



MT. DIABLO UNIFIED SCHOOL DISTRICT

COMPREHENSIVE SCHOOL SITE SAFETY PLAN

Pleasant Hill Elementary School (School Site)

____ Dr. Angela Walker __, Principal

Nellie Meyer, Ed.D., Superintendent

Lawrence Schoenke, Interim General Counsel

Bryan Richards, Chief Financial Officer, Fiscal Services

Julie Braun Martin, Assistant Superintendent, Personnel

Kerri M. Mills, Ed.D, Assistant Superintendent, Pupil Services and Special Education

Rose Lock, Assistant Superintendent, Student Achievement and School Support

2013-2014

Plan Developed by:

Name

Position

Dr. Angela Walker

Principal

Dennis Flaner

Teacher

Dan Sheffield

Teacher

Laura Quinn

Teacher

Danielle DeTorres

Teacher

Ornella Gallagher

Classified Personnel

Mary Briemle

Parent

Tammy Maxon

Parent

Heller Stanton

Parent

Hasmig Gregorian

Parent

Lynn Valdez

Parent

Nathan Lunt

Parent

Public Hearing Date _____

Date Adopted by School Site Council _____

5/2/14

Mount Diablo Unified School District

Comprehensive School Site Safety Plan

Pleasant Hill Elementary School

School

Requirements Index

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COMPREHENSIVE SCHOOL SITE SAFETY PLAN MEMBERSHIP

Pleasant Hill Elementary School
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. Dr. Angela Walker	X								
2. Dennis Flaner			X						
3. Dan Sheffield			X						
4. Laura Quinn			X						
5. Danielle DeTorres			X						
6. Ornella Gallagher		X							
7. Mary Briemle				X					
8. Tammy Maxon				X					
9. Heller Stanton				X					
10. Hasmig Gregorian				X					
11. Lynn Valdez				X					
12. Nathan Lunt				X					
13. Officer Todd Jung					X				
14.									

SECTION 2

MISSION STATEMENT

SCHOOL MISSION STATEMENT

At Pleasant Hill Elementary School, we educate the whole child. We seek to build the foundation for lifelong learning. That foundation begins with good character, self-esteem and a motivation to do well, for without these qualities ability may not be enough.

Our on-going collaboration among faculty, parents and staff at Pleasant Hill Elementary School results in an educational environment that enriches each student's experience, both academically and socially. This collaboration provides a safe, clean learning environment for all the Pleasant Hill Elementary community.

SECTION 3

DATA SUMMARY

STUDENT DATA SUMMARY

Data Source	2009-2010	2010-2011	2011-2012
Suspensions (number of incidents)	22	9	6
▪ Violence	2	2	2
▪ Tobacco	0	0	0
▪ Drugs/Alcohol	0	0	0
▪ Weapons	0	0	0
Expulsions	0	0	0
Attendance, general ed. (percentage)	96%	96%	96%
Attendance, special ed. (percentage)			
SART (number of referrals)	4	7	6
SARB (number of referrals)	2	2	0
SARB (number referred to Court)	0	0	0
SST (number of referrals)	27	21	30
Coordinated Care Team (number of referrals)	57		
Positive Behavior Team Referrals	1	1	0
Site Safety Surveys (number of surveys completed)	1	0	0
Vandalism Reports	2	0	0
Other, i.e., surveys, CHKS	0	83	0

Conclusions from Data:

Behavior & Suspension Data:

Suspensions reflect 7 different students, with only multiple suspensions. This can be attributed to:

- Group and individual counseling by the school psychologist intern
- Implementation of strong Character Education Program
- Increase of Noon Duty Allocation
- Breakfast Program

SST Data

- Early detection of academic and social-emotional issues
- Coordinated interventions based on assessment data
- Benchmark assessment analysis and planning by staff, including support staff
- Increase of classroom small group instruction and RtI
- Creation and monitoring of individual student, class and school SMART goals

Attendance: Students who are habitually tardy and absent were addressed systematically.

Patterns of average to above average attendance was affected by a high number of

- student illnesses
- A systematic early intervention for habitual attendance issues were put into practice- form letters, personal letters & phone calls from the principal, SART meetings and SARB hearings

Vandalism: Security cameras were installed at the end of 2010. This has reduced the number of vandalism incidents.

Conclusions from Parent, Teacher and Student Input:

SST Referral Process

Teacher Leaders Feedback

- Training on the process and purpose of SSTs took place in 2013, formalizing a process for referral. Each month a designated SST day is held to address all students at risk referred by the staff/administration and parent request. Using the district required data entry (SST online) information is captured on a database outlining all interventions in the RtI process.
- One day per trimester will be set aside as an SST day. These days will be calendared at the beginning of the school year. A roving substitute will be provided to release teachers to attend the SST.

Attendance Rates

Teacher Leaders Feedback

- ❖ Teachers believe that attendance rates would increase with additional attempts to make parents/guardians accountable for frequent absences or tardies. The Administration has held a significantly high number of SART's to address any concern before it becomes a pervasive pattern of truancy.

SECTION 4

SAFETY AND ORDERLY ENVIRONMENT

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

Data: Suspension Reports, Attendance Reports and SST Many avenues are used to communicate safety, positive climate and regular school attendance. Specific efforts have been made to support a positive climate (see area of focus).

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

There are many areas of strength that PHE can be proud of. The school enjoys a high percentage of volunteerism that directly affects the climate, safety and education of students in the school. These include: Fine Arts Mini Experience (FAME), Reading Incentive Program, Science Fair, Make a Difference Days, and financial support from the PTA and PHEEF that provide funds for materials, supplies and personnel. The school has several programs that encourage student responsibility and provide academic and social supports. These include: Student Council, Music and Band Performance, Student Success Teams, Resource Center, ELD, Intervention, GATE Lunch Bunch, Differentiated Math, Reading Intervention, and Counseling Support (individual and group). PHE believes that parents are a key component in the success of students. Parent partnering is facilitated through Principal Coffees, Parent Orientations, PTA, PHEEF, parent newsletters and automated messages.

Areas of Focus:

Discipline/Positive School Climate

1) Student behavior assemblies are held at one to two times per year by the principal and school psychologist intern with a message on anti-bullying, bystander information, reporting and acts of kindness. Also, the school has implemented a Character Education program that celebrates kids of character every two months in a public school assembly. Teacher and support staff review school expectations at the beginning of the school year, at the end of each trimester. Additional reviews are added as needed based on school discipline incidents. Staff meetings, assemblies, announcements and newsletters support our continued effort to create and maintain a positive school climate. Discipline is seen as an opportunity to provide student instruction in making good choices, perspective taking and consequences for individual actions. Behavior Support Plans, Student Contracts, Parent/Student/Staff Conferences, and Counseling Support are used as more intensive measures to support students. A two-day School Psychologist and Intern support our most at-risk population. Non-foster youth students are selected for services through the SST process.

2) Additionally, the staff rewards and reinforces the positive behavior of students. Incentives include: Dino Dollars, Bronto Bucks, Dino-riffic Awards, Dino Star Board, Student Body run Student Store, Pizza Lunch with the Principal, praise, student campus jobs, and individual classroom incentives.

Physical Environment

Parents hold "Make a Difference Days" (MADD) two times per year to beautify school grounds. This year, our first MADD focused on playground beautification tied to our school spirit. Staff, students and parents painted the ball wall, poles and basket ball back boards our school colors or orange and blue. ~~Unifit were painted in recognition of retirees.~~ Student murals were painted and will list our school rules when completed this spring. Restripping was done to give the playground a fresh look. PE instructors will be using the playground more effectively, using the striping to lead games.

2013-2014 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 Objective: By 2014, 97% of students will arrive on time to school each day	Staff	June 2014	Student Body and SLIBG Funds	Attendance Records SART and SARB Referrals	
Activities: Decrease the number of absences and tardiness	Staff and Parents	June 2014		Continue to hold SART meetings and track these meetings on Principal calendar	
1.0 Provide incentives for getting to school on time and each day a. certificates sent to perfect attendance	Classroom teacher, office staff	June 2014		Each quarter, students with perfect attendance are recognized and given a certificate	
2.0 Provide additional incentives for students with high rate of attendance issues a. Principal initiated parent conferences	Principal	June 2014		Accurate record of all parent calls and meetings addressing attendance	

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 #2</p> <p>Objective: By June 2014, Character Education curriculum will be accessible and assemblies held every two months to recognize kids of character</p>	Principal Staff	June 2014	SLIBG funds	Log in admin. verifying that lessons, multimedia and activities are being checked out for character education
<p>Activities: instill Respect, Trustworthiness, Citizenship, Caring, Fairness and Responsibility in all students at PHE</p>	Staff	June 2014	Certificates and Curriculum	Evidenced in a decrease of referrals
<p>1.0 Every two months students will be recognized by their classroom teacher for exhibiting pillar of character traits (established monthly by the administration)</p> <p>a. curriculum available for checkout in the principal's office</p> <p>b. students receive certificates and cookies/juice with the principal after assembly</p>	Staff/Principal	June 2014	PTA funds character assembly treats	Assemblies every two months
<p>2.0 Provide counseling support for identified at-risk students with intern/school psych.</p> <p>a. referrals made through the SST process</p> <p>b. Behavioral Support Plans created to assist student in making changes</p>	Psych and Intern	June 2014	SLIBG funds	Academic performance, discipline records and attendance records for students

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
3.0 Students who require more intensive supports will be referred to the PBT (Positive Behavioral Team) at the District level <ul style="list-style-type: none"> a. referral through SST b. partner with the school psych for additional student approval 	Principal and school psych and staff	June 2014	SLIBG Funds	Track the number of SSTs and referrals to PBT

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 #1 Objective: PTA will work with the Administration to support two different Make A Difference Days (MADD) to beautify the school grounds	Staff and PTA	June 2014		At All In One Day, we will collect names of constituents that are interested in chairing MADD and solicit the expertise of parents who can assist in the beautification plans
Activities: Make A Difference Day (2) days held a year	Staff and PTA	September and May of 2014		
1.0 AIOD acquire parent contacts to support the school improvement days ("MADD" Make a Difference Day) a. September MADD b. May MADD	PTA an Staff and Principal	June 2014	PTA provides money for all projects	Completion of MADD projects evidence of success
2.0 Replace the trees and replant flowers in the front of the school a. trees were removed in 6/12 and due to be replaced in 2013/14 b. flowers in the front replaced with new flowers by 6/2014	Staff and district support	June 2014	District	Continue to check in with District to monitor the completion of the proposed project

SECTION 5

SAFE INGRESS AND EGRESS

Procedures for Safe Ingress and Egress of Pupils

Include considerations for safe access when students are entering and leaving school grounds. Describe campus supervision and include a map.

Include information regarding campus security. Access to campus, use of campus supervisors, security personnel, security equipment (e.g. communications systems, surveillance cameras and any other detection devices, etc.) are appropriately utilized.

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

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

Students arrive and leave school in a variety of ways. This year they walk, ride bikes, are driven to school or ride the MDUSD school bus. Next school year, the bus transportation will no longer be available. Crossing guards are situated on Pleasant Hill Rd and Oak Park Blvd to assist pedestrians and support the morning bus drop off on Pleasant Hill Rd. Drop off and pick up procedures are published and distributed annually. Constant communication is disseminated by the principal and staff to parents regarding safety procedures in the form of Principal Newsletter, 1:1 parent/principal conferences, school events and automated e-mail and phone messages.

At dismissal time, occasionally miscommunication creates what appears to be a missing student. However, office procedures have been put in place to assure student safety. They are as follows:

- An all call requesting the student report immediately to the office
- Contact to PHE Enrichment (on-site) or Play and Learn (next-door)
- Contact with student's teacher
- Contact to adult's listed on the ER card
- Notification to the police approximately 15 minutes from notification
- Phone calls to the student's known friends to gain information
- Xerox of contact information and photo of missing student for police use

At dismissal and drop off time staff supervises to assure safety on the playground and in pick-up areas. Kindergarten students are monitored with a higher staff to student ratio and are contained in more confined areas to assure safety. Students who are not picked up are walked to the office for closer supervision. Older students may have the option of sitting on the benches located in front of the office until a parent picks them up.

Parking is available for all staff and visitors. Additional parking is available at the Old School House across the street on Oak Park Blvd on the grounds of the Oak Park Christian Center where a rear parking lot provides ingress to the school grounds.

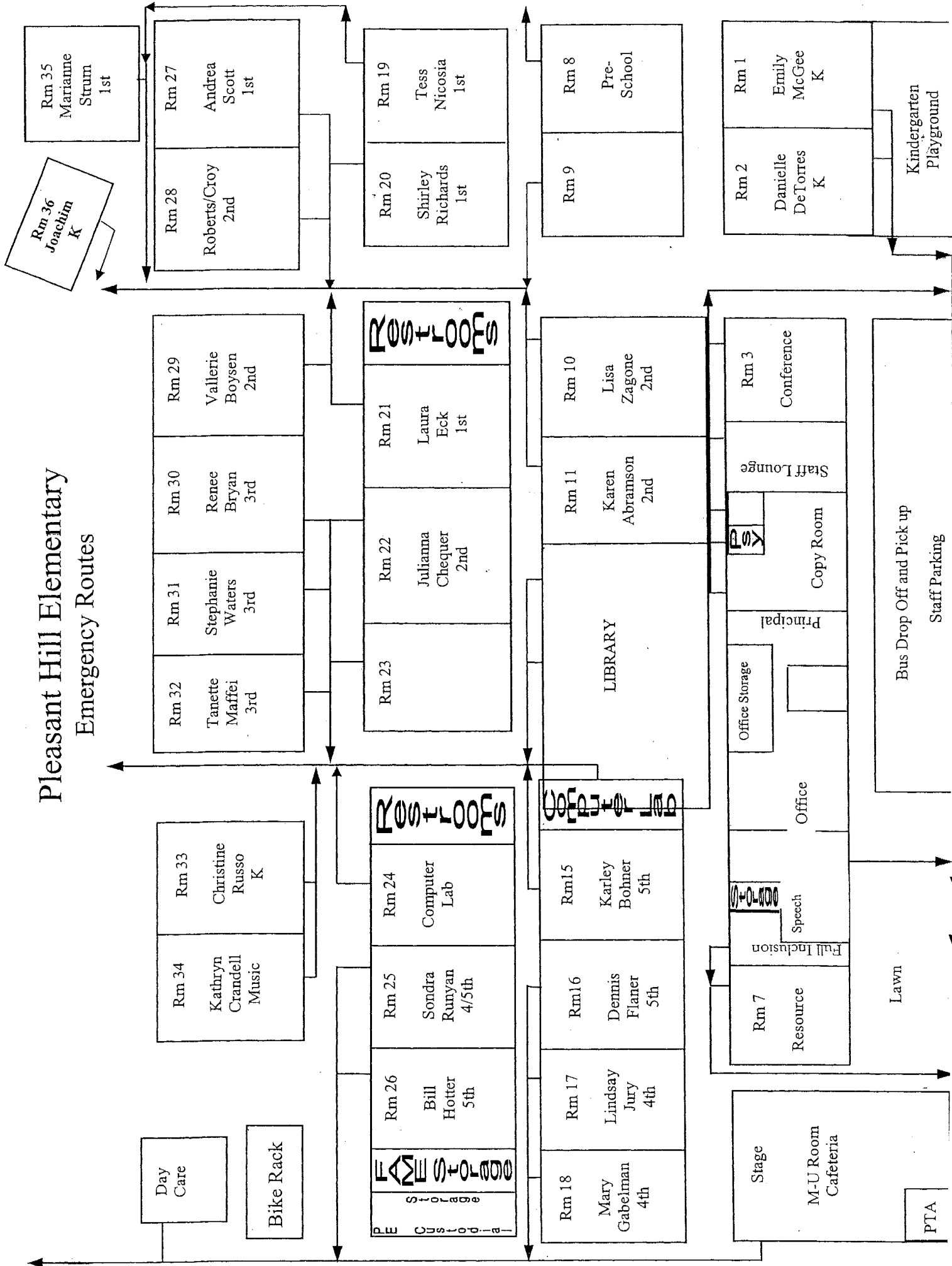
At all recesses and lunches, staff members are assigned to the supervision of students in all areas affected. Areas of supervision are assigned to assure proper coverage, access to staff by students and maximum visibility. Staff members communicate via walkie-talkies to facilitate safety and to create the orderly movement of students. Playground partners add an additional resource to our lunch supervision. Parent volunteers play games with students and supervise play to reduce the student to adult at lunch recess.

The back gate is locked at 7:30 am and unlocked at 2:15pm to decrease unauthorized foot traffic. All non-staff adults are required to check in at the office and display a visitor's badge. Adults without this identification will be questioned and the office will be notified immediately if a problem exists.

SECTION 6

MANDATED SAFETY POLICIES

Pleasant Hill Elementary Emergency Routes



Child Abuse

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 REPORTTo 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	
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME		
	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		
VICTIM'S SIBLINGS	NAME		BIRTHDATE	SEX	ETHNICITY		
	1. _____	2. _____	3. _____	4. _____			
D. INVOLVED PARTIES	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 ()	
SUSPECT							
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 <ol style="list-style-type: none">(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 seal 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.

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.

**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/lr/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

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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/lr/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 a 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-17 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))

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

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

Expulsion Policy

EXPULSION

[POLICY 5131.1.3(A-I)]

It is the policy of the Mt. Diablo Unified School District that expulsion should be imposed when other means of correction have failed, or when keeping the student in school would be detrimental to the general welfare of the school, the student, or other students.

The decision to expel a student depends upon the seriousness of the offense, the history of infractions of school rules and regulations, and upon a consideration of the safety and welfare of the student, other students, and the staff.

DEFINITION

Expulsion is defined as the removal of a student from all schools of the district and from all school district activities and programs by order of the Board of Education.

GROUND FOR EXPULSION [E.C. 48900, 48900.2, 48900.3, 48900.4, 48900.7, AND 48915]

Important Note: Education Code §48915 charges should be added when appropriate and may not be used alone.

Only 48915(c) charges may be used independent of E.C. §48900 charge.

A student shall not be suspended from school or recommended for expulsion unless the principal of the school in which the student is enrolled determines that the student has engaged in acts enumerated in E.C. §48900, §48900.2, §48900.3, §48900.4, or 48900.7.

It is important that the recommendation contain as many grounds for expulsion as apply to the individual student's situation. By charging multiple violations, if one ground is not sustained, there are others upon which an expulsion can be based.

The student must be suspended for each charge contained in the recommendation for expulsion.

Grounds for Expulsion Contained in E.C. 48900

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- a) (2) Willfully used force or violence upon the person of another, except in self defense.
- b) Possessed, sold, or otherwise furnished any firearm, 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.

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.

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.

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 so 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 of 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.

E.C. 48900.3

A student in any of grades 4 to 12, inclusive, may be suspended from school if the principal of the school in which the student is enrolled determines that the student has caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.

- In general hate violence is defined as the use of force or threat of force to intimidate or injure a person or a person's property because of that individual's race, color, religion ancestry, national origin, disability, gender, or sexual orientation.
- A detailed definition of hate violence is found in subdivision (e) of Section 233 of the Education Code. E.C. 233 (e) refers you to P.C. 422.6 (interference with exercise of civil rights; damaging property; punishment; speech) and P.C. 422.7 and 422.75 (aggravating factors for punishment).
- The person engaging in hate violence must have the ability to carry out the threat; the threat against property must cause damages in excess of \$500.

E.C. 48900.4

A student enrolled in any of grades 4 to 12, inclusive, may be suspended from school if the principal of the school in which the student is enrolled determines that the student has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment.

- All three (3) sub-clauses must be true before charging E.C. 49800.4
- E.C. 48900.4 may be charged against a student who committed an act off campus that results in creating a hostile educational environment for students on your campus and interferes with student attendance at school.

E.C. 48900.7

Made terrorist threats against school officials or school property, or both.

Use 48900.7 strictly for charges against school officials, 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.

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.

Additional or Dual Finding Required for Violations other than 48915(c)

The school official must prove by presenting evidence that a student committed the violation(s) with which he/she has been charged AND EITHER of the following:

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

The only charges exempted from a dual finding are E.C. 48915 Subsection (C) "the big five" possessing, selling or furnishing a firearm, selling a controlled substance, brandishing a knife, committing or attempting to commit sexual assault/battery, or possessing an explosive device.

PROCEDURAL SAFEGUARDS, LIMITATIONS

Alternatives to Suspension

E.C. 48900 (u)

A superintendent or principal may use their discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.

Community Service on School Grounds During Non-School Hours;

Alternative Disciplinary Action

E.C. 48900.6

As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the area of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action.

PROCEDURAL SAFEGUARDS

Conducting a Principal's Conference and Extension of Suspension

1. Procedures for suspension listed in the Student Conduct, Welfare and Discipline manual apply.
2. Expulsion must be preceded by a Principal's Conference. A decision to recommend expulsion cannot be made until a Principal's Conference is held, to which the student and the student's parents have been invited to attend.
3. Prior notice of the Principal's Conference must be provided to the parent. When possible, written notification should occur two days prior to the conference. When this is not possible, the parent must be given a notification letter at the beginning of the conference.
4. Principal's Conference may be held without parents. Non-attendance should be noted in the written materials included in the expulsion packet, and efforts to invite the parents should be documented.
5. The principal and parent may invite any person with relevant information to the Principal's Conference.
6. Tape recording the conference is permissible. Principals are not encouraged to tape record. If a parent tape records a conference, the principal should obtain a tape recorder and make recordings also.
7. Written minutes from the Principal's Conference are not required, but often are useful if the case proceeds to an expulsion hearing.
8. Principal's Conference must be held before the end of the student's original suspension period, typically within 5 days. If it is held after the suspension period has ended, the student has the right to return to school at the end of the suspension period even if the principal intends to recommend expulsion.
9. At the Principal's Conference, the principal should:
 - a. Introduce everyone.
 - b. Cite reasons for the Principal's Conference.
(Example: "The Principal's Conference is a formal hearing scheduled when a student commits a serious offense that can result in a recommendation for expulsion. The purpose of the conference is to review the incident and give everyone in attendance an opportunity to become familiar with what is known about the incident and to provide relevant information related to the incident. Following this conference, the principal will decide an appropriate course of action to take with the student. Actions can include keeping the student at the school with a behavior contract or other program modifications, involuntarily transferring the student to another school, or recommending expulsion.")
 - c. State the charge(s) from the suspension form and provide all relevant information and evidence known about the incident.
 - d. Provide an opportunity for the student and parent to respond and to state any additional information.
 - e. Ask any relevant clarifying questions.
 - f. Ask the student and parent for closing comments.
 - g. Let the student and parent know about the timeline for the principal's decision to recommend expulsion. Please note that a decision must be made before the student's suspension period ends, or the student must return to school.

REINSTATEMENT FROM EXPULSION STATUS FOR GENERAL EDUCATION AND SECTION 504 ELIGIBLE STUDENTS

In order for a student to be readmitted to the school district, the student must meet the conditions of his/her rehabilitation plan and appear at a readmission hearing conducted before an administrative panel.

Upon completion of the readmission process, the governing board shall readmit unless it makes a finding that the student has not met the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other students or employees of the district. Education Code, Section 48916, subd. (c).

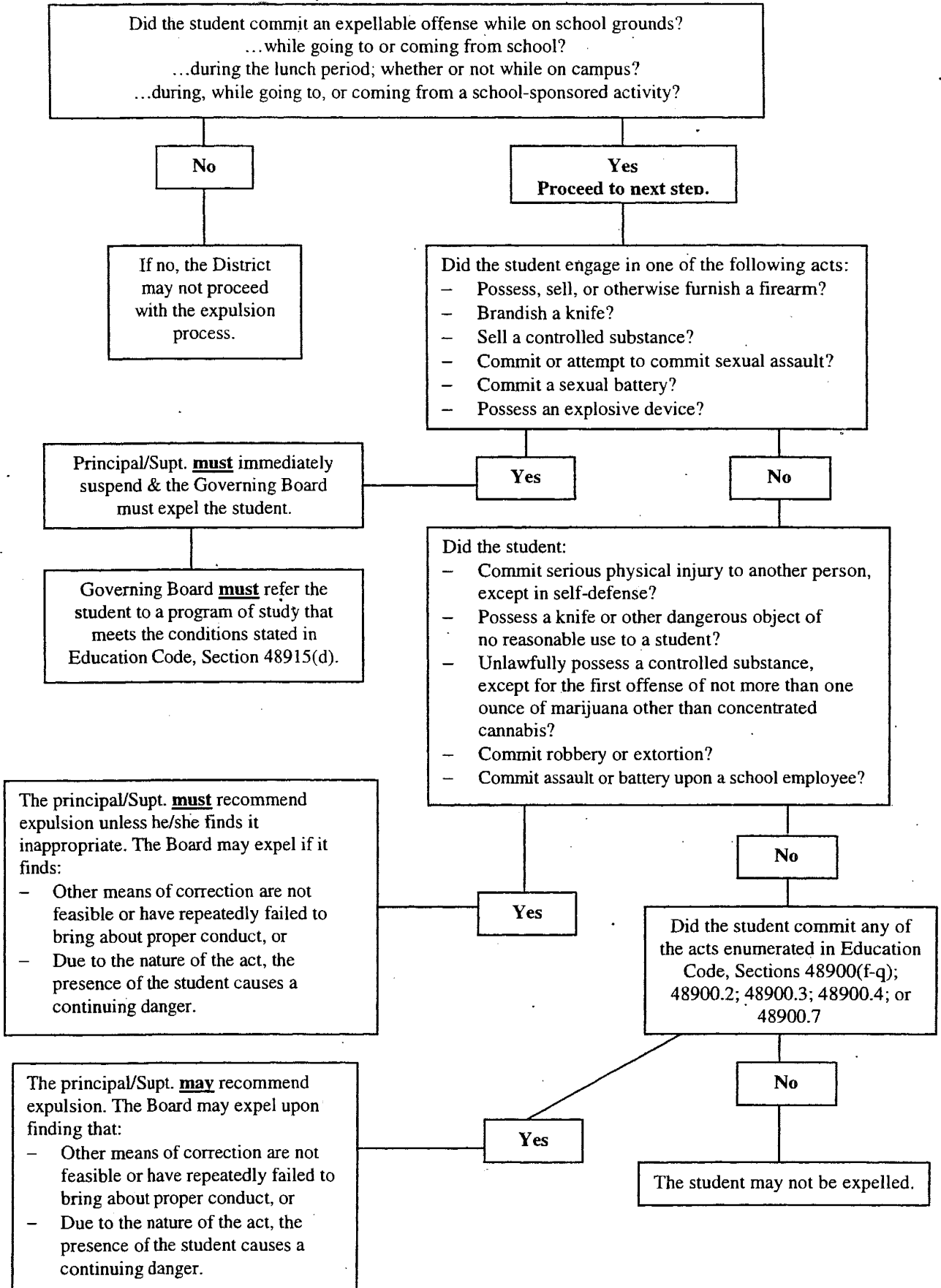
If a student is denied readmission, the board must determine to either continue placement in an alternative educational program that was used during the expulsion period, or to place the pupil in another program. Ed. Code, Section 48916, subd. (d).

If a student is denied readmission, the student and parent must be provided written notice stating the reasons and identifying the alternative educational program. Ed. Code, Section 48916, subd. (e).

On determination that a student has been inadvertently admitted to school after an expulsion and without a Readmission or Admission Hearing, the student shall be dropped from school until such a hearing is requested and held. Please call Student Services immediately.

For Reinstatement of Students with Disabilities under the IDEA, please refer to "Expulsion of Students with Disabilities Under the IDEA" section that follows.

Student Expulsion Chart



EXPULSION

[POLICY 5131.1.3(A-I)]

EXPULSION OF STUDENTS WITH DISABILITIES UNDER THE IDEA

Contact your Program Specialist with any questions.

Definition

A student with previously identified exceptional needs is defined as “an individual with disabilities pursuant to the Individuals with Disabilities Education Act.” In other words, any student with an active IEP, or a student who, because of his/her disability, is eligible for special education services must be considered as an individual with disabilities, or a student with exceptional needs. Such a student would be entitled to the procedural safeguards described in this section.

Procedural Safeguards/IDEA 2004

When determining any course of discipline with a student with disabilities under the IDEA, administrators must follow the procedural safeguards that exist in federal (Individual with Disabilities Education Improvement Act, 2004) and state law. Violation of these procedural safeguards constitute a violation of the student’s civil rights and may serve as grounds for the discipline being disallowed. Students with exceptional needs can be disciplined, but administrators must follow identified procedures when determining disciplinary action.

The following pre-expulsion procedure shall be used when a student with exceptional needs commits an offense for which student expulsion is considered.

PREVIOUSLY UNIDENTIFIED STUDENTS

A pupil not previously identified as a student with disabilities under the IDEA who violates a behavior rule may claim protection as provided to individuals identified with exceptional needs **if there was knowledge that the student had a disability** before the behavior violation occurred.

Knowledge arises when:

1. The parent has expressed concern in writing to supervisory or administrative personnel or a teacher of the student, that the student is in need of special education and related services.
2. The parent of the student has requested an evaluation of the student.
3. The teacher or other school personnel expressed specific concerns about a pattern of the student’s behavior and/or performance. The concern must be expressed in accordance with the district’s established special education referral process, to supervisory personnel of the school or district.

A public agency is not deemed to have knowledge when:

1. The agency conducted a special education evaluation and determined the student was not a student with a disability under the IDEA, or
2. The parent has not allowed an initial evaluation of the student or has refused initial services after an initial evaluation.

If there was no prior knowledge, disciplinary measures can be applied as to all general education pupils.

If a parent/guardian indicates they believe their student should have been previously identified, contact the Director, Student Services for assistance.

6. **Manifestation Determination IEP Team Meeting**

As a first step in the manifestation determination process, the school and parent must determine the relevant members of the IEP team who should attend the IEP team meeting. The IEP team shall review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information provided by the parents, as well as the psychologist summary of findings to determine whether the misconduct is a manifestation of the student's disability.

A MDUSD IEP Manifestation Determination Finding form must be completed to document the review and team's determination.

The team determines:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to the student's disability, or
- b. If the conduct in question was the **direct result** of the school or district's failure to implement the IEP.

If the answer to 1 or 2 is yes, then the conduct shall be determined to be a manifestation of the student's disability.

** If it is determined that the misconduct is not a manifestation of the student's disability, the student may be excluded from school in the same manner as are similarly-situated students who do not have disabilities as long as they receive FAPE as described above.

7. **Determination that the behavior was a manifestation:**

If it is determined that the misconduct was a manifestation of the student's disability, the student should be allowed to return to school and the IEP team shall:

- a. Conduct a functional behavioral assessment and implement a BSP or PBIP, or
- b. Modify a previously developed BSP or PBIP, as necessary, to address the specific behavior.
- c. Return the student to the placement from which the student was removed, unless the parent and school or district agree to a change in placement as part of the modification of the BSP or PBIP.

The MDUSD Manifestation Determination Finding form should be used to document the IEP team's determination with regard to these questions.

8. **Special Circumstances – Interim Alternative Setting**

If the IEP team determines the student's action is a manifestation of his disability, or after placing the student in an interim alternative setting for not more than 45 school days for misconduct involving a weapon or drugs or serious bodily injury:

- a. The student shall continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, even if in an alternative setting, and to progress toward meeting the goals set out in the student's IEP.
- b. If the student does not have a Behavior Support Plan (BSP) or Positive Behavior Intervention Plan (PBIP), the IEP team meeting shall conduct a functional behavioral assessment (FBA), and develop a BSP or PBIP designed to address the behavior violation so that it does not reoccur.
- c. If the student has a BSP or PBIP, the IEP team must review the plan as necessary and make changes designed to address the behavior violation so that it does not reoccur.

- c. The period of the expulsion placement must be noted in the student's IEP.
- d. The expulsion placement is not a long term placement.
- e. All annual and 3-year information must be updated if due within 6 months.

DUE PROCESS

Case by Case Determination

School administration may consider any unique circumstances on a case by case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

Procedural Protections Regarding a "Change in Placement"

When suspensions constitute a "change in placement," the student and his or her parent or guardian are entitled to procedural protections (See definition of change in placement on page 3-24). These protections include:

1. Appropriate notice to parents or guardian
2. An opportunity to examine the student's records
3. A due process hearing with the participation of parents or guardians which may include representation by counsel and a review procedure

Thus, if, after a Manifestation Determination and FBA, the parents disagree with the determination regarding the relationship of the behavior to the disability, or with the placement proposal, they may request a due process hearing.

In addition, if the local educational agency believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, the district may request a hearing.

Placement during Appeals

When an appeal has been requested of the Hearing Office by the district or the parents:

1. The student will remain in the interim placement pending the decision of the hearing officer or until the expiration of the 45 day placement which may be 45 school days or the suspension period as applicable to general education students, unless the parent and district agree otherwise; and
2. The hearing office shall arrange for an expedited hearing which shall occur within 20 school days of the date the hearing is requested, and shall result in a determination within 10 school days after the hearing.

Readmission Following Period of Expulsion

1. No later than two weeks prior to the end of the expulsion period, a Readmission Hearing is scheduled to determine if the student has met the terms of his/her rehabilitation plan.
2. If the student is readmitted to the District, an IEP team meeting is held at the conclusion of the Readmission Hearing to determine the new placement.

7. Conduct the IEP. The principal should:
 - a. Follow standard protocol for conducting an IEP.
 - b. Confirm the nature of the student's offense with the student and parent/guardian(s).
 - c. Conduct a manifestation determination.
 - d. Determine the Interim Alternative Education Setting.
 - e. Review the student's Behavior Support Plan or Positive Behavioral Intervention Plan. If none exists, develop a Behavior Support Plan or develop an assessment plan to complete a Functional Behavior Assessment or a Functional Analysis Assessment.
 - f. Include in the IEP services and/or modifications designed to prevent the misconduct from recurring.
 - g. Complete an IEP face sheet to document the placement and services for the 45 school day period.
 - h. At this time schedule the next IEP to be held before the end of the 45 school day period to determine a new placement or return the student to the previous placement.
 - i. Direct the parent/guardian to complete registration at the Interim Alternative Education Setting to enroll the student at a designated time.
 - j. Complete the Special Education Transportation Request Form, if needed.

8. Expulsion timelines are not changed as the result of a 45 school day placement. Refer to Expulsion section of MDUSD Student Conduct, Welfare, and Discipline manual for applicable timelines for holding an expulsion hearing

EXPULSIONS OF STUDENTS WITH DISABILITIES UNDER SECTION 504

Students with disabilities under Section 504 are subject to expulsion for violations of E.C. 48900. In order for a student with disabilities under Section 504 to be considered for expulsion, procedures must be followed that do not violate the procedural safeguards protecting these students.

The following pre-expulsion procedure shall be used when a student with disabilities under Section 504 commits an offense for which the student is considered.

Definition

A student with previously identified disabilities eligible for Section 504 accommodations is any student with an active Section 504 accommodation plan ("AP"). Such a student would be entitled to the procedural safeguards described in this section.

Procedural Safeguards

When determining any course of discipline with a student with disabilities under Section 504, administrators must follow the procedural safeguards that exist in federal and state law. Violation of these procedural safeguards constitutes a violation of the student's civil rights and may serve as grounds for the discipline being disallowed. Students with disabilities can be disciplined, but administrators must follow identified procedures when determining disciplinary action.

The following pre-expulsion procedure shall be used when a student with a disability commits an offense for which student expulsion is considered.

PREVIOUSLY UNIDENTIFIED STUDENTS

A pupil not previously identified as a student with disabilities under Section 504 who violates a behavior rule may claim protection as provided to individuals identified with exceptional needs **if there was knowledge that the pupil had a disability** before the behavior violation occurred.

Knowledge arises when:

1. The parent has expressed concern in writing to supervisory or administrative personnel or a teacher of the student, that the student is in need of Section 504 accommodations and related services.
2. The parent of the student has requested an evaluation of the student.
3. The teacher or other school personnel has expressed specific concerns about a pattern of the student's behavior and/or performance. The concern must be expressed in accordance with the district's established Section 504 referral process, to supervisory personnel of the school or district.

A public agency is not deemed to have knowledge when:

1. The agency conducted a Section 504 evaluation and determined the student was not a student with a disability under Section 504, or
2. The parent has not allowed an initial evaluation of the student or has refused initial services after an initial evaluation.

If there was no prior knowledge, disciplinary measures can be applied as to all general education pupils.

If a parent/guardian indicates they believe their student should have been previously identified, contact the Director, Student Services for assistance.

6. **Pre-expulsion Section 504 Team Meeting**

As a first step in the manifestation determination process, the school and parent must determine the relevant members of the Section 504 team who should attend the Section 504 team meeting. The Section 504 team shall review all relevant information in the student's file, including the accommodation plan, any teacher observations, and any relevant information provided by the parents, as well as the psychologist summary of findings to determine whether the misconduct is a manifestation of the student's disability.

A MDUSD Section 504 Manifestation Determination Finding Form must be completed to document the review and team's determination.

The team determines

- a. If the conduct in question was caused by, or had a direct and substantial relationship to the student's disability, or
- b. If the conduct in question was the direct result of the school or district's failure to implement the accommodation plan.

If the answer to 1. or 2. is yes, then the conduct shall be determined to be a manifestation of the student's disability.

** If it is determined that the misconduct is not a manifestation of the student's disability, the student may be excluded from school in the same manner as are similarly-situated students who do not have disabilities as long as they receive FAPE as described above.

7. **Determination that the behavior was a manifestation:**

If it is determined that the misconduct was a manifestation of the student's disability, the student should be allowed to return to school and the Section 504 team shall:

- a. Conduct a functional behavioral assessment and implement a BSP or PBIP, or
- b. Modify a previously developed BSP or PBIP, as necessary, to address the specific behavior.
- c. Return the student to the placement from which the student was removed, unless the parent and school or district agree to a change in placement as part of the modification of the BSP or PBIP.

The MDUSD Section 504 Manifestation Determination Finding form should be used to document the Section 504 team's determination with regard to these questions.

8. **Special Circumstances- Interim Alternative Setting**

If the Section 504 team determines the student's action is a manifestation of his disability, or after placing the student in an interim alternative setting for not more than 45 school days for misconduct involving a weapon or drugs or serious bodily injury:

- a. The student shall continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, even if in an alternative setting, and to progress toward meeting the goals set out in the student's accommodation plan.
- b. If the student does not have a Behavior Support Plan (BSP) or Positive Behavior Intervention Plan (PBIP), the Section 504 team meeting shall conduct a functional behavioral assessment (FBA), and develop a BSP or PBIP designed to address the behavior violation so that it does not reoccur.
- c. If the student has a BSP or PBIP, the Section 504 team must review the plan as necessary and make changes designed to address the behavior violation so that it does not reoccur.

Procedural Protections regarding a "change in placement"

When suspensions constitute a "change in placement" the student and his or her parent or guardian are entitled to procedural protections. These protections include:

1. Appropriate notice to parents or guardian
2. An opportunity to examine the student's records
3. An impartial hearing with the participation of parents or guardians which may include representation by counsel and a review procedure

Thus, if, after a Manifestation Determination and FBA, the parents disagree with the determination regarding the relationship of the behavior to the disability, or with the placement proposal, they may request an impartial hearing.

Placement during appeals

When an appeal has been requested by the district or the parents:

1. The student will remain in the interim placement pending the decision of the hearing officer or until the expiration of the 45 day placement which may be 45 school days or the suspension period as applicable to general ed students, unless the parent and district agree otherwise; and
2. MDUSD shall arrange for an expedited hearing which shall occur within 20 school days of the date the hearing is requested, and shall result in a determination within 10 school days after the hearing.

Readmission Following Period of Expulsion

1. No later than two weeks prior to the end of the expulsion period, a Readmission Hearing is scheduled to determine if the student has met the terms of his/her rehabilitation plan.
2. If the student is readmitted to the District, a Section 504 team meeting is held at the conclusion of the Readmission Hearing to determine the new placement.
3. If the student is denied readmission and the Board recommends an alternative educational program, a Section 504 meeting is held to address the new placement recommendation.
4. These Section 504 meetings will be scheduled by the student's home school, and will involve representatives of the home school, and the program providing interim services. Representatives from the school(s) where the student may be placed should also attend.

For additional information regarding readmission, see p. 6-13

45 DAY INTERIM ALTERNATIVE EDUCATION SETTING FOR WEAPON/DRUG/SERIOUS BODILY INJURY VIOLATIONS

If a student with disabilities under Section 504, while at school, on school premises, or at a school function,

1. Carries a weapon or
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of controlled substances, or
3. Inflicts serious bodily injury upon another person.

Expulsion of Students with Disabilities under Section 504

Student commits an offense that subjects the student to expulsion consideration.

Student is suspended.
(Refer to "Suspension of Students with Disabilities under Section 504" for suspension limitations!)
Student may be suspended for up to 5 consecutive school days for a single offense.

Conduct Principal's Conference.

The suspension can be extended until the expulsion hearing if the student would cause a danger to persons or property or a threat of disrupting the educational process

If expulsion is recommended, conduct the pre-expulsion assessment.

A pre-expulsion Section 504 team meeting is scheduled in no case later than 10 school days after the decision to recommend expulsion.

The 504 team may determine the behavior of the student was not a manifestation of the student's disability if:

1. The student's 504 and placement were appropriate and behavior intervention strategies were provided consistent with the student's 504 and placement.
2. The student's disability did not impair the ability of the student to understand the impact and consequences of the behavior subject to disciplinary action, and
3. The student's disability did not impair the ability of the student to control the behavior subject to disciplinary action.

If the 504 team determines that the misconduct was a manifestation of the student's disability, the process leading to expulsion may not proceed.

If the 504 team determines that the alleged misconduct was not a manifestation of the student's disability, the student shall be subject to expulsion in accordance with procedures that apply to all students. The parent/guardian may request an impartial hearing. If a hearing is requested, the expulsion may proceed, but the student may be returned if it is found on appeal that the behavior was a manifestation of the student's disability.

Expulsion documentation needed:
Completed Section 504 team meeting forms, including
Manifestation Determination form.

- **THE STUDENT DENIES ALL OR PART OF THE CHARGES.** The school must provide a person to testify or a sworn statement that includes the reason the individual is unwilling to testify. A sworn statement may be submitted only if ... “the disclosure of either the identity of a witness or the testimony of that witness at the hearing or both would subject the witness to an unreasonable risk of psychological or physical harm.”

The sworn statement will be considered separately by the panel to determine whether the document will be accepted as evidence. The administrator must make a case/statement as to why the sworn statement should be admitted.

If the statement does not meet the unreasonable risk test (physical/psychological harm) and the statement is not accepted as evidence, the school will have no evidence and no way to prove the case. The hearing will be dismissed at this point. For these reasons, it is desirable in this situation to bring witnesses to the hearing.

- When submitting a packet where the **STUDENT DENIES ALL OR PART OF THE CHARGES**, make sure any sworn statements are submitted ***with the student's signature on them***. A copy will be prepared by the panel chairperson, deleting names from statements read by parents and the student referred for expulsion.
- Chronology of Student Behavior
Nearly all charges now require a dual finding. (See page 6-9 if you are unclear about what a dual finding is.) In order to prove that other means of correction are not feasible or have repeatedly failed to bring about proper conduct by the student, the school must provide written documentation describing the student's behavior and be prepared to describe attempts to correct this behavior.

Include the total number of referrals and suspensions for the current school year. Include relevant related incidents from prior years at your level.
- Explain (k) on the suspension form and in the narrative explaining the incident.
- The case #'s of police reports are required for mandatory referrals for expulsion.
- Teacher comments should be dated and submitted by all current teachers. Keep in mind these comments will be read by a variety of people including parents and Board members of our district and county.
- Report card: please include the latest report card or transcript at the high school level.
- Attendance Calendar, form 1943, or OSIRIS printout.
- Cum folder: please organize the cum folder, placing all report cards, suspensions and behavior referrals, health records, and test scores together.
- If an interpreter is necessary, please advise the Student Services Office immediately.

White - Parent or Guardian
Green - Received by Student
Canary - Student Cum Record
Pink - Student Services
Goldenrod - School Use

MT. DIABLO UNIFIED SCHOOL DISTRICT
1936 Carlotta Drive, Concord, CA 94519

Student No. _____
Ethnic Code _____
Special Education Yes No
504 Yes No

OFFICIAL NOTICE OF SUSPENSION

(MUST BE TYPED)

Student's Name _____ Birthdate _____ Grade _____ School _____
Parent's Name _____ Address _____ (Home) Phone _____
Offense Occurred: Time _____ a.m./p.m. Date _____ (Work) Phone _____ (Cell) Phone _____
Suspension: Number of Days _____ From _____ Date Return _____ Date Accumulated Days of Suspension _____

CAUSES FOR SUSPENSION AND/OR EXPULSION Always Check EC 48900 Section(s). Check EC 48915 Section(s) as applicable.

State Education Code 48900

- a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
- 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/used/sold/furnished or been under influence of any controlled substance/alcoholic beverage/intoxicant.*
- d. Offered/arranged/negotiated to sell a controlled substance/alcoholic beverage/intoxicant—and then—sold/delivered/furnished another liquid/substance/material represented as 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/other nicotine product.
- i. Committed obscene act or 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/arranged to sell/negotiated to sell/sold the prescribed drug Soma.
- q. Engaged in, or attempted to engage in hazing as defined in Section 32050.
- s. Aided or abetted in the attempted or infliction of 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 233(e). (Grades 4-12 only)
- EC 48900.4 Engaged in harassment/threats/intimidation against student(s) or employee(s) which disrupted classwork, created substantial disorder, invaded rights of student(s) or employee(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.

State Education Code 48915 Subsections A and C

(A) MANDATORY SUSPENSION AND EXPULSION WITH PRINCIPAL'S EXCEPTION:

- 1. Caused *serious* physical injury to another person, except in self defense.*
- 2. Possessed any knife 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 for the possession 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.*

(C) SUSPENSION AND EXPULSION WITHOUT EXCEPTION:

- 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 or attempting to commit a sexual assault as defined in subdivision (n) of Section EC 48900 or committing a sexual battery as defined in subdivision (n) of Section EC 48900.*
- 5. Possession of an explosive, as defined by EC 48915(h).*

Police Report Yes No Report No. _____

* Within one school day after a student's suspension, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means.

PARENT/STUDENT CONFERENCE (state specific reasons if conference unable to be held) Date _____

Persons Present: _____

Specific action of student that resulted in suspension (describe): _____

Observed by: _____

1. Pursuant to Section 48911 of the *Education Code*, parents or guardians are required to respond without delay to requests that they attend a conference with school officials regarding the pupil's behavior. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at such conference.
2. When a pupil is suspended from school, the parent, guardian, or pupil may request a meeting with the Office of Student Services. Such a meeting will ordinarily be held within 3 days of the time said request is received by the Office of Student Services at 1936 Carlotta Drive, Concord, CA 94519, Telephone: 682-8000, ext. 4069. *It is suggested that you meet with your school principal prior to requesting such a meeting.*
3. Pursuant to Section 48913 of the *Education Code*, the teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension.

PLEASE NOTE: During the period of this suspension, your child must not be on or near any school campus and must remain home unless under the direct supervision of the parent or guardian. Supervision is the responsibility of the parent or guardian. Student is suspended from all school sponsored activities, including bus transportation.

Principal/Designee Signature _____ Time _____ a.m./p.m. Date _____

Student's Signature (# available to sign**) _____ **Student's signature merely acknowledges receipt of the suspension notice.

Attempt to contact parents made by _____ Time _____ a.m./p.m. Date _____



MT. DIABLO UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
MANIFESTATION DETERMINATION FINDING

1936 Carlotta Drive, Concord, CA 94519
Phone (925) 682-8000 or TDD 685-1962

FAX (925) 687-3136
Community Advisory Committee (CAC)
Parent Resource Network (925) 687-2125

IEP Date: ____/____/____

Student: _____ ID#: _____ Page ____ of ____

Assessment History:

Date of most recent evaluation ____/____/____

- Reassessment completed if appropriate. Yes (Date ____/____/____) No
- Functional behavioral assessment conducted, if necessary. (Date ____/____/____)
- Behavior Support Plan or Positive Behavior Intervention Plan developed, (Date ____/____/____) or modified, if necessary. (Date ____/____/____)
- Statement of behavior subject to disciplinary action _____
- Disciplinary action taken/proposed _____
- Date on which decision to take disciplinary action was made: ____/____/____

In determining whether the student's behavior was a manifestation of his/her disability, the IEP team considered the following in relation to the behavior subject to discipline (check applicable items):

- Evaluation and diagnostic result(s) (describe): _____
- Observations of the student by: _____
- Student's IEP, services and placement.
- Other relevant information provided by parents (list): _____

The IEP Team determined that:

- Yes No The conduct in question was caused by, or had a direct and substantial relationship to the student's disability; or
- Yes No The conduct in question was the direct result of the district's failure to implement the IEP.

Comments _____

<p>Finding of the IEP Team:</p> <p>The behavior <input type="checkbox"/> was not a manifestation of the student's disability. (Answer "no" to both boxes above.)</p> <p style="padding-left: 100px;"><input type="checkbox"/> was a manifestation of the student's disability. (Answer "yes" to one or more boxes above.)</p> <p>The parent(s)/guardian(s) <input type="checkbox"/> agrees <input type="checkbox"/> disagrees with the determination of the IEP team.</p>

Meeting Comments: (attach additional pages as needed)

- See goals written today
- Continue goals in progress
- See facesheet for placement



MT. DIABLO UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION

BEHAVIOR SUPPORT PLAN-SPECIAL EDUCATION

1936 Carlotta Drive, Concord, CA 94519
Phone (925) 682-8000 or TDD 685-1962

FAX (925) 687-3139
Community Advisory Committee (CAC)
Parent Resource Network (925) 687-2129

for
Behavior Interfering with Learning of Student or Peers

Page _____ of _____

Student _____ ID Number _____ IEP Date: ____/____/____

Behavior impeding learning is _____

It impedes learning because _____

Team estimate of need for behavior support plan extreme serious moderate needing attention, early state intervention

Current Frequency/Intensity/Duration of Behavior _____ Any current predictors for behavior? _____

IEP Team believes behavior occurs because (team hypothesis-behavior function) _____

What team believes student should do instead of this behavior (match to hypothesis) _____

What supports the student using the problem behavior (in or missing in environment, in or missing in instruction) _____

Behavioral Goals/Objectives related to this plan: _____

- To achieve this outcome, both teaching of new alternative behavior and reinforcement is needed yes no
- To achieve this outcome, reinforcement of alternative behavior alone is emphasized (no new teaching is necessary) yes no
- To achieve this outcome, environmental supports or changes are needed yes no
- Are curriculum accommodations necessary? yes no Is there a curriculum accommodation plan? yes no

Teaching strategies and necessary curriculum or materials for new behavior instruction

By whom? _____ How frequent? _____

Environmental structure and supports to be provided (Time/Space/Materials/Interactions)

Who establishes? _____ Who monitor? _____

Reinforcement procedures

By whom? _____ Frequency? _____

Reactive strategy to employ/debriefing procedures to use if problem behavior occurs again

Personnel: _____

Communication provisions - Daily/Weekly Reports/Record Keeping

Between _____ Frequency? _____



MT. DIABLO UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION

BEHAVIOR SUPPORT PLAN – SECTION 504

1936 Carlotta Drive, Concord, CA 94519
Phone (925) 682-8000 or TDD 685-1962

FAX (925) 687-3139
Community Advisory Committee (CAC)
Parent Resource Network (925) 687-2129

for _____
Behavior Interfering with Learning of Student or Peers

Page _____ of _____

Student _____ ID Number _____ IEP Date: ____/____/____

Behavior impeding learning is _____

It impedes learning because _____

Team estimate of need for behavior support plan extreme serious moderate needing attention, early state intervention

Current Frequency/Intensity/Duration of Behavior _____ Any current predictors for behavior? _____

IEP Team believes behavior occurs because (team hypothesis-behavior function) _____

What team believes student should do instead of this behavior (match to hypothesis) _____

What supports the student using the problem behavior (in or missing in environment, in or missing in instruction) _____

Behavioral Goals/Objectives related to this plan: _____

- To achieve this outcome, both teaching of new alternative behavior and reinforcement is needed yes no
- To achieve this outcome, reinforcement of alternative behavior alone is emphasized (no new teaching is necessary) yes no
- To achieve this outcome, environmental supports or changes are needed yes no
- Are curriculum accommodations necessary? yes no Is there a curriculum accommodation plan? yes no

Teaching strategies and necessary curriculum or materials for new behavior instruction

By whom? _____ How frequent? _____

Environmental structure and supports to be provided (Time/Space/Materials/Interactions)

Who establishes? _____ Who monitor? _____

Reinforcement procedures

By whom? _____ Frequency? _____

Reactive strategy to employ/debriefing procedures to use if problem behavior occurs again

Personnel: _____

Communication provisions – Daily/Weekly Reports/Record Keeping

Between _____ Frequency? _____

Teacher Notification
of
Dangerous Pupil

PROCEDURES FOR TEACHER NOTIFICATION

Education Code 49079 requires that teachers be provided with a three-year history of suspension of students in their class and a notice of suspensions as they occur during the school year. A three-year history of student suspensions and a routing form are produced by MDUSD Student Services in October. This report is sent to school principals for their use with teachers. This report must be available to teachers.

The following procedure should be used to provide the information to teachers:

- Teachers should only be provided information for students in their classes.
- Route the MDUSD report to the teachers of each student using a routing sheet. All teachers must sign the routing sheet indicating their review of the data.
- Teachers should be advised about the confidential nature of the data and directed to keep the data secure.
- All routing sheet and suspension report should be returned to the principal. The routing sheets should be filed in the principal's office.

This process notifies teachers of the suspension history of students. Principals also have the responsibility to notify teachers of suspensions as they occur during the school year. Other means that notify teachers in a timely manner can be used, such as providing teachers notice their student has been suspended and inviting them to the office of the appropriate administrator to review the suspension report.

Sexual Harassment Hate Crime Policy

NONDISCRIMINATION/HARASSMENT

[POLICY 5145.3, 5145.5 & 5145.7]

NONDISCRIMINATION/HARASSMENT

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

Employees and students in the Mt. Diablo Unified School District must be able to function in a "harassment free" environment. This is to be interpreted to mean the district does not condone behavior of its employees or students to one another which is discriminatory, sexually inappropriate, or creates an intimidating or hostile environment.

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.

It is the district's policy that sexual and racial harassment and other acts of discrimination are unacceptable behavior. The discrimination complaint procedure should be used to investigate and resolve allegations of harassment. [See **Rule 5145.6(a-d)**.]

SEXUAL HARASSMENT (EC 48900.2)

The governing board prohibits unlawful sexual harassment of or by any student by anyone in or from the district. Sexual harassment, as defined in E.C. 212.5, is that conduct considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the victim's academic performance or to create an intimidating, hostile or offensive educational environment.

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

Any student who engages in the sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion.

The Board expects staff to immediately report incidents of sexual harassment to the principal or designee or to another district administrator. Any student who feels that he/she is being harassed should immediately contact the principal/designee or a teacher on campus.

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned. Guidelines for administrative investigation of sexual harassment complaints and the mandatory reporting form are included in this section.

NOTIFICATION PROCEDURES

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

1. Be included in the notifications that are sent to staff and parents/guardians at the beginning of each school year. [E.C. 48980] See page 12-7 for a copy of this notice.
2. Be displayed in a prominent location near each school principal's office. [E.C. 212.6]
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session. [E.C. 212.6]
4. Appear in any school or district publication that sets forth the school or district's comprehensive rules, regulations, procedures, and standards of conduct. [E.C. 212.6]

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

The principal or designee shall promptly investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:

1. The student who is complaining.
 - a. The person accused of harassment.
 - b. Anyone who saw the harassment take place.
 - c. 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/designee or Student Services Administrator.
 - b. The parent/guardian of the student who complained.
 - c. The parent/guardian of the person accused of harassing someone.
 - d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth.
 - e. Child protective agencies responsible for investigating child abuse reports.
 - f. Legal counsel for this district.
4. 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.
5. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If he/she verifies that sexual harassment occurred, this report shall describe the actions he/she took to end the harassment, address the effects of the harassment on the person harassed, and prevent retaliation or further harassment. (See form on page 10-5.)
6. Within two weeks after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further harassed. The principal or designee shall keep a record of this information and shall continue this follow-up at his/her discretion.

NOTICE
MT. DIABLO UNIFIED SCHOOL DISTRICT

SEXUAL HARASSMENT POLICY
Student Conduct and Discipline

The Board of Education of the Mt. Diablo Unified School District has adopted a policy prohibiting unlawful sexual harassment of or by any student. Please read the following definition of the policy and the procedure for filing a complaint.

SEXUAL HARASSMENT

Definition: Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when: (Education Code 212.5)

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

EXAMPLES OF SEXUAL HARASSMENT

Sexual harassment includes, but is 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, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominately single-sex class.
7. Touching a student's body or clothes in a sexual way.
8. Purposefully limiting a student's access to education tools.
9. Cornering or blocking of normal movements.
10. Displaying sexually suggestive objects in the educational environment.
11. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Sexual harassment by any student is forbidden and will result in disciplinary action up to and including expulsion.

COMPLAINT PROCESS

Any student who believes he or she has been subjected to sexual harassment prohibited by Board Policy 5145.7 should immediately report incidents of sexual harassment to the principal or other school administrator. Any student who feels that he or she is being harassed may file a written complaint in accordance with the procedures set forth in the Uniform Complaint Procedures described in Board of Education Policy 1312. 1. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned. For more information regarding this policy, please call the Student Services Office, 682-8000, ext. 4069.

HARASSMENT/INTIMIDATION/HOSTILE ENVIRONMENT

(EC 48900.4)

DEFINITION AND DISCIPLINARY ACTION

Students in grades 4-12 may also be suspended or recommended for expulsion if they 1) intentionally harass, intimidate, or threaten students enough to disrupt classwork, 2) create substantial disorder and 3) invade the rights of students by creating an intimidating or hostile environment. All three (3) clauses must be applicable to the situation to suspend under this education code section.

PRACTICAL APPLICATIONS

A hostile environment exists when harassment is sufficiently severe, pervasive or persistent so as to interfere with or limit the student's ability to participate in or benefit from school services, activities or privileges.

A hostile environment may exist at school although the physical threats or act of aggression occurred off the campus.

Examples of Creating Intimidating Environment or Hostile Harassment Include:

1. Verbal abuse or threats toward an individual student or a group of students with the intent to intimidate.
2. Physical intimidation or willful menace toward an individual student or a group of students with the intent to force compliance.
3. Material disruption to the classroom verbally or physically which is severe or pervasive.
4. Creating substantial disorder in the classroom or on the playground through interference, oppression, or threats.
5. Harassment, threats, or intimidation by a group of individuals toward an individual student or a group of students severe enough to interfere physically or emotionally with participation in or benefit from school services, activities, or privileges.



MT. DIABLO UNIFIED SCHOOL DISTRICT
Record of Student-to-Student Sexual Harassment/Hate Violence
Incident and School Site Investigation

Section I: Initial Notification of the Incident or Complaint

1. Name of Purported Victim _____ Sex _____ Age/Grade _____ Phone _____
2. Name of Alleged Harasser _____ Sex _____ Age/Grade _____ Phone _____
3. Name of Person Reporting Harassment _____ Student Staff Parent Other
 (If student, but not the victim: Home Phone _____ Age/Grade _____ Teacher _____)
4. Reported on _____ / _____ / _____ to _____ how reported _____
day of week date time name of employee (phone, note, personally)
5. Nature of the alleged harassment _____

6. Date of alleged harassment _____ Location _____ Single incident Recurrence
 If recurrence, what are approximate other dates? _____
7. Did the complainant provide a written factual statement? yes no If yes, attach a copy to this report.
8. Parent Notification (notify parents same day of incident or report, even if investigation is incomplete at time of call)
 Notification of parents of purported victim:
 Name of Parent: _____ Notified by: _____ How Notified? _____ Date _____ Given policy
 Notification of parents of purported victim:
 Name of Parent: _____ Notified by: _____ How Notified? _____ Date _____ Given policy

Section II: Investigation of Incident or Complaint

Use attached pages for your handwritten investigation and interview notes. Include the name of each interviewee, interviewer, and date of each interview, and attach all written student statements. Keep originals for your own files. Attach copies, in chronological order, to this report.

Section III: Results and Conclusions

Briefly summarize the results of the investigation, and conclusions reached. Include information from any confessions. Distinguish between substantiated and unsubstantiated allegations.

Section IV: Actions and Discipline

1. Victim informed about results of investigation and actions to be taken, and counseled about reporting any future recurrence or attempts at retaliation on _____ (date) by _____ (administrator).
2. Appeal process described to victim's parents on _____ (date) phone call in person, by _____
3. Discipline assigned harasser: _____
4. Harasser informed about discipline, including cautions about recurrence or retaliation on _____ (date) by _____ (administrator).
5. Appeal process described to harasser's parents on _____ (date) phone call in person, by _____
6. Methods/dates by which parents/students were informed about the district's harassment policy during the current year: _____

Name of School _____ Administrator's Signature _____ Date _____

MT. DIABLO UNIFIED SCHOOL DISTRICT

**Record of Student-to-Student Sexual Harassment/Hate Violence
Incident and School Site Investigation, continued**

(attach to report)

Directions: Begin investigation without delay. If purported victim was not the complainant, begin by counseling victim and outlining options available. Explain investigation procedures. Ask for names of witnesses. Record notes on this form, using as many pages as necessary. Interview alleged harasser separately. Interview all witnesses, teacher, and other employees, as appropriate. Interview every student and staff member named as potential witness. Be thorough and ask for details. Listen for consistencies/discrepancies. Be cautious about hearsay evidence.

Interview or Conference Notes

Interviewee _____ Date _____ Time _____ - _____ Interviewer _____

Bullying Policy



Mt. Diablo Unified School District Student Services Department

Bullying Survey – Primary Students (1-5)

School: PHE

Bullying – Any physical, written, verbal, or electronic threat, harassment, intimidation, or discrimination, against another person.

This is an anonymous survey. No one will know your answers. Please answer the questions honestly.

Please circle the answer that applies:

- Are you a Boy or Girl?
- What grade are you in?
- Do you like school? Yes (I like school) No (I don't like school)
- How many times has someone started a fight with you in the last week?
 Never 1-2 3-4 5-6 7 or more
- How many times has someone called you mean names or made fun of you in the last week?
 Never 1-2 3-4 5-6 7 or more

If you were called a mean name, what name were you called?

6. Do other children play with you?

Yes Sometimes No

7. Where have you been bullied at school?

In the classroom? <input type="checkbox"/> Yes <input type="checkbox"/> No	On the playground? <input type="checkbox"/> Yes <input type="checkbox"/> No
In the restrooms? <input type="checkbox"/> Yes <input type="checkbox"/> No	In the hallways? <input type="checkbox"/> Yes <input type="checkbox"/> No
On the school bus? <input type="checkbox"/> Yes <input type="checkbox"/> No	On the stairways? <input type="checkbox"/> Yes <input type="checkbox"/> No
In the cafeteria? <input type="checkbox"/> Yes <input type="checkbox"/> No	In the locker rooms? <input type="checkbox"/> Yes <input type="checkbox"/> No
In the parking lot? <input type="checkbox"/> Yes <input type="checkbox"/> No	On the phone? <input type="checkbox"/> Yes <input type="checkbox"/> No

8. Have you been called at school?

Racial slurs? <input type="checkbox"/> Yes <input type="checkbox"/> No	Religious slurs? <input type="checkbox"/> Yes <input type="checkbox"/> No
Nationality based slurs? <input type="checkbox"/> Yes <input type="checkbox"/> No	Disability based slurs? <input type="checkbox"/> Yes <input type="checkbox"/> No
Anti-gay slurs? <input type="checkbox"/> Yes <input type="checkbox"/> No	Gender based slurs? <input type="checkbox"/> Yes <input type="checkbox"/> No

Please list the name(s) of students who bully others in your school:

Thank you for your time and participation!



Mt. Diablo Unified School District Student Services Department

Bullying Survey – Staff

School: PHE

Bullying – Any physical, written, verbal, or electronic threat, harassment, intimidation, or discrimination, including cyberbullying, sexual harassment or hate violence.

This is an anonymous survey. No one will know your answers. Please answer the questions honestly.

Please mark the answer that applies:

1. Are you a Female or Male?
2. Years in Education?
3. Position? Classified Certificated
4. On average, how many **physically violent** incidents involving students have you observed each week during the last school year?
 Never 1-2 3-4 5-6 7 or more
5. On average, how many **bullying/harassment** incidents involving students have you observed each week during the last school year?
 Never 1-2 3-4 5-6 7 or more
6. How many of the bullying/harassment incidents were handled without the assistance of the administration?
 Never 1-2 3-4 5-6 7 or more
7. How many times have you had to intervene to stop an instance of bullying/harassment during the last school year?
 Never 1-2 3-4 5-6 7 or more
8. Where do you think bullying is most likely to occur at your school?

In the classroom? <input type="checkbox"/> Yes <input type="checkbox"/> No	On the playground? <input type="checkbox"/> Yes <input type="checkbox"/> No
In the restrooms? <input type="checkbox"/> Yes <input type="checkbox"/> No	In the hallways? <input type="checkbox"/> Yes <input type="checkbox"/> No
On the school bus? <input type="checkbox"/> Yes <input type="checkbox"/> No	On the stairways? <input type="checkbox"/> Yes <input type="checkbox"/> No
In the cafeteria? <input type="checkbox"/> Yes <input type="checkbox"/> No	In the locker rooms? <input type="checkbox"/> Yes <input type="checkbox"/> No
In the parking lot? <input type="checkbox"/> Yes <input type="checkbox"/> No	On the phone? <input type="checkbox"/> Yes <input type="checkbox"/> No
On the computer? <input type="checkbox"/> Yes <input type="checkbox"/> No	

Bullying Survey – Staff (continued)

9. Have you heard students use:

Racial slurs? __Yes __No Religious slurs? __Yes __No
Nationality based slurs? __Yes __No Disability based slurs? __Yes __No
Anti-gay slurs? __Yes __No Gender based slurs? __Yes __No

10. Please list the name(s) of students who bully others in your school:

Thank you for your time and participation!

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. Such behavior includes direct physical contact, such as hitting or shoving, verbal assaults, such as teasing or name-calling; and social isolation or manipulation. 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.

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

adopted: August 24, 2004 Concord, California

Mt. Diablo USD

Administrative Regulation

AR 5145.4

Students

Student Conduct And Discipline

Anti-Bullying

The Governing Board prohibits bullying at any location or activity under the jurisdiction of the school system. 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

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.

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

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 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 24, 2004 Concord, California

NOTICE

MT. DIABLO UNIFIED SCHOOL DISTRICT

SEXUAL HARASSMENT POLICY

Student Conduct and Discipline

The Board of Education of the Mt. Diablo Unified School District has adopted a policy prohibiting unlawful sexual harassment of or by any student. Please read the following definition of the policy and the procedure for filing a complaint.

SEXUAL HARASSMENT

Definition: Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's employment, academic status, progress, or student related employment.
2. Submission to or rejection of the conduct by a student is used as the basis for academic or employment decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic or work performance, or of creating an intimidating, hostile or offensive educational or work environment of the student.
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 the school. (Education Code 212.5)

EXAMPLES OF SEXUAL HARASSMENT

Sexual harassment includes, but is not limited to:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Touching a student's body or clothes in a sexual way.
8. Purposefully limiting a student's access to education tools.
9. Cornering or blocking of normal movements.
10. Displaying sexually suggestive objects in the educational environment.
11. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Sexual harassment of any student is forbidden and will result in disciplinary action up to and including expulsion.

COMPLAINT PROCESS

Any student who believes he or she has been subjected to sexual harassment prohibited by Board Policy 5145.7 should immediately report incidents of sexual harassment to the principal or other school administrator. Any student who feels that he or she is being harassed may file a written complaint in accordance with the procedures set forth in the Uniform Complaint Procedures described in Board of Education Policy 1312.1. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned. For more information regarding this policy, please call the Student Services Office, 682-8000, ext. 4069.

School Safety Plan

Appropriate Strategies and Programs

Hate Violence:

A student may be suspended or recommended for expulsion if it is determined that the student has caused, attempted to cause, participated in an act of, a hate violence incident or crime. A hate violence incident is an act or attempted act which constitutes an expression of hostility against a person or property or institution because of the victim's real or perceived race, religion, disability, gender, nationality, or sexual orientation. Examples of hate violence incidents include bigoted insults, taunts, slurs, distributing hate group literature, etc.

A hate crime is an act or attempted act against the person or property of another individual or institution which in any way manifest evidence of hostility toward the victim because of his or her actual or perceived race, religion, disability, gender, nationality, or sexual orientation. Examples of hate crime include but are not limited to threatening telephone calls, hate mail, physical assault, vandalism, cross burning destruction of religious symbols, or fire bombings, etc.

Students who engage in hate violence incidents or acts will be subjected to the school's and district's student discipline policies and procedures.

***Note**

Programs such Conflict/Peer Mediators, Safe School Ambassadors, Don't Laugh at Me, Let's Get Real About Violence, among others, address hate violence. If you have any these programs on your campus please include them in School Safety Plan list.

Students

Student Conduct and Discipline

ANTI-BULLYING

The Mt. Diablo Unified School 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 direct physical contact such as hitting or shoving, verbal assaults such as teasing or name-calling, or socially isolating or manipulating a student while on school grounds, while traveling to and from school or a school sponsored activity, during the lunch period whether on or off campus, or during, or while going to or coming from a school-sponsored activity.

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Student Conduct and Discipline

ANTI-BULLYING

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 - d) Physical – hitting, slapping and/or pinching
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PLEASANT HILL ELEMENTARY

SAFETY INTERVENTIONS

1. School folders with school rules and procedures distributed to all students/parents
2. Teachers review rules/procedures with students at beginning of school year and throughout the year, as needed.
3. Principal or administrative designee reviews rules/safety procedures with students at beginning of school year and mid-year.
4. Adequate supervision of students before school, after school, and during recess time
5. Partnership with Contra Costa County Fire Department, which does annual fire inspection and works with identified students in fire prevention program.
6. Partnership with Pleasant Hill Police Department, which trains students on stranger danger, pedestrian and bicycle safety. Pleasant Hill Police Department conducts DARE program and works with individual students, as needed.
7. School psychologist works with individuals and small groups of students in the area of anger management, developing social skills, and dealing with issues of separation, loss, and divorce.
8. Playground rules review, presentation, and demonstration prior to installment of new playground structure
9. Good Behavior tickets, Positive Referrals, Pink Slips, and referrals to principal as needed and identified
10. Student Success Team meetings and Behavior Support Plans for students with academic and behavioral concerns
11. Review safety procedures with faculty annually and as needed.
12. Practice monthly fire drills, annual shelter-in-place, threatening individuals, and comprehensive disaster drills.
13. Regular communication with staff and parent community regarding safety procedures and concerns
14. Maintenance of school faculty addressing safety concerns

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)

PLEASANT HILL ELEMENTARY DRESS CODE

- ◆ **Hats may not be worn in any building**
- ◆ **NO bare midriffs. If you raise your hands and your tummy shows, your top is inappropriate. Tank top arm outlets should not show below the armpit. Tops should not slide off the shoulder exposing skin or spaghetti straps**
- ◆ **You are strongly encouraged to wear athletic shoes on days you have P.E.**
- ◆ **Shorts must be at least as long as your fingertips when you hold your arms to your sides**
- ◆ **No baggy/loose pants/shorts may be worn at anytime.**
- ◆ **Shirts and tops must have shoulder straps at least one inch thick if they are sleeveless.**
- ◆ **Underwear including "A" style undershirts may not show at any time.**
- ◆ **Extra long belt ends hanging from the buckle as well as large chains are not allowed. (This is not referring to traditional cultural jewelry.)**
- ◆ **Inappropriate words or pictures are not allowed.**
- ◆ **No shoes that have "wheels" or "spinners" in the soles.**
- ◆ **High heels shoes and platform shoes are not allowed. Heel height is recommended to be half an inch or under. No flip-flop sandals, sandals, or shoes with out a strap around the heal.**
- ◆ **Makeup and fake fingernails are not allowed.**
- ◆ **No mohawks or bright colored hair.**

◆
If your child wears inappropriate attire, you will be called to bring a change of clothes.

SECTION 8

DISTRICT AND SITE DISCIPLINE POLICIES

PHE Rules & Guidelines*

Common Areas	Be Respectful	Be Responsible	Be Caring
Cafeteria	<ul style="list-style-type: none"> ❖ Use quiet voices ❖ Keep all food to yourself 	<ul style="list-style-type: none"> ❖ Get all utensils, food and milk, etc when 1st going through the line ❖ Raise your hand for help ❖ Sit with feet on floor, bottom on bench and facing the table ❖ Clean up your area 	<ul style="list-style-type: none"> ❖ Allow anyone to sit next to you ❖ Use kind words, especially in regards to other students' food
MU/Assemblies	<ul style="list-style-type: none"> ❖ Use audience manners- active listening 	<ul style="list-style-type: none"> ❖ Walk in quietly and sit down, on your bottom with hands to yourself 	<ul style="list-style-type: none"> ❖ Appreciate all performers and applaud appropriately
Playground & Recess- General	<ul style="list-style-type: none"> ❖ Hands, feet and objects to self at all times ❖ Respect all playground equipment 	<ul style="list-style-type: none"> ❖ Check in with an adult when leaving the area 	<ul style="list-style-type: none"> ❖ Play fairly and include all ❖ Display good sportsmanship ❖ Encourage participation ❖ Be aware of activities and games around you ❖ Get yard duty help for accidents, injuries or when someone is in danger
Play Structure	<ul style="list-style-type: none"> ❖ Swing- if someone is waiting count to 25 x's feet forward 	<ul style="list-style-type: none"> ❖ Follow game rules at all times ❖ Go down slide on bottom, feet first, one person at a time ❖ Walk on blue area at ALL times, this includes the play structure ❖ Swing on bottom, back and forth, facing the field ❖ Bars- go in 1 direction (follow the green) 	
Grassy Area		<ul style="list-style-type: none"> ❖ Tag games should be played in the grassy area only ❖ Football may only be played with a constant adult supervisor 	<ul style="list-style-type: none"> ❖ Tag a person in the tag zone (shoulder to hip) without being too rough
Ball Wall		<ul style="list-style-type: none"> ❖ Students may not be positioned between the ball and the wall 	
Passing Areas	<ul style="list-style-type: none"> ❖ Hallways are learning zones- voices off 	<ul style="list-style-type: none"> ❖ Balls must be hit with hands only ❖ Walk at all times ❖ Stay on sidewalks ❖ Stay outside the yellow line ❖ Get a pass to travel in hallways 	<ul style="list-style-type: none"> ❖ Stay on the right ❖ Allow others to pass ❖ Hold the door open for the person behind you
Bathrooms	<ul style="list-style-type: none"> ❖ Put towels in the trash ❖ Return to the room promptly ❖ Use your pass- Keep track of your pass ❖ Silent Zone- bathrooms are located near classrooms 	<ul style="list-style-type: none"> ❖ Keep feet on the floor ❖ Keep water in the sink 	<ul style="list-style-type: none"> ❖ Give people privacy ❖ Knock on stall door before opening ❖ Flush toilet after use
Arrival and Dismissal Areas, Bike Rack	<ul style="list-style-type: none"> ❖ Get permission to use the phone ❖ Make all after-school arrangements ahead of time 	<ul style="list-style-type: none"> ❖ Park and lock your bike and go to supervised area immediately ❖ Stay in supervised area ❖ Arrive on time (7:40 am) and leave on time ❖ Use sidewalks and crosswalks ❖ Follow the dino paths 	<ul style="list-style-type: none"> ❖ Wait on walkways ❖ Quickly exit and enter cars
Common Student Areas: Library, Office, Computers	<ul style="list-style-type: none"> ❖ Take proper care of personal belongings and school property ❖ Enter the office for office business only, not as a pass through 	<ul style="list-style-type: none"> ❖ Follow adult directions ❖ Use appropriate voice and words 	<ul style="list-style-type: none"> ❖ Clean up after yourself ❖ Use kind words and actions

*PHE has 3 school rules: **Be Respectful**, **Be Responsible** and **Be Caring**. Guidelines have been developed to support each of the school rules throughout the campus.

Parent, Teacher, Student Agreement

School Rules	PHE Parent & Guardian Commitment	PHE Student Commitment	PHE Teacher Commitment	PHE Staff Commitment
Be Respectful	<ul style="list-style-type: none"> ❖ Model school rules ❖ Communicate with the person with whom you have the conflict first 	<ul style="list-style-type: none"> ❖ Take proper care of personal belongings and school property 	<ul style="list-style-type: none"> ❖ Model school rules ❖ Communicate with the person with whom you have the conflict first 	<ul style="list-style-type: none"> ❖ Model school rules ❖ Communicate with the person with whom you have the conflict first
Be Responsible	<ul style="list-style-type: none"> ❖ Provide adequate food and rest so my child is ready to learn ❖ Make sure my child arrives and is picked up on time and attends school every day possible ❖ Help my child complete homework and other responsibilities ❖ Keep emergency and contact information current ❖ Keep informed of school programs, find time to volunteer and attend school functions ❖ Always be a learner 	<ul style="list-style-type: none"> ❖ Come to school on time every day for the purpose of learning ❖ Keep hands, feet and objects to yourselves at all times ❖ Complete assignments in a neat and timely fashion ❖ Keep your work, area and supplies neat and organized ❖ Spend time at home studying or reading each day ❖ Work as hard as I can to the best of my ability ❖ Follow school rules and guidelines at all times 	<ul style="list-style-type: none"> ❖ Set high standards for all students ❖ Provide motivating and interesting learning experiences in my classroom ❖ Provide opportunities for students to demonstrate their learning ❖ Find out what techniques and materials work best for each child ❖ Provide a secure, caring and healthy learning environment ❖ Teach academic and social behavior ❖ Teach, model, reinforce school rules and procedures ❖ Explain my expectations, instructional goals and grading system to students and parents ❖ Always be a learner 	<ul style="list-style-type: none"> ❖ Complete my tasks in a neat and timely fashion ❖ Work as hard as I can to the best of my ability ❖ Teach, model and reinforce school rules and procedures ❖ Always be a learner
Be Kind and Caring	<ul style="list-style-type: none"> ❖ Keep communication open, honest and respectful with focus on the child ❖ Follow pick-up and drop-off procedures 	<ul style="list-style-type: none"> ❖ Use kind words and good manners in all situations 	<ul style="list-style-type: none"> ❖ Keep communication open, honest and respectful with focus on the child ❖ Provide a welcoming environment 	<ul style="list-style-type: none"> ❖ Keep communication open, honest and respectful with focus on the child ❖ Provide a welcoming environment

<i>Behaviors</i>	<i>Consequences</i>		
	1st offense if appropriate		2nd Offense
<i>School & Transportation Rules</i>			
Dress Code	Verbal Reminder; Call home to bring clothes		
In Hallway without Pass	Bench Slip		Pink Slip
Hallway: Quiet and Walking	Classroom Behavior System/ Bench Slip		Pink Slip
Not Following Rules/Poor Sportsmanship	Bench Slip		Pink Slip
<i>Verbal Abuse</i>			
Calling Names	Verbal Reminder; Review Anti-Bullying lessons		Bench Slip or if it goes to bullying move to Parent/Teacher/Principal conference
Profanity/Vulgarity	Verbal Reminder; Review Anti-Bullying lessons (Teacher)		Pink Slip
Bullying/Gossiping	Teacher meets with students; Office referral to document		Call home; office referral to document meet with counselor
Harassment/Sexual Harassment	Meeting with student; office referral completed to document		Call home; office referral to document; meet with counselor
Threatening	Meeting with student; office referral completed to document		Call home; office referral to document; Referral to office
<i>Destruction/Theft</i>			
Inappropriate use of school property (paper, glue sticks, balls, pencils, etc.)	Reminder and redirection; Repair or clean during recess to "make right" the property or equipment		Repair or clean and pink slip
Misuse of Bathroom and/or Bathroom supplies/Computer Lab/ Library	Reminder and redirection; Repair or clean during recess to "make right" the property or equipment; Pink Slip		Repair or clean and pink slip
Vandalism/Property Damage/Destruction of school property	Referral to office		Referral to office
Theft of valuable property	Referral to office		Referral to office

<i>Disregarding Authority</i>				
Not following adult directions the first time given	Reminder; Provide choice: do it, or go to office	Call home; determine reason for non-compliance	Referral to office	
Walk out of class without permission	Call to office for assistance. Call home; Referral to office			
Actively disrupting class instruction	Classroom Behavior system; Reminder; Restate request	Private discussion; determine reason for non-compliance.	Send to buddy teacher; Call home. Call to office if needed	
Defiance; Disregarding adult directions	Teacher Judgement: Reminder; Provide choice: do it, or go to office or Bench slip	Private discussion; determine reason for non-compliance. Or Pink Slip	Conference with Parent/Teacher/Principial. Office Referral to document.	
<i>Physical</i>				
Keep hands, feet and other objects to yourself	Classroom Behavior System if appropriate - Reminder of rule; review respect of others and safety rule.	Bench Slip	Pink Slip	
Play Fighting	Remind students of rule; tell them to stop.	Bench Slip	Pink Slip	
Fighting	Immediate Office Referral			
Physical Aggression with intent to hurt (one person)	Immediate Office Referral			
<i>Extreme Behaviors</i>				
these would include, but not limited to: severe injury with intent, weapons, extremely unsafe behavior, sexual or vulgar behavior, throwing furniture/classroom objects, physical aggression to teacher/adult, possession of incendiary devices	Immediate office referral			

Pink Slip #1: Student fills out yellow Student Responsibility Form - Parent signs.

Pink Slip #2: Student fills out ORANGE Student Responsibility Form - includes notification of future parent/admin/ teacher conference. Teacher to call parent.

Pink Slip #3: Student fills out PINK Student Responsibility Form, conference is scheduled, parents contacted by phone.

PHE

Incident Report

Name _____ Grade _____ Teacher _____

What happened?

Signature _____

PHE referral

PLEASANT HILL ELEMENTARY SCHOOL

REFERRAL FORM

Name: _____ Date: _____ Time: _____

Reporting Staff: _____ Teacher: _____ Grade level: _____

Behavior Expectation

___ Respect Others

___ Respect Property

___ Respect Self

Pillar of Character Violation

___ Trustworthiness

___ Respect

___ Responsibility

___ Fairness

___ Caring

___ Citizenship

Parent Contact Made?

___ Yes ___ No

Comment: _____

Problem Behavior

Minor

___ cheating

___ Disrespectful

___ Disruption to learning

___ Cell Phone/elect. Dev.

___ Other

Major

___ Bullying

___ Dangerous items

___ Defiance/non-compliance

___ Destruction of property

___ Fighting

___ Sexual Harassment

___ Violent act of aggression

___ Other

Description of the incident:

Follow Up Interventions:

Comments:

Student Signature: _____ Date: _____

Form completed By: _____ Date: _____

Entered into Aires By: _____ Date: _____

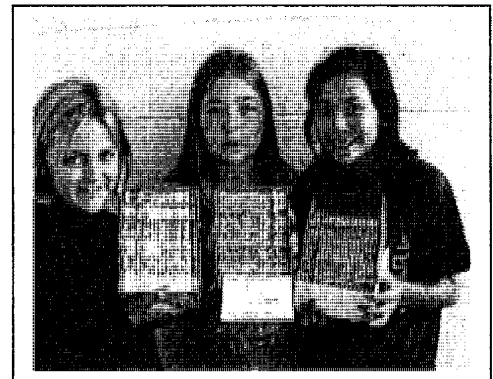
PHE Student Store

The Student Body runs the PHE Store. All items are selected by students and are Purchased through a grant and Student Body Funds. The Student Store is open 2 times per week after school.



Students purchase items using Bronto Bucks and Dino Dollars. Students earn Dino Dollars and Bronto Bucks by following our 3 school rules.

- ❖ **Be Respectful**
- ❖ **Be Responsible**
- ❖ **Be Kind and Caring**



Discipline Policy

PHILOSOPHY OF DISCIPLINE

[POLICY 5131(A)]

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.

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. 35294.1 and 35294.2.
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 student 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.

- **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.

- **Zero tolerance for violence, weapons, and drugs**

Everyone in the school and community supports 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 the possession or use of drugs or weapons be permitted under any circumstance.

- **Supervision/security**

Every effort is made daily to provide supervision on campuses. Supervision is conducted to observe student interactions as well as to maintain security with regard to nonstudents. Teachers 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.

- **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.

- **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.

OTHER MEANS OF CORRECTION

[POLICY 5131.1]

DISCIPLINARY ACTION PROCEDURES

It is the intent of this policy that alternatives to suspensions or expulsions be imposed against any student who is truant, tardy, or otherwise absent from school activities. Students who become involved in areas of problem behavior will be subject to certain disciplinary actions. Depending upon the behavior problem of the student, one or more of the following actions may be taken *prior to suspension* by school officials. When determining the appropriate disciplinary steps to take with a student, administrators must act as required by district policy or state law.

In cases where discretion can be used in determining an appropriate course of action, disciplinary steps should be progressive, beginning with counseling or some other educational intervention. Administrators are advised to maintain accurate records of all actions taken with students.

The following describes actions that should be considered as "other means of correction" prior to suspending a student from school.

1. **Counsel**

A teacher, administrator or other adult staff member will talk to the student to discuss the school's behavior expectations for students and attempt to reach an agreement regarding how the student should behave. This step may also include a verbal reprimand and/or an informal warning to the student. After this meeting, the student should understand what is expected and what consequences to expect if a repetition of the behavior continues.

2. **Conference**

A formal conference is held between the student, parent and one or more school personnel. During this conference, a student must agree to correct his/her behavior. When the need arises to communicate with non-English speaking parents/guardians, administrators are reminded to use the AT&T Language Line. Up to date information on using this translation service can be obtained by calling MDUSD Student Services.

3. **Detention**

A student may be detained in school for disciplinary or other reasons for not more than one hour after the close of the maximum school day. Parent notification is required prior to imposing a detention of more than 15 minutes on a student. Notification and detention may occur on the same day. Parent notification is required on the day prior to imposing any detention upon a student who is transported by school district bus. Exceptions may be made with parent consent. Delivery of notice to student shall constitute parent notification.

4. **Friday/Saturday School**

Students may be assigned to Friday/Saturday school in lieu of more serious disciplinary action.

5. **In-School Suspension**

A student may be assigned to an in-school suspension program at the discretion of the principal or designee for suspendable offenses. Rather than being suspended from school, the student is assigned to a designated area, provided school work, and may have privileges suspended. In-school suspension shall not exceed the length for which the formal suspension would have been assigned.

parents and guardians, and students themselves make referrals for counseling and support services when concerns arise. At most school sites, the Coordinated Care Team meets once a week to discuss students' concerns and develop strength-based plans. The purpose the Coordinated Care Team is to provide: 1) programs to make sure that all students are successful in school ; 2) promoting healthy child development and preventing problems from arising 3) a system for early detection and intervention if students are encountering difficulty learning; and 4) assisting those students with chronic and severe educational, behavioral, or emotional problems.

At many schools, school-based services include case management, individual and family therapy, and group counseling. Members of the Coordinated Care Team frequently refer families to culturally appropriate health, mental health, and social services available in the community. Coordinated Care Team members also respond to disaster and other incidents that may affect students and their families.

Members of the Coordinated Care Team provide support and services to both Special Education and General Education students and augments the school's ability to educate students in the least restrictive environment.

Other behavior interventions can include the following:

Physical Organization of Classroom

- The student will be seated near the teacher.
- The student will be seated near other students who present positive role models.
- The student will be seated in a location away from distracting stimuli (pedestrian routes, activity centers, air conditioners, etc.) or in a more quiet location in the room.
- The student will be provided with a study booth in the classroom to complete work.
- The distance between the student's desk and others will be increased.

Instruction

- The teacher will physically move close to the student when giving directions or presenting lessons.
- The student will be paired with another student to provide peer support and assistance.
- Key points will be provided in writing on board or on a screen using an overhead projector.
- A peer note taker will be provided to the student.
- Instructional strategies will be varied to accommodate the learning style of the student.
- The student will be allowed to tape record the lessons.
- The student will be personally asked by the teacher to orally review key points of the lesson.
- The student will have access to computer assisted instruction.
- The teacher will break lessons into shorter segments for the student.
- The teacher will verbally check for understanding with the student.
- Complex directions will be simplified for the student.
- The student will receive positive recognition in a timely manner for successfully participating in class activities and for successfully completing classwork and homework.
- The student will be permitted short breaks during or between assignments.
- The student will be given access to study support programs (i.e., math labs, after-school homework lab, student skills class, etc.)
- The student will be provided with regular periods of physical activity during class periods.
- The student will be provided with sequential tasks. Multi-task assignments or directions will be avoided.
- The student will be provided with limited choices.
- Eye contact will be provided by the teacher to the student when giving directions as often as possible and practical.
- The student will be provided with a structured program that provides as much routine as possible.
- The student will be provided with examples of work that he/she is expected to complete.
- The student's first name will be used in a constructive, positive manner when giving instructions.

- The teacher will refrain from responding to inappropriate behaviors not dramatically outside classroom limits.
- The student will be allowed to move about the room when appropriate.
- The teacher/administrator will develop a behavior contract with the student and parent/guardian to identify in writing mutual expectations and responsibilities. Negative and positive consequences will be included in the contract.
- Time-out procedures will be developed with the student and parent/guardian.
- Recognition points will be awarded to the student for improved behavior.
- The student will be provided with positive opportunities to participate in community service.
- When behavior problems arise, the parent will be called to come to school and will sit with the student to assist student.
- The student will be encouraged to participate in extra-curricular and co-curricular activities.
- The student will be encouraged to participate in the school's mentor program.
- The student will be systematically excluded from class or school when identified inappropriate behaviors are present.
- When appropriate, in-school suspension or an official school suspension will be used with the student when behavior violations occur.

STUDENT BEHAVIOR CONTRACT

COMPOSITE LIST OF CONTRACT TERMS

The following is a recommended format for student behavior contracts. Included is a list of terms that can be used in a behavior contract with a student and parents. Only those terms that are relevant to the student should be used. Sample terms include ways to include mutual expectations for students, parents, and school staff.

Relevant terms should be selected to include in the contract. Terms should be amended to fit the specific circumstance and individual needs of a student. Variable data is listed in italics. School letterhead should be used for the contract.

DISTRICT POSITIVE BEHAVIOR TEAM**Philosophy and Purpose**

The District Positive Behavior Team is designated to bring together district staff, various partners and agencies to recommend appropriate strategies/placement for students referred with 10 or more days of cumulative suspensions. The format is similar to the School Attendance Review Board or a Coordinated Care Team at the district level. The District Positive Behavior Team is an intervention for students exhibiting chronic behavioral difficulties or when the severity of a single act warrants district intervention as an alternative to expulsion. District Positive Behavior Team generated plans for students may include a change of placement (administrative placement, involuntary transfer, or voluntary transfer), strength based activities, and counseling referrals. The goal of the District Positive Behavior Team is to find a solution that supports success for the student.

Criteria

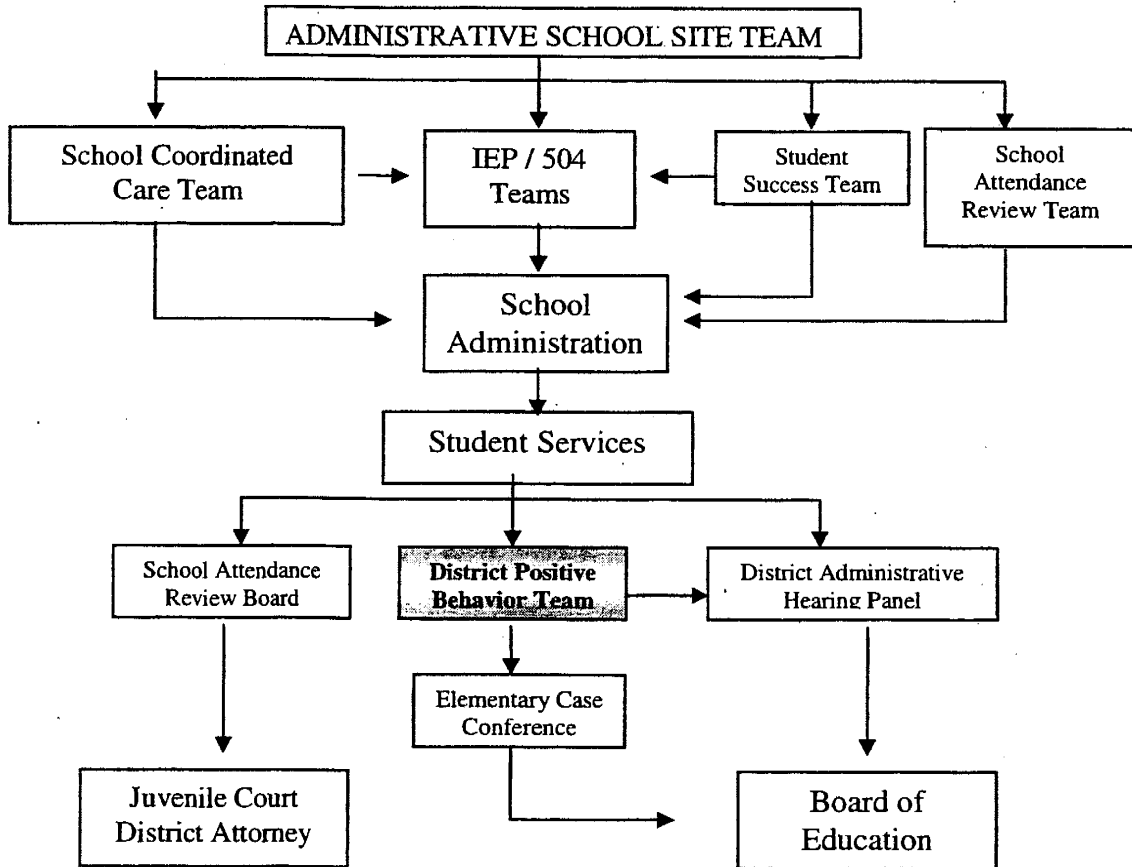
The District Positive Behavior Team will review student discipline referrals with 10 or more days of cumulative suspensions. The referred students will be identified as "at risk" due to multiple offenses and violations that have resulted in a series of suspensions during the school year. The school has identified that the student has repeatedly violated the behavior code and prior interventions have not altered the student behavior. Therefore, continuing violations would result in a recommendation for student expulsion.

District Positive Behavior Team Core Members

- Director of Student Services
- Director of Alternative Education
- Administrator of School Linked Services

- Psychologist
- CWA Liaison
- Administrator from High School, Middle School, or Elementary School as appropriate (not from referring school)
- Probation Representative/SRO
- County Mental Health Representative
- Assistant Director of Student Services
- Nurse
- Parent

Mt. Diablo Unified School District District Positive Behavior Team



DISTRICT POSITIVE BEHAVIOR TEAM
CHECK LIST COVER SHEET

Student _____ DOB _____

School _____ Grade _____

Referring Administrator _____ Date Submitted _____

- ___1. Copy of Parent letter regarding meeting
- ___2. District Positive Behavior Team Referral Form
- ___3. Attendance Record
- ___4. Academic Record (Report Card, Transcripts)
- ___5. Behavior Record
 - Activity Tracker(date, incident, parent contact)
 - Copies of official suspension notices
 - Total number of days suspended
- ___6. Behavior Support Plan
- ___7. IEP of 504 if applicable
- ___8. Student Success Team Meeting Summary
- ___9. CARE Team Summary of Intervention Plan
- ___10. Student Contract
- ___11. Phone Log
- ___12. Other intervention information

Please forward the completed referral packet and supporting documentation to the Student Services Office. Information must be received at least 10 days prior to the scheduled meeting date.

* Note: this data is not confidential; parents have access to this document.

**Mt. Diablo Unified School District
Positive Behavior Team
Referral Form**

Name of Student: _____ School: _____ Grade: _____

Date of Birth: _____ Age: _____ Male / Female Ethnicity: _____

Address: _____

Parent/Guardian: _____ Parent/Guardian: _____

Home Tel: _____ Work Tel: _____ Cell #: _____

Language Spoken at Home _____ Translator Required: Yes / No

Siblings: (Name, Grade, School): _____

Special Education: Yes / No: If yes, (please circle): Part-time Full-time Other: _____

Designated Instructional Services: Yes / No Behavior Support Plan: Yes / No Section 504: Yes / No

Group Home / Foster Care Placement: Yes / No Student on Probation: Yes / No / Unknown

If yes, Social Worker: _____ Tel: _____

If yes, Probation Officer: _____ Tel: _____

Name of Health Insurance (required): _____ Uninsured

Please describe your primary concern about this student:

Please describe this student's strengths/ interests/talents:

Site Intervention Summary:

Please check the following if applicable. Please enclose related documents.

- SST Care Team IEP 504: Parent Conferences SART SARB
- CWA liaison referral Modifications to School Program Referred for Special Ed. Assessment
- Site-based Counseling Referred to outside agency: _____
- Retention: If yes, grade _____.

Please describe your contacts with this student's family or caretakers:

Please describe any known difficulties this student's family is experiencing: (i.e. housing, financial, employment, separation/divorce, health problems, grief/loss, other.)

Referring Administrator: _____ Tel: _____ Date: _____

**District Positive Behavior Team
Hearing Summary Report**

Initial Hearing (Date) _____
 Follow-Up Hearing (Date) _____

The Mt. Diablo Unified School District Positive Behavior Team has determined (name) _____, who attends (school) _____ will benefit from the directives of this Committee.

The directives of the Positive Behavior Team are as follows:

THE STUDENT SHALL:

- | | |
|---|---|
| <p>___ 1. Participate in counseling at: (name of agency/tel): _____
_____</p> <p>___ 2. Participate in the following program(s) at school: _____
_____</p> <p>___ 3. Participate in the following program(s) at MDUSD Loma Vista Adult Education Center: 1266 San Carlos Drive, Concord: (925) 685-7340, ext. 2771: _____
_____</p> <p>___ 4. Meet with (staff) _____ at school on _____ a regular basis to discuss positive changes in behavior.</p> | <p>___ 5. Complete Daily / Weekly Progress Reports (please circle) and submit to: _____</p> <p>___ 6. Improve attendance and attend all scheduled classes each day</p> <p>___ 7. Participate in the California Offender Program Services (COPS) 1st Saturday of each month, Concord Police Station, 1350 Galindo Street, 9am-3:30 pm</p> <p>___ 8. Participate in the following activities according to his/her talents/interests: _____
_____</p> <p>___ 9. Other _____
_____</p> |
|---|---|

THE PARENT SHALL:

- ___ 1. Know their legal obligation to ensure the child (a) follows school rules; and (b) arrives at school on time ready to learn.
- ___ 2. Attend all school meetings and conferences concerning their child: (notes): _____
- ___ 3. Schedule Primary Care Physician / Medical Appointment (notes): _____
- ___ 4. Schedule Psychiatric Evaluation for Child (notes): _____
- ___ 5. Participate in Child / Family Counseling Services: (agency/tel #): _____
- ___ 6. Consider Requesting Respite Care and/or Family Support Services (Child Protective Services): (925) 646-1680
- ___ 7. Participate in the following programs at Mt. Diablo Adult Education/Parent Education Center (925) 685-7340, ext. 2771
- | | |
|---|--|
| <input type="checkbox"/> Parenting Class: _____ | <input type="checkbox"/> Teen Anger Management Workshop: _____ |
| <input type="checkbox"/> Parent Project: _____ | <input type="checkbox"/> Drug & Alcohol Workshop: _____ |
- ___ 8. Obtain assistance obtaining health insurance / medical services, please call: _____
- ___ 9. Coordinate plans to change behavior with School Psychologist: _____ (Tel#) _____
- ___ 10. Other services/support: _____

THE SCHOOL SHALL:

- ___ 1. Monitor attendance & behavior (notes): _____
- ___ 2. Provide Daily / Weekly (please circle) progress reports: _____
- ___ 3. Assign administrator as contact person _____
- ___ 4. Keep parent informed of progress and achievements (notes) _____
- ___ 5. Hold IEP / 504 Plan / Student Success Team (please circle) meeting: _____
- ___ 6. Other: _____

THE DISTRICT POSITIVE BEHAVIOR TEAM SHALL:

- ___ 1. Review the student's and parent's compliance with the Committee's directives on (date): _____
- ___ 2. Refer for Administrative School Transfer (notes): _____
- ___ 3. Assign MDUSD School Psychologist to coordinate interventions (Name) _____ (Tel#) _____

_____ Student's Signature	_____ Date	_____ Signature of Parent/Guardian	_____ Date
_____ DPBT Chairperson	_____ Date	_____ Site Administrator (referring school)	_____ Date
_____ MDUSD Administrator	_____ Date	_____ MDUSD School Psychologist	_____ Date

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.

—SECTION 9

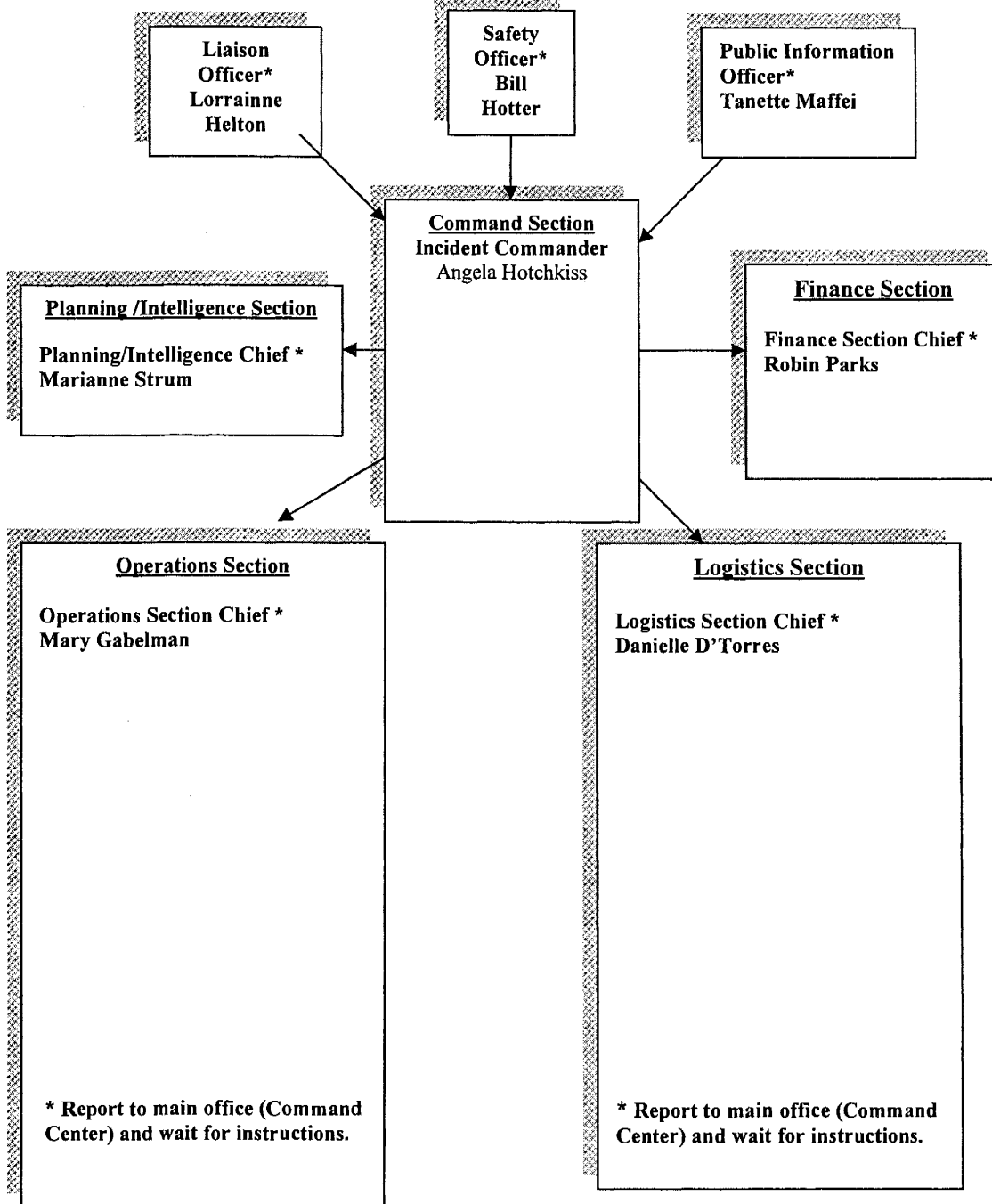
**EMERGENCY
PREPAREDNESS AND
CRISIS RESPONSE PLAN
(SEMS) (ICS)**

MT. DIABLO UNIFIED SCHOOL DISTRICT

School Site: Pleasant Hill Elementary

**EMERGENCY PREPAREDNESS AND
CRISIS RESPONSE PLAN**

**Pleasant Hill Elementary
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).

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I. INTRODUCTION

A. Purpose of Plan

School communities face a significant challenge with the issue of being ready to respond to new types of emergency situations and trauma. Preparation to deal with emergencies now includes chemical spills, bomb threats, school shootings, hostage situations, sniper attacks and an array of other potential terrorist activities *in addition to* the requirement of planning for natural disasters such as fires and earthquakes. The purpose of this ***Emergency Preparedness and Crisis Response Plan*** is to provide a functional, procedural framework for school staff and school emergency responders to follow when responding to emergencies in and around the school campus. It is intended to ensure as much as humanly possible the safety, security and medical treatment of school students, staff, and visitors in an actual or threatened emergency or full-fledged disaster. The primary objectives of this plan are to:

- Save lives and minimize injuries
- Provide fast, effective responses to emergency situations
- Ensure efficient and safe evacuation of the school buildings should it be necessary

This *response plan* is designed to assist school staff, students, parents and local agencies organize resources of the school and community to respond to a crisis situation while school is in session. It is also intended to:

- Develop an awareness of the diverse emergency situations that can occur on or near a school campus
- Provide staff members with a description of their duties in emergency situations
- **Provide strategies that will help students, staff, parents and community agencies to respond in an appropriate and safe manner to emergency conditions**
- Support school staff in providing a school environment that provides a maximum level of safety and security for all students, parents, and staff.

B. Regulatory Authority

State laws and regulations require that school districts develop emergency plans and train staff in emergency response procedures. These include laws applicable to school staff and students as well as Cal/OSHA regulations specifically addressing the safety of district employees.

The Katz Act [California Education Code, §35295-35297] requires that schools plan for earthquakes and other emergencies. It also requires that training in earthquake preparedness procedures should be for both certificated and classified staff.

The Petris Bill [Government Code, §8607] requires that school districts be prepared to utilize the **Standardized Emergency Management System (SEMS)** when responding to emergencies. This requires that principles of SEMS be incorporated in the District plans, that the Incident Command System (ICS) be used at school sites to respond to emergency incidents, that all school personnel be trained in how the respective systems work and correlate, and that schools have drills and exercises in order to practice using the systems.

This plan is designed and structured to ensure compliance with the mandates of these laws as well as with **Cal/OSHA's Emergency Action Plan Standard Title 8, California Code of Regulations §3220**. This regulation requires that each employer facility have an Emergency Action Plan which focuses on the specific emergency contingencies, response personnel roles, and evacuation plans of each employer's site where employees work. Schools and school districts are included in this mandate.

C. School Site Emergency Preparedness & Response Coordination

Each principal shall supervise the planning, operating and testing of their respective school's *Emergency Preparedness and Crisis Response Plan*. Each principal will also ensure that all school staff and students are familiar with the basic elements of the District's *Emergency Operations Plan* which will be utilized at the district office in the event of a major emergency or district-wide disaster.

A designee shall be named to serve in the event of a site emergency or a disaster that occurs when the principal is absent or otherwise unable to serve. The principal must ensure that the procedures of the Incident Command System are utilized by all staff personnel in the event of an emergency incident and shall serve as the Incident Commander at all school crises or emergencies. The principal is also to designate a staff person to control site access at all emergencies and supervise outsiders who arrive at the school site.

Each principal shall annually prepare a priority list of staff to be named as First Aid Assistants and in other emergency roles in event of emergency.

Each principal shall, at the beginning of each school year, conduct a survey of certificated and classified personnel to determine first aid training status, disaster preparedness training and medical and emergency experience or training (both paid and volunteer). Principals will ensure that all designated emergency personnel are properly trained in their respective response assignment. Survey and training records

shall be kept current as changes in personnel occur. Copies of records shall be on file in the principal's office and a copy given to the Director of Risk Management. A similar survey and training assurances will be conducted among district office personnel.

Principals shall annually survey parents to determine any who may wish to volunteer response assistance during an extended emergency or disaster response operation.

All employees trained in first aid and CPR will be identified and included on lists maintained by site/program administrators. All District personnel designated as primary duty [school nurses] or collateral duty medical emergency responders will receive appropriate instruction in blood borne pathogen protection and post-exposure follow-up procedures.

Principals shall conduct a survey to locate neighboring resources such as hospitals, medical clinics, dental offices, fire stations, police stations, churches, parks and other open areas, and potential vendors for additional emergency supplies. A map clearly showing these facilities in relation to the school will be maintained in each school's principal's office.

Principals shall, annually, prepare a list of students and staff at their school who have medical conditions which require medication in case of a long stay at the school (e.g. diabetes, epilepsy, asthma).

II. CRISIS/EMERGENCY INCIDENT RESPONSE SYSTEM

A. Crisis Response

A crisis is any event of limited duration that is seriously disruptive, unpredicted and overwhelming for those who experience it. A crisis may be volatile in nature and, at times, may threaten the survival of the individual or groups involved. The sudden change in a familiar setting due to a crisis is unwanted, frightening and often results in individuals feeling vulnerable and helpless. Ultimately, with successful intervention, stability can be restored and the individuals involved can view the school as safe and secure. The preparedness and ability of a School Crisis Response Team is to direct and maintain an appropriate course of action during a crisis is critical in achieving this outcome. The primary goals of crisis response are to:

- Prevent a potentially chaotic situation from escalating into a catastrophic event.
- Help those affected to return, as quickly as possible, to a normal level of functioning.
- Decrease the potential long-term effects of the crisis.

Examples of events that create a crisis include, but are not limited to:

- An accident involving a student or staff member
- Death of a classmate or staff member
- Suicide or homicide
- Natural disasters
- Terrorist activities
- Substance overdose
- Severe act of violence
 - ❖ School shooting
 - ❖ Hostage situation on campus
- Fire or chemical spill
- Any other event that is an emotionally-significant event that creates an unstable or critical school setting.

B. Incident Command System (ICS)

The Incident Command System [ICS] is an emergency response system used to manage an emergency incident at a specific facility or site. The Incident Command System, as designated by the MDUSD, will be used by this school as the formal emergency response structure for all emergencies, regardless of size.

The Incident Command System is a “field level” emergency response system to a specific incident or type of incident. This is in contrast to the Standardized Emergency Management System which is used to “manage” resources at a district-wide level. The Incident Command System can be used for both small and large incidents. The system has considerable flexibility and can expand or contract to meet different needs of the incident. [Additional information on the Incident Command System is provided in **Appendix B** (see Master Book)]

The organization of Incident Command System is based on five major management functions or sections, which are also utilized in the SEMS response structure:

- **Command [Management]** - responsible for overall policy & coordination
- **Operations** - responsible for actually performing the actions that make up the emergency response
- **Planning/Intelligence** - responsible for collecting, evaluating and disseminating information; maintaining documentation and evaluating incoming information to determine the potential situation in the not-too-distant future
- **Logistics** - responsible for providing facilities, services, personnel, equipment, materials

- **Finance** - responsible for financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures.

These five management functions are the foundation upon which the Incident Command System organization develops. They apply to handling a routine emergency, organizing for a major incident or managing a major response to a disaster. On small incidents, these major activities may all be managed by one person, the Incident Commander. Large incidents usually require that these activities be set up as separate "sections" within the organization. Each of these sections may be further divided into branches, units and groups, as needed.

Command staff consists of the Incident Commander, Deputy Incident Commander [if needed], Public Information Officer, Safety Officer, and Liaison Officer. General staff includes the section chiefs from each section. Actual incident response actions will be carried out by a Crisis Response Team as described in **Part III, E** of this plan. The Command Staff will determine the most appropriate response actions for each emergency by the coordinated development of an Incident Action Plan.

C. Incident Action Plan

The Incident Action Plan is the plan developed by the Incident Commander and the Command Staff which contains the objectives reflecting the overall incident response strategy. It also is used to lay out specific actions and any needed supporting information for the next operational period.

It is important that all incidents have some form of an Incident Action Plan. The plan is developed around a specified duration of time called an operational period and will state the objectives to be achieved and describe the strategy, tactics, resources and support required to achieve the objectives within the time frame. Generally, the length of the operational period is determined by the length of time needed to achieve the objectives.

The plan may be oral or written. Small incidents with only a few assigned resources may have a very simple plan which may not be written. Small incidents do not require elaborate Incident Action Plans. Incident Action Plans will vary in content and form depending upon the kind and size of the incident.

There is no single format which will fit all situations. Several Incident Command System forms are appropriate for use in Incident Action Plans. Incident Action Plans have four main elements that should be included:

- **Statement of Objectives** - Statement of what is expected to be achieved. Objectives must be measurable.

- **Organization** - Describes what elements of the Incident Command System organization will be in place for the next operational period.
- **Tactics and Assignments** - Describes tactics and control operations, including what resources will be assigned. Resource assignments are often done by division or group.
- **Supporting Material** - Examples could include a map of the incident, a communications plan, medical plan, a traffic plan, weather data, special precautions and a safety message.

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/Site Administrator:

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

Vice Principal:

Principal/Site Administrator Designee(s) (to be established each year):

Lead teacher(s):

Other staff as designated by the principal:

This plan and the District Emergency Operations Plan refer to the principal or the above person(s) as the "site administrator," indicating the person who is in charge at the school at any given time.

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 Registrar's Office.

Alternate locations are at the Quad or the Library Plaza.

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** (see Master Book). **[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

Site Safety Officer

Primary: Bill Hoffer
Alternate 1: Mike Stephens
Alternate 2: Dennis Franer

Public Information Officer

Primary: Tanette Mattei
Alternate 1:
Alternate 2:

Evacuation Branch Supervisor

Primary: Angela Hotchkiss
Alternate 1:
Alternate 2:

Operations Section Chief

Primary: Mary Gabelman
Alternate 1:
Alternate 2:

Planning/Intelligence Section Chief

Primary: Marianne Strum
Alternate 1:
Alternate 2:

Logistics Section Chief

Primary: Danielle D'Amico
Alternate 1:

Emergency Medical Branch Supervisor

Primary: Ornella Gallagher
Alternate 1:

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 Evacuation Assistance Personnel 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 Evacuation Response Branch Supervisor, will ensure that all Evacuation Assistance 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.**

Evacuation Assembly Area Coordinator

The Evacuation Assembly Area Coordinator [herein: Coordinator] 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 Coordinator 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 Coordinator will ensure that the assembly area is upwind, upstream or otherwise completely out of the danger zone potential of the release. The Coordinator 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 Assembly Area Coordinator will also inspect the area for **potential violence threats**. This will include inspecting the area for threatening persons [including 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 harms way.

The Evacuation Assembly Area Coordinator will take the accounting reports from all Classroom Emergency Supervisors and report these to the Evacuation Branch Supervisor in the Command Post.

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 Evacuation Branch Supervisor 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.

Classroom Emergency Supervisors

Each classroom will have a designated person to act as an Emergency Supervisor. Under normal operating circumstances, this will be the teacher assigned to the respective classroom. If a teacher leaves the classroom for any reason, they will designate an individual to assume this position until the teacher returns.

This Emergency Supervisor will have direct responsibility for the safety and overall well-being of the students under their charge at the time. In the event of an incidence of violence where a "lockdown" response is announced over the intercom, they will ensure that the room doors and windows are locked and that all persons in the room are away from windows and are under their desks.

The Emergency Supervisor will also ensure that all students and volunteers within the classroom when an evacuation is called have been evacuated from the room. The Supervisor will ensure that students, volunteers, etc., are taken to the designated evacuation assembly area and that a full accounting of persons is taken. The verification of full room evacuation and proper accounting of persons will then be reported to the Assembly Area Coordinator.

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 Evacuation Branch Supervisor 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.

The Access Control Personnel will also ensure that no vehicles leave the school campus area without the authorization of 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 well-being].

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 Evacuation Branch Supervisor.

F. Crisis Response Team Staff Assignments.

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

Evacuation Assembly Area Coordinator

Primary: *Andela Hotchkiss*
Alternate 1: *Lorraine Helton*
Alternate 2:

Wing Leader

Primary:

Alternate 1:

Alternate 2:

Alternate 3.

Classroom Emergency Supervisors

<u>Room</u>	<u>Emergency Supervisor</u>
All Rooms	Teacher
Library	Librarian

Access Control Personnel

<u>Location</u>	<u>Staff Person</u>
Custodian Office	
Custodian Office	Custodian on duty

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:

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**

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

II.

➤ **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.

Val Bostwick 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 Val Bostwick will serve as the base station during the response operation.

Telephones

Val Bostwick 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.

A cell phone, located in Main 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 Student Services.

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:

Alternate #1:

Alternate #2:

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

Primary: School Nurse

Alternate 1:

Alternate 2:

Alternate 3:

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 break down of

these responsibilities, listed by District job position during preparedness operations to plan for potential emergencies:

The Site Incident Commander/Disaster Coordinator: Principal/Site Manager

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 and 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.
- 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 disasters 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.

School Office Managers shall:

- Organize and maintain the emergency first aid supplies and distribute back-up 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 (KKIQ 101.7 FM).
- 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.
- Answer phones.

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 (extinguishers, 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/Site Manager

The principal or site manager 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 evacuation 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.

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 Managers

During an emergency, school office managers shall:

- Take student emergency information cards and AM/FM radio as the building is evacuated.
- 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.

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 red flag (bandana) in emergency to signal *major first aid needs* whether they are on the field or in the classroom.
- **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.

VI. POTENTIAL EMERGENCY TYPES & RESPONSE PROCEDURES

School administrators, teachers and other staff will, at some time, be forced to deal with different types of potential or actual crises or emergency situations. The following sections describe the most probable situations, with specific response action directions included for each emergency type. In coordination with the MDUSD *Emergency Response Plan* and other District guidelines, the described actions are to be utilized for the specific emergency situations at this school site:

A. Crisis Involving Individual Students and/or Staff

The sudden death, serious injury to a student or staff member either through natural causes, accidents or as the result of an act of violence, such as school shooting, missing students (known or suspected abduction), school shootings, physical assault, rape or other non-natural or non-accidental causes or other unexpected event involving students and staff are, without question, a crisis. These crises must be dealt with in the same manner. Responding in a timely and effective manner to these events is as critical as dealing with an earthquake or a fire.

B. Intruder Alert - Anti-Violence Response

All school visitors must report to the office before moving around the school campus. Visitors will be provided with a brightly colored, easily-recognizable visitor's pass that will be worn in a visible location. Unknown persons without a visitor's pass should be directed to report to the office.

An administrator or a noon/campus supervisor should be called if assistance is needed by another staff person in dealing with an unidentified person on campus.

If anyone sees a threatening intruder on campus who is behaving in a dangerous or unacceptable manner, the office should be notified immediately. Police assistance will be requested if needed.

Based on the nature of the intruder's behavior, one of the following "Lock Down" alert will be announced:

Active Alert: "Lock Down"

The principal will announce via the intercom, "This is a LOCK DOWN alert. Teachers and students please take your places."

Staff roles during "LOCK DOWN"

- **Remain calm and lock your door immediately and close all windows.**
Do not walk the hallways in search of the problem. Stay with your students until you receive further instructions. The purpose of a LOCK DOWN is to completely lock down the school. By securing students in their respective classrooms, identifying and isolating the problem becomes easier. Do not attempt to contact the office via the intercom or internal phone system unless you witnessed the incident or the suspects. The intercom/telephones will become inoperable if too many people try to use them at the same time.
- **Permit no one to leave the classroom. Have all students answer to a roll call.**
Prepare a list of those present and those out of the classroom. Also list anyone else present who is not usually in the room that period. This is also important to prevent officials from accidentally overlooking missing students or possible suspects.
- **Shut off all lights in the classroom. Turn off all computers, TV's, etc.**
Shutting off all interior lights reduces the visibility and prevents an outsider from picking out possible targets inside the room. If you can safely close the shades or blinds without exposing yourself to the outside, do so immediately.
- **Move all students out of their seats and onto the floor in the safest part of the room, away from doors and windows.**
The intent of this directive is to place everyone out of sight of an intruder. If you are not in your classroom at the time of a LOCK DOWN, move into the closest

classroom, storage room, bathroom or locker room. Keep everyone with you together. Do not let any student wander or leave to check on the status within the school. In the cafeteria, stay there and be prepared to take cover under tables if necessary.

- **Ignore all bells until further notice.**
- **Remain calm; instructions will follow** via the intercom or other means of communication.
- **Do not leave your classroom until you are told to do so by someone who communicates the "All Clear" password for your site.**
Teachers will be instructed not to allow their students out of their secured classrooms until told to do so by someone who knows the "All Clear" password or a uniformed police officer, if clearly identifiable, tells them it is safe to do so.

C. Earthquake

Although the probability of an earthquake occurring is lower than most other emergency types, the potential for injuries and damage from one is high. It is essential that students and staff remain aware of the following basic actions:

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.*

If inside, stay inside during ground shaking. In classrooms or offices, move away from windows, shelves and heavy objects or furniture that may fall. Take cover under a safe table, desk or counter. At the teacher's command, students should take the DROP position.

If a "shelter" (table, desk, etc.) is not available, move to an inside wall or corner, turn away from windows, kneel alongside wall, and bend head close to knees, with elbows firmly behind neck protecting face.

If notebooks or jackets are handy, hold these over head for added protection from flying glass and ceilings debris. Remain in sheltered position for at least 60 seconds or until directed to move by an adult.

If in halls, on stairways, or other areas where no cover is available, students must follow the directions of the nearest teacher or school employee.

If in the library, immediately move away from windows and bookshelves and take appropriate cover.

In the science lab or shops, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals that may spill.

The duration of ground shaking depends on a number of factors, including the severity of the earthquake. Advise students to anticipate shorter or longer episodes of ground shaking during actual earthquakes and their aftershocks.

Earthquake hazards commonly found in school buildings:

- Glass that shatters or flies around
- Objects stored above head-level on shelves, walls, and ceilings (such as unused projectors, books, science equipment, boxes)
- Objects that block movement to safe places (books on floors, tipped desks and bookcases)
- Cabinets without latches
- Objects stored on wheels
- Open shelving without a lip or restraining wire
- Free standing cabinets
- Blocked exits
- Objects in hallways that block movement (glass, tables, locker contents)

III. Settling down after the first shock:

- After the first shock, teachers will evacuate the classrooms, being alert to the possibility of aftershocks.
- When leaving the classroom, teachers should make every effort to take with them the roll book and emergency supplies.
- Announce that no student is to return to the room unless directed to do so.
- Teachers will take classes to pre-arranged places on the campus (map attached).
- Teachers and students will remain in designated areas until re-entry to the building has been approved or they are directed to move elsewhere.
- School will remain open indefinitely until every student has been released to parents or to an authorized person.
- Do not light any fires after the earthquake because of possible gas leaks.
- If possible, notify utility companies of any break or suspected breaks in service.
- The principal should procure the advice of the Director of Maintenance and Operations regarding the safety of the buildings.
- The principal should keep the superintendent informed of conditions at the school.

D. Fire

In the event a fire is detected within a school building, the school fire alarm will be sounded. This will automatically implement the action to LEAVE THE BUILDING. The teacher leaves the room last, checking closets and storerooms for stragglers, closing door when out. Teachers will take with them their class list. Staff and students will assemble at the assembly point designated. The teacher will take roll and complete the Student Accountability Form. Teachers are to remain with their classes until given further directions.

The fire department will be notified. The police and superintendent should also be notified.

Access roads to the school campus should be kept open by custodians or other designated staff.

Students and staff will not return to the buildings until the fire department declares the area safe and the principal has announced the ALL CLEAR via bullhorn or through runners.

E. Bomb Threat or Suspicious Package

Bomb Threat

An employee receiving a bomb threat by telephone or other means will utilize the Bomb/Phone Threat Information Checklist form found in Appendix E. The employee, in using the form, will attempt to obtain the following information:

- Try to ascertain as much information from the caller or source as possible. Verbatim responses to the following questions are especially desired:
 - ❖ When is the bomb to explode?
 - ❖ Where is the bomb right now?
 - ❖ What kind of bomb is it?
 - ❖ What does it look like?
 - ❖ Why was the bomb placed here?
 - ❖ Note on checklist a description of the caller's voice (sex, age, tone, accent, etc.) and whether it was familiar or not.
 - ❖ Note any background noises (train, machinery, airplanes, ocean, traffic, etc.).
- Notify the principal or designee.
- Principal will notify the police department, the fire department, and the superintendent.
- Upon notification of a threat, the principal will decide whether to clear the building for the safety of staff and students. If the emergency action to leave building is ordered, students will move under the full control of their teacher to the designated assembly point. Proceed as during "FIRE" above.

Suspicious Package

Anyone discovering a suspicious package, box or strange device will do the following:

- Not touch or remove strange objects.
- Notify the principal.
- Principal will notify the police department, the fire department and the superintendent.
- Principal will evacuate the buildings.

Whenever a bomb threat is received or a suspicious package is found, a police officer will evaluate the threat or object before instituting a search of the buildings or sounding the signal for staff and students to return to the buildings.

Only trained **volunteer staff members** may assist the police in a search of the buildings.

The superintendent is to be kept informed of all actions.

F. Severe Windstorm

Warning of an impending windstorm is usually received via radio, television or civil defense officials. The United States Weather Bureau can usually forecast severe windstorms. If high winds develop during school hours without sufficient warning, the following emergency actions should be taken:

- Implement action to TAKE COVER. Students and staff should assemble inside shelters or buildings.
- Close windows and window coverings. Seek shelter away from windows.
- Remain near an inside, ground level wall if the building is more than one level.
- Evacuate classrooms that bear the full force of the wind.
- Avoid auditoriums, gymnasiums and other enclosures that have long roof spans.
- Keep tuned to a local radio station for the latest advisory information.
- Take roll and complete Student Accountability Form.
- Notify site administrator of any break or suspected break in utility lines or buildings which might present an additional hazard.
- If possible, contact and report conditions to the superintendent.
- Don't permit any staff to leave the building until the winds have subsided and it is safe to do so.

G. Chemical Spills Within School

In the event of a chemical spill or incident at school, the site administrator will determine what emergency action to take depending upon the circumstances.

Teachers in the area shall do the following:

- Restrict the area of the incident & evacuate the area as deemed necessary.
- Rescue injured or trapped persons and remove from area if possible **if trained to do so.**
- Provide first aid as needed.
- If possible, determine the name(s) of the chemical(s).
- Allow no one in the immediate area except emergency personnel.

H. Chemical Accident Near School

Warning of a chemical accident is usually received from the fire and/or police departments or from emergency services officials when such accident occurs sufficiently near the school to be a threat to the safety of students and staff at the school. An overturned tanker, a broken fuel line, and an accident in a commercial establishment that uses chemicals are all potential hazards. Whether the accident occurs at the school or off the school grounds, the site-administrator shall:

- Determine if there is need to implement action to LEAVE THE BUILDING or to SHELTER-IN-PLACE. This decision will be made in coordination with offsite emergency responders.
- Determine whether the students and staff should leave the school grounds and EVACUATE. If it is necessary to evacuate the area, move crosswind, never directly with or against the wind which may be carrying fumes. Get upwind as quickly as possible.

I. Explosion

The DROP command is to be given immediately in the event of an explosion at the school or within a school building. If the explosion occurs within the building or threatens the building, the teacher will then implement action to LEAVE THE BUILDING. Sound the fire alarm and proceed as above for a fire.

J. Fallen Aircraft

Warning of a failing or fallen aircraft is usually by sight, sound or fire. If an aircraft falls near the school, the following actions will be taken:

- The site administrator will determine which emergency actions should be implemented. When necessary, teachers will take immediate action to ensure the safety of students if the site administrator is unable to direct emergency action.
- Students and staff must be kept at a safe distance from the aircraft, as it may explode. Move crosswind or stay up-wind to avoid fumes.

K. Rabid or Vicious Animal

If a rabid or vicious animal is at or in the vicinity of the school, the Animal Control Center should be notified immediately. Teachers shall be notified to hold all students within the classrooms and await further instructions. Students outside of the building will be quietly and cautiously sent into the nearest building and secured in a room behind closed doors.

L. Natural Gas Leak or Ruptured Gas Line

The site administrator will evaluate the situation and determine the need for a building evacuation. **Offsite emergency responders will be called if a leak is suspected.** In general, an evacuation of the building(s) will be conducted whenever there is a strong smell of natural gas within the school. Evacuations under other circumstances will be decided upon based on discussions with offsite emergency responders. The site administrator will then initiate whatever emergency action is required.

M. Discarded Weapon or Drug Paraphernalia

A staff person may discover a discarded weapon or discarded drug lab or drug use paraphernalia. A student may also bring this to a staff person's attention. In these circumstances, the staff person will remain at the location and use a two-way radio to notify the office of the situation. If a radio is not available the staff person will locate a student and send the student to the office. The office will immediately notify the local authorities. **The staff person will not take any active response role in these situations unless they have received appropriate training in weapons handling and hazardous materials handling response techniques.**

VII. EVACUATION PROCEDURES

A. Evacuation Alarm System

A crisis or emergency may warrant an evacuation of the school building(s). Once notified of an emergency situation, the principal [or designee], acting as Incident Commander, will carry out the initial response actions delineated in **Part III, E** of this plan. In consultation with members of the Crisis Response Team, the principal will determine whether an evacuation is warranted or is the safest action given the character of the emergency.

Crisis Response Team members will immediately assume their designated response duties as activated by the Incident Commander. The Evacuation Branch Supervisor will ensure, during the evacuation itself, that all evacuation assistance personnel are operative and performing their respective duties as assigned. The Evacuation Branch Supervisor will then station themselves at the main entrance/exit to the building.

When a decision is made to evacuate, the Evacuation Assembly Area Coordinator will immediately report to the assembly area and inspect the area for hazards, as described in **Part III, E** of this plan. The Coordinator will notify the Incident Commander immediately if the area is safe. If not, the Coordinator will advise that the evacuation be done to the alternate assembly location.

This evacuation may be a partial evacuation of only portions of the building in a very localized emergency [e.g., a small chemical spill] or it may be a general evacuation of all building. When an evacuation is ordered, students and staff will be notified via the following system: Intercom System.

If deemed appropriate and safe, the school's fire alarm will sound in the event of a general building evacuation. If neither mechanical system is operable, the Incident Commander will utilize office, custodial or student personnel to notify classrooms of the need to evacuate.

B. Coordinating the Evacuation

Upon receiving the order to evacuate, Wing Leaders will assume their designated positions in the hallways of the school. They will then monitor the evacuation procedures and assure that all persons have left the building. Leaders are also responsible to ensure that all disabled persons in the building are assisted as necessary.

Wing Leaders will report to the Evacuation Branch Supervisor via radio or in person once they have verified that all persons on their respective wing have indeed left the building.

Once all Wing Leaders have reported to the Evacuation Branch Supervisor the supervisor will exit the building and ensure it has been secured. The Evacuation Branch Supervisor will then report to the Command Post.

C. Evacuation Assembly Areas

When ordered to evacuate, students and staff will follow the evacuation route prescribed for their respective areas and exit the building in an orderly and controlled manner. Any volunteers or visitors to the classroom should be advised to go with the classroom to the assembly area.

ALL students and staff must report to the assembly area and remain there until the Command Post, via the Assembly Area Coordinator, notifies them it is clear to return to the building. Under no circumstances are students to leave the area unless released by the teacher in strict accordance with the school's Student Release Procedures. This will not be done unless it is authorized by the Command Post.

Teachers **MUST** take a head count of all persons under their care to ensure that all students, volunteers and visitors are present. This will be reported to the Assembly

Area Coordinator. If someone is deemed missing, the teacher is to immediately report this fact to the Assembly Area Coordinator even before the count is completed.

D. Access Control Personnel

Whenever an evacuation is called, the designated Access Control Personnel (designated prior to an emergency) will automatically assume duties as traffic controllers to prevent unauthorized public vehicles or persons access to the school campus and building(s). They will function according to the duties delineation shown in **Part III, E** of this Plan.

VIII. STUDENT EARLY DISMISSAL/SCHOOL CLOSURE

During school hours, all students are considered under the care and supervision of school staff. In all circumstances, and especially in the event of emergency incidents or circumstances, the safety of the students and the school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and school employees.

Thus, in the event of a major emergency incident or disaster during school hours, **school will not be dismissed without the expressed and clear authorization of the District Superintendent or a designee**, and children will remain under the supervision of school authorities. Students will only be released from school and District responsibility in strict accordance with the policies and procedures of the District's Early Release Policy as described below. Parents/guardians or designated emergency contacts who come to the school to pick up students must properly identify themselves in order for their children to be released.

A. Release of Students From School Site(s)

It is the policy of the MDUSD and this school to reunite parents with their children at the earliest time possible after an emergency situation or major disaster event. However, if it is not possible for parents to pick up their children or make arrangements for others to do so, students will be held at the school or other area until such time as they can be safely released. Each year the school will notify all parents of the procedure for reuniting parents with children in the event of an emergency at school.

In the event students are held at a school, they may be released only to the student's own parent(s) or a person authorized beforehand in writing by the parent. Disaster Emergency Cards shall be completed by parents and used for this purpose. These cards shall be made available at the beginning of the school year and returned to the school.

Completed cards will be organized alphabetically and kept on file in the office. Duplicate cards will be maintained by the homeroom teacher and kept in the "Teacher Emergency Kit."

Following an emergency when parents are unable to come to school, staff should be prepared for parents to fax copies of a signed authorization to release their son/daughter to a friend who can come to the school. Parent signatures must be on the faxed authorizations and must be matched to the signature on the Disaster Emergency Cards prior to the student's release.

Disaster emergency cards shall be made available to parents at the beginning of the school year and kept on file throughout the year. They shall be organized by homeroom classes. When release of students is imminent, students shall be reorganized into homeroom classes.

Parents or others must check with this school's Liaison Officer at the emergency Command Post prior to entering the school to pick up their children. Teachers will release students according to the procedure outlined under the Emergency Student Release Procedures described below.

B. Emergency Release Plan Procedures

Teachers will utilize the following procedures to properly release students from their care to a parent, legal guardian or person authorized in writing to pick up the student:

1. At time of emergency, students remain in their current classes. Teacher takes roll on emergency roll sheet. Await directive from office.
2. The school administration will communicate with district office for dismissal directive. Students will report to (first period or other) classes, upon administrative directive via intercom or bullhorn.
3. All adults without classes shall report to the Command Post for assignment of other duties. These duties may include, but not be limited to:
 - ❖ Covering classes
 - ❖ Acting as first aid assistants
 - ❖ Meeting parents who are picking up students
 - ❖ Acting as runners
 - ❖ Sending runners to class for pickup
 - ❖ Assisting students without a disaster card
 - ❖ Checking for hand stamps at school gate (red – authorized to leave)
 - ❖ Assisting with phone calls home and talking to parents for permission

- ❖ Directing parents to appropriate entrance and exit gates
- 4. Teachers will wait for directive from runner to take entire class to assigned phone to call for permission to leave. Teachers must talk to parent if walking home or going home with someone not on disaster card.
- 5. Teachers will make phone notes on *Student Accountability Form*.
- 6. Adults picking up students will identify self at gate; runner takes message to homeroom teacher with name of child and name of adult. Teacher double-checks sign-out sheet, stamps student in red and releases.
- 7. Students may go home with people listed on disaster card if parent can't be reached. As students clear out, remaining students will be consolidated in rooms with phones.
- 8. Teacher takes attendance after each consolidation.

IX. TRAINING

A. Requirements

The key to effective and coordinated emergency response efforts is the proper training of school response personnel to a level, and in areas, appropriate to their respective duties in an emergency or disaster. Moreover, proper training is mandated under the SEMS requirements for District staff and students and by Cal/OSHA for employees of the District. To this end, this school and the District are dedicated to providing appropriate instruction to all emergency response staff.

All District Response Staff & Students

All non-response District staff, as well as all students, will receive training in the following areas:

- Brief overview of the District EOC plan & its coordination with School Crisis Response plans.
- Brief overview of the School Crisis Response Plans & its coordination with the District EOC plan.
- Responder positions within each plan and the duty to follow instructions of the response team personnel.
- Use of drills & exercises to provide "hands-on" instruction to staff and students [see below].

School Crisis Response Team Personnel

School site emergency Crisis Response Team personnel will receive training in the following areas:

- Detailed information on the Incident Command System and its use at a school crisis or disaster response.
- Initiation and functioning of the ICS Command Post.
- ICS response positions, their responsibilities, and the use of position checklists.
- Development of site Incident Action Plans and the utilization of, and coordination with, EOC actions at the District level.
- Importance of documentation of site ICS activities and damage assessment information.
- Demobilization procedures for down-sizing and closing the ICS Command Post.

B. Drills & Exercises

Because emergencies occur without warning, life-protecting actions must be taken immediately at the first indication of emergency conditions. There may be no time to think through all of the options for what must be done. Emergency drills will be conducted periodically to help familiarize everyone with basic procedures and to help students and staff learn how to react immediately and appropriately.

Exercises and drills will be conducted at the school site level, both independently and in conjunction with a District-wide EOC exercise/drill. The essential components of school site emergency drills are classroom training and discussions, demonstrations and exercises designed to help staff and students learn and practice where to seek shelter and how to protect themselves based on the kind of emergency they are facing.

X. EMERGENCY SUPPLIES

The school shall maintain a quantity of emergency supplies that will be utilized by trained personnel in the event of a school crisis or a district-wide disaster. Some materials are stored in a central location on campus as a means of providing ready access to assist any area in the school. These Central School Emergency Kits are located in: Boiler Room next to the Multi-Use Room.

Each classroom will also have its own supply of first aid and other equipment to facilitate each teacher in helping the students they are responsible for.

A. Central School Emergency Supplies

Central School Emergency Supplies will include the following items:

- Two first aid kits (see below)

- Two tool kits (see below)
- Radio (battery-operated) wrapped in plastic bag
- Batteries (left in original packages; replaced in years ending with 0, 3, or 7)
- Water carrier
- **Water purification tablets and/or household bleach**
- Toilet paper
- Hard hats
- Blankets (4 wool, 5 space blankets)
- Large plastic tarp
- Sheets - for medical use (slings) or to signal for specific help. (Sheets will be spread out on the lawn as needed.)
- Spray paint - to use on sheets to identify needs (Example: NEED DOCTOR, PGE, SEND MEDIC, ETC.)
- **Water - 25 gallons**

B. Teacher Emergency Kits

Teacher Emergency Kits are located in each classroom and will contain the following items. [Additional items may be included, depending on the needs of the individual classroom]:

- Class lists (updated by the teacher as necessary) with a place for parent signatures when releasing students and to assist in the taking of roll
- "Student Accountability Sheets"
- "Special Needs List" of students
- Disaster Emergency Cards (one for each homeroom student)
- Simple first aid supplies
- Orange ID arm band and name card with teacher's name to be worn by the teacher
- Copy of the Campus Response Plan and the District Disaster Plan
- Water-10 gallons
- Flashlight
- Work gloves
- Garbage bags (40 plastic) to be used as rain gear
- Red bandana
- Red & blue hand stamp
- Clip board
- Pens/pencil/permanent markers
- Pad of paper

Each employee should have a personal "survival kit" available at all times containing prescription medicines, extra eye glasses, change of clothes, toiletries, comfortable shoes, jacket and other necessary items.

C. First Aid Kits

School **First Aid Kits** are located in:

- First aid manual
- 3 triangular bandages
- 6 stretch gauze bandages
- 2 instant ice packs
- 1 after-burn treatment spray
- 2 packages long bandages
- 30 boxes sterile pads for small wounds (120 pads)
- 2 bottles liquid soap
- 6 bottles aspirin
- Hydrogen peroxide
- Paper towels
- Felt pens - to identify injured children sent elsewhere for treatment. Write name on child's arm; non-water soluble
- Sheets
- Needle nose pliers - for removal of glass
- 6 sanitary napkins (for severe bleeding)
- In a zip-lock bag:
 - 1 tube medicated ointment
 - 5 smelling salts (ammonia inhalant)
 - 2 rolls tape
 - Tweezers
 - Scissors

D. Tool Kits

The school **Tool Kits** are located in:

- Work gloves
- Goggles
- Flashlight (batteries in package)
- Lantern (batteries in box)
- Duct tape
- Masking tape
- Utility knives
- Hammer
- Blade screwdrivers (small, medium, large)
- Crowbar (a longer crowbar is stored in custodian's office)

- Waterproof matches
- Rope
- Nails
- Sheets (to signal for help)
- Spray paint (to use on sheets to identify needs)
- Radio
- Large shovel located in custodian's office

E. List of Staff With Special Skills

Each **Central School Emergency Kit** and each **Teacher Emergency Kit** will also contain a list of school staff members with specialized emergency skills. These include, but are not limited to:

- Medical or first aid experience
- Search & rescue experience
- Fire-fighting experience
- Communications equipment (indicate type)
- Emergency vehicle (indicate type)

APPENDIX A

ANNUAL PLAN TIMELINE AND CHECKLIST

ANNUAL PLAN TIMELINE

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

PLAN CHECKLIST

- Roles and responsibilities are outlined.
- Community resources are identified.
- Method of communicating with law enforcement is established.
- Method of communicating with district office is established.
- Method of communicating with staff is established.
- Method of communicating with students is established.
- Method of communicating with parents and community is established.
- Location of all critical information (such as school blueprints, staff medical information, etc.) is outlined.
- Location of supplies is listed.
- Command center location, function and staffing are outlined.
- An accountability system is outlined to track students and staff and to release students to parents and caregivers.
- Provisions for site management and security are clearly outlined.
- Provisions for working with the media are in place.
- Roles and relationships with community agencies are spelled out.
- Activities to deal with the aftermath are outlined.
- Mechanism to provide support to students, staff and parents during and after the crisis is outlined.
- A system of ongoing communication is in place.
- Activities to acknowledge and thank those who helped are listed.
- The Crisis Plan is evaluated on a regular basis.

APPENDIX B

INCIDENT COMMAND SYSTEM DESCRIPTION & USAGE

INCIDENT COMMAND SYSTEM [ICS] DESCRIPTION & USAGE

The Incident Command System [ICS] is an emergency response system used to manage an emergency incident at a specific facility or site. It is a “field level” emergency response system to a specific incident or type of incident. This is in contrast to the Standardized Emergency Management System which is used to “manage” resources at a district-wide level. The ICS can be used for both small and large incidents. It was developed in the late 1970’s as a result of coordination problems among response agencies during large fires in the Los Angeles hills. The system has considerable flexibility and can expand or contract to meet different needs of the incident.

The character of the Incident Command System includes the following elements:

- **Modular Organization** – is the method by which the ICS organizational structure develops, based upon the type and size of the incident. The organization’s staff builds from the top down as the incident grows, with responsibility and authority placed first with the Incident Commander. At all incidents there will be five functions [see below]. These may, as the incident grows, be organized and staffed into sections. Initially, the Incident Commander may be performing all five functions. Then, as the incident grows, each function may be established as a separate section with several units under each section. [A typical ICS organization chart is shown on the page following the end of this section.]
- **Common Terminology** – is the established common titles for organizational structure and functions, resources, and facilities within the ICS.
- **Coordinated Communications** – are managed through the use of a common communications plan and an incident-based communications center established for the use of tactical and support resources assigned to the incident.
- **Consolidated Action Plans** – identify objectives and strategy determinations made by the Incident Commander for the incident, based on the requirements of the affected area and agency jurisdiction. The consolidated action plans for an incident document the tactical and support activities required for the operational period.
- **Manageable span of control** – within the ICS is a limitation on the number of emergency response personnel who can be effectively supervised or directed by an individual supervisor. The type of incident, the nature of the response or task, distance and safety will influence the span of control range. The ordinary range is between 3-6 persons.
- **Pre-designated Incident Response Facilities** – is identified within the ICS. The determination of the types and locations of facilities to be used will be based upon the requirements of the incident.
- **Comprehensive Resource Management** – is the identification, grouping, assignment and tracking of resources utilized during an emergency incident.

For some incidents, and in some applications, only a few of the organizational functional elements may be required. Conversely, if there is a need to expand the organization, additional positions exist within the ICS framework to meet virtually any need.

ICS establishes a structured organization with specified lines of authority utilizing a coordinated reporting system. There is complete unity of command as each position and person within the system has a designated supervisor. Direction and supervision follows established organizational lines at all times.

Every incident or event has specific major command actions that must be performed. Even small incidents requiring only one or two responders will utilize the same actions to some degree. The size of the incident will dictate the size and extent of the response organization. This is determined by the Incident Commander in charge at the incident location. The "manageable span of control" means that a person in charge "supervises" no more than five [5] persons.

The organization of ICS is based on five major management functions, which are also utilized in the SEMS response structure:

- **Command [Management]** - responsible for overall policy & coordination
- **Operations** - responsible for actually performing the actions that make up the emergency response
- **Planning/Intelligence** - responsible for collecting, evaluating and disseminating information; maintaining documentation and evaluating incoming information to determine the potential situation in the not-too-distant future
- **Logistics** - responsible for providing facilities, services, personnel, equipment, materials
- **Finance** - responsible for financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures

These five management functions are the foundation upon which the ICS organization develops. They apply to handling a routine emergency, organizing for a major incident or managing a major response to a disaster.

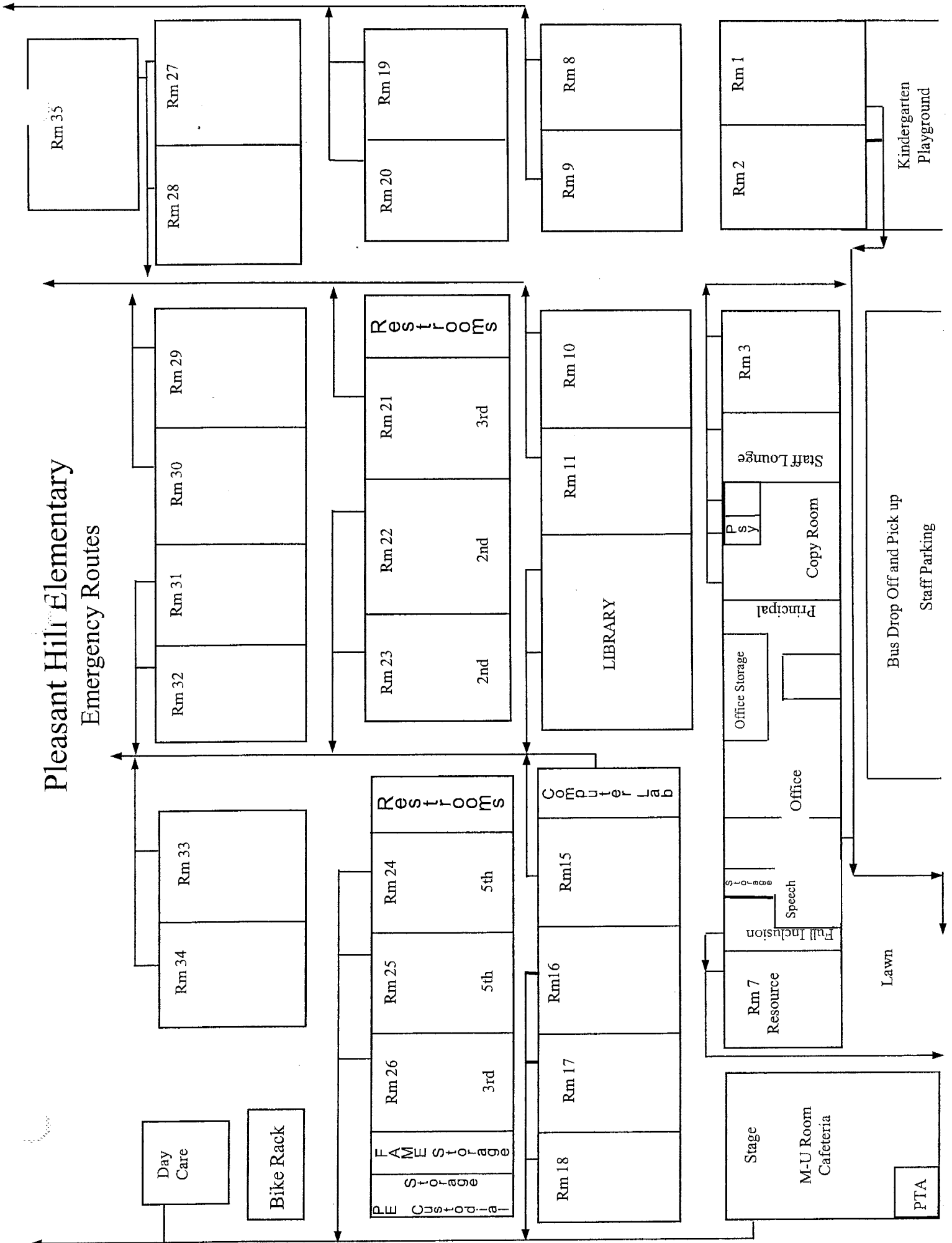
On small incidents, these major activities may all be managed by one person, the Incident Commander. Large incidents usually require that these activities be set up as separate "sections" within the organization. Each of these sections may be further divided into branches, units and groups, as needed.

Command staff consists of the Incident Commander, Deputy Incident Commander, Public Information Officer, Safety Officer and the Liaison Officer. General staff includes the section chiefs from each section.

The Standardized Emergency Management System [SEMS] was developed and organized around the ICS model and structured to interact with an ICS set-up at an incident location.

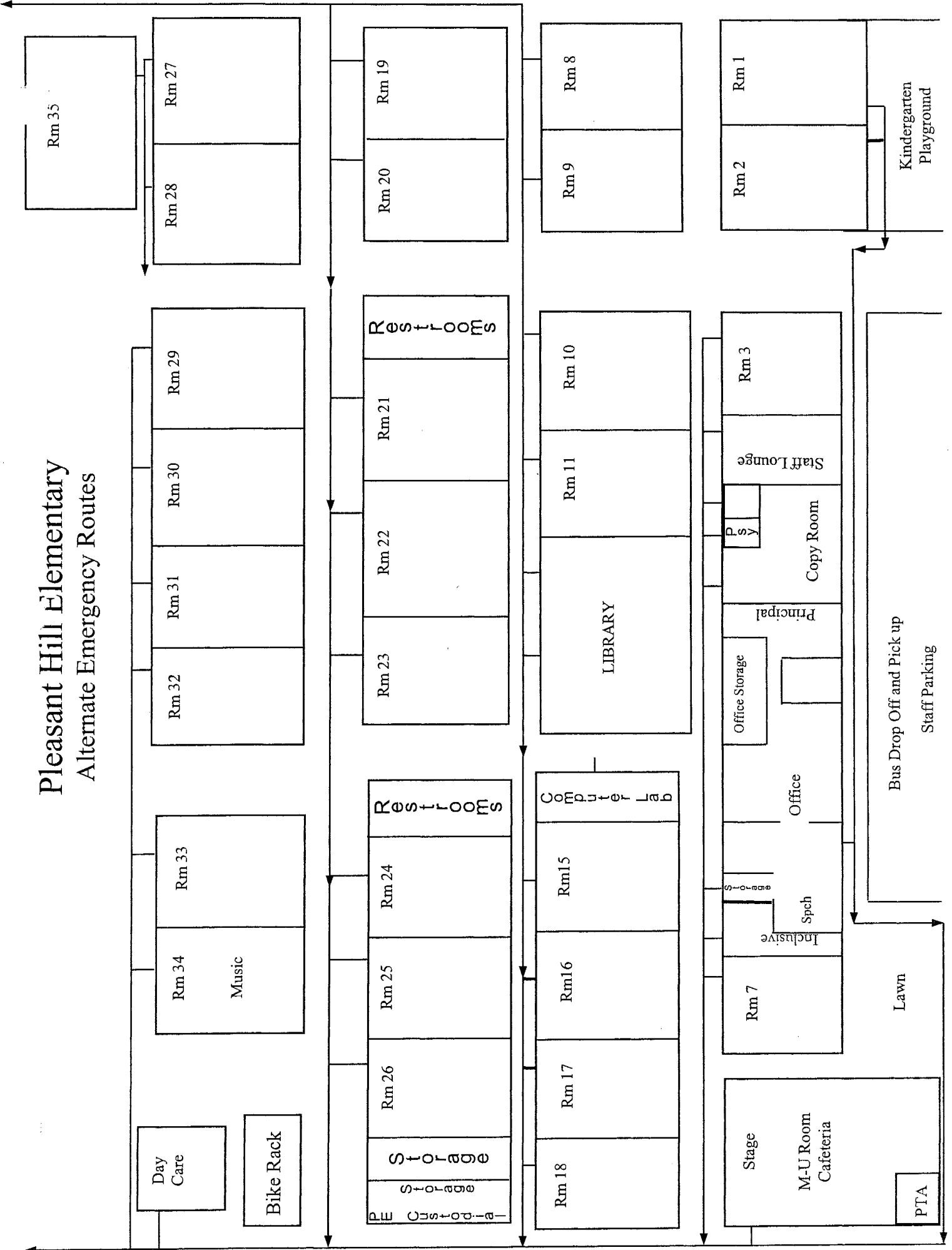
Pleasant Hill Elementary

Emergency Routes



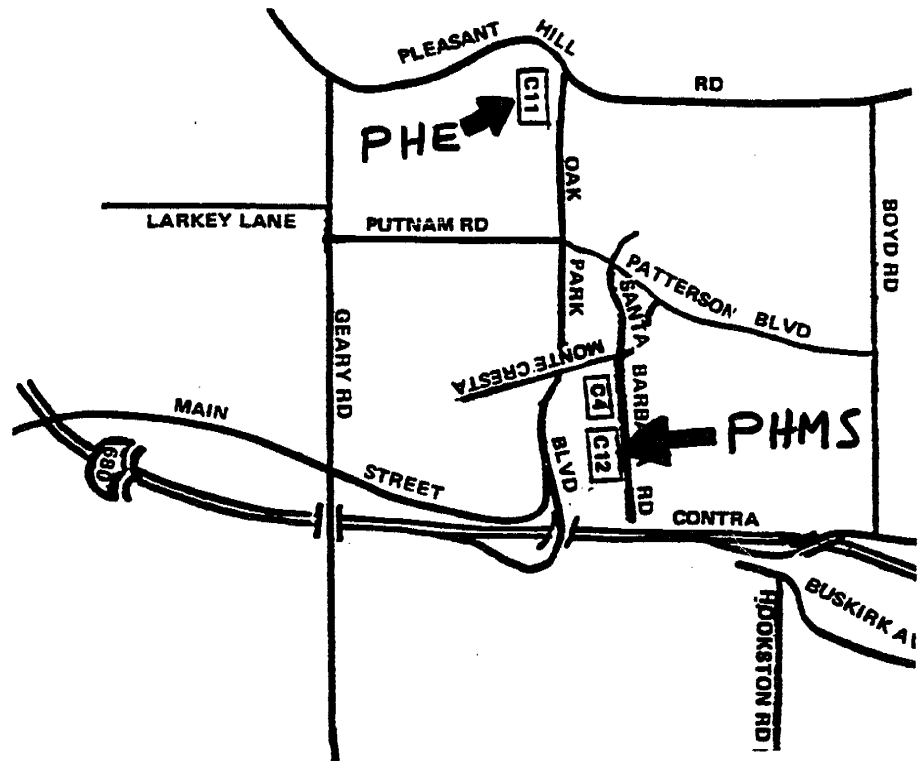
Pleasant Hill Elementary

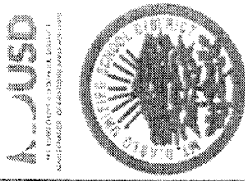
Alternate Emergency Routes



OFF-CAMPUS EVACUATION

Walk east on Oak Park Blvd. to Pleasant Hill Middle School located at 3100 Oak Park Blvd.





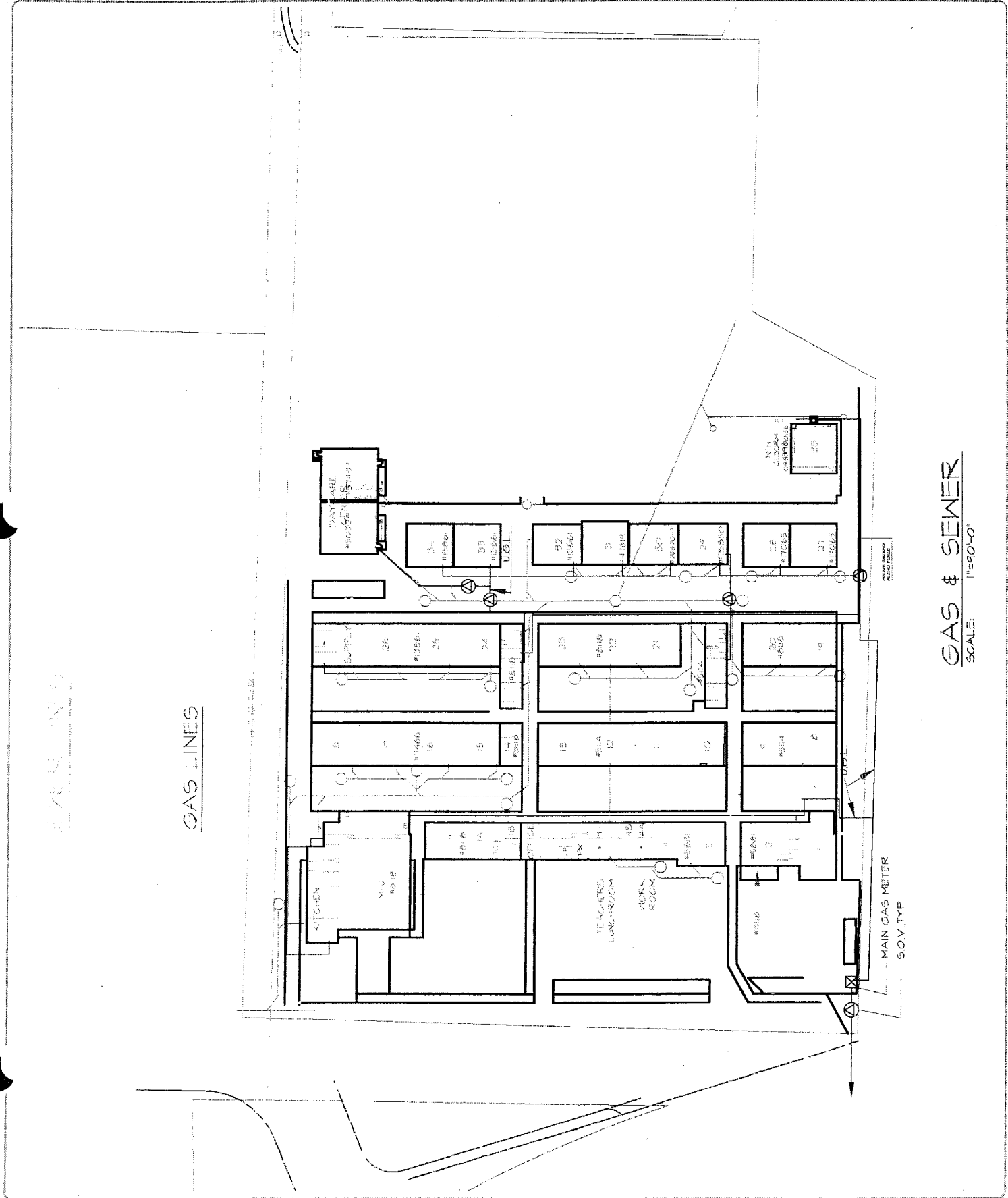
1459 GANSHIRE ALLEY
 CUCUMBER CA 94523
 DISTRICT OFFICE
 COUNTY OFFICE
 FAX

PROJECT NUMBER
 XXX-2002-X

PLEASANT HILL ELEMENTARY SCHOOL
 209 OAK PARK BLVD
 PLEASANT HILL, CA 94523

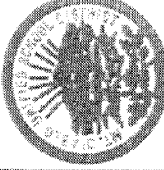
DATE	11/14/03
APPROVED BY	N/A
DATE	N/A
PROJECT NUMBER	XXX-2002-X
SCALE	AS NOTED
DRAWN BY	EDU-1
CHECKED BY	1 OF 1

SITE PLAN
 UTILITIES



GAS LINES

GAS & SEWER
 SCALE: 1"=40'-0"



146 CASADINE ALLEY
 FONTANA, CA 92335
 DISTRICT: 203-838-2304
 BAHAM: 923-829-4448
 FAX: 923-883-4092

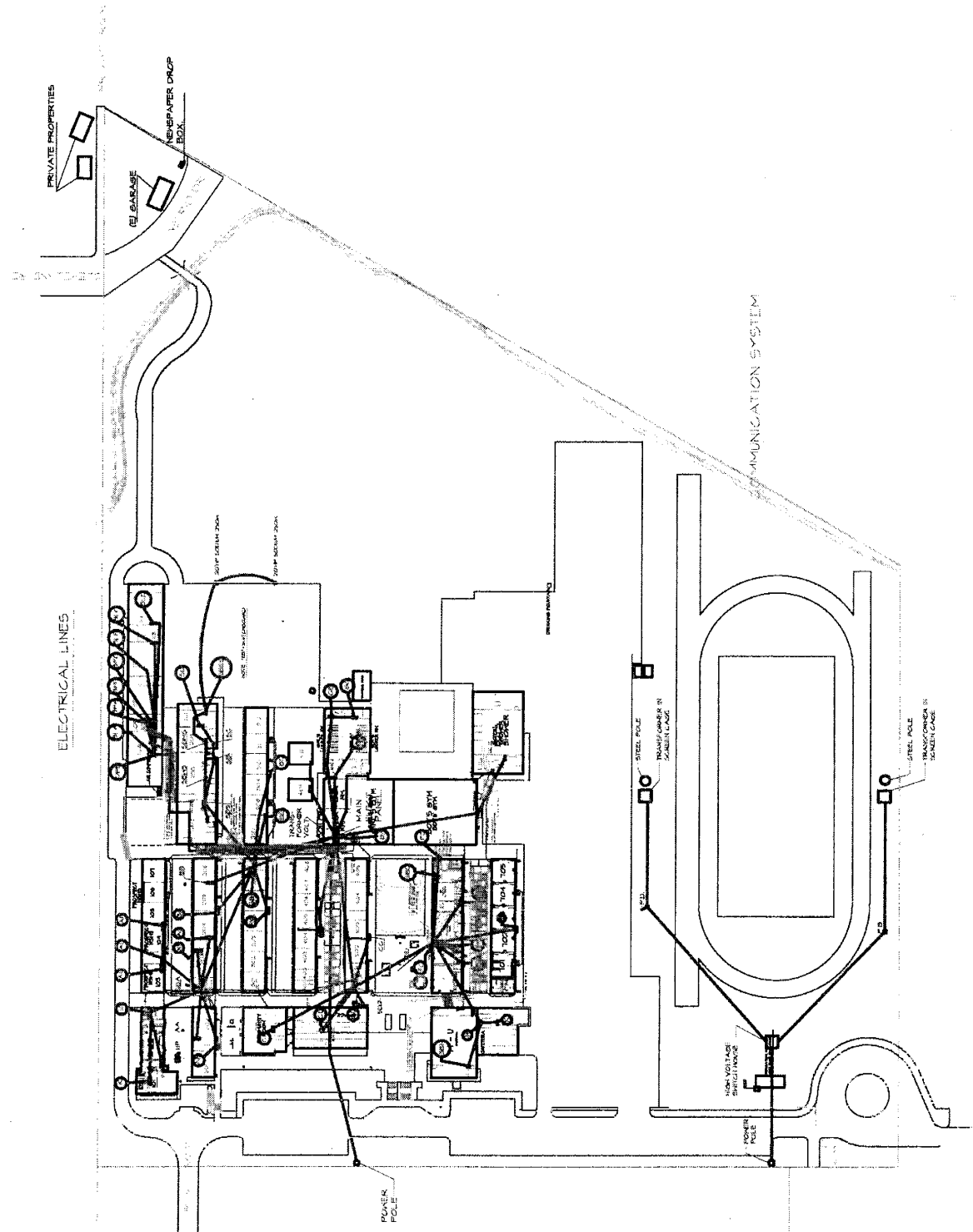
PROJECT: COMMUNICATIONS & ELECTRICAL

PLEASANT HILL MIDDLE SCHOOL

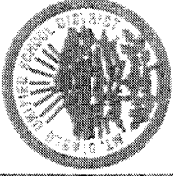
1000 OAK PARK BLVD
 PLEASANT HILL, CA 94528

DATE	11/14/03
DESIGNED BY	N/A
CHECKED BY	N/A
APPROVED BY	N/A
PROJECT NUMBER	XXX-2002-X

SCALE	AS NOTED
SHEET NUMBER	EDU-1
	1 OF 1



COMMUNICATIONS & ELECTRICAL
 SCALE: 1"=220'-0"



SITE PLAN UTILITIES

DATE:	11/14/03
DESIGNER:	N/A
APPROVED BY:	11/14/03
PROJECT NUMBER:	XXX-2002-X
SCALE:	AS NOTED

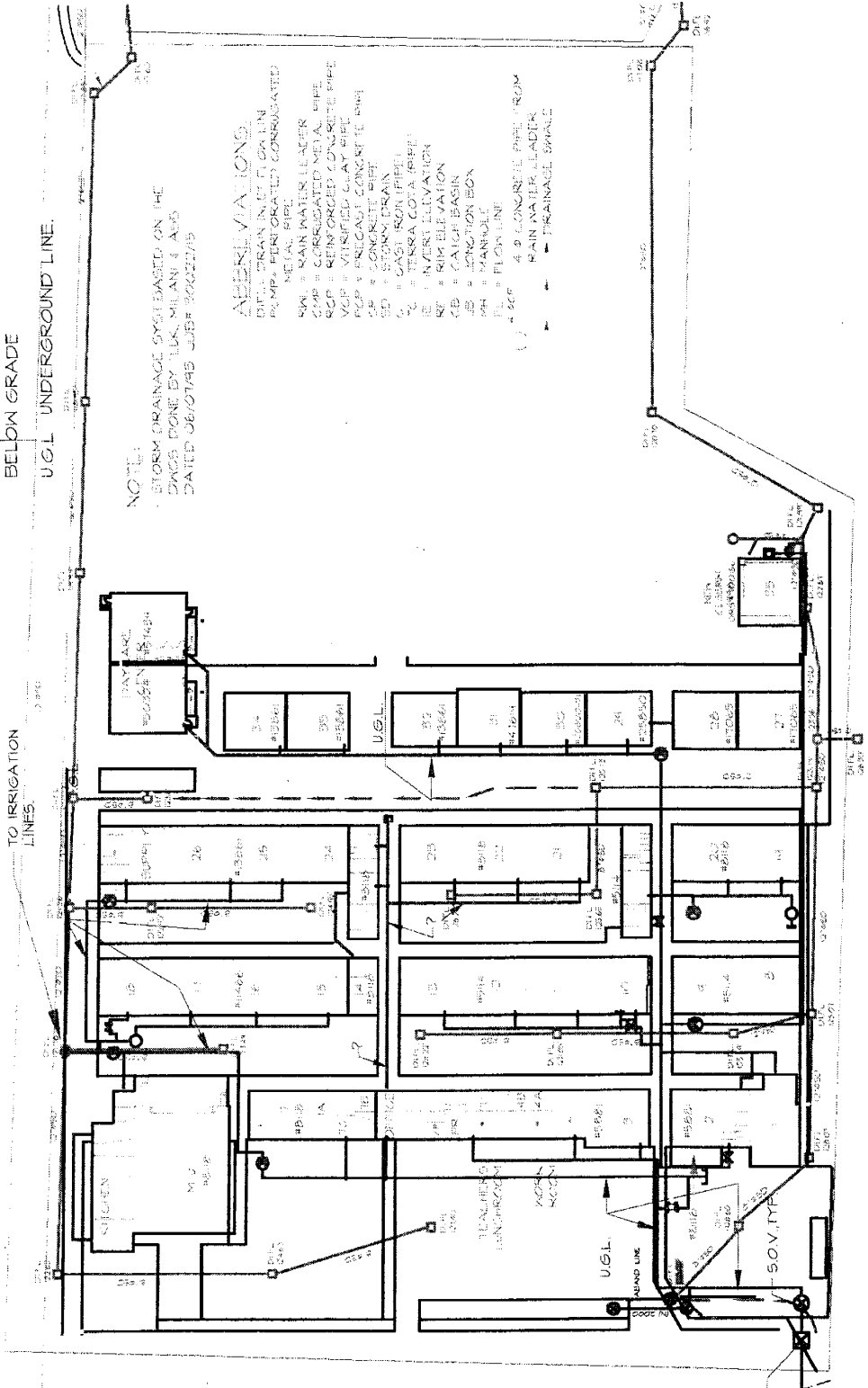
PERSONNEL:	KMM
RESPONSIBILITY:	N/A
APPROVAL:	N/A
PROJECT NUMBER:	XXX-2002-X
SCALE:	AS NOTED
SHEET NUMBER:	EDU-1
OF:	1

WATER LINES
 STORM DRAIN SYSTEM

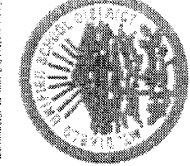
NOTE:
 ALL LINES ARE UNDERGROUND, UNLESS NOTED OTHERWISE.
 ?= UNABLE TO LOCATE WATER LINES BELOW GRADE
 U.G.L. UNDERGROUND LINE.

NOTE:
 STORM DRAINAGE CYCLE BASED ON THE SPACS DONE BY LUK MEANE & ASS. DATED 06/07/95 JOB# 90222775

- ABBREVIATIONS:
- U.G.L. = UNDERGROUND LINE
 - FL = FLOOR LINE
 - 4" = 4" DIA. CONCRETE PIPE FROM MAIN WATER LEADER DRAINAGE SPALLE
 - PH = MANHOLE
 - CB = COLLECTION BASIN
 - RT = RIM ELEVATION
 - TE = TERRA COTTA PIPE
 - CS = CAST IRON PIPE
 - SD = STORM DRAIN
 - PCP = PRECAST CONCRETE
 - VCP = VITRIFIED CLAY PIPE
 - SCP = REINFORCED CONCRETE PIPE
 - CP = CORRUGATED METAL PIPE
 - MW = MAIN WATER LEADER
 - ME = METAL PIPE
 - PE = PERFORATED CORRUGATED METAL PIPE



WATER & STORM DRAIN
 SCALE: 1"=40'-0"



1400 CASABLANCA ALLEY
COSTA MESA, CA 92626
TELEPHONE: 949.441.2000
FAX: 949.441.2010

PROPOSED
BY: [REDACTED]

PLEASANT HILL ELEMENTARY SCHOOL
2201 LOGAN PARK BLVD
PLEASANT HILL, CA 94523

DATE: 11/14/03
DRAWN BY: KRM
CHECKED BY: N/A
DATE: N/A
APPROVED BY: N/A
DATE: N/A

PROJECT NUMBER
XXX-2002-X

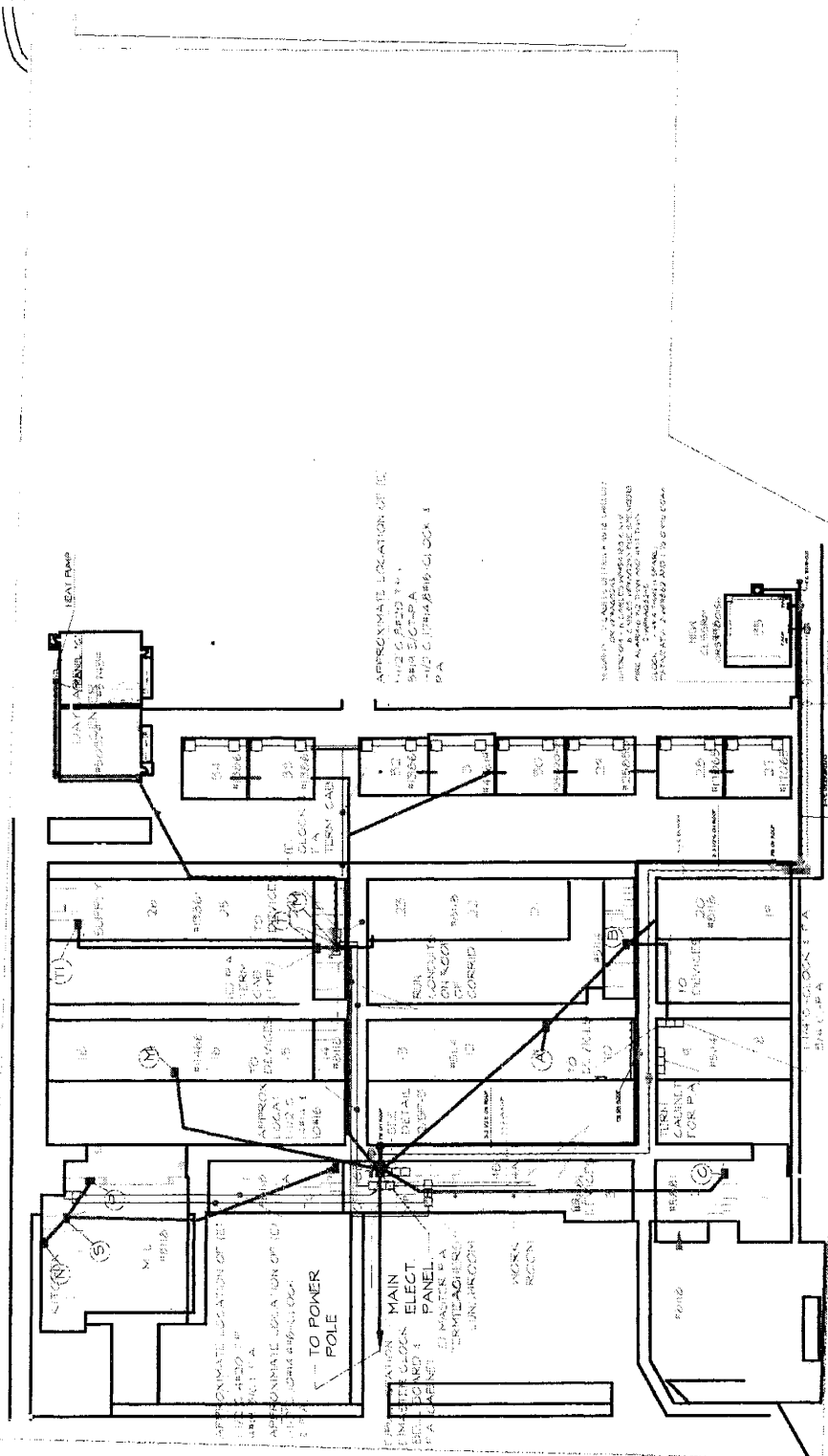
AS NOTED

EDU-1

1 OF 1

COMMUNICATION SYSTEM

ELECTRICAL LINES



COMMUNICATIONS & ELECTRICAL
SCALE: 1"=90'-0"



MT. DIABLO UNIFIED SCHOOL DISTRICT
PLEASANT HILL ELEMENTARY SCHOOL
2097 Oak Park Drive
Pleasant Hill, California 94523-4033
(925) 934-3341

April 1, 2014

Leadership Team
Sondra Runyan
2097 Oak Park Blvd.
Pleasant Hill, CA 94523

Dear Sondra:

Each year California public schools are required to prepare and/or update a Comprehensive School Site Safety Plan per California Education Code Section 35294.1. The Comprehensive School Safety Plan shall include, but is not limited to, the following:

- Assessment of school crimes committed on school campuses and school related activities;
- Identification of appropriate strategies and programs that will ensure a high level of school safety;
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- Disaster procedures;
- Policies that lead to student suspension and/or expulsion;
- Procedures to notify teachers of dangerous students;
- Discrimination and Harassment policies;
- Provisions of a school-wide dress code that prohibits pupils from wearing "gang related" apparel;
- Procedures for safe ingress and egress of pupils;
- Assurance of a safe and orderly school environment conducive to learning;
- Rules and procedures regarding school discipline; and
- Hate crime reporting procedures.

Before the Comprehensive School Safety Plan is adopted, the School 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 school's safety plan. The School 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(s);
- A representative of each parent organization at the school site, including the parent/teacher association and parent/teacher clubs;
- A representative of the student body government; and
- All persons who have indicated that they want to be invited.

The date of our school's public meeting at which the school safety plans will be adopted is April 16, 2014 at 1:45 p.m. in our school library. You are encouraged to attend any of these public meetings. The meetings will be an excellent opportunity for you to become familiar with the school's safety plans and to provide input.

Please contact me at 934-3341, if you are planning to attend a meeting, or if you have questions regarding this matter. I look forward to speaking with you.

Sincerely,


Dr. Angela Walker

Pleasant Hill Elementary School

SECTION 10

**PUBLIC NOTICE LAW
ENFORCEMENT
REVIEW**



MT. DIABLO UNIFIED SCHOOL DISTRICT
PLEASANT HILL ELEMENTARY SCHOOL
2097 Oak Park Drive
Pleasant Hill, California 94523-4033
(925) 934-3341

April 1, 2014

Leadership Team
Dan Sheffield
2097 Oak Park Blvd.
Pleasant Hill, CA 94523

Dear Dan:

Each year California public schools are required to prepare and/or update a Comprehensive School Site Safety Plan per California Education Code Section 35294.1. The Comprehensive School Safety Plan shall include, but is not limited to, the following:

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Sincerely,


Dr. Angela Walker

Pleasant Hill Elementary School



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PLEASANT HILL ELEMENTARY SCHOOL
2097 Oak Park Drive
Pleasant Hill, California 94523-4033
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April 1, 2014

Leadership Team
Tanette Maffei
2097 Oak Park Blvd.
Pleasant Hill, CA 94523

Dear Tanette:

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Sincerely,

Dr. Angela Walker
Pleasant Hill Elementary School



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PLEASANT HILL ELEMENTARY SCHOOL
2097 Oak Park Drive
Pleasant Hill, California 94523-4033
(925) 934-3341

April 1, 2014

Leadership Team
Tess Niccosia
2097 Oak Park Blvd.
Pleasant Hill, CA 94523

Dear Tess:

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Please contact me at 934-3341, if you are planning to attend a meeting, or if you have questions regarding this matter. I look forward to speaking with you.

Sincerely,

A handwritten signature in cursive script, appearing to read "A. Walker".

Dr. Angela Walker

Pleasant Hill Elementary School



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PLEASANT HILL ELEMENTARY SCHOOL
2097 Oak Park Drive
Pleasant Hill, California 94523-4033
(925) 934-3341

April 1, 2014

Leadership Team
Brittney Joachim
2097 Oak Park Blvd.
Pleasant Hill, CA 94523

Dear Brittney:

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Sincerely,

Dr. Angela Walker
Pleasant Hill Elementary School



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PLEASANT HILL ELEMENTARY SCHOOL
2097 Oak Park Drive
Pleasant Hill, California 94523-4033
(925) 934-3341

April 1, 2014

Leadership Team
Danielle DeTorres
2097 Oak Park Blvd.
Pleasant Hill, CA 94523

Dear Danielle:

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Sincerely,

A handwritten signature in black ink, appearing to read "AWalker", written over a horizontal line.

Dr. Angela Walker
Pleasant Hill Elementary School



MT. DIABLO UNIFIED SCHOOL DISTRICT
PLEASANT HILL ELEMENTARY SCHOOL
2097 Oak Park Drive
Pleasant Hill, California 94523-4033
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April 1, 2014

Mayor Tim Flaherty
100 Gregory Lane
Pleasant Hill, CA 94523

Dear Mayor Flaherty:

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Sincerely,

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Dr. Angela Walker
Pleasant Hill Elementary School

PHE School Site Council Agenda
Date/Time: May 2, 2014, 2:45pm
Location: Library

Item	Facilitator/ Presenter	Time Frame	Action
Review and Approve Minutes of April 16, 2014	Heller Stanton	5 min	I, D, V
Review and Approve School Site Safety Plan	Angela Walker	10 min	I, D, V
Review SSC Election Timeline	Angela Walker	5 min	I
Public Input	Public	5 min	D

I=Inform, D=Discuss, V=Vote

Pleasant Hill Elementary School Site Council
Minutes from May 2, 2014

Attendance:

<i>Principal:</i> Dr. Angela Walker	<i>Teacher Reps:</i> Danielle DeTorres Dennis Flaner Laura Quinn Dan Sheffield	<i>Other School Personnel:</i> Ornella Gallagher	<i>Parent Reps:</i> Hasmig Gregorian Nathan Lunt Tammy Maxon Heller Stanton (chair) Lynn Valdez
--	--	---	--

Heller called the meeting to order at 2:42pm.

Approval of Minutes

- There weren't any questions or comments regarding the April 16th meeting minutes.
- Dan motioned to approve the April 16, 2014 meeting minutes. Lynn seconded.
Motioned passed.

Review and Approve 2013-2014 School Site Safety Plan

- Dr. Walker presented the updated Safety Plan. She spoke about elements of the plan and areas that were slightly different than past plans. The social climate portion was updated slightly as well as the section about playground leaders. All staff and safety administrators are aware of their duties in the event of an emergency.
- Dr. Walker noted that the PHPD refused to sign any School Site Safety Plans for schools in Pleasant Hill. Therefore we will submit the plan without police department signature.
- Lynn motioned to approve the School Site Safety Plan. Danielle seconded. **Motion passed, School Site Safety Plan is approved.**

Review SSC Election Timeline

- Nominations forms and announcements are available from Monday, May 5th – Friday, May 16th
- Ballots will be created the week of May 19th
- Voting will take place the week of May 26th with ballots being available at Open House on May 29th. Voting closes on Friday, May 30th
- The nomination process will be announced via eNews and it was suggested that we send out at least one robo-call.
- We will be voting for two parent/community members to serve two-year terms and one alternate.

Public Input

- None

Meeting Adjourned at 3:00pm


Next meeting is scheduled for Monday, June 9th at 2:45pm

SCHOOLSITE COUNCILS/COMMITTEES ASSURANCES & RECOMMENDATIONS

The Schoolsite councils/committees' authorized representatives' signatures assure adherence to the following legal assurances:

1. The councils/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The councils/committees have reviewed their responsibilities under the district governing board, federal or state law or regulations.
3. The councils/committees have reviewed the content requirements for school plans or programs included in this Single Plan for Student Achievement, and believe all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
4. The councils/committees have had adequate opportunity to consider the available information concerning the special needs of English Learner students, including instruction in a language that such students understand; economically disadvantaged students; students with exceptional needs, gifted and talented students, and students at risk.
5. The councils/committees have a list of members of each school-level council or committee available at the school.


This Single Plan for Student Achievement is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. *The signatures below verify that the chairpersons, teachers, and local officials, on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.*

<i>The Schoolsite Council adopted the Single Plan for Student Achievement on</i>		<u>1/15/2014</u> Council Approval Date
<u>Tammy Maxon</u> Typed name of chairperson	<u></u> Signature	<u>2-14-14</u> Date

If Applicable <i>English Learner Advisory Committee reviewed the SPSA on</i>		
_____		_____ Committee Approval Date
_____ Typed name of chairperson	_____ Signature	_____ Date

If Applicable SCHOOL ADVISORY COMMITTEE:		
_____		_____ Committee Approval Date
_____		_____
_____ Typed name of chairperson	_____ Signature	_____ Date

If Applicable SCHOOL ADVISORY COMMITTEE:		
_____		_____ Committee Approval Date
_____		_____
_____ Typed name of chairperson	_____ Signature	_____ Date

<u>Angela Walker</u> Typed name of Principal	<u></u> Signature	<u>2-17-14</u> Date
---	--	------------------------

<p>Method for Communicating Plan and Notifying Public: <i>Ed Code 32288</i></p>	<p>Date of Public Hearing: March 12, 2013</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 32281</i>
<p>Review of Progress for Last Year</p>	
<p>Law Enforcement review</p>	<p><i>Thomas Chaplin, Chief of Police</i> Date: 6/3/14</p>
<p>Site Council Approval</p>	<p>Date:</p>
<p>School Board Approval</p>	<p>Date:</p>