

Santa Paula Unified School District

2017-18 Comprehensive School Safety Plan



Santa Paula High School

56 76828 5635776

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I. The Comprehensive School Safety Plan Overview

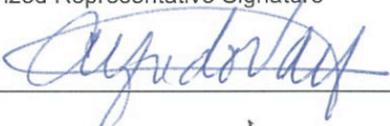
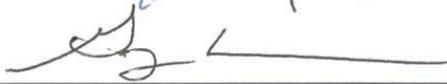
The Comprehensive School Safety Plan (CSSP) is required by Education Code 32282-32289 to be reviewed and updated by March 1 annually and subsequently submitted for approval to the School Site Council (or School Safety Planning Committee) as well as to the district's governing board or county office of education. The contents of the CSSP should include at a minimum, information assessing the current status of school crime committed on school campus and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. For additional information on school safety programs, policies, or procedures and how you may become involved locally, please contact:

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Prepared by:

Safety Planning Committee
School Site Council

Reviewed and Approved by:

	Date Approved	Authorized Representative Signature
<input checked="" type="checkbox"/> School Site Council	10/17/17	
<input checked="" type="checkbox"/> Santa Paula City Police Department Officer _____	11/1/17	
<input type="checkbox"/> Santa Paula Unified School District Governing Board	_____	_____

- An evaluation of the 2017-18 School Safety Plan goals took place on October 17, 2017. (EC 35294.2(e))
- A hearing was held on October 17, 2017 at the School Site Council meeting to obtain public input pursuant to (EC 32288).
- School staff was advised of the updated school safety plan on October 11, 2017 during a school staff meeting. (EC 35294.2(e))
- The most current copy of the school plan is available in the school office for public review.

II. General School Information

A. School Profile

Santa Paula High School is located in the city of Santa Paula, and serves students in grades 9-12. The high school offers a comprehensive high school curriculum with opportunities for students to participate in a wide range of extracurricular activities as well as college-prep coursework.

Fiscal year 2016-17 enrollment: 1,534
 Grades 9-12
 Certificated teachers: 67
 Classified staff: 59

B. Safe School Mission

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

C. Description of School Facilities

Exterior areas of the campus are monitored through a closed circuit video surveillance system. There are eight designated points of entry to the campus; entrances are supervised either by a campus supervisor or administrator. During school hours, all entrance gates are locked except one main gate which leads visitors to the school's main office. Security staff monitor incoming visitors and direct them to the main entrance.

Campus Description	Auxiliary Buildings		Qty.
Year Built	1933	Number Restrooms (in sets)	3 sets
Acreage	18.36	Square Footage	180,904
# Permanent Classrooms	53	# Portable Classrooms	0
Auditorium	1	Auto Shop	1
Band Room	1	Cafeteria	1
Career Center	1	Computer Labs	4
Gyms	2	Library	1
Sports Stadium	1	Swimming Pool	1
Technology Shop	1		

D. Personal Characteristics of Students and Staff

Student enrollment includes 17.3% English learners, 81.9% socioeconomically disadvantaged, and 12.4% students with disabilities

Date Source: CALPADS 2015-16 and/or 2016-17

Student Demographics			
Ethnicity	%	Ethnicity	%
American Indian or Alaskan Native	0	Hispanic or Latino	95.1
Asian	0.1	African American	0.1
Pacific Islander	0.1	Caucasian	4.3
Filipino	0.1	Two or More Races/No Response	0.1

Certificated Staff Demographics			
Ethnicity	%	Ethnicity	%
American Indian or Alaskan Native	0	Hispanic or Latino	3.4
Asian	1.1	African American	1.1
Pacific Islander	0	Caucasian	91.0
Filipino	0	Two or More Races/No Response	3.4

Classified Staff Demographics			
Ethnicity	%	Ethnicity	%
American Indian or Alaskan Native	0	Hispanic or Latino	74.8
Asian	3.4	African American	0
Pacific Islander	0	Caucasian	21.8
Filipino	0	Two or More Races/No Response	0

E. School Site Council Membership

Education Code Section 35294.2(e) requires that the Comprehensive School Safety Plan be reviewed and updated at least annually by the school site council. The School Site Council for Santa Paula High School during the 2017-18 school year was comprised of the following individuals.

School Site Council Members	Title
Elizabeth Garcia	Principal
Matt Guske	Certificated
Karen Haldeman	Certificated
Paul Tonello	Certificated
Gloria Rodriguez	Certificated
Karen Giroux	Classified
Glenda Learn	Classified
Nora Perez	Classified
Katheryn Benner	Parent/Community Member
Denise Claudio	Parent/Community Member
Sylvia Martinez	Parent/Community Member
Michael Nava	Parent/Community Member
Nancy Aguilar	Student
Christopher Magana	Student
Maria Elena Terrazas	Student
Mirelle Vargas	Student

F. Notifications and Communications

Required Notifications of Hearing

The following persons and entities were notified in writing of the public hearing concerning input on this Comprehensive School Safety Plan in accordance with the district's administrative regulations (AR 0450) (EC 35294.2(e)):

- Local mayor
Jenny Crosswhite
- A representative of the local school employee organization
Certificated - SPFT
Classified - CSEA
- PTSA President
- Student Council/ASB President

Notice to Public

The Comprehensive School Safety Plan prepared for the 2017-18 school year was shared with: (EC 35294.2(e) and 35294.8(b))

- Parents on October 17, 2017 at the monthly School Site Council Meeting.
- All school staff will have access to a copy of the safety plan within seven days after it is approved by the School Site Council.
- Communicated to the following entities:
 - Law Enforcement Agencies (by Student Support Services)
 - Local Fire Stations (by Student Support Services)

Assurances

The school site council may include the following three essential components and/or strategies into this plan (AR 0450):

- Assuring each student a safe physical environment
- Assuring each student a safe, respectful, accepting and emotionally nurturing environment
- Providing each student resiliency skills

Evidence of these assurances is embedded throughout this school safety plan.

III. Safe School Reports

A. School Crime Status

Santa Paula High School does not experience high incidents of crime on campus or during school-related functions. The environment immediately surrounding the campus includes a fire station, municipal buildings, single family homes, condominiums, a post office and a small shopping center/mall. The crime rate in local neighborhoods is low.

2016-17 Summary Data	
Total Suspensions	98
Total Expulsions	5

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

B. Safe School Assessment Resources

The following resources were analyzed to develop an understanding of current conditions of school safety and standard practices to develop a comprehensive plan of action and procedures to ensure students, staff, and visitors are provided a safe and secure environment.

- School Needs Assessment
- School Climate Data Summary
- Student Survey Results
- Suspension, Truancy, and Expulsion Data

C. 2017-18 Safe School Needs Assessment

What are Needs of School, Staff, and Students?			
Assure a Safe Physical Environment			
<input type="checkbox"/>	Improve safety of school grounds	<input type="checkbox"/>	Improve ingress/egress routes
<input type="checkbox"/>	Improve safety of buildings/classrooms	<input type="checkbox"/>	Improve safety of field/equipment
X	Improve internal security	<input type="checkbox"/>	Prepare students and staff for crisis emergencies
X	Improve exterior and/or perimeter security	<input type="checkbox"/>	Prevent and reduce vandalism and graffiti
X	Improve dropping off/picking up students	<input type="checkbox"/>	Prevent weapons on campus
X	Other: Addition of security cameras/system		
Provide each Student with Resiliency Skills (Expectations, Caring and Participation) by enhancing:			
<input type="checkbox"/>	Community service opportunities	<input type="checkbox"/>	Problem solving skills
<input type="checkbox"/>	Parent involvement	<input type="checkbox"/>	Autonomy (sense of self/identity)
<input type="checkbox"/>	Alternatives to violence	<input type="checkbox"/>	Sense of purpose and future
X	Good Communication skills	X	Participation in academic activities
<input type="checkbox"/>	Character/value education	<input type="checkbox"/>	High academic self-expectations
<input type="checkbox"/>	Social competence	<input type="checkbox"/>	Other
Assure a Safe, Respectful Accepting, and Emotionally Nurturing Environment by promoting:			
<input type="checkbox"/>	Positive structure in classroom	<input type="checkbox"/>	Prevention and intervention strategies
<input type="checkbox"/>	Fair, consistent discipline and consequences	<input type="checkbox"/>	Anti-bullying/hazing
X	Acceptance of diversity	<input type="checkbox"/>	Ongoing staff development
<input type="checkbox"/>	Drug-Free school	<input type="checkbox"/>	Attendance enhancement
<input type="checkbox"/>	Character/values education	<input type="checkbox"/>	Gang suppression
<input type="checkbox"/>	Parent Involvement	<input type="checkbox"/>	Effective teacher/student relationships
<input type="checkbox"/>	Nurture positive self-esteem	<input type="checkbox"/>	Suicide prevention/response plans
<input type="checkbox"/>	High behavior expectations	<input type="checkbox"/>	Extra-curricular activities
X	Conflict resolution skills	<input type="checkbox"/>	Student recognition
X	Anger Management	<input type="checkbox"/>	Supervision of students across all settings
<input type="checkbox"/>	Personal and social responsibility	<input type="checkbox"/>	Student support
<input type="checkbox"/>	Collaboration among agencies, law enforcement and judicial system		
X	Participation in and collaboration of parents/students/community		

D. Evaluation of 2016-17 Action Plans/Goals

There was no evaluation of the 2016-17 action plans/goals completed in the 2017-18 school year as 2017-18 is the first year of full implementation of the Comprehensive School Safety Plan. A full evaluation of the action plans and goals will be completed and reported in the 2018-19 Comprehensive School Safety Plan.

Component #1 – People and Programs	
Were objectives met? Why?	N/A
Identify deficiencies in meeting objectives.	N/A
Explain how the objectives/action plans can be strengthened.	N/A
Component #2 – Places	
Were objectives met? Why?	N/A
Identify deficiencies in meeting objectives.	N/A
Explain how the objectives/action plans can be strengthened.	N/A

E. Conclusions of 2017-18 Safe Schools Assessment

- Areas of Pride and Strength: (Components 1 & 2)
 - Implementation of Restorative Justice practices
 - Social emotional support by Link program
 - High student involvement in extra-curricular activities and sports by at least 2/3 of the student body
 - Committed and caring teachers, staff, community
 - College and career focus leading to steady increases of student achievement
 - Small school atmosphere

- Areas to Change: (Components 1 & 2)
 - Continue to improve the overall security of the school’s campus, and safety at dismissal times.

- Analysis of how the data, needs, and perceptions about the school’s safety determined the goals: (EC 35294.2(a)(1))
 - The California Healthy Kids student survey, staff and school site council feedback informed needs identified.

- Generalized statement of goals for 2017-18 (EC 35294.2(a)(2)(h)):
 - We strive to enhance the social emotional climate and have set goals that we believe can be achieved in 2017-18 school year.

IV.2017-18 Safe School Action Plans

After analyzing data, resources, and desired areas of change, Santa Paula High School has determined that the following priorities for action are necessary to create a safe, secure campus and a positive learning environment emphasizing responsible and respectful behavior.

A. Component 1: People and Programs

Goal #1: Assure a safe physical environment.

B. Component 2: Places

Goal #1: Assure a safe, respectful, accepting, and emotionally nurturing environment.

Component 1: People and Programs – Create a Caring and Connected School Climate		
Goal #1	Assure a safe physical environment.	
Objective 1.1	Improve the internal and external security of campus Related activities: <ul style="list-style-type: none"> • Hire enough campus aides/security officers to supervise all entrances and exits to campus or add automatic gates • Add a camera system to school campus • Increase safety at crosswalks at start and end of school • Develop a site emergency directory & directory by department • Setup a phone relay sequence so that someone in the office is always available • Provide rooms without window coverings with tape and material to cover windows • Introduce security staff to students' class by class • Introduce students to custodial staff • Expand Explorers to assist at crosswalks Resources needed: Funds to add campus aides or automatic gates, cameras Personnel: District and Site Administration, Risk Manager, campus security Training: Training will be needed to operate gates and cameras Administration: This will be done by site administration working together with district administration	Person(s) Responsible: Administration at site and district; security officers
		Timeline for Implementation: January 2018-ongoing
Objective 1.2	Increase students' collaborative skills and abilities to communicate, have positive interactions that minimize conflict and show acceptance toward others Related Activities <ul style="list-style-type: none"> • Develop peer mentoring program • Have a schoolwide character education curriculum • Expand Restorative Justice and Counseling Student Groups Resources needed: funding Personnel: ASB/Activities Director; Administration, Teachers, Counselors and Staff, RJ Facilitator Training: Training will be needed to support RJ, peer mentor trainers and students; Training will be needed on implementation of character education curriculum Administration: Site administration will coordinate and work with participating students and staff	Person(s) Responsible: Administration, teachers, counselors and staff
		Timeline for Implementation: January 2018 to ongoing

Component 2: Places – Create a Physical Environment That Communicates Respect for Learning and for Individuals		
Goal #2	Assure a safe, respectful, accepting, and emotionally nurturing environment.	
Objective 1.3	<p>Expansion of student participation in academic activities</p> <p>Related activities:</p> <ul style="list-style-type: none"> • Expanding the SOAR card program • Recognition assemblies • Celebrate academic successes classroom by classroom and schoolwide <p>Resources needed: Funds to support incentives</p> <p>Personnel: Administration, staff and teachers</p> <p>Training: N/A</p> <p>Administration: Administration will work together with Activities Director and staff to establish incentives and programs</p>	<p>Person(s) Responsible: Administration, ASB Director, Teachers</p> <p>Timeline for Implementation: Jan 2018 to ongoing</p>

V. School Safety Practices, Policies and Procedures

A. Bully Prevention

“The Santa Paula Unified School District’s Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm”. No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

School administration at Santa Paula High School enforces this policy and will not tolerate bullying of any type.

B. Safe Ingress/Egress Procedures

Supervision of Students

As students arrive on campus each morning, campus security officers and administrators are strategically placed on campus to monitor student behavior. When students are dismissed at the end of the day, campus security officers and administrators ensure students either travel to afterschool activities or leave campus in a safe and orderly manner.

Visitors

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

VI. Sample Communications Forms and Postings

A. Pandemic Influenza

PANDEMIC FLU PANDEMIC INFLUENZA

Pandemic flu is a worldwide outbreak of disease that occurs when a new flu virus appears that can spread from person to person. Because people have not been exposed to the new virus they have little or no immunity.

Therefore, serious illness or death is more likely to result. The illness rates for both seasonal and pandemic flu are high among children.

Because schools are the most densely populated environments in society, they are likely to contribute significantly to the containment or to the spread of flu in the community. Therefore, school closures may result as a means of reducing the overall illness rates within communities.

GOAL

Plan and increase preparedness for the possibility of an influenza pandemic.

Stages of Preparation include planning for:

- Mitigation and Prevention - anticipating needs
- Preparedness - planning what to do and how to do it
- Response - implementing your plan
- Recovery - what to do to return to normal

Principal/Designee

- Review instructions for staff and students
- Implement prevention policies and procedures including:
 - Posting of health education materials more frequently
 - Education of staff/students on how to cover coughs and sneezes
 - Education of staff/students on frequent hand washing
 - Use of waterless hand sanitizers and wipes
- Develop platoon system for rotation of staff, and identify a priority list for staff release.
- Plan for possible use of facility by Public Health Officials.

All Personnel

Basic elements required for pandemic influenza preparedness:
 Any staff member can be designated to serve as Civil Service Worker

- Each employee will be assigned priority for serving as a Civil Service Worker depending on the need.
- The platoon system for rotation purposes will be implemented and a general plan made for systematic dismissal of staff.
- Students will be dismissed according to standard student release procedures as outlined for any emergency.
- "All Call" system will communicate with parents and staff as needed.

For more information:

<http://www.pandemicflu.gov/plan/>

**FOLLOW STANDARD
 OPERATING
 PROCEDURES**

**Cough or Sneeze
 Into Your Upper
 Sleeve
 Not Your Hand**

Prevention

Hand Hygiene
 Cough Hygiene
 Sneeze Hygiene
 Social Distance



B. Death or Serious Injury Procedures/Checklist for a School Site**Death Or Serious Injury Procedures/Checklist For A School Site**

Business Services Office (805) 933-8819

SUPERINTENDENT or SUPT. DESIGNEE'S RESPONSIBILITIES:

- 1. Contact School Board, Assistant Superintendents, Directors, Risk Manager, and the Public Information Officer as appropriate.
- 2. Contact Educational Services or Special Education to assign psychologists and counselors to the site (do you need bilingual assistance?).
- 3. Receive permission from affected family regarding information to be shared.
- 4. If appropriate, contact families before school resumes. May invite parents to accompany their child(ren) to school the next day and provide counseling for parents. Assign a Parent Liaison
- 5. If necessary, contact elementary, middle, and high school schools
- 6. Allow one voice for the press (usually the Superintendent or Public Information Officer under direction of the Superintendent)

Public Information Officer

- a. Statements to media should include the following: cause, time, event, current situation, care being given, etc. Convey that everything is going to be OK. Answer questions completely and truthfully. Avoid talking off the record, arguing, or using the phrase "No comment". Repeat what you want the press to hear.
- b. Remind staff and volunteers to refer all questions from media or waiting parents to the Public Information Officer.
- c. Ensure announcements and other information are translated into other languages as needed.
- d. Monitor new broadcasts about incident; correct any misinformation heard.

PRINCIPAL'S RESPONSIBILITIES:

- 1. Inform staff that all press/news inquiries go to the Superintendent
- 2. Identify three rooms/areas for student counseling with available crayons, paper, pencils, construction paper, etc.; if age appropriate; and 1 room for staff counseling.
- 3. Update staff.
- 4. Develop a fact sheet for office manager/secretary/clerk to use when responding to inquiries (see attached example).
- 5. Update students regarding what happened (offer students journaling, poetry, art, sharing of stories, etc. to express their thoughts).
- 6. Prepare a letter to go home to parents in English and Spanish (see attached example)
- 7. Make arrangements for staff to be relieved of duties to participate in counseling.
- 8. Debrief staff at end of school day (share stories).
- 9. Plan support for the next school day (counseling, food, etc.).
- 10. If any staff were involved in emergency procedures to save a life; have Superintendent's Office contact Santa Paula Police or Santa Paula Fire Dept. to access their Critical Incidence Stress Teams for debriefing of the school staff members involved.
- 11. Debrief support staff who helped at the school.
- 12. Take care of witnesses.

C. Responding to Inquires – Principal’s Template

SAMPLE – SCRIPT FOR OFFICE MANAGER/SECRETARY/CLERK Responding to Inquires

What has happened?

Share the information honestly;

e.g...”This morning one of our kindergarten students, (NAME), was hit by a car outside of his home. According to the family (he/she) ran out into the street and was seriously injured. He/she died this afternoon.”

What actions are being taken?

Security measures, emotional issues, correspondence.

e.g...”The Standardized Emergency Management System was activated. School support staff including school psychologist, counselor, and nurse have been and will continue to be available to students, teachers, and parents.

A written correspondence will be sent home sharing pertinent and resource information.”

When to retrieve students?

Explain that safety and welfare of students is of the foremost concern. Be prepared for an influx of students wanting to go home or parents trying to retrieve.

e.g...”Your son or daughter is not in immediate danger and therefore will be dismissed as usual.”

What can the parent/community member do to help?

Immediate and long term.

e.g...”As per the request of the family, monetary donations can be sent to defray the cost of the funeral. If you wish for your son/daughter to attend the funeral, parents/guardians are expected to attend with their child.

If victim is hospitalized, respect hospital visitation hours and respect the privacy of the family.

Be observant of your child’s feelings and listen to them. If you have concerns about how your child is coping, seek support from family members, clergy, doctor, or contact the school site support staff.”

D. Notification of Student Death – Sample Letter to Parents/Guardians - English

Date:

Dear Parents and Guardians:

We are extremely saddened to learn today that *Student*, 6th grader at *School* has died. *He/she* collapsed at school. Emergency care was provided and *he/she* was immediately transported by ambulance to the hospital where *he/she* passed away. *Student* attended _____ *School*.

We are all saddened by *Student's* death and we send condolences to his/her family and friends.

Today we have shared the information of *Student's* death with the student's in each classroom. We have also enlisted the help of *Name* school psychologist, *Name* and *Name*, school counselors and other psychologists, administrators, nurses and counselors throughout the district to help children who need to express their feelings, concerns, and questions.

The death of a student like *Student* is very hard for us to understand or accept. For the children who knew *Student*, it may be especially difficult to deal with, but even those who did not know him/her may still have strong emotional reactions upon receiving this news. It is very important for you to be available to discuss this tragic event if your children want to talk to you. Please be alert to special possible behavior changes in our child because this might indicate a need for support. If you think your child needs to talk to a counselor, please call us at *Phone Number*.

Sincerely,

Name
Principal

E. Notification of Student Death – Sample Letter to Parents/Guardians – Spanish

Fecha:

Estimados padres y tutores:

Es con mucha tristeza que le informamos que hoy falleció el/la estudiante *NOMBRE DEL ALUMNO* que cursaba el a grado en *Escuela*. Se desmayo en la escuela, se le dieron primeros auxilios; inmediatamente se le transporto por ambulancia al hospital a donde *el/ella* dejo de existir. *NOMBRE DEL ALUMNO* asistió las escuelas de _____,

Se que todos estamos muy entristecidos por la defunción de *NOMBRE DEL ALUMNO* y participamos nuestras condolencias a su familia y amistades.

Hoy hemos compartido información del fallecimiento de *NOMBRE DEL ALUMNO* con los alumnos en sus salones de clases. También hemos solicitado la ayuda del *Nombre, el/la* psicólogo(a) la escuela, *Nombre y Nombre*, los consejeros y otros psicólogos, administradores, enfermeras y consejeros de todo el Distrito para asistir a los niños que necesiten ayuda para expresar sus sentimientos, dudas y preguntas.

La muerte de un estudiante como *NOMBRE DEL ALUMNO* no es fácil comprenderla ni aceptarla. Para los niños que conocían a *NOMBRE DEL ALUMNO*, va a ser especialmente difícil encarar esto, pero aun los que no lo conocían podrían tener una reacción emocionalmente difícil al recibir la mala noticia. Es muy importante que este disponible en caso de que su hijo o hija quiera hablar con usted este trágico evento. Por favor este al tanto de cualquier cambio emocional en el comportamiento de su hijo o hija que pueda indicar la necesidad de apoyo emocional. Si siente que hijo o hija necesita hablar con un consejero, por favor llámenos al teléfono.

Atentamente,

Nombre
Director(a)

F. Lockdown – Sample Blackboard Connect Message – English

Initial message:

Hello families.

This is _____, the principal of _____ School. This message is to inform/update you on an existing situation at our school this morning/afternoon. We are currently in a lockdown mode due to a suspect pursued by the Santa Paula Police Department near our school. All the children are safe in their classrooms with their teachers at this time. The Santa Paula Police have secured the perimeter of our school to ensure that our campus is safe. It is best for your children to remain in the safe surroundings of their locked classroom at this time. The Santa Paula Police Department has requested that no one approach the school at this time. Please do not come to _____ School. As soon as the Police give us the go ahead to open the school, we will contact you immediately. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

All clear message:

This is _____, the principal of _____ School and I am happy to report that the situation with the intruder on campus has been resolved safely and the school is no longer in lockdown. (Add any pertinent details.) Students will be released from school at the usual time. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

G. Lockdown – Sample Blackboard Connect Message – Spanish

Initial message / Mensaje inicial:

(Buenas padres de familia) Habla el/la directora/directora, _____ de la Escuela _____. Este mensaje es para informarle de un incidente en nuestra escuela esta mañana/tarde. En el momento nos encontramos en una situación de confinamiento debido a que el departamento de policía de Santa Paula está tras un sospechoso alrededor de nuestra escuela. Actualmente todos los niños se encuentran a salvo con sus maestros en sus salones de clases. El departamento de policía de Santa Paula ha asegurado el perímetro de nuestra escuela para cerciorarse que el campo escolar esté seguro. Actualmente lo mejor es que sus niños se mantengan protegidos en el salón de clases que está cerrado con llave. El departamento de policía de Santa Paula nos ha solicitado que nadie se acerque a la escuela por el momento. Por favor no venga a la Escuela _____. Tan pronto que la policía no dé el visto de bueno para abrir la escuela, no podremos en contacto con ustedes inmediatamente. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus niños, que son nuestra mayor prioridad.

All clear message / Mensaje de que pasó el peligro:

(Buenas padres de familia) Habla el/la director/directora, _____ de la Escuela _____; tengo el placer de reportarles que se ha resuelto el incidente con el intruso en el campo escolar y, ya la escuela no se encuentra en situación de confinamiento. (*Add any pertinente details.*) La salida de los estudiantes será a la hora de costumbre. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus niños, que son nuestra mayor prioridad.

H. Bomb Threat – Sample Blackboard Connect Message – English

Initial message:

This is _____, the principal of _____ School. This message is to inform/update you on an existing situation at our school this morning/afternoon. A suspicious item was found this morning/afternoon on the school campus. The school is now in a lockdown mode. Working collaboratively with the Santa Paula Police Department, we are being guided through the process and children and staff are all safe. At this time, it is best for your children to remain in the safe surroundings of their locked classroom. The Santa Paula Police Department has requested that no one approach the school at this time or use their cell phone to call or text message their children because of the suspicious item. As soon as the police give us the go ahead to open the school, we will contact you immediately. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

All clear message:

Hello families, this is _____, the principal of _____ School and I am happy to report that the situation with the suspicious item on campus has been resolved safely and the school is no longer on lockdown. The Santa Paula Police Department removed the item and it is being analyzed. There is an ongoing investigation at this time. Students will be released from school at the usual time. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

I. Bomb Threat – Sample Blackboard Connect Message – Spanish

Initial message / Mensaje inicial:

(Buenas padres de familia) Habla el/la director/directora, _____ de la Escuela _____. Este mensaje es para informarle de un incidente en nuestra escuela esta mañana/tarde. La escuela se encuentra actualmente en situación de confinamiento porque esta mañana/tarde se encontró un artículo sospechoso en nuestro campo escolar. Trabajando conjuntamente con el departamento de policía de Santa Paula se nos ha guiado a través del proceso y los niños de mantengan protegido en el salón de clases que está cerrado con llave. El departamento de policía de Santa Paula nos ha solicitado que nadie se acerque a la escuela por el momento y, que so se envíen llamadas telefónicas ni mensajes de texto con el celular debido al artículo sospechoso. Tan pronto que la policía nos dé el visto bueno para abrir la escuela, nos podremos en contacto con ustedes inmediatamente. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus niños, que son nuestra mayor prioridad.

All clear message / Mensaje de que pasó el peligro:

(Buenas padres de familia) Habla el/la director/directora, _____ de la Escuela _____; tengo el placer de reportarles que se ha resuelto el incidente con el artículo sospechoso en el campo escolar y, ya la escuela no se encuentra en situación de confinamiento. El departamento de policía de Santa Paula retiró el artículo y está siendo analizado. Por el momento se está realizando una investigación. La salida de los estudiantes será a la hora de costumbre. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus niños, que son nuestra mayor prioridad.

J. Sample Letter Notifying Community Members of Public Hearing or Public Display

Printed on School Letterhead

Date:

Dear Mayor of Santa Paula, CTA President, CSEA President, PTA/PTO President, and Student Council/ASB President:

You are invited to a public meeting or public display for review of our *Comprehensive School Safety Plan* at _____ School in the _____ on _____ from _____, as per Education Code 32288(a).

Our school updates and revises the *Comprehensive School Safety Plan* annually through a systematic planning protocol. A few of the key elements in our plan include the following:

- Goals to assure each student a safe physical environment, provide each student with resiliency skills, and assure each student a safe, respectful, accepting, and emotionally nurturing environment
- School Procedures Relating to School Safety
- Emergency Response Plan

We are seeking your input and hope that you can attend. If you have any questions regarding this public meeting or public display of the plan, please do not hesitate to contact our principal, _____ at _____.

Sincerely,

Principal

Addresses to send letters:

Mayor of Santa Paula
870 Ventura Street
Santa Paula, CA 93060

SPFT President
201 S. Steckel
Santa Paula, CA 93060

CSEA President
221 S. 4th Street
Santa Paula, CA 93060

VII. Emergency Response Plan

A. Emergency Contact Datasheet

School/Site: Santa Paula High School
IC (Incident Commander): Elizabeth Garcia, Principal
Command Center Location: Under shelter outside main cafeteria on Cardinal Way
Release of Students Location: Front of flag pole on Cardinal Way

PHONE NUMBERS

Emergency – 911
Fire/Paramedic Emergency – 911
Non-Emergency Police – 525-4474

PUBLIC UTILITIES

Electricity (800) 655-4555 (*So. Calif. Edison*)
Gas (800) 427-2200 (*SoCal Gas Co.*)
Water (805) 525-4478 (*SP Water Services*)
Technology/Telephone (805) 933-8830

Santa Paula USD District Office – 933-8800

Superintendent.....(805) 933-8802
Educational Services.....(805) 933-8804
Business Services.....(805) 933-8819
Risk Manager.....(805) 933-8829
District Nurse.....(805) 933-8841
Maintenance & Operations.....(805) 368-6058
M&O After Hours.....(805) 368-3380

American Red Cross

Camarillo (main office).....(805) 987-1514
Ventura.....(805) 339-2234
24-Hour Number.....(800) 951-5600

Ventura County

Office of Emergency Services.....(805) 654-2551

Santa Paula Police Department

Main Desk.....(805) 525-4474
Traffic.....(805) 525-4474 x

Hospitals

Community Memorial Hospital.....(805) 525-9595
Ventura County Medical Center.....(805) 652-6000

Radio Stations

KVTA 1590 AM
KHAY 100.7 FM
KMLA 103.7 FM (Spanish)

Emergency Web Site Info

Santa Paula Unified School District www.santapaulaunified.org
Natl. Weather Service (Western Region): www.wrh.noaa.gov
Ventura County Sheriff www.vcsd.org

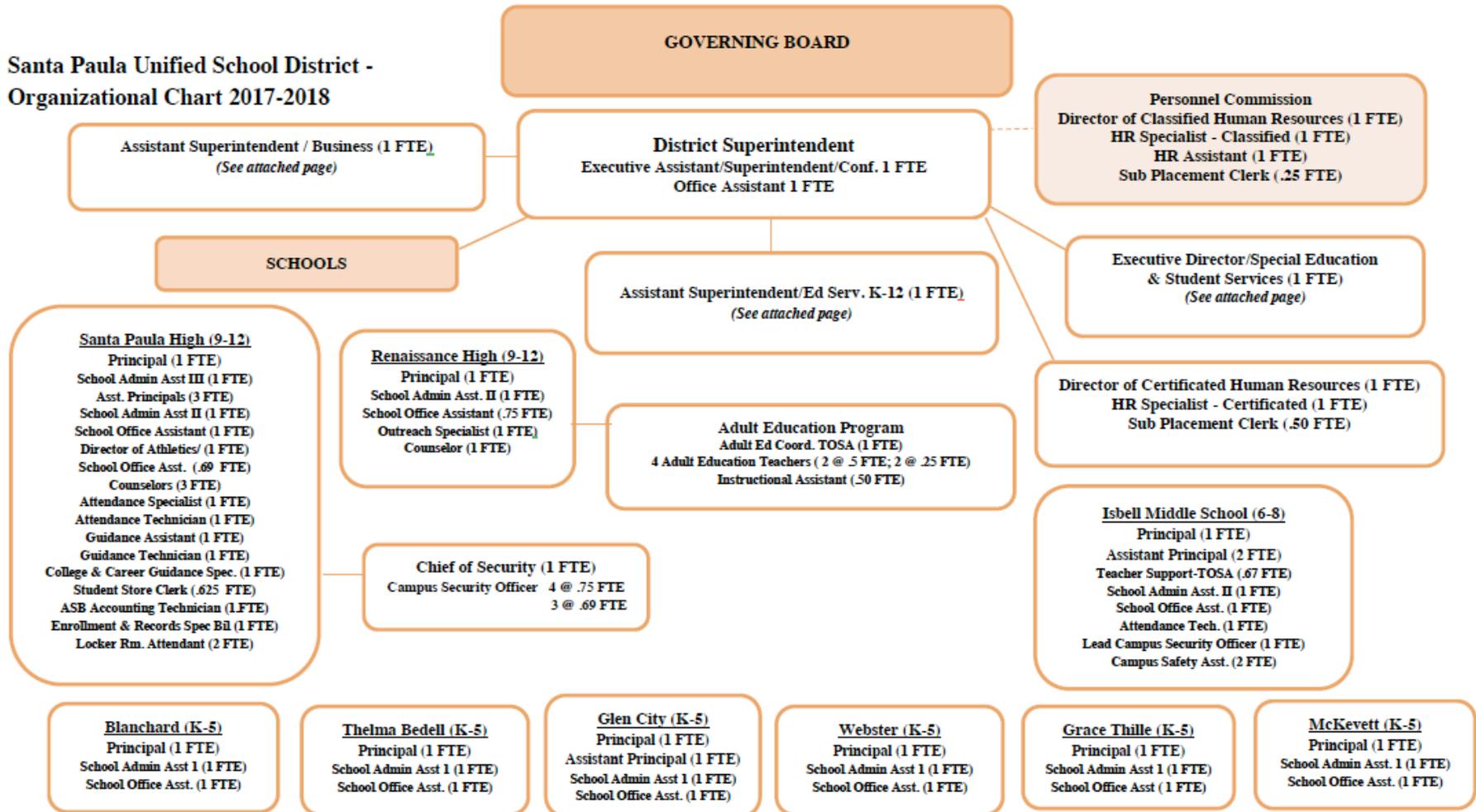
Emergency Supplies

Location/s: Outside emergency bin
Gas Wrench: Located by gas shut off valve

Staff w/Walkie Talkies

Principal
School Office
Assistant Principals
Campus Security Officers
Cafeteria Staff
Custodians
School Resource Officer

B. Initial Contact to Launch District Emergency Response Phone Tree



C. Communication Signals

PRIMARY SIGNALS

Evacuate: short continuous bells or Fire Siren

Lockdown: announce "lockdown"; then, rapid, erratic, succession of bells with pauses to announce lockdown over telephone/intercom

Duck, Cover, and Hold: teacher signals "Duck, cover, and hold"

All-Clear: one continuous bell (Police Only to signal; if present)

BACK-UP (if bells don't work)

Inside

Evacuate/Lockdown/All-Clear: verbal signal via:

- a. telephone paging system
 1. Dial ____ – internal paging
 2. Dial ____ – external paging
 3. ____ – both internal and external paging
- b. telephone
 1. e-mail
 2. *Police Only to signal all clear; if present*

Outside

Evacuate/Lockdown/All-Clear: verbal signal via:

- bullhorns
- walkie talkies
- cell phones (not reliable in an emergency)
- outside speaker
- police car speaker
- *Police Only to signal all-clear; if present*

Persons responsible for fields and hallways:

1)	Parent Pick-Up	George Williams
2)	Student Supervision	All teachers and counselors

Persons responsible for rooms in each wing:

Person(s)	Wing/Rooms	Person(s)	Wing/Rooms
Mike Bramlette	Search & Rescue	Jeff Argend	Search & Rescue

D. Action Evacuate

- a. **Warning:** The warning signal at the school for **Action “Evacuate”** or Evacuate shall be the ringing of the usual fire alarm. **Call 911. Contact ESC to initiate Phone Tree.**
- b. **Action “Evacuate”** consists of:
 - 1) Students and staff shall move in an orderly fashion from inside of the school building(s) to the designated assembly area. Close but do not lock doors.
 - 2) Removal of student/staff Emergency Data Cards from office to an outside area of safety.
- a. **Action “Evacuate”** is considered appropriate for, but not limited to, the following:
 - 1) Fire
 - 2) Bomb threat
 - 3) Chemical accident
 - 4) Explosion, or threat of explosion
 - 5) Post earthquake
 - 6) Other occurrences which make the school building(s) uninhabitable

E. Action “Drop – Take Cover”

- a. **Warning:** The warning for this type of emergency is the beginning of the disaster itself.
- b. **Action “Drop – Take Cover”** consists of:
 - 1) Command “**Drop – Take Cover**” is given
 - 2) Move away from buildings, trees, fences and power lines
 - 3) Drop to your knees
 - 4) Clasp both hands behind your neck
 - 5) Bury your face in your arms
 - 6) Make your body as small as possible
 - 7) Follow instructions and stay away from buildings, trees, and fences. Should a power line fall on a fence, it will be electrified and very dangerous.
- c. **Action “Drop – Take Cover”** is effective for students and staff who are outdoors, and is considered appropriate for, but not limited to, the following:
 - 1) Earthquake: shaking of the earth
 - 2) Explosion

F. Action “Duck, Cover and Hold”

- a. **Warning:** The warning for this type of emergency is the beginning of the disaster itself
- b. **Action “Duck, Cover, and Hold”** consists of:
 - 1) Command “**Duck, Cover, and Hold**” is given.
 - 2) Each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows.
 - 3) Students and staff immediately duck under a desk or table and, with both hands, hold onto the desk leg or table leg.
 - 4) Hang on with both hands and be prepared to move with the desk or table and keep your head and body under the top of the desk or table at all times. Try to stay on your knees when the furniture is moving to keep your face off the floor.
 - 5) After all movement and noise stops, stay under desk or table until a teacher gives you instructions. Listen carefully and following instructions.
- c. **Action “Duck, Cover, and Hold”** is effective for students and staff who are indoors, and is considered appropriate for, but not limited to, the following:
 - 1) Earthquake: shaking of the earth
 - 2) Explosion
 - 3) Surprise nuclear attack:
 - a) Intense light
 - b) Tremendous sound

G. Action “Lockdown”

Types of Crisis: *Dangerous Intruder, Drive-by Shooting, Riot, Unauthorized Weapons on Site, Assault, Battery, or Kidnapping on or near the school site or Crimes or Emergencies in the neighborhood off site.*

a. Action:

- 1) Signal “**Lockdown**” – Announce “**Lockdown**”, then use bells as appropriate. Move away from danger, help students with Disabilities
- 2) **Call 911** (used landline). Specify if “Intruder” or “Active Assailant.”
- 3) Contact District Office to Initiate Phone Tree. If grounds or maintenance staff is on campus, use the following as a “universal signal” for those who are far away or have earplugs: put wrists together and fists clenched.
- 4) Set up and man Command Center.
- 5) Contact Superintendent’s Office to update status as soon as the situation is under control.
- 6) Post sign on office door notifying public of lockdown.
- 7) Activate **SEMS** (Standardized Emergency Management System) as needed.

b. If students are in classrooms (Office staff should lockdown in a safe area of office area with computer):

- 1) Quickly scan hallway for students walking by. Close and lock classroom doors, close and lock windows and close window treatments, if available.
- 2) Once the Lockdown has started, teachers should not, under any circumstance open their doors until the end of the lockdown.
- 3) Teaching activities are to be stopped.
- 4) Silence all mobile telephones; keep the classroom computer turned on.
- 5) Continue to check email for updates.
- 6) Assemble students in one area on the floor. Keep students quiet and away from doors and windows. Maintain a calm environment.
- 7) Lights should only be left on if it would help the police search, without compromising the safety of the students.
- 8) If gunshot(s) or an explosion is heard, begin action “**Duck, Cover, and Hold.**”
- 9) Take roll and prepare a list of missing students.
- 10) Call or email attendance information to the office, after the threat is contained.
- 11) If there are no problems, place a green sheet of paper on the front window of the classroom.
- 12) If there are problems, place a red sheet of paper on the window.
- 13) If evacuated, bring roll sheets. Office staff takes emergency cards to the designated evacuation area.

c. If students are not in classrooms:

- 1) Go to the safest and closest area or room. DO NOT try to go to your classroom. Instead enter any available room.
- 2) Physical Education students should be taken to the nearest room, and held there until the end of the lockdown.
- 3) Follow steps 1-12 above.

- d. **Action “Soft Lockdown”** consists of:
 - 1) All procedures above from “**Lockdown**”,
 - 2) Lights can remain on, teachers may continue teaching, and students may remain in their seats.
 - 3) Transition from a lockdown to a soft lock down must be authorized by the police.
 - 4) During a soft lockdown if students need to leave, only for an urgent need, they must be escorted by staff.
- e. If lockdown is due to **Active Assailant**:
 - 1) Do not use placards until situation is resolved.
 - 2) If Assailant enters an occupied Room: **Have a Plan of Action (Run, Hide, Fight)**.

H. Action “Directed Transportation”

- a. **Warning:** Under certain conditions, public safety officials may attempt to move people from an area of danger to an area of safety. Instructions from the authorities could come to the school via telephone, regular radio broadcast, or on the Emergency Alert System. The method of disseminating this warning at the school will, if at all possible, be by telephone message from the district office.
- b. **Action “Directed Transportation”** consists of:
 - 1) Transporting students to a safe area.
- c. **Action “Directed Transportation”** is considered appropriate *only when directed by a competent public safety authority*. It may be appropriate for, but not limited to, movement away from:
 - 1) Flood or tsunami,
 - 2) Fire
 - 3) Hazardous materials incident
 - 4) Or Blast Area

I. Action “Student Release”

May be appropriate for active assailant, earthquake, fire, flood, severe windstorm.

- a. **Warning:** Verbal communication by the principal or designee. Action “**Student Release**” will be considered by the principal or designee if directed by the Superintendent. Students will be held at school until released to an authorized adult.
- b. **Action “Student Release”** consists of:
 - 1) Dismissal of all classes.
 - 2) Release of students to their parents or guardian or other authorized adult at principal's or designee's judgment.
 - a) Names on emergency contact cards should be compared to an identification card with a photograph of the person to whom the student is released.
- c. **Student Release Procedures:**
 - 1) Use signs to designate “Student pick-up area.”
 - 2) Use signs to direct parents to line up (e.g. alpha, grade levels or room #'s).
 - 3) Release younger students first.
 - 4) Provide escort to parent/guardian if necessary.

J. Action “Civil Disturbance”

- a. A public or student demonstration or riot on or near school grounds that has the potential to disrupt school activities, cause injury to staff and students, and/or cause property damage.
- b. **Warning:** The principal or designee will signal for a “**Lockdown**”.
- c. **Action:**
 - 2) Follow Principal’s or designee’s direction for possible “**Lockdown**”.
 - 3) Account for all students and staff.
 - 4) Remain in classroom or designated areas until contacted.
 - 4) Remain calm and reassuring

K. Action “Flood or Tsunami”

- a. Flooding on a school site may be caused by heavy rain, failure of a dam, or for coastal sites, a tsunami.
- b. **Warning:**
 - 1) Method: direct communication with principal or designee.
 - 2) How Received: by telephone or notification from civil agency or district administrator.
- c. The extent of the flood or tsunami and the estimated time before it arrives will dictate the course of action to be taken. The principal may initiate the following emergency actions:
 - 1) Execute **Action “Evacuate”** (fire alarm), or
 - 2) Execute **Action “Student Release”**, or
 - 3) Execute **Action “Directed Transportation”**, or
 - 4) Provide care for students at school.

L. Action “Hazardous Material Incident”

- a. A hazardous material spill may include one or more of the following:
 - 1) Natural gas leak,
 - 2) Science lab spill,
 - 3) Chemical release from a nearby facility,
 - 4) A collision or accident involving a tank truck or railroad car, or
 - 5) An unknown powder or substance received in a letter or package.
- b. **Warning:** Location, quantity, concentration, and other factors affect how a spill will be handled. **Unless you are familiar with the material, risks and specific clean-up procedures, do not try to clean up the spill.**
 - 1) First priority is students and staff safety, then the environment, and then property.
- c. **Actions:**
 - 1) Notify office immediately.
 - 2) If possible, close all doors and windows. Ensure that the heating, ventilation and air conditioning system is off.
 - 3) Office will notify fire/law enforcement agency and district office.
 - 4) Determine the need to implement **Action “Evacuate”** (fire alarm).
 - 5) Check for adverse medical symptoms (loss of breath, fainting, etc.) and request immediate medical attention.
 - 6) **Isolate, identify and get names** of students and staff that could have been exposed or contaminated.
 - 7) **Account** all students and staff.
 - 8) Principal will direct other action as required.
 - 9) Remain in designated area until contacted.

M. Action “Medical Emergency”

- a. Medical emergencies including the following:
 - 1) Heart attack
 - 2) Stopped breathing
 - 3) Severe bleeding
 - 4) Poisoning
 - 5) Diabetic emergencies
 - 6) Heat Stroke
- b. **Warning:** Medical emergencies usually occur without warning.
- c. If a medical emergency occurs during school hours, the following emergency actions will be accomplished:
 - 1) Evaluate the scene of the injury or illness. isolate and secure the area.
 - 2) Notify the school office.
 - 3) Call (Access Code) 9-1-1, as appropriate.
 - 4) If indoors, determine the need to implement **Action “Evacuate”** (affected classroom only) so that students are not unnecessarily exposed to trauma or danger.
 - 5) Stabilize the victim, and administer first aid.
 - 6) Use standard precautions as outlined in the District’s “Blood-borne Pathogens Exposure Control Plan.”
 - 7) Rejoin students as soon as possible.
 - 8) Account for all students and remain with them.
 - 9) Remain calm and reassure students that all possible actions are being taken to care for the injured or ill person and to protect others.

N. Action “Fire”

- a. **Signal “Evacuation”** fire bell. Help Students with Disabilities. Close, but do not lock doors. Office staff takes student emergency cards to evacuation area.
- b. **Call 911.** (Use landline if possible, as cell phone contacts CHP).
- c. **Principal notifies** (or assigns designee to notify) assistant principals, campus supervisors, support staff, on-campus childcare, and initiate District phone tree by calling 933-8802.
- d. Principal activates **SEMS Plan** (Standardized Emergency Management System) as needed.
- e. If students are in classrooms:
 - 1) Evacuate. Close but do not lock doors.
 - 2) Teacher takes roll sheets and office staff takes student emergency cards to evacuation area.
 - 3) Teacher takes roll and alerts command center of any student not accounted for (telephone, intercom, walkie talkie, runner or email).
- f. If students are not in classrooms:
 - 1) Reunite with students in evacuation area
 - 2) Follow procedure above e. 3.
- g. **Follow the instructions of Law Enforcement** and/or other competent authority upon their arrival. Have extra school maps available for authorities.
- h. **All Clear** will be signaled by Principal or their designee.
- i. **Principal debriefs** staff, parents/community (Blackboard Connect, etc.) and students.
- j. **Follow Student Release Procedures** (if directed by Superintendent)

O. Action “Fallen Aircraft”

- a. Aircraft can fall on schools near airports or in flight paths.
- b. **Warning:**
 - 1) The engine of an aircraft may sputter or explode prior to the aircraft falling.
 - 2) The aircraft will give no warning before falling.
- c. **Action:**
 - 1) If an aircraft falls on a portion of the school, the following will be accomplished:
 - a) Staff will evacuate students from buildings as per fire drill to safe area.
 - b) All students and staff will be kept at a safe distance, up wind, allowing for possible explosion. (Note: in case of a jet aircraft, minimum safe distance is 400 yards.)
 - c) School office will immediate notify:
 - i. Fire Department 911
 - ii. Law Enforcement Agency 911
 - iii. District office (805) 933-8802
 - 2) If an aircraft falls near the school, the following will be accomplished:
 - a) All students and staff will be kept at a safe distance, up wind, allowing for possible explosion. (Note: in case of jet aircraft, minimum safe distance is 400 yards)
 - b) School office will immediately notify:
 - i. Fire Department 911
 - ii. Law Enforcement Agency 911
 - iii. District office (805) 933-8802

P. Action “Active Assailant on Campus”

- a. A dangerous person could be someone with a legitimate purpose on campus (student, staff, or authorized visitor) or an unauthorized person:
 - 1) Active assailant/armed suspect
 - 2) Trespasser
 - 3) Thief or vandal
 - 4) Registered sex offender
- b. **Warning:** The principal or designee will signal for a “**Lockdown**”.
- c. **Action:** In the event of a dangerous person on campus, do the following:
 - 1) Inside school building
 - a) Implement “**Lockdown**”, however do not post red or green placards
 - b) Construct barriers using furniture, desks, etc., as far from the door and windows as possible
 - c) Instruct students to lie down behind the barriers
 - d) Do not open doors until after the lockdown is cancelled or you are absolutely sure of the identity or you are absolutely sure of the identity of the person asking to open the door
 - i. Ask for identification, it can be slid under the door.
 - e) If the assailant enters an occupied room be ready with a Plan of Action:
 - i. If possible, run away from the threat to a safe location
 - An open room or behind a block wall or building, or off campus
 - It is OK to leave campus if it leads to safety
 - 2) Outside
 - a) Follow procedure e) under c.1) “Inside school building.”
 - 3) When law enforcement arrives, be quiet and compliant, do not look like a threat:
 - a) Keep hands empty and hold them up when law enforcement approaches
 - b) If known, tell where the assailant is located
 - c) Report status to command center and post placards at instructed

Q. Action “Earthquake”

- a. Hazards of ground movement in an earthquake include: items falling from shelves, breaking glass, moving furniture, and building damage and/or collapse
- b. **Warning:** Earthquakes usually strike without warning.
- c. The following actions, as time permits, will be accomplished:
 - 1) Inside school building:
 - a) The teacher, or staff member in authority, will implement **Action “Duck, Cover, and Hold”**.
 - b) Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
 - c) Implement **Action “Evacuate”** when, in the judgment of the staff member, the earthquake is over and tremors have subsided. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Follow the approved route to the assembly area, keep away from trees, power poles, etc. **Do not run!**
 - d) Take roll and maintain control of students.
 - e) Avoid touching electrical wires and metal objects such as chain link fences.
 - f) Render first aide if necessary.
 - g) Take roll, issue student name tags, alert command center of any injured or missing student(s).
 - h) If possible, school office will immediately notify appropriate agencies/offices (Call 911) and District Office as per fire drill.
 - i) Do not return to building for any reason until they have been declared safe by authorized official(s).
 - j) The principal or designee will determine the advisability or necessity of **Action “Student Release.”** Prior approval must be obtained by superintendent.
 - 2) On school grounds:
 - a) The staff member in authority implements **Action “Drop – Take Cover”**.
 - b) The safest place is in the open. Stay there until the earthquake is over.
 - c) Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires, and wet areas. Do not run!
 - d) Follow procedures d) through i) under “Inside school building”.
 - e) Active **SEMS** as/if necessary.

R. Action “Bomb Threat – Bomb or Suspicious Device”

- a. Bomb threats are usually received by telephone. Bomb threats are serious until proven otherwise. Obtain information with the checklist on the reverse of this sheet.
- b. **Warning:**
 - 1) Bomb threats are usually received as an anonymous telephone call
 - 2) Bomb threats may arrive as a letter or handwritten note, email message, or suspicious package
- c. **Action:**
 - 1) Recipient of the threatening telephone call
 - a) Remain calm. Keep the caller on the line as long as possible. Do Not Hang Up, even if the caller does
 - b) Listen carefully. Be polite and show interest.
 - c) Notify a coworker via note or hand signals or if in a classroom, contact the office immediately.
 - d) Completed the Bomb Threat Checklist on the reverse side of this sheet. Write down as much detail as can be remembered. Try to use exact words.
 - e) If the telephone has a display, copy the number and/or letters on the display window.
 - f) Attempt to get information on location of bomb, and any identification characteristics of caller. Have them repeat the message
 - g) Immediately upon termination of the call, do not hang up, but from a different telephone, call (access code) 9-1-1,
 - 2) If a bomb threat is received by letter or handwritten note:
 - a) Handle the letter or note as minimally as possible.
 - b) Notify the office or call (access code) 9-1-1
 - 3) If a bomb threat is received by email:
 - a) Do not delete the email message.
 - b) Notify the office or call (access code) 9-1-1
 - 4) Bomb or Suspicious Device
 - a) Do not touch or approach the device
 - b) Notify the office immediately
 - c) Get students out of the immediate areas and wait for directions from the office.
 - d) Follow principal’s or designee’s instructions for appropriate emergency procedures

S. Action “Hazardous Weather”

- a. Hazardous weather can consist of any of the following:
 - 1) Windstorms can be hazardous when wind speed causes damage to property or when wind combined with cold weather cause wind chill.
 - 2) Thunderstorms
 - 3) Heat
- b. **Warning:** Telephone call from district office or public safety agency such as fire, police or sheriff's department.
- c. **Action:**
 - 1) If high winds develop during school hours, the following emergency actions will be accomplished:
 - a) Students and staff should be assembled inside buildings
 - b) Implement **Action “Duck, Cover, and Hold”** (take cover signal).
 - c) Close windows and blinds.
 - d) Remain near an inside wall if possible.
 - e) Evacuate classrooms bearing full force of wind.
 - f) Keep tuned to one of the suggested radio stations for latest advisory information (see “**Radio Stations**”)
 - g) Take roll.
 - h) School office will notify utility companies of an actual or suspected break in the utility service.
 - i) If necessary/possible, school office will contact the fire department, district office and/or district maintenance/operations office.
 - 2) Thunderstorm
 - a) Upon seeing lightning or hearing thunder, immediately move all students and staff indoors. Do not wait for the rain to begin falling.
 - b) While indoors, stay away from windows and doors; refrain from using telephones, electrical appliances, computers, or plumbing fixtures; and do not lie on concrete floors or lean against reinforced masonry walls.
 - c) Remain indoors for at least 30 minutes after the last lightning is observed or the last thunder is heard.
 - 3) Heat
 - a) Keep students out of direct sunlight
 - b) Provide water
 - c) Follow actions for medical emergencies, as appropriate

T. Action “Nuclear Fallout”

- a. Fallout is a radioactive combination of dirt, fission products, and anything else that is picked up by a nuclear explosion that then settles over surrounding areas.
 - 1) Fallout from an explosion by an improvised nuclear device in Los Angeles can spread to Ventura County.
 - 2) Fallout from an explosion in Los Angeles is expected to reach eastern Ventura County in approximately two to three hours.
 - 3) Radiation levels of fallout over Ventura County are not expected to be fatal, but may cause radiation illness.
 - a) The hazard from fallout is not from breathing the particles, but from exposure to the ionizing radiation given off after the fallout particles have settled on the ground and building roofs.
- b. **Warning:**
 - 1) An explosion of an improvised nuclear device may exhibit the following:
 - a) A bright flash of light
 - b) A sound of an explosion
 - c) Shaking ground
 - 2) Other warnings will be distributed over the news media.
- c. **Announcement:**
 - 1) The warning announcement at the school shall be: **“We have a hazard in the community and are instituting Shelter in Place procedures. Students and staff should remain inside. Those who are outside should immediately move to the protection of an inside room.”**
 - 2) Additional information (example): **“Doors and windows should be securely closed. Do not go outdoors until you receive further instructions.”**
 - 3) Cancellation: **“The Shelter in Place has been cancelled, the campus is safe.”**
- d. **Actions:**
 - 1) Get inside, stay inside, stay informed
 - 2) Immediately clear students from outdoor areas
 - 3) Close and lock classroom doors, close and lock windows and close window treatments, if available
 - 4) Physical Education students should be taken to the gymnasium or multipurpose room and held there until the end of the shelter in place.
 - 5) If possible, shelter as many students as possible in larger buildings before fallout arrives. The ability of students and staff to distance themselves from exterior walls and the roof make larger structures ideal.
 - 6) Send someone to the emergency storage container to bring food and water back to the classroom.
 - 7) Keep students quiet and away from doors and windows. Maintain a calm environment.
 - 8) Ensure that the heating, ventilation and air condition system is off. Turn off any other fans.
 - 9) Seal major gaps under doors and windows with wet towels or duct tape. Allow some air exchange for breathing.
 - 10) Take roll and prepare a list of missing students.

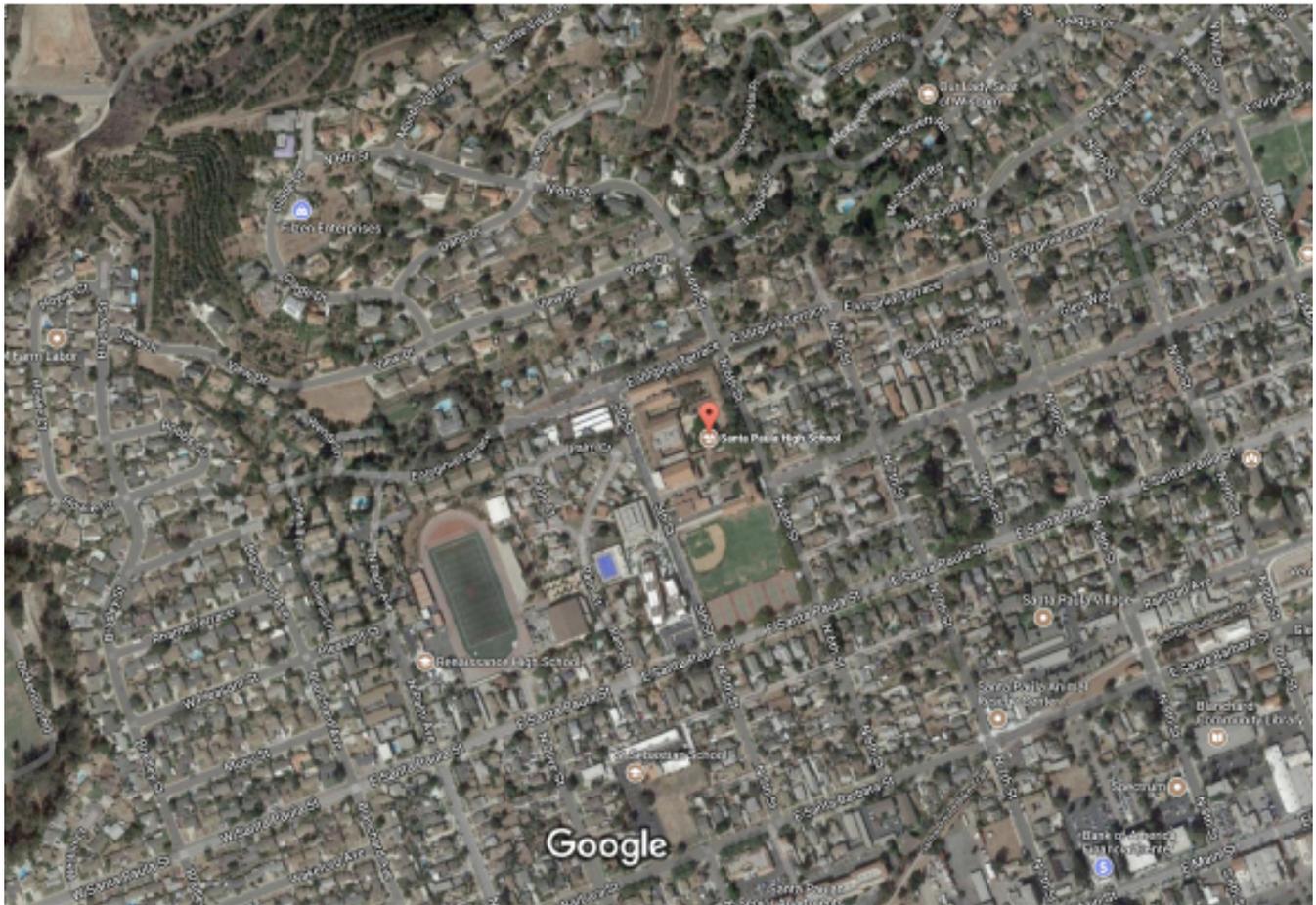
- 11) If parents or visitors are present, they should remain indoors at the site.
- 12) Parents who contact the site should be advised to stay inside at home until it is safe to pick up their children.
- 13) Tune in to local news for updates.
- 14) Principal or designee will direct other action as required.
- 15) Remain in designated area until contacted.

U. Staff “Buddy” List

When necessary, a “buddy” or buddy group will take charge of the students of other classes.

Following the incident and a classroom status check; buddy teachers check with each other to determine: the health of each other, the need to assist with injuries, the need to stay with injured students, etc. Remember: the teacher’s responsibility is to do the greatest good for the greatest number. Students should practice exiting to the evacuation site without the teacher leading them. Teacher should stay back to check the classroom and close the door. IMMEDIATELY FOLLOWING STUDENT ACCOUNTING, IF MEMBER OF BUDDY TEAM HAS ACTIVATED ICS DUTY, THEY GIVE THEIR CLASS TO BUDDY AND REPORT FOR ASSIGNMENT AT COMMAND. (If buddy is not available, give class to another teacher who is remaining on the field and tell Command and Parent Emergency Pick Up who has your class).

W. School Map – Safe Routes to School



VIII. SEMS (Standardized Emergency Management System Plan)

A. Organization Chart

Incident Commander:		George Williams	
Deputy Incident Commander		Elizabeth Garcia	
Location of Command Center		Under shelter outside main cafeteria on Cardinal Way	
Alternative Location		Front of flag pole on Cardinal Way	
COMMAND STAFF			
Emergency Operations Coordinator <i>(Coordinates with Command Staff):</i>		Tony Atilano	
Liaison to outside agencies:		Elizabeth Garcia	
Safety		Marguerite Lopez	
Training		George Williams	
PIO (Public Information Officer)		Letitita Austin	
Crisis Response Leader		Elizabeth Garcia / Santa Paula Police Department	
Plans Chief Elizabeth Garcia George Williams	Operations Chief Elizabeth Garcia George Williams	Logistics Chief Jeff Argend	Finance Chief Donna Rose
Documentation Christy Diaz	Search/Rescue Mike Bramlette	Command Team Tony Atilano	Claims: FEMA/State Donna Rose
Messages Christy Diaz Yicel Huante	Facilities/Haz. Mat Tony Atilano Jeff Argend	Search/Rescue (Supplies) Marguerite Lopez	Procuring Food & Water Jennifer Stacey-Gunter
Communication Elizabeth Garcia	Security Tony Atilano	Medical Supplies Marguerite Lopez	Community Helpers (retired doctors, firefighters, etc.) George Williams
Damage Assessment Carlos Garcia	Patient Transport & Morgue Marguerite Lopez	Student/Staff Supplies (food, water, etc.) Suzanne Stamp	Staff w/Students All teachers and counselors
Demobilization Tony Atilano Jeff Argend	Medical First Aid Marguerite Lopez	Transport & Morgue Supplies Marguerite Lopez	
Disaster Plan Updates George Williams	Parent Pick-up George Williams	Builders/Sanitation Mike Bramlette	
Crisis Team Bianca Lopez	Teachers/Staff Wing Leaders George Williams		
	Shelter Set-up & Memos of Understanding w/Red Cross Jeff Argend		

B. Roles and Responsibilities

1. Incident Commander (Principal)

The Incident Commander (Principal) is the decision maker for the impacted school. He/she is responsible for emergency operations to ensure safety of students, staff and others who are on campus. The Incident Commander (Principal) shall remain at the Command Center to observe and direct all operations. Below is a checklist of responsibilities (can be delegated).

- ___1. Assume command
- ___2. Communicate a "signal" to the students and staff identifying the type of emergency
- ___3. Call 911
- ___4. Notify Assistant Principals, Campus Supervisors, Support Staff, and on-campus child care of the emergency
- ___5. Call ESC 933-8800 ext. 0. Switchboard will initiate the phone tree and contact Superintendent
- ___6. Activate the SEMS Plan components as needed (Command Staff, Plans, Operations, Logistics, and/or Finance) and establish a Command Center
- ___7. Conduct initial briefing with the Command Staff
- ___8. Monitor local emergency radio stations for local news
- ___9. Utilize your Deputy Incident Commander to cover the Command Center, take regular breaks (5 minutes each hour, away from the Command Center)
- ___10. Create an action plan with specific objectives including strategies to review and evaluate
- ___11. Make provisions for language translators
- ___12. Release teachers, as appropriate
- ___13. Superintendent/Public Information Officer Review all incident information before release to the news media, parents or general public
- ___14. Signal all-clear (Police Only will signal; if present)
- ___15. Begin "Student Release Procedures" when appropriate. Only Superintendent can direct that students be sent home before the end of the regular school day.
- ___16. Create an action plan with specific objectives for returning to normal operations
- ___17. Debrief staff, parents/community, and students

2. Deputy IC (Deputy Incident Commander)

The *Deputy Incident Commander* assists the IC (Principal) and takes over the duties of the IC (Principal) if the IC (Principal) is absent, has to leave or is unable to do his/her job. Below is a checklist of responsibilities.

- ___1. Report to, attend briefings, and assist the IC (Principal)
- ___2. Keep unauthorized people away from the IC (Principal)
- ___3. Responsible for "Plans" in SEMS

3. Command Staff - Emergency Operations Coordinator

The *Emergency Operations Coordinator* facilitates the overall functioning of the Command Staff. Below is a checklist of responsibilities.

- ___1. With the assistance of the Liaison Officer, coordinate outside agencies and define roles/responsibilities
- ___2. Report to IC (Principal) and attend briefings
- ___3. Assist unit coordinators (Plans, Operations, Logistics and Finance), as needed
- ___4. Indicate the process for emergency declarations
- ___5. Develop status boards
- ___6. Maintain a "position" log of staff
- ___7. Monitor Command Staff for signs of stress or under-performance
- ___8. Fill any unstaffed positions

4. Command Staff - Liaison Officer

The role of the *Liaison Officer* is to serve as the point of contact for Agency Representatives from assisting organizations and agencies outside the school district (Fire, Police, County, etc.). Below is a checklist of responsibilities.

- ___1. Assist the Emergency Operations Coordinator and attend briefings
- ___2. Ensure proper flow of communication between assisting organizations and agencies outside the school district (Fire, Police, County, etc.)
- ___3. Keep records of assisting organizations, agencies and departments

5. Command Staff - Safety Officer

The *Safety Officer* ensures that all activities are conducted in as safe a manner as possible under the circumstances. The *Safety Officer* is the only person other than the IC (Principal) who has the authority to stop an authorized plan from being put into action. Below is a checklist of responsibilities.

- ___1. Attend briefings with IC (Principal)
- ___2. Monitor, assess, and correct operational activities for dangerous and unsafe conditions
- ___3. Monitor stress levels of personnel involved in the response
- ___4. If directed by IC (Principal), turn off gas supply, water supply and/or electricity
- ___5. Oversee "Logistics" for equipment and supplies

6. Command Staff - Training Coordinator – Principal/Student Support Services

The *Training Coordinator* is responsible for all training prior to the incident. Below is a checklist of responsibilities.

- ___1. Attend briefings with IC (Principal)
- ___2. Train staff prior to an emergency

7. Command Staff - Crisis Response Leader - Psychologist

The *Crisis Response Leader* addresses the psychosocial needs of students/staff prior to, during and after an incident. Below is a checklist of responsibilities.

- ___1. Attend briefings with IC (Principal)
- ___2. Act as referral resource for students, staff and volunteers
- ___3. Obtain Santa Paula Unified School District's Crisis Response Manual for resources, materials, etc.
- ___4. Develop support systems as needed
- ___5. Conduct group meetings with parents or staff as needed

8. Command Staff - PIO (Superintendent/Public Information Officer)

The *Public Information Officer* acts as the official spokesperson for the school/district site in an emergency situation. A school site-based PIO should only be used if the media is on campus and the district PIO is not available or forthcoming. Below is a checklist of responsibilities.

- ___1. Contact School Board, Assistant Superintendents, Risk Manager, Directors, and Public Information Officer as appropriate.
- ___2. Contact Assistant Superintendent of Educational Services/Special Education to assign psychologists and counselors to the site (do you need bilingual assistance?).
- ___3. Attend briefings with IC (Principal)
- ___4. Identify yourself as the "PIO" with a vest, visor, sign, etc.
- ___5. Establish a media information center away from the command post and students. Advise arriving media that the site is preparing a press release and approximate time of its issue.
- ___6. Statements to media should include the following: cause, time, event, current situation, care being given, injuries, evacuation plans, student release location, resources in use, best routes to school, and any other information school wishes to be released to the public.
- ___7. Convey that everything is going to be O.K., Answer questions completely and truthfully. Avoid speculation, bluffing, lying, talking off the record, arguing and using the phrase "No comment." Repeat what you want the press to hear.
- ___8. Ensure announcements and other information are translated into other languages as needed.
- ___9. Assist with rumor control
- ___10. Keep all documentation to support the history of the event
- ___11. Remind staff and volunteers to refer all questions from media or waiting parents to the Superintendent/PIO.
- ___12. Monitor new broadcasts about incident; correct any misinformation heard.

9. Plans Chief

The *Plans Chief* oversees the function of the action plan by documenting, disseminating information, assessing the seriousness of the incident, demobilization, etc. Staff is assigned to assist with these jobs. Below is a checklist of responsibilities.

- ___1. Attend briefings with IC (Principal)
- ___2. Documentation Team
 - Develop, distribute, and document all actions and site maps
 - Receive and record student/staff attendance rosters
 - Collect completed student release forms from the Parent Emergency pick-up location
 - Complete a list of students/staff missing, absent, and medical for Emergency pick-up location
- ___3. Message Team
 - Maintain a message board
- ___4. Communication Team
 - Record, collect, and evaluate information (keep all original notes – they are legal documents)
 - Monitor radio for local news
 - Maintain display boards for shelter status, transportation status, telephone numbers, school status, etc.
- ___5. Damage Assessment Team
 - Report damage to Plans Chief who will report to IC (Principal)
 - Use site and area maps to record site and surrounding area damages (i.e. road closures, utility outages, etc.)
- ___6. Demobilization Team
 - Deploy and supervise personnel as needed to gather and assess intelligence information
- ___7. Disaster Plan Update Team
 - Provide ongoing analysis of situation to Plans Chief who will report it to IC (Principal)
 - Report status of resources
 - Prepare estimates of incident escalation or de-escalation
 - Report missing, absent, and medical students/staff to IC (Principal)
- ___8. Web Page Update Team
 - Using the school's or district's web page, communicate disaster updates to the community

10. Operations Chief

The *Operations Chief* exercises the functions of the operation by carrying out the plan, developing tactical objectives and directing all resources. Staff is assigned to assist with the jobs. Below is a checklist of responsibilities.

- ___1. Attend briefings with IC (Principal)
- ___2. Search and Rescue Team
 - Remain in contact with Operations Chief by radio
 - Search rooms both visually and vocally. Use chalk, grease pencil, etc. to mark slash (/) on door when entering room, and when leaving room complete search by closing slash in (X) on door.
 - As rooms are reported clear, radio to Operations Chief to mark "C" on site map
 - Utilize other teams as needed (Patient Transport, Morgue and First Aid). Do not use names of students/staff on radio/map
 - Record Triage on site map (I – Immediate; D – Delay; and DEAD – Dead)
- ___3. Facilities/Hazardous Materials Team
 - Report gas/water leaks, fires or structural damage, to Operations Chief (gas, water and electricity shut-off needs approval of IC (Principal). Use yellow caution tape where necessary
 - Record assessment of facilities and hazardous materials on site map
 - Photograph damage if possible before repair
- ___4. Security Team
 - Lock gates and secure major external doors
 - Verify that campus is locked down to Operations Chief, who will report it to IC (Principal)
 - Report non-staff and non-students to Operations Chief, who will report it to IC (Principal)
 - Route all parents to "Parent Pick-up Area"
- ___5. Patient Transport and Morgue Team
 - Transport patients to First Aid; do not transport to morgue unless directed by Operations Chief
 - Mark DEAD on tag listing date/time found, exact location found, name of DEAD, person who identified, and name of person filling out tag; attach one tag to DEAD and one tag to plastic bag if body is in bag
- ___6. Medical-First Aid Team
 - Keep accurate records
 - Report deaths immediately to Operations Chief who will report it immediately to IC (Principal)
 - Establish what I-Immediate and D-Delayed treatments will be
 - Consult with Wing Leaders regarding health care, medications, and meals for students and staff with known medical conditions (asthma, diabetes, etc.)
 - Establish scope of disaster with Operations Chief and determine probability of outside emergency medical support and transport needs. Emergency card must accompany student removed from campus to receive advanced medical treatment
- ___7. Parent Pick-up Team
 - Designate "Request Area/Gate" and "Release Area/Gate" for parents to pick-up; mark with signs
 - Verify that adult completing student release form is on student's emergency card; retain form for record
 - If student is in class, use communication to get student to pick-up area. If there is no communication, have runner go to class and bring student to pick-up area
 - Release younger students first
 - Escort parent to Crisis Response Team if student is missing or with Search and Rescue Team
 - Escort parent to medical area if student is receiving treatment

- ___8. Teachers/Staff Wing Leaders
 - Liaison between teams and students/staff for communication, assistance, etc.
 - Assist teachers with attendance; buddy system and supervisor, if needed

- ___9. Shelter Set-up Team
 - Sleeping/living areas should be 40 square feet per person and good ventilation
 - Designate storage area for food and supplies that can be accessed by truck
 - Improvise toilets, if necessary using 5 gallon buckets/trash cans and trash liners
 - Keep medication locked up, if possible

11. Logistics Chief

The *Logistics Chief* is responsible for providing facilities, personnel, services and resources to meet the needs of the incident. Below is a checklist of responsibilities.

- ___1. Attend briefings with IC (Principal)
 - Supply Teams (Command, Search and Rescue, Medical, Student/Staff, Transport, Morgue, and Builders/Sanitation)
 - Maintain a visible chart of resources
 - Determine water supply needs (1/2 gallon/day/person and 5 gallons/day for other uses)
 - Determine food supply needs (2500 calories/day/person/; approximately 3 ½ pounds unprepared food)
 - Obtain supplies other than food and water
 - Provide ability to transport staff/students if necessary throughout city (i.e. medical, etc.)

- ___2. Builders/Sanitation Team
 - Set up food preparation facilities, command post shelter area, parent pick-up area, supply check-out area, medical area, assembly area, morgue, etc.
 - Obtain sanitary supplies (1 toilet/40 persons; 6 toilets/200 persons; 14 toilets/500 persons)
 - Maintain computer support

12. Finance Chief (Office Manager/Secretary)

The *Finance Chief* is responsible for monitoring costs related to incident, procurements, claims and community helpers. Below is a checklist of responsibilities.

- ___1. Attend briefings with IC (Principal)

- ___2. Claims/Procurements /Community Helpers Team
 - Track financial records, staff hours, purchasing, etc.
 - Complete state and federal claim forms for IC (Principal)
 - Make prior agreements with close stores (i.e. Vons, etc.) for supplies
 - Make prior arrangements with community helpers (i.e. retired doctors, etc.)
 - Do a cost analysis of incident/disaster

IX. Policies and Regulations Related to Student Safety

Santa Paula Unified School District has adopted the following board policies and administrative regulations to provide guidance and procedures for students, staff, and parents in an effort to provide a safe and orderly environment during regular school hours and during the event of an emergency. Legal citations and references may be found by viewing the original board policies. Please visit the district's website at www.santapaulaunified.org to access full versions of board policies and administrative regulations referred to herein.

1. Bomb Threats – AR 3516.2

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

Receiving Threats

Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices.

If the bomb threat is received through the mail system or in writing, the staff member who receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email or text messaging, the staff member should not delete the message.

Response Procedure

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

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

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

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

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

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

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

Regulation SANTA PAULA UNIFIED SCHOOL DISTRICT
Approved: August 15, 2013 Santa Paula, California

2. Bullying - BP 5131.2

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

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

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

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

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

Bullying Prevention

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

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

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

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

Intervention

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

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

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

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

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the

principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3 Uniform Complaint Procedures.

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

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

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

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

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

Policy SANTA PAULA UNIFIED SCHOOL DISTRICT
Adopted: September 2, 2015 Santa Paula, California

3. Bus Conduct – BP 5131.1

In order to help ensure the safety and wellbeing of students, bus drivers, and others, the Board of Education expects students to exhibit appropriate and orderly conduct at all times when using school transportation, including while preparing to ride, riding, or leaving the bus.

The Superintendent or designee shall establish regulations related to student conduct on buses, bus driver authority, and the suspension of riding privileges. He/she shall make these rules available to parents/guardians, students, and other interested parties. (5 CCR 14103)

Students found to be in violation of the district's bus conduct rules shall be subject to discipline in accordance with Board policy and administrative regulation.

The Superintendent or designee may deny a student the privilege of using school transportation upon the student's continued disorderly conduct or his/her persistent refusal to submit to the authority of the driver. (5 CCR 14103)

Policy SANTA PAULA UNIFIED SCHOOL DISTRICT
Adopted: August 15, 2013 Santa Paula, California

4. Bus Conduct – AR 5131.1

Bus Rider Rules

The following rules apply at all times when students are riding a school bus, including when on school activity trips:

1. Riders shall follow the instructions and directions of the bus driver at all times.
2. Riders should arrive at their designated bus stop on time and stand in a safe place at the stop to wait quietly for the bus.
3. Riders shall enter the bus in an orderly manner and go directly to their seats.
4. Riders shall sit down and fasten any passenger restraint systems. Riders shall remain seated while the bus is in motion.
5. Riders shall not block the aisle or emergency exit with their body or personal belongings. Riders may bring large or bulky items, such as class projects or musical instruments, on the bus only if the item does not displace any other rider or obstruct the driver's vision.
6. Riders should be courteous to the driver and to fellow passengers. Vulgarity, rude, or abusive behavior is prohibited.
7. Any noise or behavior that could distract the driver, such as loud talking, scuffling or fighting, throwing objects, or standing or changing seats, is prohibited and may lead to suspension of riding privileges.
8. Riders shall not use tobacco products, eat, or drink while riding the bus.
9. Riders may bring electronic devices onto the bus only if such devices are permitted at school. If the use of cellular telephones or similar devices disrupts the safe operation of the school bus, the bus driver may direct the student to no longer use the device on the bus.
10. Riders shall not put any part of the body out of the window nor throw any item from the bus.
11. Riders shall help keep the bus and the area around the bus stop clean. Riders shall not damage or deface the bus or tamper with bus equipment.
12. Service animals are permitted on school transportation services; all other animals are prohibited.
13. Upon reaching their destination, riders shall remain seated until the bus comes to a complete stop and upon the signal from the driver, unfasten any restraint system, enter the aisle, and go directly to the exit.
14. Riders should be alert for traffic when leaving the bus and shall follow the district's transportation safety plan when crossing the road and exiting the bus.

The driver or any passenger shall report any violation of the district's bus rules to the principal or designee. The principal or designee shall notify the student's parent/guardian of the misbehavior, determine the severity of the misconduct, and take action accordingly. In instances of a severe violation or repeated offenses, the rider may be denied transportation for a period of time determined appropriate by the principal or designee.

Bus drivers shall not deny transportation services except as directed by the principal or designee.

Regulation SANTA PAULA UNIFIED SCHOOL DISTRICT
Approved: August 15, 2013, Santa Paula, California

5. Campus Security – BP 3515

The Board of Education is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

The Superintendent or designee shall develop campus security procedures which are consistent with the goals and objectives of the district's comprehensive safety plan and site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives

Surveillance Systems

The Board believes that reasonable use of surveillance cameras will help the district achieve its goals for campus security. In consultation with relevant staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the district's surveillance equipment shall be disabled so that sounds are not recorded.

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous locations at affected school buildings and grounds. These signs shall inform students, staff, and visitors that surveillance may occur and shall state whether the district's system is actively monitored by school personnel. The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district's surveillance system, including the locations where surveillance may occur, explaining that the recordings may be used in disciplinary proceedings, and that matters captured by the camera may be referred to local law enforcement, as appropriate.

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements.

Policy SANTA PAULA UNIFIED SCHOOL DISTRICT
Adopted: August 15, 2013 Santa Paula, California

6. Campus Security – AR 3515

The Superintendent or designee shall ensure that the district's campus security plan includes strategies to:

1. Secure the campus perimeter and school facilities in order to prevent criminal activity
2. Secure buildings from outsiders and discourage trespassing
3. Discourage vandalism and graffiti
4. Control access to keys and other school inventory
5. Detect and intervene with school crime

Regulation SANTA PAULA UNIFIED SCHOOL DISTRICT
Approved: August 15, 2013 Santa Paula, California

7. Child Abuse and Reporting – BP 5141.4

The Board of Education is committed to supporting the safety and wellbeing 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.

Policy SANTA PAULA UNIFIED SCHOOL DISTRICT
Adopted: March 18, 2015 Santa Paula, California

8. Child Abuse and Reporting – AR 5141.4

Definitions

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

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

Child abuse or neglect does not include:

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

County of Ventura Human Service Agency
4651 Telephone Road, Suite 101
Ventura, CA 93003
(805) 654-3200

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

2. Written Report

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

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, coworker, 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)

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

Victim Interviews by Social Services

Whenever 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 1563015637.

The Superintendent or designee also shall notify all employees that:

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

Regulation SANTA PAULA UNIFIED SCHOOL DISTRICT

Approved: July 13, 2016 Santa Paula, California

9. Comprehensive School Safety Plan – BP 0450

The Board of Education recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

Districts with more than 2,500 ADA that choose to develop school site plans

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with a representative of an employee bargaining unit, if he/she chooses to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Public Access to Safety Plan(s)

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

Policy SANTA PAULA UNIFIED SCHOOL DISTRICT
Adopted: September 14, 2016 Santa Paula, California

10. Comprehensive School Safety Plan – AR 0450

Development and Review of Comprehensive School Safety Plan

The school site council shall consult with local law enforcement in the writing and development of the comprehensive school safety plan. When practical, the school site council also shall consult with other school site councils and safety committees. (Education Code 32281, 32282)

The school site council may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee composed of the following members: (Education Code 32281)

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

Before adopting the comprehensive safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. The local mayor
2. A representative of the local school employee organization
3. A representative of each parent organization at the school, including the parent teacher association and parent teacher clubs
4. A representative of each teacher organization at the school
5. A representative of the school's student body government
6. All persons who have indicated that they want to be notified

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

Content of the Safety Plan

Each comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.

The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164
2. Routine and emergency disaster procedures including, but not limited to:
 - a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act
 - b. An earthquake emergency procedure system in accordance with Education Code 32282
 - c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare
3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079
5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4
6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"
7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
8. A safe and orderly school environment conducive to learning
9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

Among the strategies for providing a safe environment, the school safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution
2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations
3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence
4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus
5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students
6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction
7. District policy related to possession of firearms and ammunition on school grounds
8. Measures to prevent or minimize the influence of gangs on campus
9. Procedures for receiving verification from law enforcement when a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime

10. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus
11. Guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses. Guidelines may include, but are not limited to, the following:
 - a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement
 - b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support
 - c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity
12. Strategies for suicide prevention and intervention
13. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff
14. Crisis prevention and intervention strategies, which may include the following:
 - a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate
 - b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)
 - c. Assignment of staff members responsible for each identified task and procedure
 - d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan
 - e. Coordination of communication to schools, Board of Education members, parents/guardians, and the media
 - f. Development of a method for the reporting of violent incidents
 - g. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling
15. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan
16. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants

Regulation SANTA PAULA UNIFIED SCHOOL DISTRICT
Approved: September 14, 2016 Santa Paula, California

11. Conduct – BP 5131

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

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

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or the district

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

6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
8. Possession or use of a laser pointer, unless for a valid instructional or other school related purpose (Penal Code 417.27)

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

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

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

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

10. Plagiarism or dishonesty on school work or tests
11. Inappropriate attire
12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules

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

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

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

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

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

Policy SANTA PAULA UNIFIED SCHOOL DISTRICT
Adopted: August 15, 2013 Santa Paula, California

12. Discipline – BP 5144

The Board of Education is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall design a complement of effective, age appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures as a means for correcting student misbehavior.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 35291.5, 32282)

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

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

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for district schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

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

Policy SANTA PAULA UNIFIED SCHOOL DISTRICT
Adopted: June 18, 2014 Santa Paula, California

13. Discipline – AR 5144

Site Level Rules

Site level rules shall be consistent with district policies and administrative regulations. In developing site level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

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

Annually, site level discipline rules shall be reviewed and, if necessary, updated to align with any changes in district discipline policies or goals for school safety and climate as specified in the district's local control and

accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

School rules shall be communicated to students clearly and in an age appropriate manner.

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

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when a student's presence causes a danger to himself/herself or others or he/she commits a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and his/her parents/guardians
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
3. Convening of a study team, guidance team, resource panel, or other intervention related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians
4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan
5. Enrollment in a program for teaching prosocial behavior or anger management
6. Participation in a restorative justice program
7. A positive behavior support approach with tiered interventions that occur during the school day on campus
8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
10. Afterschool programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
11. Recess restriction as provided in the section below entitled "Recess Restriction"
12. Detention after school hours as provided in the section below entitled "Detention After School"
13. Community service as provided in the section below entitled "Community Service"
14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
15. Reassignment to an alternative educational environment
16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

Recess Restriction

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

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. Teachers shall inform the principal of any recess restrictions they impose.

Detention After School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day. (5 CCR 353)

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one

day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee notifies the parent/guardian.

In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs. (5 CCR 307, 353)

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Community Service

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

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

Notice to Parents/Guardians and Students

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

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

Regulation SANTA PAULA UNIFIED SCHOOL DISTRICT

Approved: June 18, 2014 Santa Paula, California

14. Dress and Grooming – BP 5132

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

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

Gang-Related Apparel

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

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. 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.

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

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

Policy SANTA PAULA UNIFIED SCHOOL DISTRICT
Adopted: August 15, 2013 Santa Paula, California

15. Dress and Grooming – AR 5132

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 of Education policy and administrative regulations. These school dress codes shall be regularly reviewed.

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

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

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

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

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

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

Gang-Related Apparel

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

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

Uniforms

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

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

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

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

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

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

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

Regulation SANTA PAULA UNIFIED SCHOOL DISTRICT
Approved: August 15, 2013 Santa Paula, California

16. Earthquake Emergency Procedures System – AR 3516.3

Earthquake Preparedness

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. (Education Code 32282)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

The Superintendent or designee may work with the California Governor's Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Education Code 32282)

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows

Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

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

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

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake

hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall consider the danger of a post-earthquake tsunami when developing evacuation routes and locations, including the need to evacuate to higher ground.

The Superintendent or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

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

Earthquake While Indoors at School

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

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

Earthquake While Outdoors on School Grounds

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

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

Earthquake While on the Bus

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

Subsequent Emergency Procedures

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

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

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

Regulation SANTA PAULA UNIFIED SCHOOL DISTRICT

Approved: September 14, 2016 Santa Paula, California

17. Fire Drills and Fires – AR 3516.1

Fire Drills

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

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

Fires

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

1. The principal or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
2. The principal or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

Regulation SANTA PAULA UNIFIED SCHOOL DISTRICT

Approved: August 15, 2013 Santa Paula, California

18. Gangs – BP 5136

The Board of Education desires to keep district schools free from the threats or harmful influence of any groups or gangs which exhibit drug use, violence or disruptive behavior. The Superintendent or designee shall take steps to deter gang intimidation of students and staff and confrontations between members of different gangs. He/she shall exchange information and establish mutually supportive efforts with local law enforcement authorities.

The Superintendent or designee shall provide inservice training which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources.

The Board realizes that students become involved in gangs for many reasons, such as peer pressure, the need for a sense of belonging, and lack of refusal skills. Age-appropriate gang violence prevention education shall start with students in the early elementary grades and may start in kindergarten.

To further discourage the influence of gangs, the Superintendent or designee shall ensure that school rules of conduct and any school dress code prohibiting gang-related apparel are enforced consistently. If a student exhibits signs of gang affiliation, staff shall so inform the parent/guardian.

Policy SANTA PAULA UNIFIED SCHOOL DISTRICT
Adopted: August 15, 2013 Santa Paula, California

19. Gangs – AR – 5136

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB 70 (Ch. 7, Statutes of 2011), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Santa Paula Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

Prevention and Intervention Measures

In order to discourage the influence of gangs, school staff shall take the following measures:

2. Any student displaying behavior, gestures, apparel or paraphernalia indicative of gang affiliation shall be referred to the principal or designee.
 - a. The student's parent/guardian shall be contacted and may be asked to meet with school staff.
 - b. The student may be sent home to change clothes if necessary.
3. Staff members shall be provided with the names of known gang members.
4. Students who seek help in rejecting gang associations may be referred to community-based gang suppression and prevention organizations.
5. Any gang graffiti on school premises shall be removed, washed down or painted over as soon as discovered.
 - a. Daily checks for graffiti shall be made throughout the campus.
 - b. Graffiti shall be photographed before it is removed. These photographs shall be shared with local law enforcement authorities and used in future disciplinary or criminal action against the offenders.
6. Classroom and afterschool programs at each school shall be designed to enhance individual self-esteem, provide positive reinforcement for acceptable behavior, and foster interest in a variety of constructive activities. These programs shall also:
 - a. Explain the dangers of gang membership
 - b. Provide counseling for targeted at-risk students
 - c. Include lessons or role-playing workshops in gang avoidance skills and nonviolent conflict resolution, including communication skills, anger management, ethnic/cultural tolerance, and mediation skills
 - d. Assign individual gang members to cooperative learning groups in which they may work toward common goals with students who are not members of their gang
 - e. Provide school-to-career instruction
 - f. Provide positive interaction with local law enforcement staff

Gang prevention lessons may be taught jointly by teachers and law enforcement staff.

7. Staff shall actively promote membership in authorized student organizations which can provide students companionship, safety, and a sense of purpose and belonging, including:
 - a. Positive sports and cultural activities and affiliations with the local community
 - b. Structured, goal-oriented

Community Outreach

Gang prevention classes or counseling offered for parents/guardians shall address the following topics:

1. The dangers of gang membership
2. Warning signs which may indicate that children are at risk of becoming involved with gangs
3. The nature of local gang apparel and graffiti
4. Effective parenting techniques
5. Conflict resolution techniques

Community programs shall address:

1. The scope and nature of local gang problems
2. Strategies by which each segment of the community may alleviate gang problems

Regulation SANTA PAULA UNIFIED SCHOOL DISTRICT

Approved: August 15, 2013 Santa Paula, California

20. Hate Motivated Behavior – BP 5145.9

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

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

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

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

Grievance Procedures

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

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

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

Policy SANTA PAULA UNIFIED SCHOOL DISTRICT

Adopted: August 15, 2013 Santa Paula, California

21. Nondiscrimination/Harassment – BP 5145.3

The Board of Education desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, 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, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

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

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

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

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. 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 district's educational program. He/she shall report his/her findings and recommendations to the Board after each review.

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

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

Record-Keeping

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

Policy SANTA PAULA UNIFIED SCHOOL DISTRICT
Adopted: November 9, 2016 Santa Paula, California

22. Nondiscrimination/Harassment – AR 5145.3

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws, 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 alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or

parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent of Educational Services
201 S. Steckel Drive,
Santa Paula, CA 93060
805 933 8802
cscheiferle@santapaulaunified.org

Measures to Prevent Discrimination

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

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public, posting them on the district's web site and other prominent locations and providing easy access to them through district-supported social media, when available.
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, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.
4. The Superintendent or designee shall ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning 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 details of guidelines the district may use to provide a discrimination-free environment for all district students, including 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, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with 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 students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that 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 a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, he/she shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Once notified verbally or in writing, the principal or compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

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

Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense of his/her gender, 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 is different from the gender he/she was assigned at birth.

Regardless of whether they are sexual in nature, acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited. 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 student or excluding him/her from participating in activities for behavior or appearance that is consistent with his/her gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity
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, without the student's consent
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 shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless 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 student's need for support, the compliance officer may discuss with the student any need to disclose the student's transgender or gender-nonconformity status or gender identity or gender expression 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 of his/her gender identity and begin to treat the student consistent with his/her gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.

3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify and develop strategies for ensuring that the student's access to education programs and activities is maintained. 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 arrangements for the student 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: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, 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. Such preferred name may be added to the student's record and official documents as permitted by law.

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.

Regulation SANTA PAULA UNIFIED SCHOOL DISTRICT
Approved: November 9, 2016 Santa Paula, California

23. Notification of Dangerous Pupils – BP 4158, 4258, 4358

The Board of Education desires to provide a safe, orderly working environment for all employees.

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

When violence is directed against an employee by any individual and the employee so notifies the Superintendent or designee, the Superintendent or designee shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the Superintendent or designee of a threat of bodily harm, the district shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

The Board recognizes that access to two-way communications devices allows employees to call for assistance from their supervisor or law enforcement in the event of a threat of violence or medical emergency. The district shall provide such communications devices in classrooms to the extent possible.

Employees may not carry or possess pepper spray on school property or at school activities. On a case-by-case basis, however, the Superintendent or designee may allow the possession of a pepper spray weapon that meets the requirements of Penal Code 12403.7 when justified by unusual dangerous circumstances. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects

The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the principal.

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

Policy SANTA PAULA UNIFIED SCHOOL DISTRICT
Adopted: November 21, 2013 Santa Paula, California

24. Employee Security – AR 4158, 4258, 4358

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

Employees shall promptly report to their principal or other immediate supervisor any attack, assault or physical threat made against them by a student.

Both the employee and the principal or other immediate supervisor shall promptly report such instances to the appropriate local law enforcement agency. (Education Code 44014)

In addition, employees shall promptly report to their principal or supervisor, and may report to law enforcement, any attack, assault or threat made against them on school grounds by any other individual.

Reports of attack, assault or threat also shall be forwarded immediately to the Superintendent or designee.

An employee whose person or property is injured or damaged by willful misconduct of a student may ask the district to pursue legal action against the student or the student's parent/guardian. (Education Code 48905)

Notice Regarding Student Offenses Committed While Under School Jurisdiction

The Superintendent or designee shall inform the teacher of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform any of the student's teacher(s) that the student was suspended from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold or possessed a controlled substance or committed specified crimes involving serious acts of violence, the district police or security department may provide written notification to the Superintendent. (Welfare and Institutions Code 828.1)

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism or graffiti, the Superintendent or designee shall so inform the school principal. (Welfare and Institution Code 827)

The principal shall disseminate this information to the counselor(s) who directly supervises or reports on the student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of his/her offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to public school. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the Superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first; it shall then be destroyed. (Welfare and Institutions Code 827)

Policy SANTA PAULA UNIFIED SCHOOL DISTRICT
Adopted: November 21, 2013 Santa Paula, California

25. School Safety and Security - BP 3515

The Board of Education is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

The Superintendent or designee shall develop campus security procedures which are consistent with the goals and objectives of the district's comprehensive safety plan and site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

Surveillance Systems

The Board believes that reasonable use of surveillance cameras will help the district achieve its goals for campus security. In consultation with relevant staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the district's surveillance equipment shall be disabled so that sounds are not recorded.

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous locations at affected school buildings and grounds. These signs shall inform students, staff, and visitors that surveillance may occur and shall state whether the district's system is actively monitored by school personnel. The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district's surveillance system, including the locations where surveillance may occur, explaining that the recordings may be used in disciplinary proceedings, and that matters captured by the camera may be referred to local law enforcement, as appropriate.

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements.

Policy SANTA PAULA UNIFIED SCHOOL DISTRICT
Adopted: August 15, 2013 Santa Paula, California

26. Student Disturbances - BP 5131.4

The Board of Education desires to provide orderly campuses that create a positive school environment and are conducive to learning. When students initiate or are involved in a campus disturbance that has the potential to threaten the safety of students or staff, the Superintendent or designee may request law enforcement assistance.

The Superintendent or designee and the principal of each school shall establish a school disturbance response plan that is intended to curb disruptions which may lead to riots, violence, or vandalism at school or at school-sponsored events. In developing each school's plan, the Superintendent or designee shall consult with local law enforcement authorities to create guidelines for law enforcement support and intervention.

Staff are encouraged to be alert to conditions at school that may lead to a disturbance, such as racial or cultural conflict, student protests, or gang intimidation and confrontations. Staff who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the principal and invoke the school disturbance response plan.

Students who participate in a campus disturbance shall be subject to disciplinary action in accordance with Board policy and administrative regulations.

Policy SANTA PAULA UNIFIED SCHOOL DISTRICT
Adopted: August 15, 2013 Santa Paula, California

27. Student Disturbances – AR 5131.4Prohibited Activities

A student involved or attempting to be involved in any of the following prohibited activities shall be subject to discipline:

1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight
2. Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school (Education Code 48907)

Other examples of activities that may be considered disrupting school operations include, but are not limited to:

- a. Organizing or participating in unauthorized assemblies on school premises
 - b. Participating in sit-ins or stand-ins which deny students or employees normal access to school premises
 - c. Interfering with or unauthorized use of the district's computer system
3. Refusing to disperse, including, but not limited to, assembling for the purpose of causing a disruption and refusing to disperse upon the direction of school personnel
 4. Boycotting school, including, but not limited to, participating in any protest that involves nonattendance where attendance is required at school, class, or at a school activity

Any student who participates in a boycott shall be given an unexcused absence and may be classified as truant, regardless of any parent/guardian approval of the absence.

Extension of Class Period and/or Dismissal of School

During any disturbance in which additional students might become involved while changing classes, the principal or designee may notify all staff that any class currently in session will be extended until further notice. Upon receiving this notification, staff shall ensure that all students in their charge remain in one location under their supervision and shall ask all students who are in the halls to return to their classes immediately.

The principal may also request that the Superintendent dismiss school in accordance with the school disturbance response plan.

Regulation SANTA PAULA UNIFIED SCHOOL DISTRICT
Approved: August 15, 2013 Santa Paula, California

28. Search and Seizure – BP 5145.12

The Board of Education is fully committed to promoting a safe learning environment and, to the extent possible, eliminating the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, school officials may search students, their property, and/or district property under their control and may seize illegal, unsafe, or otherwise prohibited items.

The Board urges that employees exercise discretion and good judgment. When conducting a search or seizure, employees shall act in accordance with law, Board policy, and administrative regulation.

The Superintendent or designee shall ensure that staff who conduct student searches receive training regarding the requirements of the district's policy and administrative regulation and other legal issues, as appropriate.

Individual Searches

School officials may search any individual student, his/her property, or district property under his/her control when there is a reasonable suspicion that the search will uncover evidence that he/she is violating the law, Board policy, administrative regulation, or other rules of the district or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, student vehicles parked on district property, cellular phones, or other electronic communication devices.

Any search of a student, his/her property, or district property under his/her control shall be limited in scope and designed to produce evidence related to the alleged violation. Factors to be considered by school officials when determining the scope of the search shall include the danger to the health or safety of students or staff, such as the possession of weapons, drugs, or other dangerous instruments, and whether the item(s) to be searched by school officials are reasonably related to the contraband to be found. In addition, school officials shall consider the intrusiveness of the search in light of the student's age, gender, and the nature of the alleged violation.

Employees shall not conduct strip searches or body cavity searches of any student. (Education Code 49050)

Searches of individual students shall be conducted in the presence of at least two district employees.

The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

Student Vehicle Searches

The Board reserves the right for its school principal or designees to inspect a student's vehicle, parked on school property, if there exists a reasonable suspicion that the vehicle is a depository for a substance or object either prohibited by law or district or campus rule or regulation. Except where factors of health, safety, or the welfare of the campus dictates otherwise, reasonable efforts will be taken to contact the student in order to inform the student of the grounds for the inspection, and to give the student the opportunity to be present during the inspection.

Searches of Multiple Student Lockers/Desks

All student lockers and desks are the property of the district. The principal or designee may conduct a general inspection of school properties that are within the control of students, such as lockers and desks, on a regular, announced basis, with students standing by their assigned lockers or desks. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned.

Use of Contraband Detection Dogs

In an effort to keep the schools free of dangerous contraband, the district may use specially trained, nonaggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or Board policy.

The dogs may sniff the air around lockers, desks, or vehicles on district property or at district-sponsored events. Dogs shall not sniff within the close proximity of students or other persons and may not sniff any personal items on those persons without their consent.

Seizure and Removal of Items

Items removed or confiscated by a principal or designees during the search of a student, their personal property, automobile, or locker, shall be identified and placed in a secure location accessible only to the school principal or designee, or when appropriate, turned over to law enforcement authorities. The person conducting the search

shall prepare a written statement articulating the grounds for conducting the search. The student shall be given an opportunity to explain the presence or possession of the removed or confiscated items. Appropriate disciplinary action shall be taken and appropriate law enforcement authorities shall be notified.

Dissemination of Policy

Principals shall work with staff, students, and parents/guardians to ensure that all students are made aware of and given a copy of this policy at the beginning of each school year.

Policy SANTA PAULA UNIFIED SCHOOL DISTRICT
Adopted: August 15, 2013 Santa Paula, California

29. Sexual Harassment – BP 5145.7

1. The Board of Education is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.
- 2.
3. 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 who has experienced off-campus sexual harassment that has a continuing effect on campus 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. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation

Regulation SANTA PAULA UNIFIED SCHOOL DISTRICT
Approved: December 10, 2014 Santa Paula, California

30. Sexual Harassment – BP 5145.7

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

The district strongly encourages 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 who has experienced off-campus sexual harassment that has a continuing effect on campus 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. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

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. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students 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.

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

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

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.

Policy SANTA PAULA UNIFIED SCHOOL DISTRICT
Adopted: November 9, 2016 Santa Paula, California

31. Suspensions and Expulsion/Due Process – BP 5144.1

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

The Board of Education desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and wellbeing, 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

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)(e), as listed in items #15 under "Grounds for Suspension and Expulsion: Grades K12" 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 K3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

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

On-Campus Suspension

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

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

Authority to Expel

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

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

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 1105311058
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 K12" and "Additional Grounds for Suspension and Expulsion: Grades 412," 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.

Policy SANTA PAULA UNIFIED SCHOOL DISTRICT
Adopted: March 18, 2015 Santa Paula, California

32. Transportation Safety Plan – AR 3543Bus Evacuation and Safe Riding Practices

The Transportation Coordinator shall implement procedures to insure that twice during each school year each student who is transported in a school bus shall receive appropriate instruction in safe riding practices and shall participate in emergency bus evacuation drills. (5 CCR [14102](#))

Staff Responsibilities:

All staff shall support the bus and van drivers in carrying out their mandated responsibilities. Teachers and coaches should take steps to familiarize students of their responsibilities as outlined in this plan at least twenty-four (24) hours prior to the scheduled trip. In the event that this cannot be accomplished, teachers and coaches shall be responsible to review the plan with students before the start of the trip. In addition, coaches must read aloud the section entitled "Student Responsibilities" to each team before boarding the bus on the first athletic trip of the season.

1. Verify that all students designated to go on a trip are on board when they arrive at and depart from the destination.
2. Leave with the group at the assigned time of departure.
3. Be an example to the students by providing an atmosphere of respect for the driver and for each other, contributing to a safe and pleasant trip.
4. Do not invite unauthorized personnel including parents, siblings, friends of students, and unauthorized district personnel to ride the bus or van.
5. Do not ask or pressure the drivers to accommodate requests in violation of Board Policies and/or administrative directions

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Approved: August 15, 2013 Santa Paula, California

33. Visitors/Outsiders – AR 1250

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:

1. His/her name, address, and occupation
2. His/her age, if less than 21
3. His/her purpose for entering school grounds
4. Proof of identity
5. 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 visitor'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.

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.

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)

Regulation SANTA PAULA UNIFIED SCHOOL DISTRICT
Approved: August 15, 2013 Santa Paula, California

34. Weapons and Dangerous Instruments – BP 5131.7

The Board of Education recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

Possession of Weapons

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

Under the power granted to the Board to protect the safety of students, staff, and others on district property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

Unless he/she has obtained prior written permission as specified below, a student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7151)

Advance Permission for Possession of a Weapon for Educational Purposes

The parent/guardian of a student who desires to possess a firearm, imitation firearm, or other prohibited weapon on school grounds for an educational purpose shall, at least five school days in advance of the planned possession, submit a written request to the principal which explains the planned use of the weapon and the duration. The student shall also submit a written explanation from the staff person responsible for the school-sponsored activity or class.

The principal may grant permission for such possession when he/she determines that it is necessary for a school-sponsored activity or class or as part of the educational program. Factors that shall be considered include, but are not limited to, the planned use of the weapon, the duration and location of the planned use, whether an audience is expected, and any perceived adverse effects to the safety and wellbeing of students or staff. If the principal grants such permission, he/she shall provide the student and staff person with a written explanation regarding any limitations and the permissible duration of the student's possession.

When the principal or designee grants permission, he/she shall take all necessary precautions to ensure the safety of all persons on school grounds, including, but not limited to, inspecting a firearm to verify that no live ammunition is present. Any weapon allowed shall be stored in a locked vehicle or in an appropriate, locked container before and after its authorized use.

A student granted permission to possess a weapon may be suspended and/or expelled if he/she possesses or uses the weapon inappropriately.

Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The Superintendent or designee also shall inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Policy SANTA PAULA UNIFIED SCHOOL DISTRICT
Adopted: August 15, 2013 Santa Paula, California

35. Weapons and Dangerous Instruments – AR 5131.7

Prohibited weapons and dangerous instruments include, but are not limited to: (Education Code 48915, 49330; Penal Code 626.10, 1610017350, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion
2. Ammunition or reloaded ammunition
3. Knives, razor blades, and box cutters: any dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 2 1/2 inches, folding knives with a blade that locks into place, and razors with an unguarded blade
4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices
5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun
6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon
7. Any imitation firearm, defined as 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

Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the district. (Education Code 49331, 49332)

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the principal

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

The principal shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code 49331, 49332)

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Approved: August 15, 2013 Santa Paula, California

X. References

A. Student Handbook

A copy of Santa Paula High School's student handbook is available in the school office.