Cutten Elementary School District
Comprehensive Safe School Plan
(Education Code Section 32280-32289)

CDS Code
12-62745

2017 - 2018

Cutten Elementary School, a safe and caring learning community that promotes healthy habits, is committed to the development of all its students as confident learners, who think critically, make responsible choices, pursue goals, and become informed, active citizens. In partnership with our broader community, we will provide an innovative, standards-based academic program that challenges students through a variety of learning experiences to reach their highest potential.

Contact Person: Susan Ivey

Position: Principal/Superintendent

Telephone Number: 707-441-3930
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Cutten Elementary School District
Comprehensive Safe School Plan

Board of Trustees
Dennis Reinholtsen, President
Mary DeWald
Becky Reece
Tracy Boobar-Korenstein
Verne Skjonsby, Jr.

Superintendent
Susan Ivey, Superintendent

Principals
Susan Ivey
Lauren Bryie

School Site Council
Kristi Thompson, Chairperson
Karen Bazzano, Vice Chairperson
Christina Baxter, Secretary
Chris Mikkelson
Beth Johnson
Su Karl
August Deshais
Christy Ng
Darcie Rutter
Lauren Bryie
District Profile

Cutten is a single-attendance elementary school district with students at two sites. Ridgewood School provides instruction for students in kindergarten through second grades, and Cutten School serves students in third through six grades. We currently have a population of 604 students. Cutten School has a full-time principal, and the Ridgewood School principal is also the district superintendent. The staff totals about 90 people. The Comprehensive School Safety Plan describes programs in place at our schools as well as strategies for continued improvement in providing a safe, orderly, school environment conducive to learning.

School Vision and Mission

Cutten and Ridgewood Schools, in partnership with our community, ensure that each student is empowered with the knowledge and skills necessary to meet the challenges in an increasingly complex, competitive world.

We provide our students:

- An opportunity to reach full academic potential;
- An appreciation of the arts and humanities;
- An opportunity to learn about themselves and the world around them;
- An opportunity to grow as responsible citizens of our community and our country;
- A respect for the rights of the individual in a democratic society; and,
- A sense of their own unique value.

School Crime Status and Reporting

Cutten Elementary School District complies with all federal regulations in the accumulation and reporting of data and statistics pertaining to expulsions, suspension, and truancy information to satisfy NCLB requirements. In accordance with those requirements it has been determined that Cutten District is NOT at risk of being classified as a persistently dangerous school. With an enrollment of 604 students in the 2016-2017 school year, the district reported a total of zero (0) expulsions, and .006 suspensions (rate is the total number of incidents divided by the school’s total enrollment for the year). There were no crime-related incidences at either school campuses or at school-related functions.
## District Climate Action Plan 2017 - 18

**Component 1: People and Programs**

<table>
<thead>
<tr>
<th>GOAL: Cutten School District will promote a school climate of respect, responsibility, and emotional safety.</th>
<th>Assessment, Issues or Concerns</th>
<th>Program or Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective I:</strong> Cutten School District will actively promote character development and values by:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Implementing Positive Behavior Intervention Support (PBIS)</td>
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<td>PBIS Team</td>
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<td>2. Tracking and analyzing behavior using the SWIS program.</td>
<td></td>
<td>School Social Worker</td>
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<tr>
<td>3. Promoting Safe, Respectful, and Responsible behavior across all school environments.</td>
<td></td>
<td>Principal or designee</td>
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<tr>
<td>4. Developing and implementing a reward system to recognize desired behaviors</td>
<td></td>
<td>Office staff</td>
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<tr>
<td>5. Infusing character development through “TIGER PRIDE”</td>
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<td>Classroom teachers</td>
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<tr>
<td>6. Inviting students, staff, and the community to all school activities</td>
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<tr>
<td>7. Recognizing students at Cutten School who exhibit desirable citizenship, scholarship, art, and ACE (Attitude, Citizenship and Effort), and scholarship with monthly awards</td>
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<tr>
<td>8. Recognizing students at Ridgewood School who exhibit desired behaviors with “Bucket Filling” certificates</td>
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<tr>
<td>9. Modeling of desirable character traits and values by staff</td>
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<thead>
<tr>
<th><strong>Objective II:</strong> Cutten School District will actively cultivate respectful communication and supportive relationships among staff members, students, family, and community members by:</th>
<th>Clear communication of details and family expectations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advertising family events involving the school district, PTA, and Cutten Ridgewood Student Foundation, that are both on-site and off-site</td>
<td></td>
<td>School Social Worker</td>
</tr>
<tr>
<td>2. Informing the community and parents of activities, events and important issues through newspaper articles, weekly parent bulletins, marquee, social media, district website, and the district’s mass notification system</td>
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<td>Principal or designee</td>
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<td>3. Notifying families of available parenting workshops, trainings, or other appropriate educational opportunities</td>
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<td>Office staff</td>
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<td>4. Sharing information about community “kid friendly” events</td>
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<td>Classroom teachers</td>
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<td>5. Inviting school and community members to at least two annual meetings to review and provide input for the Local Control Accountability Plan.</td>
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<td>Support Staff</td>
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<td>PTA</td>
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<td></td>
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<td>Newsletter</td>
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<td></td>
<td></td>
<td>Marquee</td>
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<td>Objective III: Cutten School District will ensure all incoming students will have a safe and smooth transition into the district by:</td>
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<td>1. Providing a student/parent information packet which includes information on:</td>
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<tr>
<td>a. Required forms to be completed</td>
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<tr>
<td>b. School calendar</td>
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<td></td>
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<tr>
<td>c. Campus map</td>
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<tr>
<td>d. Link to website</td>
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<tr>
<td>e. Disciplinary procedures</td>
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<tr>
<td>f. Positive Behavior Intervention Support (PBIS) program</td>
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<td>g. Student support service information</td>
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<td>h. Student medication procedure</td>
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<tr>
<td>i. Welcome to Ridgewood/Cutten link on website</td>
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<td></td>
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<tr>
<td>j. Other information helpful to new students/families</td>
<td></td>
<td></td>
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<tr>
<td>2. Providing Kindergarten Orientations (three separate events) and kindergarten screening prior to entry</td>
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<tr>
<td>3. Conducting Class Study meetings to ensure all students’ academic, social, and emotional needs are being addressed</td>
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<tr>
<td>4. Maintaining the cross-age buddy program to familiarize all students with both campuses and enhance peer relations</td>
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<tr>
<td>5. Leading a “Welcome Tour” to incoming Kindergartners and new students</td>
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<tr>
<td>6. Holding a transition day and an evening event for students entering 3rd grade at Cutten and exiting Cutten at 6th grade</td>
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<thead>
<tr>
<th>Objective IV: Cutten School District will improve campus beautification by:</th>
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<tbody>
<tr>
<td>1. Removing campus litter each day</td>
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<tr>
<td>2. Reminding students of their responsibility to take care of the school</td>
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<tr>
<td>3. Holding an annual “Campus Work Day”</td>
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<tr>
<td>4. Reporting facility problem areas in a timely fashion to the custodians</td>
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<td>5. Maintaining grounds and garden area</td>
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<td>6. Making other improvement / enhancements as funding allows</td>
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<table>
<thead>
<tr>
<th>Objective V: Cutten School District will ensure staff and students understand and appreciate diversity by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Promoting appreciation and acceptance of all learners regardless of ability</td>
</tr>
<tr>
<td>2. Incorporating diversity awareness across curriculum</td>
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<tr>
<td>3. Utilizing district-adopted ELA and social science curricula that emphasize diversity</td>
</tr>
<tr>
<td>4. Providing opportunities to learn multi-cultural songs and instrumentation in class and from the district music teacher</td>
</tr>
</tbody>
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<tr>
<th>Check in with all new students (entering after the first day of school), after 2 weeks, and periodically thereafter to evaluate transition.</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>School Social Worker</td>
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<tr>
<td>Secretary</td>
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<tr>
<td>School Site Council</td>
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</tbody>
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<thead>
<tr>
<th>Ongoing Library and display cases showcase literature &amp; art which emphasize diversity of cultures. Assessments within curriculum</th>
</tr>
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<tbody>
<tr>
<td>School staff</td>
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<tr>
<td>Students</td>
</tr>
<tr>
<td>Cutten/Ridgewood families</td>
</tr>
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<td>PTA</td>
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Component 2: Physical Safety of Students and Staff

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<tr>
<th>GOAL: Cutten School District will ensure physical safety of students and staff.</th>
<th>Assessment, Issues or Concerns</th>
<th>Program or Person Responsible</th>
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</thead>
</table>

### Objective I: Cutten School District will improve campus safety by:

1. Conducting a campus walk-through by JPA Risk Manager
2. Complying with findings of Physical Plant Safety Plan
3. Analyzing school crime mandated report (suspensions/ed code)
4. Updating automated emergency messaging system (Blackboard Connect)
5. Filling out incident reports for staff/student injuries
6. Completing California Healthy Kids Survey (CHKS) biennially
7. Maintaining security cameras at both school sites
8. Replacing outside lighting fixtures as necessary to provide adequate illumination
9. Installing perimeter fencing at both school sites

### Objective II: Cutten School District will ensure readiness for campus emergencies and for the safety of students and staff by:

1. Providing emergency supply kits as well as checking the kits yearly for adequate supplies.
2. Providing students and staff with training and practice in the emergency procedures:
   a. Earthquake Drill
   b. Fire Drills/Earthquake with evacuation
   c. Shelter in place Modified Lock Down
   d. Lockdown Imminent Danger
   e. Threat Assessment Drill w/o school-wide action
3. Providing prevention education for students:
   a. Health education classes address: nutrition, at risk behaviors, dental hygiene, physical exercise, body image
   b. Activities and counseling address: bullying, sexual harassment, hate motivated behavior, threats
   c. Complete grade appropriate Healthy Kids Survey
4. Providing Crisis Prevention Training for staff:
   a. Crisis Prevention Intervention (CPI) training
   b. First Aid / CPR

First Aid supplies: office/classrooms
Practice drills per plan. All drills will be critiqued by the school principal and secretary with input (on forms and verbal) and evaluation at the staff meetings.
Implement Solution Teams for bullying incidents and assess for effectiveness.
Increase adult visibility
In-services at the beginning of each school year and as needed.

HCOE Risk Manager
Administration
Custodians
Transportation
Secretary
Teachers
Support staff
School Social Worker
PTA
Outside agencies
5. Providing Risk Reduction Education for staff:
   a. Mandated reporting
   b. Confidentiality
   c. Universal precautions/blood borne pathogens
   d. Safe equipment operation
   e. Employee and student injury reporting
   f. Sexual harassment policy
   g. Classroom management support
   h. Medication procedures
   i. Bullying prevention and intervention
   j. Communication of high risk students

6. Ensuring that Emergency Communication Protocols are clear to staff and ready to use:
   a. Site intercom system
   b. Two-way radios
   c. District transmitter communication
   d. District Disaster Preparedness Plan
   e. Code words or bells for specific drills

7. Practicing bus safety:
   a. At the beginning of each school year drivers will inform students of bus safety and acceptable bus behavior.
   b. Drivers will do safety bus evacuations.
   c. Staff will review expectations of Safe, Respectful, and Responsible behavior on the buses.
   d. Explore Crisis Prevention Intervention training for bus drivers
   e. Cameras are installed on buses.

| Update school facilities, hardware, and systems as necessary to ensure a safe campus. |
| Update protocols on an annual basis. |
| Evaluate incidences on buses using video recordings as necessary. |
Child Abuse Prevention and Reporting

Students BP 5141.4

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

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

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters.
Definitions
Child abuse or neglect includes the following (Penal Code 11165.5, 11165.6):

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

Child abuse or neglect does not include:

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

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

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. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

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

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

Any district employee who 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 against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

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

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

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

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

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

Humboldt County Department of Health and Human Services
707-445-6180

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

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

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

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

a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

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

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

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

3. Internal Reporting
The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

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

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

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

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

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

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

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

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

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected
person accepts, the principal or designee shall inform him/her 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, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

**Parent/Guardian Complaints**

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

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

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

**Notifications**

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

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.
Notification to Teachers of Dangerous Pupils
Pursuant to Ed. Code 49079

The district shall provide information to the teacher based upon any records that the district maintains or receives from a law enforcement agency, regarding pupil(s) having engaged in, or is reasonably suspected to have engaged in, the provisions of Section 48900, “Conditions for Suspension, Expulsion,” except for subdivision (h), (see Administrative Guide for Conditions for Suspension, Expulsion). For the 1996 – 1997 school year and each school year thereafter, the information provided shall be from the previous three school years.

Teachers shall consider such information confidential in the strictest professional sense, and shall not discuss it, or take overt action to reveal it to any person.

An employee of the district who knowingly fails to have provided information about a pupil is guilty of a misdemeanor.

No district officer or employee shall be civilly or criminally liable for providing information under this section unless it is proven that the officer or employee knew that the information was false.

49079. (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both.

(d) For the 1994–95 school year, the information provided shall be from the previous two school years. For the 1996–97 school year and each school year thereafter, the information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.
District Rules & Procedures on School Discipline
Pursuant to Ed. Code 35291 – 35291.5

Every employee of the school is responsible for the enforcement of the discipline rules, included in this section, titled Cutten School Tiger Pride and Ridgewood School Tiger Pride.

The district shall submit the rules and procedures to the Board for review. The district shall provide the rules to each continuing student in the district at the beginning of the school year. New transfers or incoming students will receive copies as they enroll.

The Cutten School District is participating in the School Climate Transformation Grant received by Eureka City Schools. The five-year allocation of $3.5 million is designed to enhance systems of support to address the full range of students’ social, emotional and behavioral needs.

The goals of the program are to improve the district’s ability to connect students and families to the services and support they may need, to create conditions that lead to better learning and behavior, and to increase awareness of mental-health issues among school-aged youth and improve the ability to respond to them.

Dr. Jeffrey Sprague of the University of Oregon and the School-wide Positive and Restorative Discipline Research Group, partners with all participating schools to build upon the ongoing work of Positive Behavioral Interventions and Supports (PBIS) program, which encourages students to “Be Safe, Be Respectful, Be Responsible.”

Through training and coaching in proactive techniques, systems management and school climate enhancement, the grant aims to build the capacity of staff to address the diverse needs within each school, across each district and within the community as a whole.

35291. The governing board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction. The governing board of each school district which maintains any of grades 1 through 12, inclusive, may, at the time and in the manner prescribed by Sections 48980 and 48981, notify the parent or guardian of all pupils registered in schools of the district of the availability of rules of the district pertaining to student discipline.

35291.5(a) On or before December 1, 1987, and at least every four years thereafter, each public school may, at its discretion, adopt rules and procedures on school discipline applicable to the school. For schools that choose to adopt rules pursuant to this article, the school discipline rules and procedures shall be consistent with any applicable policies adopted by the governing board and state statutes governing school discipline. In developing these rules and procedures, each school shall solicit the participation, views, and advice of one representative selected by each of the following groups:

(1) Parents.
(2) Teachers.
(3) School administrators.
(4) School security personnel, if any.
(5) For junior high schools and high schools, pupils enrolled in the school.

Meetings for the development of the rules and procedures should be developed and held within the school's existing resources, during non-classroom hours, and on normal school days.

The final version of the rules and procedures on school discipline with attendant regulations may be adopted by a panel comprised of the principal of the school, or his or her designee, and a representative selected by classroom teachers employed at the school.

It shall be the duty of each employee of the school to enforce the rules and procedures on school discipline adopted under this section.

(b) The governing board of each school district may prescribe procedures to provide written notice to continuing pupils at the beginning of each school year and to transfer pupils at the time of their enrollment in the school and to their parents or guardians regarding the school discipline rules and procedures adopted pursuant to subdivision (a).

(c) Each school may file a copy of its school discipline rules and procedures with the district superintendent of schools and governing board on or before January 1, 1988.

(d) The governing board may review, at an open meeting, the approved school discipline rules and procedures for consistency with governing board policy and state statutes.
<table>
<thead>
<tr>
<th>Location</th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everywhere, Always</td>
<td>• Keep hands, feet, and objects to yourself</td>
<td>• Be kind</td>
<td>• Be honest and fair</td>
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<tr>
<td></td>
<td>• Stay in your assigned area</td>
<td>• Take turns</td>
<td>• Accept consequences</td>
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<td>• Listen with attention</td>
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<td>• Use appropriate voice level</td>
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<tr>
<td></td>
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<td>• Remove hats and hoods indoors</td>
<td>• Only after school or as assigned</td>
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<tr>
<td>Classroom</td>
<td>• Use materials appropriately</td>
<td>• Take care of school property</td>
<td>• Be on time</td>
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<td>• Walk to and from lunch</td>
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<td>Assemblies</td>
<td>• Face forward</td>
<td>• Clap when appropriate</td>
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<td>Bathroom</td>
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<td>• Wait on the sidewalk and out of the street</td>
<td>• Respect private property at bus stops</td>
<td>• Hold your belongings</td>
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<td>• Stay still while the bus is pulling up, and board after the door is</td>
<td>• Select a seat quickly and quietly.</td>
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<td>• Stay seated while the bus is moving</td>
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<td>Arrival &amp; Dismissal</td>
<td>• Follow parking lot safety rules</td>
<td>• Leave the classroom and school grounds promptly at the end of the</td>
<td>• Arrive no earlier than 8:00, and go directly to the classroom or</td>
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<td></td>
<td>• Walk your wheels on school grounds</td>
<td>school day</td>
<td>breakfast room</td>
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<td></td>
<td>• Exit the back of the school only</td>
<td></td>
<td>• Pay for meals before school</td>
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<td>• Wait for your ride at the back fence bench or at the end of the first wing</td>
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<td>• Use cell phones and electronics only after school or when assigned</td>
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<td>• Follow parking lot safety rules</td>
<td>• Leave the classroom promptly at the end of the day</td>
<td>• Arrive no earlier than 8:00, and go directly to the classroom or breakfast room</td>
</tr>
<tr>
<td></td>
<td>• Walk your wheels on school grounds</td>
<td></td>
<td>• Pay for lunch and breakfast before school</td>
</tr>
<tr>
<td></td>
<td>• At dismissal, check with the teacher before leaving the class group.</td>
<td></td>
<td>• At dismissal, pack your belongings quickly</td>
</tr>
</tbody>
</table>
**Student Info**

Student (Full Name): ___________________________  Teacher: ___________________________

Grade: ______

<table>
<thead>
<tr>
<th>Location</th>
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<tbody>
<tr>
<td>Classroom</td>
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<tr>
<td>Bus/Loading Zone</td>
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<tr>
<td>Bathroom</td>
<td></td>
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<tr>
<td>Office</td>
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<tr>
<td>Cafeteria</td>
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<tr>
<td>Field Trip</td>
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<tr>
<td>Off Campus</td>
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<tr>
<td>Library</td>
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<tr>
<td>MPR/Commons</td>
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<tr>
<td>Halls &amp; Walkways</td>
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<tr>
<td>Playground</td>
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<td>Nature Trail</td>
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<tr>
<td>Music Room</td>
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<tr>
<td>After-School Program</td>
<td></td>
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</tbody>
</table>

**Behaviors that can be Minor or Major**

- Disrespect
- Defiance
- Disruption
- Inappropriate Language/Gestures
- Misuse of Property
- Misuse of Technology
- Other: ___________________________

**Behaviors that can be Major Only**

- Noncompliance/Defiance/Insubordination
- Physical Aggression
- Lying
- Abusive Language
- Fighting
- Property Damage
- Cheating
- Inappropriate Location
- Bullying
- Inappropriate Display of Affection
- Harassment
- Other: ___________________________

**Possible Motivation**

- Obtain Peer Attention
- Obtain Adult Attention
- Obtain Items/Activities
- Avoid Peer Attention
- Avoid Adult Attention
- Avoid Items/Activities
- Unknown
- Other: ___________________________

**Others Involved**:

- No One
- Peers
- Teacher
- Staff
- Substitute
- Other: ___________________________

**Teacher Action for Major**

- Parent Contact Date: ___________________________
- Left Message/No Response/Email

**Action(s) taken by:**

- Conference w/ Student
- Time Out
- Community Service
- Social Work Referral
- Loss of Privileges
- Peer Intervention
- Bus Suspension
- Parent Contact
- Time in Office
- Alternative Placement
- Suspension ___ Days
- Restitution

**Notes on Current Incident / Previous Actions:**

Student Signature ___________________________  Parent Signature
Safe Ingress/Egress Procedures

Cutten School

Student Supervision

Parents are required to drop off and pick up students behind the school playing fields. (Traffic proceeds down Primrose Street to the back of the school and then past Foxwood Estates on Arbutus). All students are released out the back of the school at the end of the day. This circumvents the congestion on Walnut Drive. The district employs crossing guards to safely cross students at the Primrose Street crosswalk before and after school. The busses load and unload within the school grounds. Three teachers serve bus duty each day and monitor student safety at the back of the school, at the busses, and at the front of the school. The latter position is to remind drivers of the requirement to pick up students behind the school. There is concerted, ongoing communication with the Humboldt County Public Works Department regarding an easing of the traffic congestion on Walnut Drive at arrival and dismissal times. There is adequate off-street parking for staff. The traffic plan is reinforced intermittently throughout the school year in the Wednesday newsletters which go to every student.

On-Campus Visitors

This is addressed in Board Policy 1250, and reinforced throughout the school year in the Wednesday newsletters.

Ridgewood School

Student Supervision

Students are not allowed on campus each school day until supervision is available. Staff regularly supervises the parking lot at arrival time. Traffic cones and signs are placed in the parking lot to inform drivers of student drop-off and drive-through zones. Staff supervises the parking lot at dismissal time. Students who are taking the bus are escorted by staff to the bus door. Students who are being picked up are supervised on the school grounds, and are not permitted through the exit gate until they are picked up. Parking lot procedures for student drop-off and pick-up are communicated to parents annually and with follow-up reminders in the school newsletter. Emergency evacuation procedures are incorporated into the Site Disaster Plan. Each year, the Safe Routes to School Survey is completed by families. Staff reviewed data about student mobility to and from school including how students travel to school and areas of concern that inhibit or restrict mobility.

On-Campus Visitors

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, sign a visitor’s log, obtain, and wear a visitor’s badge, and then return to the school office upon departure to sign out.
The Governing Board believes that it is important for parents/guardians and community members to take an active interest in the issues affecting district schools and students. Therefore, the Board encourages interested parents/guardians and community members to visit the schools and participate in the educational program.

To ensure the safety of students and staff and minimize interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours should be arranged with the principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during non-instructional time.

Any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session.

The principal or designee may provide a visible means of identification for all individuals who are not students or staff members while on school premises.

No electronic listening or recording device may be used by any person in a classroom without the teacher's and principal's permission. (Education Code 51512)

The Board encourages all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing the district's complaint processes if they have concerns with any district program or employee. In accordance with Penal Code 626.7, the principal or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

Presence of Sex Offender on Campus
Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a district student, shall request written permission from the principal before entering the school campus or grounds. As necessary, the principal shall consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity. The principal also shall report to the Superintendent or designee anytime he/she gives such written permission.

Approved: September 14, 2015
The Superintendent or designee shall post at every entrance to each school and school grounds a notice describing registration requirements, school hours or hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements. (Education Code 32211; Penal Code 627.6)

Unless otherwise directed by the principal or designee, a staff member shall accompany visitors while they are on school grounds.

Registration Procedure
In order to register, a visitor shall, upon request, furnish the principal or designee with the following information: (Penal Code 627.3)
1. His/her purpose for entering school grounds
2. Proof of identity, upon request of the principal or designee
3. Other information consistent with the provisions of law

Principal's Registration Authority
The principal or designee may refuse to register any visitor if he/she reasonably concludes that the individual's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance. The principal or designee or school security officer may revoke any outsider's registration if he/she has a reasonable basis for concluding that the individual's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff. (Penal Code 627.4)

When a visitor fails to register, or when the principal or designee denies or revokes a visitor’s registration privileges, the principal or designee may request that the individual promptly leave school grounds. When a visitor is directed to leave, the principal or designee shall inform him/her that if he/she reenters the school within seven days he/she may be guilty of a misdemeanor subject to a fine and/or imprisonment. (Penal Code 627.7)

Appeal Procedure
Any person who is denied registration or whose registration is revoked may appeal to the Superintendent or principal by submitting, within five days after the person's departure from school, a written request for a hearing. This request must state why he/she believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the Superintendent or principal shall promptly mail a notice of the hearing to the person requesting it. A hearing before the Superintendent or principal shall be held within seven days after receipt of the request. (Penal Code 627.5)

Approved: September 14, 2015
The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school. (Education Code 234.1)

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

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

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

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

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion for behavior that is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.
The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Superintendent  
4182 Walnut Drive  
Eureka, CA 95503  
707-441-3930

Measures to Prevent Discrimination

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

1. Publicize the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site and other locations that are easily accessible to students. (Education Code 234.1)

2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

3. Annually notify all students and parents/guardians of the district's nondiscrimination policy. The notice shall inform students and parents/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the compliance officer shall meet with the student and/or parent/guardian who raises the objection to determine how best to accommodate that student. The notice shall inform students and parents/guardians that the district will not typically notify them of individual instances of transgender students participating in a program or activity.

4. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

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

5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district’s nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.

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

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

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

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community
5. Taking appropriate disciplinary action against perpetrators and anyone determined to have engaged in wrongdoing, including any student who is found to have made a complaint of discrimination that he/she knew was not true

Process for Initiating and Responding to Complaints
Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

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

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)
When any report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, he/she shall inform the student or parent/guardian of the right to file a formal complaint pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee. Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

Upon receiving a complaint of discrimination, the compliance officer shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3.

Transgender and Gender-Nonconforming Students
Gender identity means a student's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

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

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

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

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature, where the act 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 are prohibited under state and federal law. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity
2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to his/her gender identity, or a non-transgender student because his/her mannerisms, hairstyle, or style of dress do not conform to stereotypes for his/her gender or are perceived as indicative of the other sex
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity because the student is transgender or gender-nonconforming
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information
6. Use of gender-specific slurs
7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students. Examples of bases for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

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

1. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

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

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.

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

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

5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.

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

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

Approved: March 14, 2016
The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer.

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable
Disciplinary Actions
Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

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 district schools.
Sexual Harassment

Students

AG 5145.7

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The coordinator/compliance officer(s) may be contacted at:

Superintendent
4182 Walnut Drive
Eureka, CA 95503
707-441-3930

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

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Examples of 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 proposition
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
Reporting Process and Complaint Investigation and Resolution

Any student who believes that he/she has been subjected to sexual harassment or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted the Superintendent or designee.

When a report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures.

If a complaint of sexual harassment is initially submitted to the principal, he/she shall, within two school days, forward the report to the compliance officer to initiate investigation of the complaint. The compliance officer shall contact the complainant and investigate and resolve the complaint in accordance with law and district procedures specified in AR 1312.3.

Confidentiality

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

However, when a complainant or victim of sexual harassment notifies the district of the harassment but requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant or victim of sexual harassment notifies the district of the harassment but requests that the district not pursue an investigation, the district will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

Response Pending Investigation

When an incident of sexual harassment is reported, the principal or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. Such measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy. The school should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.
Notifications

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

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

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

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

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

5. Be included in the student handbook

6. Be provided to employees and employee organizations

Approved: March 14, 2016
The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

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

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

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-6" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

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

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

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

On-Campus Suspension

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

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)
Authority to Expel
A student may be expelled only by the Board. (Education Code 48918(j))

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

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

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-6" and "Additional Grounds for Suspension and Expulsion: Grades 4-6," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

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

A vote to expel a student shall be taken in a public session.

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

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

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

Maintenance and Monitoring of Outcome Data
The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.
Suspension and Expulsion / Due Process

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

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

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

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

Grounds for Suspension and Expulsion: Grades K-6
Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own
prescription products (Education Code 48900(h))

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

11. Knowingly received stolen school property or private property (Education Code 48900(l))

12. Possessed an imitation firearm (Education Code 48900(m))

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

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

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

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

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

   Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-6," that has any of the effects described above on a reasonable student.

   Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

   Reasonable student means a student, including, but not limited to, a student who has been identified as
a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

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

19. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)
   A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-6
Any student in grades 4-6 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

A student in grades 4-6 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

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

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233. (Education Code 48900.3)
   Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

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

Suspension from Class by a Teacher
A teacher may suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-6" above. (Education Code 48910)

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

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

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

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

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

**Suspension by Superintendent, Principal or Principal's Designee**

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

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

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-6" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

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

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

**Length of Suspension**

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

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

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

**Due Process Procedures for Suspension**

Suspensions shall be imposed in accordance with the following procedures:
1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the available evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

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

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

3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code 48900.8)

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

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

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

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

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

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

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

d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the
district liaison for homeless students. (Education Code 48918.1)
In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide
services or require the student to participate in an alternative disciplinary program designed to correct
his/her behavior and keep him/her in school.

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

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the
   student during the suspension.
4. The student shall be responsible for contacting his/her teacher(s) to receive assignments to be
   completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and
tests that the student will miss while suspended. If no such work is assigned, the person supervising the
   suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify
the student's parent/guardian in person or by telephone. When the assignment is for longer than one class
period, this notification may be made in writing. (Education Code 48911.1)

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

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058,
   except for (a) the first offense for the possession of not more than one ounce of marijuana, other than
   concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or
   other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

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

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

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

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

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

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

**Stipulated Expulsion**

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

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

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

**Rights of Complaining Witness**

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

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

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

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

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

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment
   This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).
5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser
   Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.
   Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.
6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

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

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)
Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

**Conduct of Expulsion Hearing**

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

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

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

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

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

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

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

4. **Presentation of Evidence:** Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which
reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-6" and "Additional Grounds for Suspension and Expulsion: Grades 4-6" above. (Education Code 48918(h))

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

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

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
   a. Any complaining witness shall be given five days' notice before being called to testify.
   b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
   c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
   d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
   e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
   f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
   g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nontaxing environment.
      (1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
      (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
      (3) The person conducting the hearing may:
         (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
         (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
         (c) Permit one of the support persons to accompany the complaining witness to the witness stand
6. **Decision:** The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

**Alternative Expulsion Hearing: Hearing Officer or Administrative Panel**

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

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

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

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

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

**Final Action by the Board**

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

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.
Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

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

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

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

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-6" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision to Suspend Expulsion Order

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

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program
The suspension of the enforcement of an expulsion shall be governed by the following:

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

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

3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-6" or "Additional Grounds for Suspension and Expulsion: Grades 4-6" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)

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

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

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

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

**Appeal**

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

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

**Notification to Law Enforcement Authorities**

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

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or
furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

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

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

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

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

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

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

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

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

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

Approved: March 14, 2016
Suspension and Expulsion / Due Process (Students with Disabilities)

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) is subject to the same grounds for suspension and expulsion which apply to students without disabilities.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been officially identified as a student with disabilities pursuant to IDEA and who has engaged in behavior that violated the district's code of student conduct may assert any of the protections under IDEA only if the district had knowledge that the student is disabled before the behavior that precipitated the disciplinary action occurred.

The district shall be deemed to have knowledge that the student has a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern to district supervisory or administrative personnel in writing, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR 300.300-300.311.
3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or to other supervisory district personnel about a pattern of behavior demonstrated by the student.

The district would be deemed to not have knowledge that a student is disabled if the parent/guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, the district would be deemed to not have knowledge if the district conducted an evaluation pursuant to 34 CFR 300.300-300.311 and determined that the student was not an individual with a disability. When the district is deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior.

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

Suspension

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

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

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

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
   a. The series of removals total more than 10 school days in a school year.
   b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
   c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

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

**Interim Alternative Educational Placement Due to Dangerous Behavior**

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

1. Carries or possesses a weapon, as defined in 18 USC 930.
2. Knowingly possesses or uses illegal drugs.
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V.
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365.

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

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

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

**Manifestation Determination**

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

1. Notice: On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)
2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

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

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

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

If the manifestation review team determines that a condition in either #a or #b above was met, the conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

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

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

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

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

Due Process Appeals
If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)
Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

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

**Readmission**

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

**Decision Not to Enforce Expulsion Order**

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

**Notification to Law Enforcement Authorities**

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

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

**Report to County Superintendent of Schools**

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

**Procedures for Students Not Yet Eligible for Special Education Services**

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

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

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.
3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that
he/she was not an individual with a disability.

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

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

Approved: March 14, 2016
Dress Code Policy

Students

DRESS AND GROOMING

The Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction that would interfere with the educational process.

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

Gang-Related Apparel

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

Approved: June 13, 2016
Dress Code Policy

Students

AG 5132

DRESS AND GROOMING

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

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

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

1. Shoes must be worn at all times. Open-toed or backless shoes are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane, violent or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors, except under special circumstances.
4. Clothes shall be sufficient to conceal undergarments at all times and shall fit appropriately. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs, and skirts or shorts shorter than mid-thigh are prohibited.

The principal, teachers, and coaches at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other school activities. The principal has the final say about the appropriateness of attire.

Gang-Related Apparel

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

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

Approved: June 13, 2016
Emergency Response Plan

Purpose and Scope
The Cutten School District Comprehensive Safe School Plan (CSSP) provides guidance and direction to principals, faculty and staff who have Emergency Management Responsibilities (EMR). The Emergency Response Plan along with the Comprehensive Safe School Plan shall be used during an emergency incident involving both Cutten and Ridgewood Schools.

Key Emergency Contact
After contacting 911, it is imperative during an emergency to contact the Superintendent as quickly as possible. She will respond immediately to the emergency and alert the appropriate members of the District School Safety Team.

Safe School Leadership Team (SSLT)
The Safe School Leadership Team (SSLT) will take charge of the emergency, respond effectively, protect the occupants of the facility and reduce the risk of physical injury, property damage and business interruption.

Standardized Emergency Management System (SEMS) is the system required by Government Code 8607(a) for managing response to multi-agency and multi-jurisdiction emergencies in California. SEMS consists of five organizational levels, which are activated as necessary: Field Response, Local Government, Operational Area, Regional, and State.

The school site Safe School Leadership Team (SSLT) carries out the Field Response level of crisis and emergency management. The District School Safety Team functions at the Local Government level in this system. By organizing our crisis response plans according to SEMS/NIMS, both school sites and the district are positioned to integrate services when an incident occurs on an area, regional or state level.

By standardizing key elements of the emergency management system, SEMS/NIMS is intended to:

- Facilitate the flow of information within and between levels of the system.
- Facilitate coordination among all responding agencies.

Use of SEMS/NIMS will improve the mobilization, deployment, utilization, tracking, and demobilization of needed mutual aid resources. Use of SEMS/NIMS will reduce the incident of poor coordination and communications, and reduce resource ordering duplication on multi-agency and multi-jurisdiction responses. SEMS/NIMS is designed to be flexible and adaptable to varied disasters that occur in California, and to the needs of all emergency responders.

Essential Management Functions: SEMS/NIMS has five essential functions adapted from Incident Command System (ICS). The Field Response uses the five primary ICS functions: Command, Operations, Planning/Intelligence, Logistics, and Finance/Administration. The term management is used instead of command at all levels except Field Response. The titles of the other functions remain the same at all levels.

Under the SEMS/NIMS, tasks are delegated to members of the SSLT to handle critical incidents successfully. The SSLT member is then responsible for the task assigned and serves as the manager of the task. This type of delegation allows each manager to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and assist them in making informed decisions. Using this organizational system during a critical
incident creates clear communication channels that will reduce the amount of confusion and chaos. Permanently assigning specific areas of responsibility to members of the Safe School Leadership Team provides each member with the opportunity to specialize in the management of his/her area. The SEMS/NIMS can also address the uncertainty of exactly who will be in the building during an emergency. When assigning the management of critical roles in the SEMS/NIMS, assign an alternate for each role to assure coverage at all times. This may require some individuals to be responsible for more than one task if the primary manager were out of the building. While the SEMS/NIMS identifies roles for the members of the SSLT, all school faculty members should know their specific functions during an emergency. Teachers with students in class will have specific functions, as will teachers not assigned a class when an emergency occurs. It is imperative to emergency operations that SEMS/NIMS roles and responsibilities are assigned and understood by the Safe School Leadership Team members. The Roles & Responsibilities outlined in this document, will also assist the Incident Commander System if one or more team members/alternates are not available. Local emergency responders use the SEMS/NIMS to manage emergency events. Because of this, a school with assigned roles for administrators and teachers will be able to work more efficiently with local agencies.

Safe School Leadership Team – Cutten School District

Please note that the Safe School Leadership Team functions have been organized to align with the District Standardized Emergency Management System (SEMS/NIMS) and the National Incident Management System (NIMS). Depending on staff available, team members may serve multiple roles. For example, the Principal may serve as both Incident Commander and Operations Officer, etc.

In the event of an emergency situation, the Safe School Leadership Team should immediately begin assigned duties. For additional information staff should report to the school office where they will be assigned duties to oversee and provide directions during the emergency situation. The principal and/or designee in charge are to facilitate the following: (1) secure the area, (2) check for damage, (3) assess injury situations, and (4) report findings to the Superintendent. Safe School Leadership Team is listed below.

### Safe School Leadership Teams:

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<thead>
<tr>
<th>Cutten School</th>
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<tr>
<td><strong>Incident Command</strong></td>
<td><strong>Planning Intelligence</strong></td>
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<tr>
<td>Lauren Bryie</td>
<td>Sherrie Hurst</td>
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<tr>
<td>Greg Morse</td>
<td>Brandee Mitchell</td>
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<td>Scott Nelson</td>
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<td><strong>Operations</strong></td>
<td><strong>Logistics</strong></td>
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<td>Jay Seeger</td>
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<td>Greg Morse</td>
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<td>Scott Nelson</td>
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<td><strong>Administration Finance</strong></td>
<td><strong>Finance</strong></td>
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<tr>
<td>Jeannemarie Baker</td>
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<th><strong>Ridgewood School</strong></th>
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<tr>
<td><strong>Incident Command</strong></td>
<td><strong>Planning Intelligence</strong></td>
</tr>
<tr>
<td>Sue Ivey</td>
<td>Cindy Harpham</td>
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<tr>
<td>August Deshais</td>
<td>Carrie Carlson</td>
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<td>Amy Chastain</td>
<td>Nicole Moonstone</td>
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Cutten School District
THREAT ASSESSMENT MANAGEMENT TEAM (TAMT)

When a school identifies an individual or group that may pose potential harm to themselves or others, the school will convene their Threat Assessment Management Team (TAMT). The task of the TAMT is to assess the level of threat posed, determine what level of response the school site will initiate, what district resources may be required and what response may be needed. This team should work with outside agencies when making referrals under Welfare and Intuitions Code 5150. The team will oversee and document the school site’s response to threats, 5150 referrals and plan for monitoring or services that may need to occur after the crisis has passed. When engaged in the 5150 referral process, this team becomes a Student Wellness Team. The team may expand at that point to include other staff, parents or whoever else may be required to monitor the student’s well-being when and if returned to school.

STUDENT WELLNESS TEAM – Cutten School

<table>
<thead>
<tr>
<th>STAFF MEMBER</th>
<th>TITLE</th>
<th>ALTERNATE</th>
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<tbody>
<tr>
<td>Lauren Bryie</td>
<td>Principal</td>
<td>Janel Catalano</td>
<td>RSP Teacher</td>
</tr>
<tr>
<td>Larissa Krause / Nicole Moonstone / Althea Jones</td>
<td>School Social Worker / Technician</td>
<td>Jaime Hague / MaryBeth Blanc</td>
<td>Teacher</td>
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<tr>
<td>Chris Jenkins</td>
<td>Law Enforcement, Eureka P.D.</td>
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STUDENT WELLNESS TEAM – Ridgewood School

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<tr>
<td>Susan Ivey</td>
<td>Principal</td>
<td>Carrie Carlson</td>
<td>RSP Teacher</td>
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<tr>
<td>Nicole Moonstone / Larissa Krause</td>
<td>School Social Work Technician</td>
<td>Teresa Baginski</td>
<td>Teacher</td>
</tr>
<tr>
<td>Chris Jenkins</td>
<td>Law Enforcement, Eureka P.D.</td>
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CPR PRECAUTIONS
To minimize the risk of infectious disease transmission during emergency mouth-to-mouth resuscitation, mouthpieces, shields, pocket masks, or other ventilation devices shall be used. Such equipment shall be stored with first aid equipment in the school office. Unless the scope of the crisis/first aid response is prohibitive, the appropriate student and/or the emergency employee accident reports are to be completed as per usual District policy.
Evacuation Plan – Cutten School

**Stage One Evacuation**: ON SITE: All students and staff are evacuated from buildings per route or alternative route and stationed on the playground in designated areas (see map, page 82).

**Stage Two Relocation**: OFF CAMPUS: At the direction of the District Incident Commander, all students and staff are relocated to a determined location off campus at time of event. Coordinate with district transportation department, Humboldt County Sheriff, and Humboldt No. 1 Fire Protection District (gas leak, fallen aircraft...)

OFF CAMPUS LOCATIONS:

| RIDGEWOOD SCHOOL | 2060 RIDGEWOOD DRIVE | EUREKA (CUTTEN) CA 95503 |

Evacuation Plan Checklist:

- Detailed campus diagrams that show:
  - Evacuation routes
  - Designated areas for each teacher and class
  - Areas of supervision
  - Transportation points (for both buses and autos)
  - Student Release area
  - Press / information area

- Teams
  - Command Post
  - Medical Center
  - Damage Assessment/Search and Rescue
  - Student Evacuation and Supervision
Lockdown Procedure, Imminent Danger – Cutten School

When an extreme emergency exists, signal LOCKDOWN. CALL 911.

1. Imminent Danger Signal – “CONTINUOUSLY RINGING” BELLS WILL BE FOLLOWED BY VERBAL SIGNAL “LOCK DOWN”, OVER THE INTERCOM. WHEN OVER, AN “ALL CLEAR” WILL BE VERBAL OVER THE INTERCOM. DO NOT CALL THE OFFICE OR USE THE INTERCOM FROM ANY ROOM UNLESS (AND ONLY WHEN) THE PROBLEM IS IN YOUR ROOM.

2. The secretary will maintain phone or radio communication with the superintendent and transportation for internal communications.

3. The Superintendent or designee is the public information contact.

4. Maintenance and custodians are responsible for checking, then locking all: restrooms doors, staff room doors, multi-purpose room, custodial closets and gates. They will advise the superintendent/principal of the location and names of any students they lock in these rooms.

5. Staff members who are unassigned should take the lockdown in the room where they are and wait for instructions.

6. When the imminent danger signal is given, staff takes the following actions:
   - Close and lock all windows, and pull curtains closed.
   - Look through the door window. Check for students in the hall. Bring students inside the room immediately.
   - Lock doors. Cover door window with paper, if possible.
   - Take the protective position.
   - Take roll. Include all present.
   - Remain in classroom until the all-clear signal is given.
   - Do not call the office UNLESS THE DANGER IS IN YOUR ROOM.
   - Do not allow electronic devices to be used by students.

7. Contact Ridgewood School as soon as possible, to inform that site of the incident.

8. In the event that gunfire is heard, everyone should lie flat on the ground/floor, out of the direct line of fire.

9. Some staff may be asked to secure the perimeter of the campus, keeping the principal informed via cell phone or radio.

10. School staff should stay (*see government code below) until crisis is over. If possible, debriefing should occur the same day.
Lockdown Procedure, Modified – Cutten School

1. When determined by the Incident Commander/principal or designee that an imminent danger lockdown is reduced to a modified lockdown:
   - Appointed staff will email, and/or use the intercom to contact classrooms, and if necessary, go door-to-door informing staff to keep students in rooms and lock the door. Responding staff will notify all classrooms, library, resource rooms, multi-purpose room, staff room, and SDC class.
   - Staff is notified to remain in classrooms with students, resume classroom activities, and wait for further instructions.

2. When it is determined to be “all clear” the appointed staff will inform the same rooms that they originally notified.

3. If possible, debriefing should occur the same day.

*State of California Government Code, Chapter 8, Division IV, Title I
The State of California Government Code states that all public employees become emergency service workers in the event of a declared emergency. This means that all school district employees will be required to work in this capacity in case a disaster occurs and a state of emergency is declared.
CUTTEN SCHOOL
PERSONNEL DUTIES AND RESPONSIBILITIES

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance.

It is critical to determine who does what, where, and how—before such a disaster occurs.

Principal (Incident Commander) / Safe School Leadership Team Leader responsibilities:

1. Acts as the liaison between the media, school site and district office and maintains communication with appropriate district staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.

2. Posts and regularly updates Safe School Leadership Team information and the emergency phone numbers, emergency first aid responders, and chemical inventory lists.

3. Ensures Safe School Leadership Team members (Operations-custodians) are knowledgeable of the location of shut-off valves and how to turn them off. **Do not attempt to turn utilities back on yourself.**

4. Ensures that teachers are trained to carry out responsibilities during disaster and drill procedures, depending on the emergency.

5. Establishes a communications system consisting of the following elements:
   a. System of specific disaster warning signals that are well known to staff and students, and includes both bell and voice signals.
   b. Alternate system for written communication with staff in the event voice-to-voice communication is not available.
   c. Educate parents not to call in during an emergency situation so that personnel are available to respond to the emergency and to ensure telephone lines are available for outgoing and emergency calls.
   d. Prepare a statement (script) for designated staff to be used for communication.
   e. Include a sign-in sheet for all media to complete. (PC 627.2)
   f. The Superintendent informs Ridgewood School, the Humboldt County Office of Education, the Board of Trustees, Winship School, and Glen Paul School.
   g. Follow the directions of the Superintendent. Only the Incident Commander/Principal, Superintendent, or designee is authorized to release information. **All other personnel should cordially refer the media to the Site Principal or the District Office at 707-441-3900.**
   h. Designate a person to record incidents for documentation purposes including debriefing.

6. Establishes a student release system that will facilitate an organized method to release individual students to authorized adults only.

7. Oversees collection of data confirming location of all students and staff.

8. Principal assigns the following duties to school staff:
a. Patrol entrances to direct emergency personnel; parents, district staff, and media to appropriate areas; and prohibit unauthorized persons from entering campus.

b. Monitor/supervise halls and corridors to maintain a safe and secure environment.

c. Conduct search-and-rescue operations to systematically search specific rooms in order to assist and locate trapped/injured persons and to recover critical supplies and equipment.

d. Establish/coordinate Communication Center.

e. Administer first aid.

f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations.

g. Supervise Student Release Procedures.

h. Check building utility systems and appliances for damage.

9. Principal schedules regular emergency drills and reviews the emergency plan with staff, students, and parents.

10. Principal oversees regular site inspections for safety hazards, and takes corrective action on identified hazards.

11. Plans for alternate classroom evacuation routes, in the event standard routes are obstructed.

12. Ensures that other personnel who provide services to students and staff are aware of emergency procedures.

13. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site.
# Cutten School

## Emergency Response Teams

*2017 – 2018*

<table>
<thead>
<tr>
<th><strong>Command Post</strong></th>
<th><strong>Medical Center</strong></th>
<th><strong>Damage Assessment / Search and Rescue</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Playground Bball Court</td>
<td>Adjacent to bus garage</td>
<td>Annette Sligh</td>
</tr>
<tr>
<td>Lauren Bryie</td>
<td>Larissa Krause / Althea Jones</td>
<td>Greg Morse / Marita Musante</td>
</tr>
<tr>
<td>Jeannemarie Baker</td>
<td>Jaime Hague / Alexa Andis</td>
<td>Jennifer Johnston</td>
</tr>
<tr>
<td>Sherrie Hurst</td>
<td>Brandee Mitchell</td>
<td>Darold Ringler</td>
</tr>
<tr>
<td>Linda Hamm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*If Lauren Bryie is not available, Greg Morse, Scott Nelson, or Annette Sligh assume responsibilities.*

---

### Evacuation and Supervising (Buddy teachers)

(Supervising teachers are responsible for helping to manage all students, not exclusively those listed below)

<table>
<thead>
<tr>
<th>Supervising Teacher:</th>
<th>Overseeing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sligh</td>
<td>Rutter &amp; Sligh</td>
</tr>
<tr>
<td>Morse / Musante</td>
<td>Code &amp; Wheeler &amp; Morse / Musante</td>
</tr>
<tr>
<td>Benbow</td>
<td>Ibbitson &amp; Benbow</td>
</tr>
<tr>
<td>Hague / Blanc</td>
<td>Ng &amp; Hague / Blanc</td>
</tr>
<tr>
<td>Mitchell</td>
<td>Watson &amp; Mitchell</td>
</tr>
<tr>
<td>Nelson</td>
<td>Cook &amp; Nelson</td>
</tr>
</tbody>
</table>

---

### Other staff responsible for student supervision

| Katri Pitts | Gidget Hulstrom |
| Julie VanSickle | Karen Pino |
| Beth Lanzi | Betty Davenport |
| Dani Hinrichs | Rachel Pesch |
| Chrissy Churchill | Anne Robbins |
| Lori Biefeld | Kristen Stewart |
| Taunya Brunton | Susie Smelser |
| Lisa Bennett | Amanda Jeffares |
| Maria Comas | Amy Nilsen |
| Carol Sandretto-Unsinger | Deb Olson |
| Jovanah Martinez-Hoboo | Sharon Wheeler |
Cutten School
Emergency Shutoffs

- Electrical shutoffs:
  1. In boiler room, adjacent to multi-purpose room
  2. Free-standing unit east of room 15

- Water shutoff in lawn area at front of school

- Gas shutoff is accessed through door adjacent to exterior southern boiler room door
Cutten School
Staff Order of Release
in Case of Emergency
2017 – 2018

1. Betty Davenport
2. Amanda Jeffares
3. Judy Ghera
4. Karen Pino
5. Sharon Wheeler
6. Jennifer Johnston
7. Lori Biefeld
8. Carol Sandretto-UNSINGER
9. Sara Anderson
10. Taunya Brunton
11. Kristen Stewart
12. Rachel Pesch
13. Lisa Bennett
14. Amy Nilsen
15. Anne Robbins
16. Susie Smelser
17. Deb Olson
18. Mike Hulstrom
19. Gidget Hulstrom
20. Maria Comas
21. Sonya Woody
22. Larissa Krause
23. Jovanah Martinez-Hoboo
24. Jaime Hague
25. Travis O’Brien
26. Darold Ringler

27. Dani Hinrichs
28. MaryBeth Blanc
29. Brandee Mitchell
30. Jen Code
31. Kaycee Cook
32. Darcie Rutter
33. Annette Sligh
34. Tracy Benbow
35. Marita Musante
36. Scott Nelson
37. Linda Hamm
38. Harriet Watson
39. Christy Ng
40. Julie VanSickle
41. Beth Lanzi
42. Janel Catalano
43. Chrissy Churchill
44. Bethany Ibbits
45. Jesse Wheeler
46. Greg Morse
47. Jay Seeger
48. Althea Jones
49. Nicole Moonstone
50. Sherrie Hurst
51. Lauren Bryie
Evacuation Plan – Ridgewood School

Stage One Evacuation: ON SITE: All students and staff are evacuated from buildings per route or alternative route and stationed on the playground in designated areas (see map, page 83).

Stage Two Relocation: OFF CAMPUS: At the direction of the District Incident Commander, all students and staff are relocated to a determined location off campus at time of event. Coordinate with district transportation department, Humboldt County Sheriff, and Humboldt No. 1 Fire Protection District (gas leak, fallen aircraft...)
OFF CAMPUS LOCATIONS:

| CUTTEN SCHOOL | 4182 Walnut Drive | Eureka (Cutten), CA 95503 |

Evacuation Plan Checklist:

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   g. The Superintendent informs the Humboldt County Office of Education and the Board of Trustees.
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<th>Damage Assessment / Search and Rescue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Ivey</td>
<td>Melissa Seymour</td>
<td>Jay Seeger</td>
</tr>
<tr>
<td>Cindy Harpham</td>
<td>Liz Escutia</td>
<td>Evening Custodian</td>
</tr>
<tr>
<td>Nicole Moonstone</td>
<td>Joe Kencke</td>
<td>Lea Maveety</td>
</tr>
<tr>
<td>Carrie Carlson</td>
<td></td>
<td>Teresa Baginski</td>
</tr>
<tr>
<td>Katrin Lemmon</td>
<td></td>
<td>MaryBethBlanc</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Supervising Teacher</th>
<th>Overseeing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helen Nelson and Amy Chastain</td>
<td>Nelson, Smith &amp; Kencke</td>
</tr>
<tr>
<td>Nadine Seghetti</td>
<td>Seghetti &amp; Lemmon</td>
</tr>
<tr>
<td>Ashley Fields</td>
<td>fields &amp; Richards</td>
</tr>
<tr>
<td>Lori Dickinson</td>
<td>Dickinson &amp; Deshais</td>
</tr>
<tr>
<td>Suzanne Rice</td>
<td>Rice &amp; Baginski/Blanc</td>
</tr>
<tr>
<td>Audrea Filbey</td>
<td>Filbey, Seymour &amp; Escutia</td>
</tr>
</tbody>
</table>

### Other staff responsible for student supervision

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Deidre Bise</td>
<td>Alissa Morey</td>
</tr>
<tr>
<td>Leina Blaisdell</td>
<td>Share Moser</td>
</tr>
<tr>
<td>Daphne Endert</td>
<td>Taryn O’Kane</td>
</tr>
<tr>
<td>Brenda Flores</td>
<td>Sam Price</td>
</tr>
<tr>
<td>Melody Gray</td>
<td>Katri Pitts</td>
</tr>
<tr>
<td>Catherine Hartridge</td>
<td>Kelly Sprague</td>
</tr>
<tr>
<td>Natalie Moore</td>
<td>Tracy Thayer</td>
</tr>
<tr>
<td>Julianna Morris</td>
<td>Kristy Thompson</td>
</tr>
<tr>
<td>Lacey Olson</td>
<td></td>
</tr>
</tbody>
</table>
Ridgewood School
Emergency Shutoffs

• Wrench located
  Inside the office storage room door to the right

• Electrical shutoffs
  First wing (rooms 4 – 8) and the commons:
  Principal’s office
    Left-hand closet door
    Left-hand panel
    Lever labeled Main breaker 600 A

  Special Day Class Building:
    Principal’s office
    Right-hand closet door
    Putty colored box
    Upper left in closet

  Bus Garage, rooms 1, 2 & 3, 17, library, Learning Lane, and Kids Club:
    Freestanding unit south of room 17
      Left-hand lock
      Two-inch wide lever

• Water shutoff
  Staff parking lot at the street
  Lock closest to the school is our lock
  Two levers - either will shut off water

• Gas shutoff
  Located in the hedge behind SDC building
  Far left vertical pipe, back of the pipe
  Use the wrench, half turn
Ridgewood School
Staff Order of Release
in Case of Emergency
2016 - 2017

1. Kelly Sprague
2. Alissa Morey
3. Shara Moser
4. Julianna Morris
5. Natalie Moore
6. Lacey Olson
7. Taryn O’Kane
8. Leina Blaisdell
9. Deirdre Bise
10. Tracy Thayer
11. Brenda Flores
12. Samantha Price
13. Daphne Endert
14. Melody Gray
15. Catherine Hartridge
16. Joe Kencke
17. August Deshaies
18. Amy Chastain
19. Melissa Seymour
20. Mike Richards
21. Carrie Carlson
22. Liz Escutia
23. Katri Pitts
24. Helen Nelson
25. Nadine Seghetti
26. Audrea Filbey
27. Lori Dickinson
28. Suzanne Rice
29. Katrin Lemmon
30. Lea Maveety
31. Teresa Lee
32. Jay Seeger
33. Teresa Baginski
34. Wendy Branca
35. Cindy Harpham
36. Jeannemarie Baker
37. Nicole Moonstone
38. Sue Ivey
Cutten School District
Drill Schedule

• FIRE DRILL (1 x/calendar month, unless alternate drill w/evacuation)
  The principal shall cause the fire alarm signal to be sounded at least once every month. (Education Code 32001)
  The principal shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level. (Education Code 32001).
  • The principal shall notify staff as to the schedule for fire drills.
  • Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building. (5 CCR 550)
  • Teachers shall ascertain that no student remains in the building.
  • Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
  • The principal or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the Superintendent or designee.

• EARTHQUAKE DRILL (2 x year)

• LOCKDOWN DRILL (at least once per year)
District Emergency Phone Numbers

Superintendent/Ridgewood Principal – Sue Ivey
707 441-3930 (bus.); 707 599-4999 (cell); 707 497-6979 (home)

Cutten Principal – Lauren Bryie
707 441-3900 (bus.); 707 499-1756 (cell)

Jeannemarie Baker – Business Manager
707 445-7280 (bus.); 707 444-3303 (home)

Sherrie Hurst – Cutten Secretary
707 441-3900 (bus.); 707 496-2576 (cell)

Cindy Harpham – Ridgewood Secretary
707 441-3930 (bus.); 707 845-3812 (cell); 707 443-8922 (home)

Maintenance and School Site Utilities Location (water, power, gas)
- Jay Seeger 707 832-7374 (cell)

District School Social Workers and Social Work Assistants –
- Larissa Krause 707 834-0080 (cell)
- Nicole Moonstone 707 339-1839 (cell)
- Althea Jones 707 572-8647 (cell)

District Bus Transportation –
- Darold Ringler 707 362-3619 (cell)
- Lea Maveety 707 599-9227 (cell)
STAFF CRISIS MANAGEMENT PLAN
EMERGENCY RESPONSE PROCEDURES

Site specific response procedures should be included for the following:

1. Duck, Cover and Hold/Earthquake
2. Building Evacuation Fire/Earthquake
3. Shelter In Place/ Modified Lockdown
4. Lockdown Imminent Danger
5. Threat Assessment w/o school wide action

Each procedure should contain the following elements:

1. Code designation:
   a. Verbal (name the event)
   b. Bell signal
   c. Written
2. Description of incidents that will trigger the code
3. Description of action to be taken by teachers, students and CRT
4. Procedure and signal to rescind code

IN CASE OF A BOMB THREAT, DO NOT ACTIVATE RADIOS, AS THE FREQUENCY MAY ACTIVATE THE BOMB.

Our district system is licensed and monitored by the Federal Communications Commission for school business use. In an emergency, effective communication is crucial. Follow these guidelines for radio use:

• Only one signal can be on the frequency at a time. Be sure to monitor the system before transmitting
• Minimize transmissions. Keep sentences short
• Key radio, wait 2 seconds then speak slowly, clearly, within two inches of the radio
• Use clear “sign-off” terms, (ie. 303 clear etc.)
• During normal use, use only the channel assigned to the school.
Duck, Cover and Hold

Signal: Shaking (Intercom announcement for drill)

To be used in the event of:
- Earthquake
- Fallen Aircraft
- Possible Explosion
- Tornado/Severe Storm

DROP to the ground
Take COVER by getting under a sturdy desk or table, and
HOLD ON to it until the shaking stops
If you are outside, move away from the buildings and sit down

Teachers:
- When the shaking has stopped, take ten seconds to look around, make a mental note of damage and dangers, and check to see if any students are injured. If immediate help can be given to open an airway, stop serious bleeding, or put out a small fire, do so.
- Evacuate students from buildings to the field area behind the school. Take these items with you:
  - Emergency can
  - Student emergency cards

- Green, yellow, and red cards
- Red emergency backpack
- Use the BUDDY SYSTEM. Take a few seconds to check briefly with your buddy teacher, and be prepared to take your buddy’s class if necessary.
- If an aftershock occurs while you are exiting, Drop, Cover, and Hold On until the shaking stops.
- Escort students not in regular classrooms at the time of the emergency to their regular classroom teacher in the field.
- Take roll and report the names of missing students to the command post. Display either a green card meaning “all OK”, a yellow card indicating assistance is needed, but it is not critical, or a red card meaning “immediate help is required.”
- Adults report to their assigned response team (after the cards are displayed) and the supervising buddy teacher assumes student supervision responsibilities.

Students:
- Move quickly away from windows, bookshelves, or unsecured carts and equipment
- Duck under table or desk, kneel with head resting at knees, arms covering back of head
- Remain in place and wait for instructions from teacher

Crisis Response Team:
- Determine the level of response required for the incident
- Establish an incident command center and medical center, if necessary
- Provide supervision of students. Release students to parents and guardians
- Assess damage (determine status of gas, water, electricity, etc.)
- Search for and rescue missing/injured persons
- Prepare materials for emergency response personnel

Code is rescinded when conditions are deemed safe by the Incident Commander (Principal/appropriate civil authority)
Building Evacuation
Signal: Use fire alarm

To be used in the event of:
• Fire - Chemical spill (on campus)
• Severe Earthquake (evacuation after initial Duck, Cover, and Hold)

Teachers:
• Pick up red emergency backpack
• Close classroom door after ensuring that all students are out of the room
• Escort their students out of the building by the assigned (or safest) route to the assigned location on the playground
• Take roll once all students have arrived at the assigned area
• Await further instructions from Crisis Response Team

Students:
• File out of classrooms in a quiet orderly manner as directed by teachers
• Assemble in the designated area for their classroom
• Permit the teacher to take roll in a quiet and orderly manner
• Await further instructions from their teacher

Crisis Response Team:
• Determine the level of response required for the incident
• Establish an incident command center and medical center, if necessary
• Provide supervision of students. Release students to parents and guardians
• Assess damage (determine status of gas, water, electricity, etc.)
• Search for and rescue missing/injured persons
• Prepare materials for emergency response personnel

Code is rescinded when conditions are deemed safe by the Incident Commander (Principal/appropriate civil authority)

Red Emergency Backpack Contents
• black permanent marking pen
• special medical needs of students
• Band-Aids
• gloves
• whistle & lanyard
• emergency information cards
• plastic garbage bags
• class list
• story book
Lockdown/Imminent Danger

Signal: Continuous bell and PA announcement:

“It is unsafe outside on the playground – return to your classroom immediately.”

Repeat announcement

To be used in the event of:
- Armed Intruder
- Hostage Crisis

Teachers:
- Lock classroom door and cover door window with paper
- Close all windows, blinds and curtains
- Instruct students to lie on the floor
- Turn off lights and heater
- Instruct students to remain silent, take roll
- Check email for explanation of incident and for updates
- Keep telephone lines clear – if possible, office will make contact with classrooms
- Await further instruction from Crisis Response Team or Police

Students:
- Immediately drop to the floor, away from doors or windows
- Remain silent
- Await further instructions from teacher

Crisis Response Team:
- Establish communication with appropriate law enforcement agency
- Establish an incident command center and medical center, if necessary
- Notify other school site
- Prepare materials for emergency response personnel

An imminent danger lockdown may be reduced to a modified lockdown:

**Lockdown Procedure, Modified**

Determined by Incident Commander/Principal or designee

- Appointed staff will email, and/or use the intercom to contact classrooms, and if necessary, go door-to-door informing staff to keep students in rooms and lock the door. Responding staff will notify all classrooms, library, resource rooms, multi-purpose room, staff room, and SDC class.
- Staff is notified to remain in classrooms with students, resume classroom activities, and wait for further instructions.
- When it is determined to be “all clear” the appointed staff will inform the same rooms that they originally notified.

Code is rescinded when conditions are deemed safe by the Incident Commander (Principal/appropriate civil authority).
CUTTEN SCHOOL EMERGENCY/CRISIS
DISASTER LOG

Date of Incident:

FACILITY:

Electricity:
- Boiler Room adjacent to Multipurpose Room
- Freestanding Unit East of Room 15

Gas:
- Door Adjacent to Exterior, Southern Boiler Room Door

Water:
- Lawn in Front of the School

BUILDINGS CLEAR:
- Annette Sligh & Greg Morse
  8 – 11, Computer Lab, ASP, & Library, Rooms 15 & 16,
  □ Yes □ No
- Jaime Hague & Scott Nelson
  Cutten Community Center, Rooms 1 – 7, Multipurpose Room, Kitchen,
  Staff & Tutor Rooms
  □ Yes □ No

STUDENTS:
- Injuries:
  □ Yes □ No
  If yes, location(s):

STAFF:
- All classes accounted for:
  □ Yes □ No
- All Staff accounted for:
  □ Yes □ No

NOTE - DOORS NOT LOCKED:
RIDGEWOOD SCHOOL EMERGENCY/CRISIS
DISASTER LOG

Date of Incident: 

FACILITY:

Electricity: 
First wing (rooms 4 – 8) and the commons: 
Special Day Class Building: 
Bus Garage, rooms 1, 2 & 3, 17, library, Learning Lane, and Kids Club: 

Gas: 
Behind SDC building in hedge 

Water: 
Staff parking lot 

BUILDINGS CLEAR: 
Teresa Baginski and Wendy Branca: Rooms 1 – 8 
August Deshais and Debbie Olson: Rooms 9 – 12, Learning Lane, Library, Room 17, SDC, and Breakfast Room

STUDENTS: 
Injuries: 
If yes, location(s): 

STAFF: 
All classes accounted for: 
All Staff accounted for: 

NOTE - DOORS NOT LOCKED:
STUDENT WELLNESS TEAMS

Student Wellness Teams are responsible to the Site Principal for coordinating safety/wellness/education plans for students who have been or are at risk for WI Code 5150 status designation as determined by a Threat Assessment Incident & Initial Review Forms. The School Site collaboratively determines how the Student Wellness Team operates; keeping at the forefront adherence to State and Federal confidentiality laws, professional scope of practice, ethics, and best practices guidelines. Minimally, Student Wellness Teams include Site Administration, the Psychologist, the student, and the student's parent(s)/guardian(s). Others may be School Nurse, School Counselor, School Social Workers, Student Assistance Program therapists, Mental Health Workers (County/contracted), and private providers. The Student Wellness Team may schedule meetings as needed after a student has been assessed. The meetings do not have to be formal, but must be documented on the Student Wellness Intervention Plan. The plan is intended to be short-term and for the acute situation only.

Roles and responsibilities will be determined by the Site Administration. The Professional completing the Threat Assessment forms will be the contact person until the Student Wellness Team meets and determines who the contact (case manager) will be. Site Administrator will fill out the Student Release Form verifying the official capacity of the person when student is released. Site 5150 files will be maintained by Site Administration or designee. Site Administration will have a debriefing meeting with entire staff at an appropriate time. The Student Wellness Team will develop an intervention plan and disseminate to all personnel working with the student. Student Wellness Team will report concerns about processes and about efficacy of the Team to the site administrator.
California Welfare and Institutions Code 5150

When any person, as a result of mental disorder, is a danger to others, or to himself/herself, or gravely disabled, a peace officer, member of the attending staff, as defined by regulation, of an evaluation facility designated by the county, designated members of a mobile crisis team provided by Section 5651.7, or other professional person designated by the county may, upon probable cause, take, or cause to be taken, the person into custody and place him or her in a facility designated by the county and approved by the State Department of Mental Health as a facility for 72-hour treatment and evaluation.

Such facility shall require an application in writing stating the circumstances under which the person’s condition was called to the attention of the officer, member of the attending staff, or professional person, and stating that the officer, member of the attending staff, or professional person has probable cause to believe that the person is, as a result of mental disorder, a danger to others, or to himself or herself, or gravely disabled. If the probable cause is based on the statement of a person other than the officer, member of the attending staff, or professional person, such person shall be liable in a civil action for intentionally giving a statement, which he/she knows to be false.

E.C. 48900.7

**Suspension: Terroristic Threats**

(a) 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 terrorist threats against school officials or school property, or both.

(b) 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. (Add. Stats. 1997, Ch. 405)
Cutten School District
Threat Assessment Incident Report

Date Initiated:
Threat Maker Name:

☐ Student ☐ Parent ☐ Staff ☐ Other

Date of Birth:
Grade/School:
Date, time, and location of incident:
Administrator:
Special Education student? ☐ yes ☐ no (If yes, contact Special Education personnel and proceed with this assessment.)
Completed by:
Title:

Part 1: Initial Assessment

A. INCIDENT Briefly describe the incident or report that brought this student to your attention. Be specific. Write exactly what was said in quotes. Identify (potential) victims and identify threat targets. Attach any documentation.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Immediate Discipline Decision:

☐ In-school suspension (# of days__)
☐ After-school detention
☐ Out-of-school suspension (# of days__)
☐ Referral to School Board for expulsion
☐ Other: __________________________

Immediate Action(s) Taken:

☐ Informed student of infraction Date By Whom
☐ Notified student’s parents
☐ Contacted police
☐ Consultation
☐ Notified teacher
☐ Person(s) notified
☐ Notified victim(s) and their parents
☐ Referred for risk assessment
☐ Other: __________________________
Legal Issues:

- Arson
- Bomb threat
- Electronic threat (email, website violation, video)
- Physical assault
- Possession of a dangerous weapon on school property
- Sexual criminal conduct
- Sexual harassment
- Stalking
- Other illegal activities (drugs, alcohol, theft, vandalism, etc.)

Please specify:

B. ASSESSMENT OF BEHAVIOR

Do not identify informants by name. Use the letters “A, B, C, D...” to reference informants.

<table>
<thead>
<tr>
<th>Informant(s)</th>
<th>Relationship to Student</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
</tr>
</tbody>
</table>

Check the type of behavior(s) and indicate informant(s) by letters A, B, C...

Type(s) of behavior

**VERBAL**
- Conditional threat (“if…then” statement)
- Direct threat (clear verbal statement of intent to do harm)
- Insults, name-calling, verbal provocation
- Veiled threat (implied threat - need description)
- Other

**NONVERBAL**
- Gestures (fists clenched, pantomime weapon use)
- Physical contact (pushing, shoving, violation of personal space)
- Pictorial threat
- Property damage
- Veiled threat (implied threat - need description)
- Weapon observed, reported
- Written threat
- Other

Are the informants’ reports consistent?  □ Yes  □ No (If no, describe any inconsistencies.)

---

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Specifics Surrounding Threat and/or Behavior (May check more than one box.)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Needs Further Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>Student has a plan. (When, where, who, how is known.)</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>Student has access to weapons, bombs, etc.</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>Student intends to carry out plan. (Same day or near future) Student stalks threatened victim.</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>Student shows no remorse.</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>Student shows no concern about consequences.</td>
</tr>
</tbody>
</table>

Other Student Factors to Consider (May check more than one box.)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Needs Further Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>Attention seeking</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>Change in social relationship (e.g. romantic breakup or rebuff)</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>Change of status or group membership</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>Disengaged with school staff</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>Humiliation</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>Impulsive remark or response, no real harm intended</td>
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<tr>
<td>☐</td>
<td>☐</td>
<td>Joking/teasing and you tend to believe it</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>Lacks ability to understand and carry out threats</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>Other family or life stress (e.g. divorce, death, move)</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>Recent disciplinary action</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>Socially isolated from peers</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>Target of teasing or bullying</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>Other: ____________________________________</td>
</tr>
</tbody>
</table>

C. SITUATIONAL CONTEXT
What happened immediately prior to incident? (Ask informants. Consider provocation.)

________________________________________________________________________

________________________________________________________________________

Were there factors that reduce your concerns? ☐ Yes ☐ No If yes, what?

________________________________________________________________________

________________________________________________________________________

DEcision point (At this point, indicate your decision.)

| CONTINUE (go to “History and Interviews” on page 4) |
| DISCONTINUE (go to “Plan” on page 7) |
Part 2: History & Interviews with Follow Up

Interdisciplinary Team continuing assessment:

<table>
<thead>
<tr>
<th>Name, Title</th>
<th>Date</th>
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</thead>
<tbody>
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</tbody>
</table>

The History & Interviews with Follow Up (Sections D through I) are often completed by different team members. Please copy pages as needed for individual team member use.

D. STUDENT PERSPECTIVE OF INCIDENT Have the student describe the incident. (You may wish to say: “There are different sides to a story. I want to hear yours.”)

E. PARENT PERSPECTIVE OF INCIDENT Have the parent describe their understanding of the incident. (You may wish to say: “What is your understanding of what happened?”)

F. STUDENT’S BEHAVIOR HISTORY (Briefly describe. Consider frequency, duration and intensity. Indicate N/A when factor is not applicable per student or parent report.)

- Previous violence/aggression (details)
- Tantrums, outbursts or aggression
- Tends to blame others for own problems, holds grudges, keeps lists
- Habituably makes violent threats when angry
- Lack of empathy
- History of personal failures and/or disappointments
- Few friends, socially isolated
- Attitude toward school
- Preoccupation with violent music, movies, video games
- Fascination with weapons and/or military
- Recreational use of weapons
- Alcohol or drug abuse
- Legal involvement
- Gang membership
- Exposure to aggressive role models
- Psychological problems
- Depression or significant mood swings
- Self-injurious behavior
- Suicide attempt
- Brain injury
- Cruelty to animals
- Fire setting
- Parents unaware of student’s activities/friends
- Student’s behavior reflects cultural/family norms
- Other:

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G. FAMILY CIRCUMSTANCES (Briefly describe. Consider frequency, duration and intensity. Indicate N/A when factor is not applicable per student or parent report.)

- People living in the home
- Change(s) of residence
- Discipline strategies used at home
- Turbulent parent-child relationship
- Significant family conflict
- Incarceration of family member
- Substance abuse
- Recent divorce, separation, remarriage
- Change in financial circumstances
- Protective Services involvement
- Weapon(s) in the house
- Other:

H. POSITIVE SUPPORTS

- Student employment
- Positive school performance
- School activities
- Recreational activities
- Supportive friends
- Supportive family
- Family/student in therapy
- Adult mentor
- Other:

I. FOLLOW UP TO “Areas Needing Further Assessment”

1. Specifics surrounding threat and/or behavior (from page 3)

   Check the items that administrator indicated needed further assessment from Section B.

- Student has a plan. *(When, where, who, how is addressed.)*
- Student has access to weapons, bombs, etc.
- Student intends to carry out plan. *(Same day or near future)*
- Student stalks threatened victim.
- Student shows no remorse.
- Student shows no concern about consequences.

   Review and synthesize administrative concerns regarding “threat and behavior specifics” with all available information. Summarize your conclusions.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
2. Other factors to consider (from page 3)

Check the items that administrator indicated needed further assessment from Section B.

☐ Attention seeking
☐ Change in social relationship *(e.g. romantic breakup or rebuff)*
☐ Change of status or group membership
☐ Disengaged with school staff
☐ Humiliation
☐ Impulsive remark or response, no real harm intended
☐ Joking/teasing and you tend to believe it
☐ Lacks ability to understand and carry out threats
☐ Other family or life stress *(e.g. divorce, death, move)*
☐ Recent disciplinary action
☐ Socially isolated from peers
☐ Target of teasing or bullying
☐ Other: __________________________________________

Review and synthesize administrative concerns regarding “other factors to consider” with all available information. Summarize your conclusions.

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

J. MOTIVATION

Based on all the available information, check factors that may apply to your hypothesis:

☐ Attempting to solve a problem seen as otherwise unbearable
☐ Escape or avoid person, situation, place, activity, etc.
☐ Peer approval, following the lead of others
☐ Revenge for a perceived grievance or injury
☐ Seeking attention, recognition or notoriety
☐ Self-defense
☐ Wanting to die or be killed
☐ Other: __________________________________________
Category of Risk Assigned

Please summarize your findings by selecting the most appropriate category of risk. **Be aware that Category 1 and 2 risks may require immediate containment and removal of the threat-maker.** Plans for monitoring the safety of the threat-maker and possible victims may require removal of either party from the school setting as a short-term or long-term solution.

_____ Category 1: High violence potential. Qualifies for Immediate Arrest or hospitalization

_____ Category 2: High violence potential, Does not qualify for arrest or hospitalization

_____ Category 3: Insufficient evidence for violence potential, sufficient evidence for repetitive and/or intentional infliction of emotional distress upon students, co-workers, supervisors or others.

_____ Category 4: Insufficient evidence for violence potential, sufficient evidence for unintentional infliction of emotional distress upon students, co-workers, supervisors or others.

_____ Category 5: Insufficient evidence for violence potential, insufficient evidence for infliction of emotional distress upon students, co-workers, supervisors or others.

Additional Notes:

---

Disposition of Case – Police Department

Officer Responding_______________________________ Case number__________

Student Cited ___ yes ___ no   Penal Code______________

Student taken to mental health facility for evaluation _____Held _____Released

Search completed: ___ student clothing/belongings ___ vehicle ___ computer/web ___ home

Found: ______________________________________________________________

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Part 3: Intervention Plan

Student’s Name: ____________________________

*Based on your team’s level of concern, develop an Intervention Plan. See Appendix C.*

<table>
<thead>
<tr>
<th>INTERVENTIONS</th>
<th>PERSON(S) RESPONSIBLE</th>
<th>DATE TO BE INITIATED</th>
<th>DATE COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Student</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>II. Family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV. Community</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INTERVENTION PLANNING TEAM MEMBERS’ SIGNATURES

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Date</th>
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</tbody>
</table>

Case Manager: ________________________________  Phone # __________________

Intervention Plan review:

Date __________________________ Location __________________________

☐ Parent given copy of Intervention Plan __________ Date __________

INTERVENTION PLAN FOLLOW UP OPTIONS:

☐ Review on scheduled date
☐ Review at earlier date due to concerns (Date: ____________)
☐ Review postponed due to ongoing success
☐ Review cancelled. Specify reason: ________________________________
Appendix A: Examples of Parent Contact

Letter:

To: (parents of the student being assessed)
From: (administrator)
Date: 
Re: Threatening and Dangerous Behavior Assessment

Today we were made aware of a threat (or dangerous behavior) exhibited by your child. It is our district practice to take all threats and aggressive behavior seriously. My initial inquiry into the situation warrants further assessment. A team of school personnel will be completing the assessment of the situation. This may include individual interviews with you, your child and others involved in the incident.

If you have any questions or concerns, please contact me at 707.xxx.xxxx. Thank you for your support in addressing this serious matter.

Sincerely,

Cc:

Phone Contact:

You may say the following:

☐ Briefly and factually describe the incident to the parent

☐ Describe the next steps for risk assessment:

“Today we were made aware of a threat (or dangerous behavior) exhibited by your child. It is our district practice to take all threats and aggressive behavior seriously. My initial inquiry into the situation warrants further assessment. A team of school personnel will be completing the assessment of the situation. This may include individual interviews with you, your child and others involved in the incident.”

☐ Ask if there are questions or concerns

☐ Explain that school personnel will call the parent to arrange for interviews

☐ Provide a contact name and phone number for the parent

☐ Express your attitude and expectation about the situation by saying the following:

“You support and cooperation in addressing this serious matter is appreciated.”
Appendix B: Staff Input

Teacher: __________________________  Subject: __________________________

_________________________ has been referred for an assessment regarding a recent incident. Please identify student’s strengths.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please review and respond to the following items. Check all that apply.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Struggling academically</td>
<td>☐ Poor attendance/tardies</td>
</tr>
<tr>
<td>☐ Low frustration tolerance</td>
<td>☐ Impulsive behavior</td>
</tr>
<tr>
<td>☐ Poor attention span</td>
<td>☐ Excessive motor behavior</td>
</tr>
<tr>
<td>☐ Low motivation</td>
<td>☐ Lacks self confidence</td>
</tr>
<tr>
<td>☐ Defiant/oppositional attitude</td>
<td>☐ Irritates classmates</td>
</tr>
<tr>
<td>☐ Socially isolated</td>
<td>☐ Bullies others</td>
</tr>
<tr>
<td>☐ Bullies others</td>
<td>☐ Victimized by others</td>
</tr>
<tr>
<td>☐ Recent change in behavior</td>
<td>☐ Recent change in appearance</td>
</tr>
<tr>
<td>☐ Recent change in quality of classwork</td>
<td>☐ Other concerns:</td>
</tr>
</tbody>
</table>

Your input is critically important to our understanding this student. We appreciate your comments. Please return this form to ________________ by ____________.

Would you like to meet with a representative from the assessment team to discuss your concerns? ☐ yes ☐ no

What time(s) are best for meeting with you? __________________________________________
Appendix C: Intervention Worksheet

The following interventions are suggestions. This list is not exhaustive. It may not include various services/programs that are commercially available and/or school district specific.

The checkmarks indicate interventions that are reasonably appropriate based on the level of concern. Some interventions may be considered appropriate for all levels of concern.

A comprehensive, student-centered Intervention Plan will utilize multiple strategies drawn from ALL areas listed below.

<table>
<thead>
<tr>
<th>MINIMAL</th>
<th>MODERATE</th>
<th>STRONG</th>
<th>STUDENT INTERVENTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Daily check-in with counselor or social worker between classes and at lunch time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>In-school suspension with support to do school work and problem solve</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Refer for psychotherapy <em>(family or individual)</em></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Refer for substance abuse evaluation or treatment</td>
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<tr>
<td></td>
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<td>Refer to Alateen</td>
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<td></td>
<td>Refer to Child Protective Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Schedule change for academic support <em>(appropriate classes for ability)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Schedule change for behavior support <em>(supervision, separation from target peers or staff)</em></td>
</tr>
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<td></td>
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<td>Refer for psychiatric hospitalization</td>
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<td>Early dismissal between classes with an escort</td>
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<td>Refer for psychiatric evaluation</td>
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<td></td>
<td>Wrap-around</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Encourage participation in extra-curricular activities <em>(sports, clubs, etc.)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>In-school psycho-educational group <em>(anger management, stress management, etc.)</em></td>
</tr>
<tr>
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<td>Planned discussions: scheduled times for problem-solving with trained staff</td>
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<td>Refer to Youth Assistance <em>(anger management, counseling)</em></td>
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<td>Other:</td>
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<th>MINIMAL</th>
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<th>STRONG</th>
<th>FAMILY INTERVENTIONS</th>
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<td></td>
<td>Assist with obtaining family health care</td>
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<td></td>
<td>Parents have daily conversations about student’s concerns, problems and fears</td>
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<td>Reduce exposure to violence &amp; pornography <em>(movies, video games, internet, magazines)</em></td>
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<td>Referral to community agency <em>(specify:___________________________________________)</em></td>
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<td>Referral to parenting education program</td>
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<td>Parents monitor student behavior related to curfew, homework, school attendance</td>
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<td>Referral to family therapy</td>
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<td>Regularly scheduled meetings with student’s family</td>
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<td>Request removal of weapons and other dangerous materials from the home</td>
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<td>MINIMAL</td>
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<td>Build staff/peer support for target peer</td>
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<td>Bully-proofing program</td>
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<td>Comprehensive special education evaluation</td>
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<td>Develop behavior support plan</td>
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<td>Engage student in extracurricular activities</td>
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<td>Involve school liaison police officer</td>
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<td>Modify student’s schedule to ensure safety of target peers or staff</td>
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<td>Provide behavioral monitoring (hourly, daily, weekly)</td>
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<td>Provide meaningful work on school campus</td>
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<td>Provide staff mentor</td>
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<td>Reentry conference (include appropriate school staff, student, parent, agencies)</td>
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<td>Provide escort for travel between classes</td>
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<td>Recommend expulsion with expectation of intervention during time out of school</td>
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<td>Refer to alternative special education setting</td>
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<td>Refer to therapeutic school-based day program</td>
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<td>Ongoing school social work intervention</td>
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<td>Referral for psychiatric and/or neurological consultation(s)</td>
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<td>Referral to conflict resolution/peer mediation program</td>
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<td>Provide peer mentor</td>
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<td>Social skills instruction</td>
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<td>Utilize behavior contract</td>
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<th>COMMUNITY INTERVENTIONS</th>
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<td>Assist student in obtaining a personal protection order (PPO)</td>
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<td>Initiate/increase communication between school, home, therapist</td>
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<td>Involve local police department (notification, arrest, etc)</td>
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<td>Police assist in removing weapons from the home <em>(gun purchasing program, etc)</em></td>
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<td>Referral to community agency <em>(specify: ____________________________ )</em></td>
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<td>Referral to Youth Assistance</td>
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<td>Assist with finding employment</td>
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<td>Involvement in volunteer organization/activity <em>(e.g., Explorers, hospitals, 4-H)</em></td>
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<td>Referral to Big Brothers, Big Sisters</td>
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<td>Referral to mentoring program</td>
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<td>Referral to military service recruiter</td>
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<td>Referral to Job Corps</td>
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REMOVAL OF STUDENT FROM SCHOOL DURING SCHOOL HOURS

The student was removed from ________________________________ School during school hours by________________________________________________ ______

(School) (Department) (Title)

When making an arrest or taking a child into custody in accordance with the laws of this State and the rules and regulations of this district.

___________________________________________________________________________________________________________

______________________________ (Student's Name) __________________________________________________________________________ (Birth date)

(Age)

___________________________________________________________________________________________________________

______________________________ (Parent/Guardian's Name) __________________________________________________________________________ (Address)

(Phone)

1. ______________________________________________________________________________________________________

(Facility and address where child was taken)

2. Name of Peace Officer _____________________________________________________________ Badge No. ______________________________________________________________________________________________________

3. Mental Health/Law Enforcement Agency _________________________________________________________________________________

4. Basis for action (check one)
   □ Section 836 – Penal Code (Arrest without warrant)
   □ Warrant for arrest
   □ Section 5150 – Welfare and Institutions Code – Danger to self/other, gravely disturbed
   □ Section 305 – Welfare and Institutions Code – Without warrant (protective custody)
   □ Section 625 – Welfare and Institutions Code – Without warrant (minor is suspected of a crime)
   □ With express permission of parent
   □ In case of emergency when parent cannot be reached
   □ In case of emergency when rights of one of the persons involved might otherwise be seriously impaired. (such as child abuse investigation)

5. Parent notified by ____________________________________________ of the removal and place where student taken. *Except in child abuse investigation

Date __________________________ Time __________________________

(Signature of Principal/Designee)

*E.C. 48906. When a principal or other school official releases a minor student of such school to a peace officer for the purpose of removing the minor from school premises, such school official shall take immediate steps to notify the parent/guardian, or responsible relative of the minor regarding the release of the minor to such officer, and regarding the place to which the minor is reportedly being taken.
Staff procedures for serious student injuries or illness:

Call 911.

1. Call office personnel to report a medical emergency:
   - call ext. 100 secretary, ext. 121(Cutten) 122 (Ridgewood) principal to report a medical emergency. IF YOU CANNOT MAKE CONTACT WITH THE EXTENSIONS SEND A RUNNER TO THE OFFICE.

2. Clear the area (or room if necessary) of all students and clear the space around the student. If back or neck injury is suspected do not move student. Keep student on back if conscious. Place student in side-lying position if unconscious. Cover student with jacket and raise legs on backpack.

Response team will:

1. Call 911 if it hasn’t been done and is deemed necessary. (Notify the secretary and principal if it hasn’t been done.)

2. Ask for assistance as soon as possible. A recorder, a runner, and/or an assistant to help provide medical care may be needed. Students will not be assigned any of these roles unless school personnel or other adults are not available.

3. Stay with the student and administer emergency care. Follow the Emergency Procedures for injury or illness.

4. Contact parents/guardians or have secretary contact parents/guardians and give a brief description of the emergency. Tell parents 911 has been called.

5. Give report to arriving emergency personnel, and relinquish command to the higher trained medical responder that is first on the scene.

6. Document the following: the time the incident started, physical assessment, student’s medical history, current medications, events preceding the medical emergency, the time 911 was called, the time of parent contact, the time and to whom you gave over command, and the time ambulance arrived and left school.

B. School Secretary or chain of command responsibilities:

1. If needed call 911.

2. Send available support to help supervise class if needed.

3. Notify principal.

4. Verify that student’s backpack/belongings were brought to the office.

5. Have a staff member stand outside and direct first responders to the scene.

6. The secretary or other school personnel will search the student’s backpack, if deemed appropriate.

7. Check student’s medical record in office for special conditions.

8. Have a copy of the student information card in office ready for ambulance personnel.
C. Directions for making 911 call:
1. Identify yourself and say: We have a medical emergency at:
   Cutten School at 4182 Walnut Drive in Cutten (Eureka)
   or
   Ridgewood School 2060 Ridgewood Drive in Cutten (Eureka)
2. Be specific about which entry to come to and the location of the student.
3. Briefly identify the nature of the emergency such as drug reaction or overdose, rapid or slow heart rate, neck injury, asthma attack, anaphylactic reaction, etc.
4. Let the operator know if CPR is in progress or any other procedures like oxygen, neck restraints, etc.
5. Identify which emergency personnel are on the scene.
6. Ask for estimated time of arrival (ETA).

D. Equipment available on campus
1. First Aid Kit
2. Command Post Kit
3. Trauma Kit
4. Basic First Aid Supplies

E. Emergency First Aid Guidelines for California Schools
   The purpose of these guidelines is to assist school staff to respond to medical emergencies until emergency medical professionals arrive on scene.

   Staff members trained in CPR and Standard First Aid: School Secretary will keep a current list (updated yearly) of all staff members who are certified in CPR and First Aid.

   Students with special medical conditions
   A list of students with asthma, seizures, diabetes, and other medical conditions who may need staff assistance in the event of an emergency maintained.
   The school secretary will keep a list of students with medical conditions. School nurse also maintains medical information for each student which is accessible in the office.

   Trained staff members on Epipen: all certificated staff members are trained.

   Trained staff members on seizure response: all certificated staff members are trained.
Recommendations and Assurances

The School Site Council (SSC) recommends this Comprehensive School Safety plan to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. Under California Education Code 32281, the School Site Council or its delegates acts as the school safety planning committee, consisting of the following members:
   - The principal or the principal’s designee
   - Three teachers who represent the certificated staff
   - Five parents whose children attend the school
   - One other employee who is a representative of non-teaching staff

3. The School Site Council reviewed the content of the Comprehensive Safe School Plan and believes all requirements as outlined in the Cutten School District Comprehensive Safe School Plan meet the requirements.

4. This plan was approved by staff on (insert date).

5. This plan was available for public review on (insert date).

6. This school plan was adopted by the Cutten District School Site Council on (insert date).

7. This school safety plan was approved by the board of trustees on (insert date).

Attested:

_________________________________  ___________________________________  _________________
Printed name of district superintendent  Signature of district superintendent  date

_________________________________  ___________________________________  _________________
Printed name of school principal  Signature of school principal  date

_________________________________  ___________________________________  _________________
Printed name of SSC chairperson  Signature of SSC chairperson  date
Sources of Information

THREAT ASSESSMENT IN SCHOOLS: A GUIDE TO MANAGING THREATENING SITUATIONS AND TO CREATING SAFE SCHOOL CLIMATES
U.S. Secret Service and U.S. Department of Education
Washington, D.C.,
May 2002

GUIDELINES FOR ASSESSING THREATENING AND DANGEROUS BEHAVIOR IN SCHOOLS
Judith F. Shell, MSW, ACSW
School Social Work Consultant
Oakland Schools
2111 Pontiac Lake Road
Waterford, MI 48328
2004

THE SCHOOL SHOOTER: A THREAT ASSESSMENT PERSPECTIVE
Mary Ellen O'Toole, Ph.D.
Supervisory Special Agent
Federal Bureau of Investigation

COLUMBINE: A PSYCHIATRIC AUTOPSY
A & E Investigative Reports
The Arts and Entertainment Network
2002

ALFRED E. ALQUIST SEISMIC SAFETY COMMISSION
Administrative Services
1755 Creekside Oaks Drive, Suite 100
Sacramento, CA 95833
(916) 263-5506/ (916) 263-0594 Fax