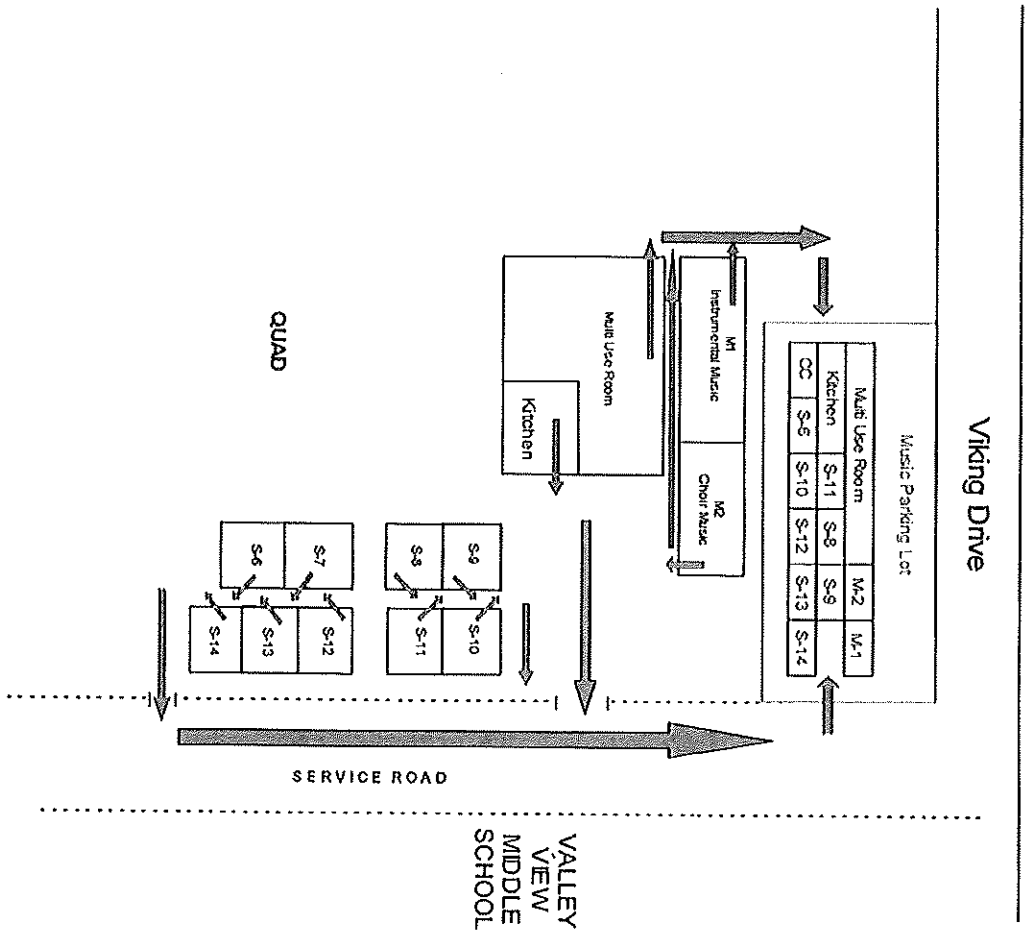
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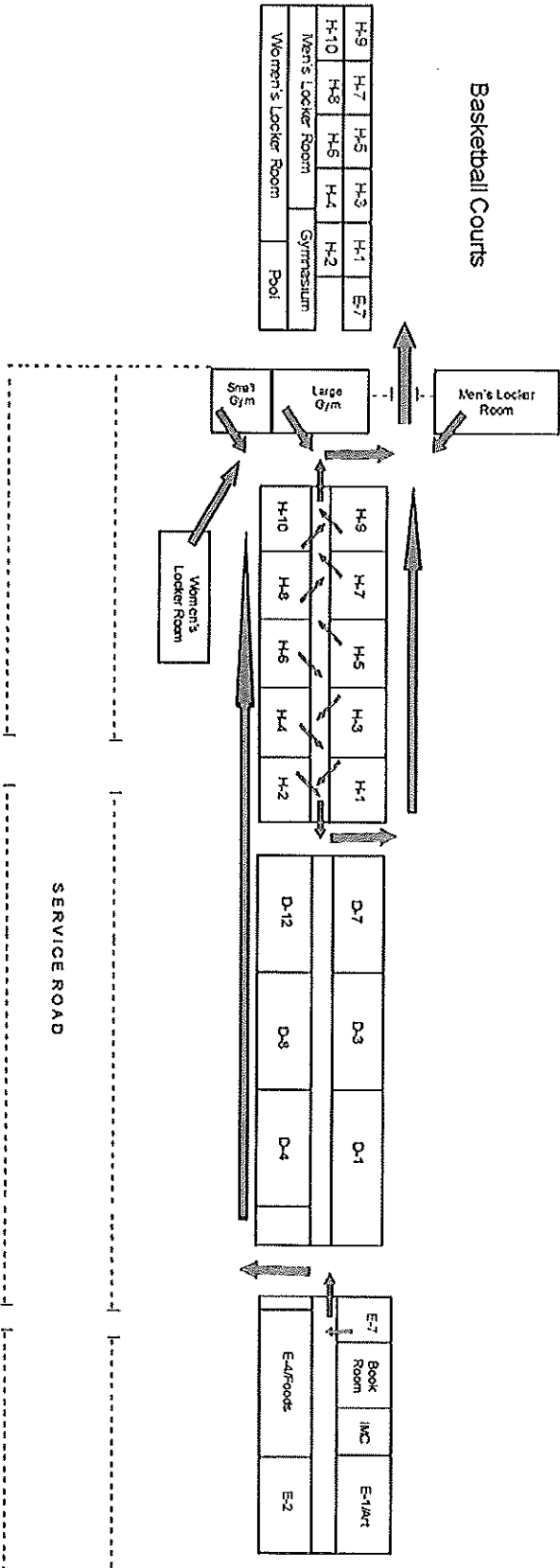
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III. COMMAND & ORGANIZATION DURING A CRISIS

A. Foundations of Crisis Response

The primary foundation for any emergency or crisis response system is to ensure, as much as is humanly possible, the application of the 3 C's at all times. These are:

Control – this is the cornerstone of every crisis/emergency response. It means, first and foremost, the control of oneself and the initial responder(s); followed immediately by the control of non-responders in the area; and control of the area itself. It also means the control of persons [through conflict resolution or more direct means] involved in a developing hostile situation. In emergency response this is initiated and maintained through the effective use of the Incident Command System.

Communication – this element is essential to maintaining the control over a crisis incident or site and to the effective coordination of all response actions. Initial responder(s) must be able to communicate with school management [i.e., response command personnel], without leaving the incident/crisis site. An ongoing crisis/emergency response can only ensure coordination if ongoing communication is maintained among all response persons and between response persons and the command staff at the Incident Command Post.

Coordination – this element is essential to ensure that the most effective and appropriate response actions are used throughout a response operation. It will be maintained after control is achieved and proper communication is established. Proper utilization of the Incident Command System will ensure that all response operations are coordinated from a central point and that no response action is taken at cross purposes to any other.

B. Chain of Command

An appropriate chain of command, organized and operated according to the Incident Command System, will be maintained at all school emergencies. This will facilitate the maintenance of effective control and coordination at campus emergencies.

In the event of a crisis, the principal, listed below, will act as the Crisis Response Team Incident Commander at all school emergencies and is responsible for initiating and carrying out any emergency actions as required. The principal directs the Crisis Response Team members and other school staff in the implementation of the response actions of this *crisis plan* through the assignment of appropriate duties.

School Principal: PAUL GENGLER

If the principal is not present, or cannot assume control for any other reason, the “chain of command” is as follows:

Vice Principal: STEVE NIXON

Vice Principal: ALINE LEE

Vice Principal: MICHAEL BURSTEIN

SSC: Patrinia Redd

SSC: Deborah Frank

Principal Designee(s): STEVE NIXON

(Dept. Heads) ERICA KRISTY
ANGEL NIEDZIELSKI
JOHN ALTSCHULL
JOHN HALLQUEST
JEAN SULLIVAN
PETER BODROG
JORGE JIMENEZ
SCOTT WOOD
KATHY VOSE
MYRIAM BELTRE

Throughout this plan, all key persons have been designated by role. It is assumed that each of these persons will have two or three people minimum trained to carry out their respective responsibilities in their absence.

It is very important that administrators, staff, parents, students and community agencies become familiar with the guidelines in this plan.

C. School Use of Incident Command System

At all campus emergencies, designated school staff will function as Command Staff within the Incident Command System until the arrival of outside response personnel [i.e., fire, law enforcement, etc.]. Upon arrival of outside response agencies, the Incident Commander will turn over command of the incident to the ranking response person. The school Incident Commander will document the time of the relinquishing of command and will remain at the incident Command Post as part of a unified command structure.

As needed, the school will coordinate activities with the District Emergency Operations Center during a major emergency or disaster once the District EOC is activated. As deemed necessary by the principal or other person acting as the Incident Commander, resource requests will be made by the campus Logistics Section Chief directly to the District EOC. [All requests for initial emergency assistance will be made to the local emergency response agencies. District EOC requests will be used in the event of a long-term disaster situation].

D. Command Post

Overall responsibility for campus student, staff, and visitor safety in a major emergency is vested in a Field Command Post organized in accordance with the Incident Command System. This is especially true in the event of an earthquake which causes injuries and/or building damage.

The Command Post will be located such that the full emergency assembly area is in view, while maintaining adequate separation from students, evacuation assembly areas, the medical treatment area and student release areas. The primary responsibilities and functions of the Command Post are to:

- Institute the Incident Command System
- Assess type and scope of emergency
- Assign people to needed functions
- Determine threat to human life and structures
- Determine need for site evacuation and take appropriate action.

The primary location for the Command Post will be: **OFFICE, LIBRARY, GYM, LECTURE HALL**, depending upon safety factors.

Alternate locations are at **PARKING LOT**.

School personnel designated to contact outside emergency response agencies will notify the responding agency of the location of the Command Post at the school.

In addition to the Incident Commander as listed above, the Command Post will be staffed as indicated below. School staff designated as the primary person for each position is shown following each position title. An organization list of duties for the Incident Commander and each of the following command center positions are shown in **Appendix C**. Position checklists are also included in **Appendix C**. [**Note:** Not all members of the command staff will be activated at every emergency. Decisions as to the extent of the response and staff activation will be made by the Incident Commander at the initiation of the response. However, the first three positions will be activated at all school emergencies involving partial or full evacuation of school buildings]

General and Command Staff

Security / Damage Assessment Officer

Primary: Michael Burstein

Alternate 1:

Alternate 2: **LEAD TEACHER/SEARCH AND RESCUE PERSON**

Public information Officer

Primary: Paul Gengler

Operations Section Chief

Primary: Aline Lee

Alternate 1: Michael Burstein

Planning/Intelligence Section Chief

Primary: Michael Burstein

Alternate 1: **LEAD TEACHER TO BE DETERMINED**

Alternate 2: **LEAD TEACHER TO BE DETERMINED**

Logistics Section Chief

Primary: STEVE NIXON

Alternate 1:

Alternate 2:

Emergency Medical Branch Supervisor

Primary: Al Douex

Alternate 1: **DEPARTMENT STAFF TO BE DETERMINED**

Alternate 2:

The Incident Commander and the general command staff will have responsibility for developing, implementing and coordinating the Incident Action Plan(s) for emergencies in and around the campus.

E. Crisis Response Team: Organization and Responsibilities

A designated, organized and trained Crisis Response Team is the foundation of a coordinated and effective response to any crisis, emergency or disaster which affects the school. This team is organized according to the structure and principles of the Incident Command System, which provides critical leadership, coordination, and communication before, during and after a crisis.

Crisis team members have basic knowledge of the crisis response plan and are individuals who are trained appropriately to their duties as part of the team, are familiar with each other, are empowered to direct the activities of others in a crisis and are familiar to most students and staff.

The Crisis Response Team will manage a number of different tasks in the event of an emergency. In addition to specific duties delineated in this plan, these tasks will, in general, include, but are not limited to:

- Determine steps to be taken to respond to the crisis.
- Request district and/or community assistance.
- Maintain coordinated control during an emergency situation.
- Coordinate communication with students, staff, parents, district staff, community agencies and the media.
- Discuss the needs of high-risk students and staff; plan for interventions.
- Assist teachers who need help with students.
- Staff a "safe room" for students if needed.
- Staff a "safe room" for staff members as needed.
- Monitor the halls, playground, lunchroom and other campus areas; be visible and ready to assist.
- Decide if any athletic or other event should be cancelled.
- Obtain pertinent information from the family or other involved individuals.
- Discuss school memorial or other appropriate follow-up school activity.
- Plan for debriefing meeting with staff.
- Check in with one another for support.

Each of these tasks will be pre-assigned to members of the team prior to an emergency.

In addition to the Incident Command Staff at the Command Post, the Crisis Response Team may be activated and utilized as appropriate to the extent and type of emergency occurring. These individuals will have designated and respective responsibilities.

Not all members of the team will be activated at all emergencies. However, the Safety / Damage Assessment Team and the Access Control Personnel will assume their duties at ALL emergencies involving evacuation of the school. The Response Team will carry out their functions according to the procedures outlined in this section and in [Part VII - Evacuation Procedures] section of this plan.

During the evacuation itself, the Incident Commander, through the Safety / Damage Assessment Officer, will ensure that all personnel are operative and performing their respective duties as assigned.

The Crisis Response Team will consist of the following positions:

[Note: Upon hearing the call to evacuate, these persons will automatically and immediately assume their respective duties and report immediately to their designated stations.]

Security / Damage Assessment Officer

The Security / Damage Assessment Officer [Officer] will report immediately to the primary designated Evacuation Assembly Area, whenever an evacuation is called, and inspect the area for safety and security. In the event of a natural emergency [earthquake, fire, etc.] the Officer will ensure that the area is not a potential danger to the evacuees and/or is not in the path of the event.

In the event of a technological emergency such as a gas leak or a hazardous materials spill or release, the Officer will ensure that the assembly area is upwind, upstream or otherwise completely out of the danger zone potential of the release. The Officer will immediately notify the Incident Commander if evacuation is deemed unsafe and will call for an evacuation in place as appropriate.

In ALL emergency evacuations the Security / Damage Assessment Officer or designee will also inspect the area for potential violence threats. This will include inspecting the area for threatening persons [even students], explosive devices or other forms of violent threats. This will provide an assessment as to whether an alarm given for an evacuation was, in fact, a ruse to place students and staff in harm's way.

Wing Leader

Each wing or building or pod within the school will have a designated Wing Leader with responsibility to ensure the orderly, coordinated, and efficient evacuation of the building in the event of a major emergency. Upon the completion of their tasks in their respective areas of responsibilities, the Wing Leaders will then report to the Student Accountability / Release Officer in the Command Post via radio or by direct reporting that the wing is clear.

Wing Leaders are also responsible for ensuring that all conference, bathrooms and/or storage rooms on their assigned area have been inspected to ensure that any persons in these rooms are aware of the evacuation alarm

Access Control Personnel

Whenever an evacuation is called, personnel designated as Access Control Personnel will assume duties as traffic controllers to prevent unauthorized public vehicle access to the school campus.

Once they have relocated and assumed site control duties, they will report to the Security / Damage Assessment Officer via radio or other designated form of communication, that they are in position and their respective areas of operation have been secured. They will remain at their posts until relieved by the Command Post.

The Access Control Personnel will ensure that no vehicles enter the school campus area unless they are emergency vehicles or they are authorized to enter by the Command Post.

In the event of a major disaster such as an earthquake, it is presumed that some staff or visiting members of the public will be emphatic about wanting to leave to check on their respective families. Given this, these persons may not want to remain at the school until authorization is received. In these cases, the Access Control Personnel are instructed to obtain the names, addresses and phone numbers of the individuals leaving to ensure accountability of all persons who were at the school at the time of emergency. [Explain to these persons that this information is necessary in the event that any of their family members contact the school or the District office to ask about their wellbeing].

If any persons still refuse to provide this information, the ACPs must write down the license plate number, the vehicle type and color and a brief description of the driver. In this way a person visiting the school may still be accounted for. NOTE: Under no circumstances are vehicles to be allowed to leave the school unless some accounting has been made of each vehicle (and the driver, if possible). If the driver appears threatening, the Access Control Personnel will allow the person to leave freely, write down the above information about the vehicle and driver, and will then immediately contact the Command Post to report the incident.

Once offsite responders arrive at the school, the Access Control Personnel will relinquish their roles to offsite responders and report this to the Security / Damage Assessment Officer.

F. Crisis Response Team Staff Assignments

At this school campus, the following persons are designated for each position on the Response Team:

Wing Leaders

A Hall:
B Hall:
C Hall:
D Hall:
H Hall:
J Hall:
S Wing:

Access Control Personnel

<u>Location</u>	<u>Staff Person</u>
Main Office	Paul Gengler
Main Office	Cheri Chang
SSN	Maggie Bowker
SSN	Ana Aguilar
SSN	Aline Lee
SSN	Patrinia Redd
SSS	Michael Burstein
SSS	Steve Nixon

G. Morgue

In the event of a major incident or disaster resulting in fatalities, the local emergency response agencies may need to set up a morgue at the school. If needed, this will be located in the **LOCKER ROOM/TEAM ROOM IN THE GYMNASIUM**

IV. GENERAL CRISIS/INCIDENT RESPONSE

A. Basic Response To A Crisis

Crisis or emergency situations often cause those involved to feel bewildered, shocked and helpless. An effective crisis response makes both the physical and emotional safety of individuals a priority. It is essential to have general crisis response actions determined in anticipation of, and prior to, an actual event. Preparedness steps, including the coordination of basic initial response actions must be taken *before* an incident occurs. The following are initial steps to be taken by school staff in responding to any crisis:

1. Fact gathering

- Confirm and clarify the facts surrounding the crisis.
- Conduct interviews with participants and any identified witnesses.
- Notify principal or designee as to incident or developing situation
- Contact police or other emergency services if situation or condition is a potential or real threat to school students and/or staff, district officials, parents of involved students.

2. Call to action

- Principal, or designee, will implement a basic Incident Command System and will assume command over the situation as needed.

- Principal, or designee, will determine the level of activation required for assembling the Crisis Response Team.
 - Incident Commander will determine/request support services needed (i.e., *MDUSD psychologists or other district or community emergency services*).
 - Command Staff will notify District officials.
3. **Inform staff, students, parents and community**
- School, as part of the coordinated response system, will implement communication plan with faculty and other staff.
 - The principal will determine method and timing of providing students, parents and the school community with information.
 - The school Information Officer will, when appropriate, prepare a written statement – anticipate questions.
4. **Taking action**
- The first person on the scene of the incident will implement “first-response” actions. The nature of the emergency will dictate what initial actions are needed.
 - Responders will keep adult leaders circulating through school.
 - Plan for teacher-guided discussions, assembly, classroom activities, and presentations, as appropriate.
 - Identify high risk individuals.
 - Schedule faculty and parent meetings as needed.
 - Make referrals to community agencies.
 - Document events.
 - Determine next steps using District *Emergency Operations Plan* post-incident response procedures.

B. Guiding Principles of Crisis Intervention

The following actions will serve as guiding principles to use with students and staff when responding to a crisis at school:

- **Intervene immediately: be direct, active and authoritative.**
The sooner students and staff are assisted in coping with the crisis situation, the better the chances are of restoring equilibrium. The longer the student remains in a state of confusion or unable to take some sort of action to address the situation, the more difficult it will be to intervene.
- **Keep the focus of the intervention on the precipitating situation.**
Help the individual to accept that the crisis has occurred by encouraging him/her to express the facts of the situation as well as expressing feelings.
- **Provide accurate information about the situation.**
Give a realistic assessment of what has occurred, and what might be the expected outcomes.
- **Do not give false reassurance. Always remain truthful and realistic.**
Recognize the anxiety, depression or tension but, at the same time, provide some sense of hope and expectation that the student will ultimately overcome the crisis. Do, however, let the individual know that things may never be the same as they were before the crisis.
- **Recognize the primacy of taking action.**
Every crisis-counseling interview should have an ultimate outcome of some action that the student can take. Restoring the student to the position of actor rather than victim is critical to success.
- **Provide emotional support.**
Find a group of peers, a group of school staff members or a family member who can provide both support and temporary assistance to involved individuals during the crisis. Implement a buddy system so that the individual isn't left alone.
- **Focus on self-concept.**
Emphasize how the individual has coped with the situation so far and how he or she has already used strategies for moving forward. Encourage the individual to implement solutions or strategies that have a high probability of success.

C. Emergency Response Communications

Communication during an incident or ongoing disaster response is essential in ensuring coordination among all response personnel. This holds true for communication between the site responders as well as between the site Command Post and the District EOC.

Communications are the responsibility of the Command Post. The Command Post will ensure effective communications are maintained throughout the response, both onsite and to offsite assistance. Communications will be coordinated with those handled at or by:

- Local emergency response agencies [fire, law enforcement, etc.]
- The District EOC
- Offsite volunteer groups or organizations, e.g. American Red Cross
- Parents
- The media [as appropriate]

Communications with local agencies and district officials will be conducted by telephone if possible. If telephones are inoperable, communications will be conducted by cellular telephones, email, school vehicle radios and/or by personal messenger.

- With Functioning Power:

Intercom

To be used directly by the site administrator in charge acting as the Incident Commander.

FRONT OFFICE SECRETARY/TBD will manage all intercom calls/reports from classrooms or other areas.

Calls are to be documented and kept available for the administrator in charge.

Walkie-Talkies/Two-Way Radios

OFFICE MANAGER (or other) will serve as the base station during the response operation

Telephones

FRONT OFFICE SECRETARY (TBD) will manage all in-coming calls. All calls will be documented.

Documentation is to be maintained at the site and a copy forwarded to Risk Management at the Dent Center

- Without Functioning Power:

Walkie-Talkies/Two-Way Radios

Messengers

School staff without designated Response Team roles, teachers on prep period and/or students as appropriate may be used as personal messengers. Staff may be called upon to serve as messengers to drive to other schools, district office, or other district or community locations.

Bullhorn

A bullhorn may be used by the site administrator acting as Incident Commander. It may be used as a back-up for giving directions to groups

Telephones

District telephones will not operate during a power failure. A record should be maintained of the location of direct dial telephones. This will usually be the line that serves the fax machine. Each site should have one direct-dial telephone unit that can be plugged into this line.

The principal shall maintain a list of phone numbers for the personal cell phones owned by staff. These phone numbers shall be kept confidential. They shall be used for phone calls and/or text-messaging only if necessary in the event of an emergency. A cell phone, located in **FRONT OFFICE** will be maintained in working order to be

used should school phones not function. (Note: Any employee using a personal cell phone in response to any emergency situation will be reimbursed for any documented charges associated with the calls.)

Email

Lap top computers with internet capabilities and battery backup will be used to contact the District EOC as necessary. The laptop is located in the Server Room located in the Library or in the Principal's Office.

E. First Aid/Emergency Medical Response Center

As needed for the incident or disaster response, a temporary First Aid Center will be set up in the following location(s):

Primary Location: **MUSIC BUILDING (BAND ROOM)**

Alternate #1: **AREA OUTSIDE PERFORMING ARTS WING, NEXT TO THE GYMNASIUM**

The First Aid Center will be supervised and coordinated by the following personnel:

Primary: **SCHOOL NURSE/ SPORTS MEDICINE INSTRUCTOR/FIRST AID PROVIDER**

Alternate 1: **AL DOUEX**

Alternate 2: **PE DEPT STAFF MEMBER**

In the event of any major disaster, two assumptions must be made regarding medical services:

- During a major earthquake, local emergency medical service personnel may not be available to respond to District emergencies for at least 12 hours. Therefore, transportation of the injured may be delayed.
- First aid treatment is most critical as soon as possible after injury. District employees and visitors will be dependent on first aid rendered by trained District employees.

At these times the, First Aid Center Coordinator will assume ICS duties as the Emergency Medical Branch Supervisor and will establish an Emergency Medical Branch as part of the Incident Command System response. The Emergency Medical Branch will consist of the following elements as directed by the Emergency Medical Branch Supervisor. Not all components will necessarily be activated in all emergencies requiring major medical emergency response:

- Triage Areas
- Treatment Units

V. SCHOOL STAFF EMERGENCY RESPONSIBILITIES & ASSIGNMENTS

A. Statement of General Staff Responsibilities

All staff members are directly responsible for the protection of students, members of the public and school assets. School administrators and teachers must ensure that appropriate steps are taken during emergencies. General responsibilities for ALL school staff in case of emergency include, but are not necessarily limited to, the following:

- Ensure that students are properly notified of the emergency.
- Take appropriate action with students as conditions require.
- Initiate first aid, rescue, equipment shutdown or damage control as needed.
- Account for all students.
- Notify the principal of missing persons, or of any employees or students who require medical assistance.
- Contact parents or guardians as appropriate.

B. District Staff As Disaster Workers

The California Government Code [§3100 et. seq.], declares that all public government employees are disaster workers subject to such disaster service activities as may be assigned to them by their superiors or by law. In accordance with these legal responsibilities of public employees, all district personnel are subject to be called upon and must be prepared if at home or elsewhere, to report for duty in the event of an extreme emergency. Arrangements for care of one's family should be prearranged in order to permit discharge of this emergency responsibility. This law applies to the District employees in the following cases:

- When a local emergency has been proclaimed
- When a state emergency has been proclaimed by the governor
- When a federal disaster declaration has been made by the president

All staff members should have a personal plan for themselves and their families that can be implemented during an emergency. Staff members should be prepared to remain on site for as long as 72 hours or longer following an emergency, possibly without contacting their home and families. Staff members with special home considerations should discuss these with the principal prior to any emergency.

C. Release of Teachers/Staff From Duties as Disaster Workers

Government Code, §3100 declares that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term public employee includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

This means that all school staff are considered disaster workers during a major emergency. School personnel assigned to school level Incident Command System positions and responsibilities will assume their posts as assigned by the site Incident Commander. Others will remain at a central staging location to await assignment as needed. **No District staff person will be released from their normal or emergency response duties without the expressed permission of the principal or designee as directed by the superintendent or a designee.** School principals will not allow such releases of their staff without first obtaining authorization from the superintendent or a designee.

Priority Release of Employees:

Staff members with special home conditions, such as infant children or invalid relatives, are invited to submit a written petition for "first opportunity" release after the crisis stages of an emergency. The administrator in charge will exercise this release at the earliest opportunity as follows:

- Those with dependents
- Those with no dependents
- Administrators

D. Campus & Facility Site Staff Assignments – PREPAREDNESS DUTIES

This school and the District have designated specific persons to assume emergency position responsibilities in the event of a site emergency or District-wide disaster.

Other staff persons have been assigned their own respective duties under this plan. These duties include responsibilities for pre-emergency preparedness as well as duties during an emergency response. The following information provides a breakdown of these responsibilities, listed by District job position during preparedness operations to plan for potential emergencies:

The Site Incident Commander/Disaster Coordinator: Principal

The principal or site manager is designated the Site Incident Commander and is responsible for all pre-disaster planning and preparedness for the site plan governed by the directives and guidelines issued in the District *Emergency Operations Plan* and by the superintendent. In the event of an emergency, the Site Incident Commander or designee will assure overall responsibility for disaster procedures. The principal or site manager shall:

- Appoint alternates, in succession, who shall assume the duties of the Site Incident Commander in the event of his/her absence, and assign duties to other school personnel.
- Ensure all site employees are trained in their emergency responsibilities.
- Practice a safe building evacuation plan using this plan.
- Ensure that there is an adequate warning system available and that the various alarm signals and message transmittal methods are known and understood.
- Designate primary & alternate locations for staff/classes to assemble when they evacuate and for the location of the first aid station at the site.
- See that parents are informed annually of the plan and its effect upon students.
- Make a site and building hazard survey. Recommend changes when site resources cannot accomplish the needed change.
- Annually update this site *Emergency Preparedness and Crisis Response Plan*, including personnel changes.
- Maintain all emergency equipment and supplies in usable condition at all times.
- Compile and maintain a list of local emergency agencies, such as police, fire, medical clinics, hospitals, etc., including telephone numbers and addresses. See Appendix Q
- Compile and maintain a list of staff and students who require medication and/or who have physical limitations.

Teachers

Teachers are responsible for the supervision of students in their charge. In discharging this responsibility, they will be governed by the specific directives or guidelines issued by the principal of their school. Teachers shall:

- Keep up-to-date on the hazardous effects of different disaster and know and understand the survival techniques for each.
- Understand the emergency response procedures and response actions at this site.
- Provide instruction and practice for students in the techniques of survival and in emergency procedures to be followed.
- Have planned activities for use during periods of confinement to lessen possible tensions during a disaster situation.
- If located near one of the disaster supplies trash cans on wheels, shown on the map in Appendix R, roll the trash can to the assembly area in the event of evacuation.
- Carry roll book.

School Office Manager shall:

- Organize and maintain the emergency first aid supplies.

- Provide each classroom with a list of enrolled students which is updated daily.
- Assist principal in developing procedures to protect essential records.
- See that a battery-operated AM/FM radio is available and is in working condition and know the call number and frequency of the disaster information station (KКИQ 101.7 FM or KCBS 740 AM).
- Maintain an up-to-date list of students and staff who require life sustaining medication.
- Become familiar with the operation of the emergency hand-held radio.

School Custodians shall:

- Instruct another member of the school staff (as designated by the principal) in all the disaster duties of the custodian to assume those duties in the event of his/her absence or injury. This person must have access to all school keys.
- Assist principal in planning control procedures for different types of building damage.
- Regularly check that battery-operated equipment is in working condition.
- Regularly check all fire equipment (extinguishes, hoses, etc.). Notify District Maintenance Department of any servicing needs.
- Stock proper hand tools (axes, crowbars, wrenches, shovels, etc.) for immediate damage control and building access.

Food Service Personnel shall:

- Become familiar with potential hazardous conditions that might exist in an emergency (i.e. falling storage shelves, hot food spills, etc.) and notify Director of Food Services of any safety concerns that should be remedied.
- Be current with first aid and CPR training.
- Participate in blood borne pathogens protection training.
- Maintain accurate inventory of food supplies in the kitchen.

Instructional Assistants shall:

- Become familiar with the school's emergency and evacuation procedures.
- Participate in first aid and CPR training.
- Participate in blood borne pathogens protection training.

Other School Site Staff shall:

- Become familiar with the school's emergency procedures.
- Participate in first aid and CPR training.
- Participate in blood borne pathogens protection training.

Nurses shall:

- Become familiar with role and function of Emergency Medical Branch Supervisor as part of an Incident Command System.
- Become familiar with Red Cross disaster procedures.
- Collect, organize and update first aid supplies.
- Be current in first aid and CPR training.

E. Site Staff Assignments—Incident EMERGENCY RESPONSE DUTIES

The Site Incident Commander/Disaster Coordinator: Principal

The principal is designated the Site Incident Commander in an emergency and is responsible for overall responsibility for site and emergency response operations. During an emergency the Site Incident Commander is responsible for the following:

- Maintaining internal and external communications. Report the emergency to appropriate emergency response agencies and the Superintendent as soon as possible.
- Assuming overall direction of site disaster procedures.
- Accounting for the presence of all students and staff.
- Directing the evaluation of the building, if necessary, using prescribed procedures for type of emergency. Conditions warranting evacuation could include: fire, indoor chemical spill, explosion, threatened explosion, collapsing building, etc. If evacuation is necessary, direct students and staff to a safe location. Call Transportation for buses, if necessary.
- Issuing orders to teachers if the students are to assemble in pre-selected safe areas within the campus.
- Reporting to the Superintendent, as soon as possible, the status of the emergency, the site condition and any injuries to staff or students.
- Communicating the various alerts.

Teachers

Teachers are responsible for the supervision of students in their charge. In discharging this responsibility, they will be governed by the specific directives or guidelines issued by the principal of their school. During emergency teachers shall:

- Coordinate and carefully monitor the evacuation of their respective classroom when evacuating the building.
- Take a current class list of students when evacuating the building.
- Respond to the specific emergency as prescribed and direct students in appropriate safety procedures.
- Take roll if class relocates using current class list, as soon as conditions permit such action.
- Report missing students to principal; and if there is reason to believe that a student might be endangered, report need for rescue.
- Release students to parents or other persons according to the District's student release policies and only to persons designated on the emergency forms.
- Report number and severity of injured students and send them to the site first aid station, if appropriate. Attach identification tag to injured persons who cannot respond. If injured person is taken immediately to a medical facility, keep a record of the person's name and to which medical facility the person was taken.
- Help to restore order and assist other teachers and students as needed.
- Remain with the students until relieved by the principal.
- If not on classroom duty with students, report at once to the pre-assigned station or to the principal.

School Office Manager

During an emergency, school office manager shall:

- Take AM/FM radio as the building is evacuated.
- Take this Emergency Preparedness And Crisis Response Plan
- Serve as the principal's chief communication agent between school site and Education Center.
- Keep principal informed regarding District directives, injury reports, damage reports, status of students, etc.

Site Custodians

During an emergency, school custodians shall:

- Take school emergency supply kit as the building is evacuated.
- Turn off utilities as may be necessary. Utilities should not be turned off unless absolutely necessary (i.e. broken gas or water mains, downed electrical wires, etc.).
- Conduct rescue operations as required and to extent of capabilities.
- Survey and report damage to the principal.
- Follow damage control procedures in so far as practicable to provide safest possible environment and to limit damage to school facilities.
- Safeguard all usable water within the building.
- Set up emergency sanitary facilities use as needed.

Food & Nutrition Service Personnel

During an emergency, food service personnel shall:

- Secure utility outlets.
- Cover and preserve all usable food and water.
- Direct the rationing, use and preparation of cafeteria food stock and water supply, whenever the feeding of students, staff and/or the community becomes necessary.
- Report the condition of the kitchen, including any damage, to the principal.

Instructional Assistants

During an emergency, instructional assistants shall:

- If in a classroom at the time of the emergency, remain with that class group, assist the teacher with group control and serve as a message courier between the class group and the principal.
- If not in a classroom at the time of the emergency, report to the site first aid center.
- Remain at the school site, assisting staff, until released by the principal.

Other Site Staff

During an emergency, other site staff shall report to the principal who may assign such employees as follows:

- Serve as message couriers between class groups and principal.
- Serve at the site first aid center.
- Assist teachers with class groups.
- Remain at the school site, assisting staff, until released by the principal.

School Nurses

During an emergency, school nurses shall:

- Report his/her location to the Site Incident Commander as soon as possible following the disaster. If an emergency is announced at another school, the District EOC will determine the greatest need and have school nurses proceed to that site, if possible.
- Supervise the administration of first aid.
- Organize and distribute first aid supplies.
- Administer any medications or treatments; record any administered.
- Advise and consult with other sites, if possible.
- Attach identification tags to injured persons who cannot respond.
- Keep records of injured persons who have been transported to medical facilities and, if possible, note to which facility.

Attendance Secretary

During an emergency the attendance secretary shall:

- Secure all stored medications
- Take all stored medications as the building is evacuated.
- Provide all stored medication to the Medical Officer.

Vice Principals Secretary

During an emergency which requires evacuation, the vice principal's secretary shall:

- Go to attendance office and take student emergency information cards.
- Deliver student emergency cards to the Student Accountability Officer.

Student Services Secretary

During an emergency which requires evacuation, the student services secretary shall:

- Take office supplies, including: pens, paper, pads, stapler, paper clips, message forms, etc. These supplies will be maintained in a designated small backpack.
- Deliver office supplies to Logistics Chief

F. Basic Personnel Responsibilities During An Extended Period After a Disaster

The first priority for the site Incident Commander during an emergency will be to implement the initial response actions to control and stabilize the situation. This will be accomplished through the activation of the site Crisis Response Team and the implementation of the Incident Command System.

An ongoing disaster situation, such as an earthquake, will demand long term coordination of response operations. These operations will be coordinated with Emergency Operations Center established at the District office. The site Incident Commander will utilize this plan and the *District Emergency Operations Plan* to facilitate the ongoing response actions.

The Incident Commander, through the Command Staff, shall:

- Set control center in operation.
- Assign teachers without classes to duties.
- Assess total school situation determining if school grounds are to be evacuated and check with superintendent.
- Announce location of disaster and first aid centers; call on principal's designee(s) to operate the first aid centers.
- Oversee conservation and distribution of water.
- Review report from custodian on conditions of utilities to determine if they should be turned off.
- Assure that parents and guardians are notified as soon as possible of any serious injured children transported to the hospital or other emergency treatment centers designated by community officials.
- If buildings are damaged, appoint staff to assure that no unauthorized person goes back into the building until they have been declared safe.
- Post traffic control at gates to keep parking lot free for emergency vehicles
- Determine runners for the school.
- Establish and coordinate activities at the first aid center.
- Direct the recovery of all disaster-related and medical supplies, equipment and information listings from the first aid supply stations.
- Release teachers according to school's first opportunity release.

Assigned Clerical Staff shall:

- Establish the communication center—assist in the Command Post.
- Provide a current master list of staff; maps of the school; and current student lists.
- Account for assigned staff.
- Provide for the preservation of essential school records.
- Monitor radio emergency broadcasts.
- Direct volunteers to locations where needed.
- Answer and record all incoming calls.
- Use main office telephones if working.
- Use fax, cell phone or email system if main telephone is not working.
- Relay messages to administrator in charge.
- Make available name tags or badges for volunteers/visitors.
- Assist with the coordination and operation of the first aid center and morgue.

The Custodial Staff shall:

- Check water, gas and electricity and report findings to the principal.
- Turn off utilities and intake valves on water heaters if directed.
- Assist the vice principal, or designee, in establishing building security.
- Assist in any fire-fighting or recovery activities, if trained.
- Help set up emergency sanitation facilities if needed.

The Teachers shall:

- Remain with their class group or report to the control center if they do not have a class group.

- Provide first aid to injured students for the students in their class group until an emergency first aid station has been established.
 - ❖ Students with major injuries are to remain in the classroom supervised by one teacher from a buddy group.
 - ❖ Students with minor injuries are to be cared for after evacuation.
- Use laminated red or green card to signal current status or need. GREEN indicates "all is well" and RED indicates there is a need (e.g., medical need, missing student). These cards can be used when students are in a classroom or an assembly area.
- **USE BOTTLED WATER UNTIL NOTIFIED THAT WATER SYSTEMS ARE SAFE.**
- When evacuating the classroom, take the teacher's emergency kit and roll book.
- Check with buddy classes when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain. Other teachers evacuate the rest of the students.
- Take roll. Send notice to control center immediately of any student who is not with the class group, or injured, noting possible whereabouts (i.e. library, absent from school, etc.) Take roll periodically throughout the disaster period.
- Note on class roster in emergency kit the name of anyone who for any reason leaves the class group (i.e. to first aid, control center, home, etc.).
- Follow the procedures defined in the District *Student Emergency Release Plan* if students are to go home.
- Document on the Student Release Form any first aid given to the student.
- Periodically encourage students to talk about the incident/disaster to help reduce anxiety.
- Report to the Command Post when all students have been released.

SECTION 10

**PUBLIC NOTICE LAW
ENFORCEMENT
REVIEW**

<p>Method for Communicating Plan and Notifying Public: <i>Ed Code 32288</i></p>	<p>Date of Public Hearings: 5/28/14</p> <p>The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> > Local Mayor > Representative of the local school employee organization > A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs > A representative of each teacher organization at the school site > A representative of the student body government > All persons who have indicated they want to be notified
	<p>The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> > A representative of the local churches > Local civic leaders > Local business organizations > In order to ensure compliance with this article, each school District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with <i>Ed Code 32287</i>
<p>Review of Progress for Last Year</p>	<p>Date:</p>
<p>Law Enforcement review</p>	<p>Date: 5/29/14</p>
<p>Site Council Approval</p>	<p>Date:</p>
<p>School Board Approval</p>	<p>Date:</p>