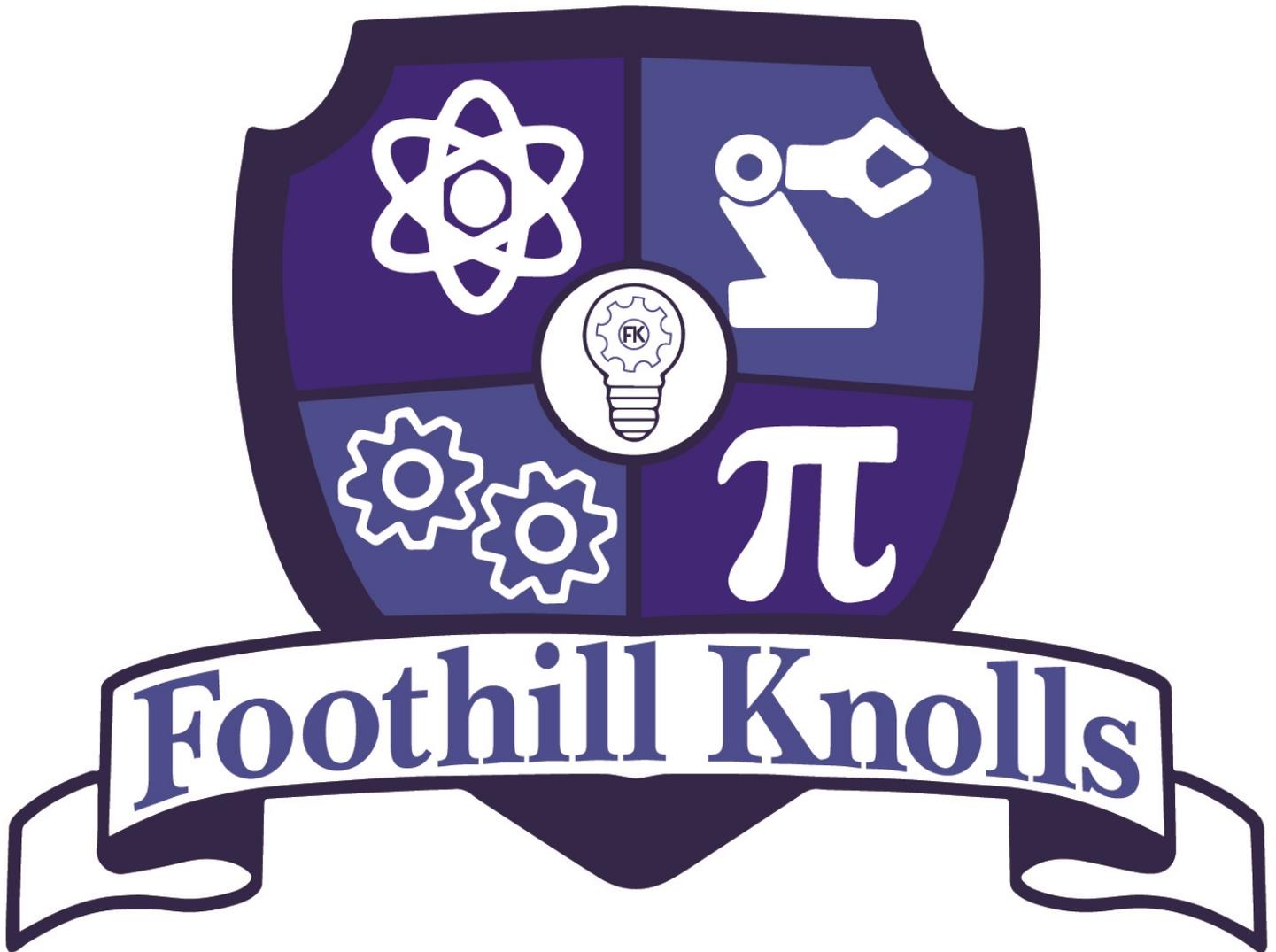


Foothill Knolls Academy of Innovation

Comprehensive School Safety Plan 2022-2023



STEAM Academy of Innovation

Date the Safety Plan was approved: October 24, 2022

Education Code Section 35294 (SB 187)

“... all California public schools... in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and Comprehensive School Safety Plan

violence, develop a comprehensive school safety plan that addresses the safety concerns... "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus."

Comprehensive School Safety Plan Section 35294.2 of the California Education Code

This law states that each school district and county office of education is responsible for the overall writing and development of comprehensive school safety plans for its schools operating K-12 grades.

Each plan must be developed and approved by the School Site Council. The School Site Council may delegate this responsibility to a school safety committee planning committee. Each year the school site council will consult with the fire department in the revision of the plan, and will share updates of the plan with law enforcement and the fire department.

A comprehensive school safety plan includes strategies and programs designed to maintain a high level of school safety. Plans should address procedures for:

- Disaster Response
- Safe ingress and egress to/from school
- Reporting child abuse
- Sexual harassment
- School discipline
- Provisions for school-wide dress code
- Policies related to suspension, expulsion or mandatory expulsion, etc.
- Procedures for notifying teachers about dangerous pupils

Plans must be updated by March 1st each year and taken to the Board for approval.

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Assessment of the Current Status of School Crime

Foothill Knolls Elementary does not experience high incidents of crime on campus or during school-related functions. The crime rate in the surrounding areas is moderate. There are no major safety hazards on campus or nearby at this time. Foothill Knolls does have the unique circumstance of being located on a cul-de-sac with only one way in and out of the school.

2019-2020 Summary Data:

Total unduplicated suspensions - 23

Total Expulsions - 0

Appropriate Programs and Strategies that Provide School Safety

Visitor Access Control:

There are many programs and strategies in place at Foothill Knolls to provide school safety. First and foremost, Foothill Knolls is a locked campus. Before school, staff members, and volunteers monitor the entrance areas and parking lot to ensure that only students are entering the campus. Once the bell rings, the gates are securely closed. The front office door is also equipped with an electronic lock which allows the office staff to lock the front door quickly to prevent any unwanted visitors onto the campus. After school, staff members are assigned to the exit areas and the parking lot areas to ensure that all students leave safely and unwanted guests do not enter the campus. Foothill Knolls utilizes the Raptor system for visitor identification and visitor entry procedures. All visitors enter the front doors into the office area. This includes morning arrival hours when students are entering campus. Visitors are immediately recognized. They must provide their driver's license to be entered into our Raptor security system. Each visitor is given a computer-generated badge with their photo and name to wear at all times while on campus. Badges are clearly identifiable, and cannot be duplicated. Visitors are not allowed to proceed onto the campus unless they have received prior approval from the office/principal and wear a visitor badge. All visitors usually exit campus through the front office where they are signed out through the Raptor system. Exceptions would be school assemblies and events. Regular parent volunteers must go through an approval process that includes fingerprinting and TB test clearance through our district office to be cleared to volunteer.

Staff and Student Records:

Student/Faculty/Staff Records Information on file is accurate, accessible on the computer, current, updated at the start of each school year, and as information changes.

Student/Faculty/Staff Records are complete with life-threatening medical facts such as the following:

- a. Allergies
- b. Ongoing or chronic medical conditions
- c. Medications (including those on campus in the health office)

There is a current photo of each student in the school office in the student database information system. Individual student transportation (to and from school) is also contained in the student database information system. Records clearly identify persons authorized to pick up the student in the absence of a parent/guardian. Copies of court orders relevant to the children are on file in the school office and the student file is flagged in our database system. Procedures require that records and identification be checked prior to the release of a student to any person (e.g., check photo identification upon check-out). If computerized records are unavailable, records are alphabetized by grade level and teacher so that information can be located quickly. Staff/faculty records meet the same qualifications noted for student records.

Component 1: Narrative on School Climate

School Profile – Area of Pride and Strength

Foothill Knolls STEAM Academy of Innovation is one of ten elementary schools in Upland and the only TK - 8 of all the campuses. We are situated in the foothills of the San Gabriel mountains below Mt. Baldy. The school is approximately 35 miles east of Los Angeles, California in the suburban community of Upland and is located on a cul-de-sac north of Foothill Boulevard.

Foothill Knolls became a STEAM Academy in the spring of 2015 and added seventh-grade to the campus in the 2016/2017 school year. Eighth-grade was added in the 2017/2018 school year. The school has a population of approximately 600 students containing 22 General Education classes encompassing transitional kindergarten through eighth grade, one innovative model of a special education class encompassing grades 4-6, a literacy coach, and three paraeducators in the Literacy Lab, a full-time speech and language specialist, a 2/5 school psychologist, three full-time Resource Specialist teachers, and 6 SPED paraeducators and a librarian. Foothill Knolls also has a district-run daycare program that serves both Foothill Knolls students and the students of Sierra Vista after school.

Foothill Knolls provides a STEAM (Science, Technology, Engineering, Arts, and Math) focus using project-based learning and design thinking. Foothill Knolls has the distinction of being a school that prides itself on its literary focus hosting many author assemblies each year and the Imagination Machine assembly (which performs student-generated stories). Students and teachers can often be heard in the hallways engaged in discussions on the merits of a particular book or author.

In 2010, Foothill Knolls' classrooms were remodeled into 21st Century Learning Environments. Foothill Knolls STEM Academy of Innovation is a 1:1 technology school and all classrooms have a combination of Chromebooks and iPads. Students in all grades have a Chromebook at school and at home. In 2021, classrooms were updated with new Chromebooks for each student. Students have access to a Gmail account tied to their Google account. In the 2019/2020 school year, a STEAM Lab opened providing students with an innovative space to create and design.

Curriculum and Educational Activities

The course of study includes district-adopted core curriculum delivered through our signature practices; STEAM, Project-Based Learning, Design Thinking, and Inquiry. Students participate in physical education, choral music instruction for grades TK - 8, a band program for grades 5-8, VAPA for grades TK-6, and Garden Club program options for students in grades K-8. Students have opportunities to participate in after-school extracurricular activities, including sports, and before and/or after-school intervention classes during the traditional school year.

The School's Social Environment

Leadership at Foothill Knolls Elementary is a shared process. The principal, as the instructional leader, is visible on campus and ensures that an equitable environment is provided, guides the staff, and works closely with them on curriculum, school safety, and operational issues. A proactive role is assumed in all phases of the school operation. The staff has a shared commitment and philosophy of supporting all students academically, socially, and emotionally. Students in grades 6-8 have the opportunity to be involved and take on leadership roles through the TEAM club and our CREW program. TEAM club members, with support from staff, plan community service fundraising and school activities as well as provide support to peers and teachers on campus. In a traditional school year, middle school students also participate in CREW every Wednesday morning. During CREW time, students build relationships with adult staff mentors and leadership skills that support 21st-century skills.

Classroom Organization and Structure

Foothill Knolls has highly qualified staff with several of the staff members holding Reading Specialist degrees and dual credentials. Teachers create a safe learning environment, provide experiences that support learning for all students, and promote positive social interactions among students and adults. Foothill Knoll's teachers provide learning experiences and instruction for students focusing on Common Core State Standards, Next Generation Science & Engineering Standards, 21st Century technology standards, and our signature practices; STEAM (Science, Technology, Engineering, Arts, Mathematics), Project-Based Learning, Design Thinking, and Inquiry. Grade-level teams coordinate the teaching of grade-level standards using current texts and other standards-based resources for instruction. Teachers use common assessments to guide instruction and plan for enrichment and intervention support. The supplemental curriculum has been implemented such as Project Lead the Way (PLTW) Launch and Gateway, and FOSS Science kits to support the school's STEAM focus. All grades are implementing a collaborative inclusion program.

Professional Development

Upland Unified School District's Educational Services Department provides ongoing training for staff to improve the teaching and learning process in all classrooms. This is accomplished primarily through the Professional Development Staff. The Educational Services Department staff has taken an active role in working with teachers to align instruction, technology, and assessments with the Common Core standards. Training is offered throughout the year that teachers can select to attend. The Professional Development staff is also available at sites for professional development support. The district office also provides a new teacher induction professional learning program to support our new teachers in learning the curriculum used. Foothill Knolls provides professional development at the site level through monthly staff meetings with topics focusing on technology and literacy integration, Common Core State Standards, STEAM, Thinking Maps, Project Lead the Way (PLTW), cultural relevancy, and project-based learning. Professional learning is provided by the principal, literacy coach, teacher leaders, and outside vendors. This year the Foothill Knolls Teachers are participating in Write From the Beginning, NGSS, PBL, inclusion, math development, and Cultural Relevance professional learning opportunities. Our on-site CTI literacy coach and district math TOSA provide teacher and paraeducators ongoing coaching in the areas of math and ELA. Teachers have been trained in and utilize research-based teaching strategies for both traditional and innovative pedagogies. The teachers at Foothill Knolls have professional learning teams that coach staff in the areas of Project-Based Learning, Next Generation Science Standards, Write from the Beginning, and Climate and Culture. Teams have developed a rubric focus for the campus that helps teachers learn how to implement effective Project Based Learning assessments and analyze data from various assessments to guide instruction. The staff has been trained in Design Thinking and has been piloting ways to incorporate this protocol into their engineering, PLTW, and Project-Based Learning Curriculum. Nine General Education teachers, three Special Education teachers, and four paraeducators have been trained in GET, SET, Go to improve their knowledge of co-teaching models and inclusion. Grades 6-8 are participating in inclusion training within a partnership with the University of La Verne. All but two new teachers have been trained in DNA math which is focused on conceptual development in math in an effort to improve student success. Four staff members have presented at national conferences including The California STEAM Symposium, sharing the work that is being implemented at Foothill Knolls Academy of Innovation. Teachers are also provided opportunities to attend outside workshops and conferences that support these areas of focus through the county and other vendors such as CMC (California Mathematics Council).

School Cultural Environment

There is an extremely high level of cohesiveness among the staff members at Foothill Knolls Academy of Innovation. Cooperation and support between teachers and the principal are evident. Concern for all students at Foothill Knolls is very obvious. All students are expected to behave in a manner that promotes safety and citizenship. Students are encouraged to bring problems to their teacher, principal, or other staff members. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern. The academic and behavioral efforts of pupils are recognized and rewarded several times throughout the year and receive awards in the areas of tenacity, integrity, creativity, and empathy. Students who display "NOTICE behaviors" are recognized with a NOTICE slip highlighting the area of core value they exemplified. These NOTICES are taken to the office by the student where they are deposited in a grade level raffle each Friday and celebrated by the staff. At the end of each week, all names are read over the PA system school-wide so students may retrieve their slips to take home and pick up a small token as a positive incentive. NOTICE data is collected each week and shared with staff in a weekly update. A rich cultural diversity is recognized in the varied ethnic backgrounds represented by our student body: Asian, Middle Eastern, Hispanic, African-American, and Euro-American. Our Climate and Culture team is working hard to implement goals and objectives toward building a consistent school climate and culture. The committee consists of teachers, administration, parents, and students. Our Wellness Coordinator, Ms. Gia, runs our Wellness Center which opened this year. The Wellness Center provides a space where kids can go to destress and learn stress management and self-regulation. Ms. Gia also provides parent workshops three times a year, in partnership with the University of La Verne, through her Mindful Parenting Classes. Foothill Knolls maintains an inclusive environment in grades TK-8 and believes that all students can learn and achieve success. This year, Middle school teachers and paraeducators are participating in professional development in the area of inclusion within a partnership with the University of LaVerne. A multi-tiered system of support has been implemented providing tier 1, 2, and 3 support for students both academically and socio-emotionally. This year, Foothill Knolls has a Wellness Center where students learn how to self-regulate through our new Curriculum RULER, Mindfulness, and art. The Wellness Center is staffed with a Wellness Aides Paraeducator and 20% Counselor.

Discipline Policy and Code

Major home and school goals focus on teaching our children individual responsibility while developing self-esteem so that students can reach their full potential. The values upon which our Behavior Plan is based focus on the following character traits: tenacity, integrity, creativity, and empathy. The Foothill Knolls staff work as a unified team to teach these positive behavioral traits. Students who exemplify these character traits are recognized through NOTICE award slips and through character awards at assemblies or social media. Our goal is to assist children in learning how to make decisions about their behavior by learning the listed behavioral traits and practicing them on a daily basis. The emphasis is on learning how to take charge of one's own decision-making process and use problem-solving skills to deal with difficult interpersonal situations and conflicts. We want children who are empowered to take responsibility for their own behavior, whether it be about working and playing together in a positive way, taking an active role in their own learning (i.e., staying on task, completing assignments, etc.), or solving interpersonal conflicts without negative verbal or physical actions. At the start of the year all teachers, students, and parents sign a school/home compact which focuses on the responsibilities of all to ensure student learning. At the start of each year, the principal holds principal talks to review expectations for student behavior for the year along with the consequences for behavior. Consequences range from a warning to suspension depending on the student's history and the severity of the behavior. Restorative practices are utilized in response to behavior. Classroom rules are established by each teacher and the students. They are displayed in a prominent place in the classroom along with the school matrix. School rules address safety issues on the playground. This year, the site is in its fourth year of creating a plan for implementing Positive Behavior Intervention Supports effectively. School expectation signs have been posted in specific areas around campus to redirect and remind students of expectations. District signs are posted to inform that tobacco, alcohol, and other prohibited products are not permitted on the school grounds.

Safe Schools Assessment

There are many programs and strategies in place at Foothill Knolls to provide safety on campus. Foothill Knolls is first and foremost a locked campus. Designated gates are not opened until 7:45 a.m. by staff members to ensure only staff and students are entering campus. Parents, who need to enter campus at that time, check in through the front office and get a visitor's badge. Once the bell rings, the gates are securely closed. The addition of the electronic gate allows the office staff to prevent any unwanted visitors onto the campus. After school, staff members are assigned to the exit areas and the parking lot areas to ensure that all students leave safely and unwanted guests do not enter the campus.

Procedures for visitor identification are in place. All visitors enter the front doors to the office area. Visitors are immediately recognized and sign in on the Raptor system, they are given a visitor's badge to wear. Badges are clearly identifiable, commercially made by the Raptor system, and cannot be duplicated. Visitors are not allowed to proceed onto the campus unless they have received prior approval from the office/principal.

A safe and orderly environment is an important characteristic of an effective school. Foothill Knolls is committed to the safety and security of our students, staff, and parents. We are proactive in that we have an extensive safety plan that covers almost any situation. The District Office coordinates the development, annual review, and updating of the District's Comprehensive Safety Plan through a committee comprised of school representatives. The safety committee at Foothill Knolls modifies the District plan to meet onsite needs on an ongoing basis. Feedback is obtained by all stakeholders and the plan is approved annually by our staff and School Site Council. We regularly practice safety drills that include fire drills, earthquakes, The Great Shake-Out, lockdowns, and active shooter training. We work actively to prevent unsafe conditions and situations as safety is our first priority. The safety plan was approved on January 24, 2022.

The plan is reviewed 3 times a year at the beginning, end of the first trimester, and end of the year with the onsite safety committee and School Site Council. The adjustments are shared and implemented with all staff, when needed, at monthly meetings. This year our plan will again be revised to reflect the changing nature of safety issues with a focus on COVID safety, sanitation protocols, proper handwashing training, and stress management for our students.

Both physical and emotional safety are vital to student and community health. Our Wellness Center and parent classes provide our community with effective ways to deal with ongoing stress and anxiety. Stress and increased levels of fear and anxiety can be experienced during pandemics such as the current novel coronavirus (COVID-19). At Foothill Knolls Academy of Innovation, we know that everyone is a unique individual and reacts differently to stressful situations. The mental health of every one of our community members is important to us. Therefore, we want to ensure that our safety plan has community resources that help with the maintenance of positive mental health such as our concierge service Care Solace and other resources that provide the support our community needs.

Gang Affiliation

Foothill Knolls does not experience any gang activity or affiliations on campus.

Drug and Violence Prevention Programs

At the elementary level, the district uses several SEL curricula such as Inner Explorer, Second Step, and Sanford Harmony to promote the social emotional development, safety, and well-being of students. At the secondary level, students receive lessons on drug and alcohol prevention.

Parent/Guardian Involvement

At Foothill Knolls we recognize that education is a team effort. Our parents and community play an important role in helping our students succeed. We encourage and appreciate parental involvement and see opportunities to engage their support through PTA, Watchdog Dads, School Site Council, and classroom and event volunteers. The staff provides parent education and parent involvement opportunities to assist parents with strategies and resources to help them participate fully in the education of their child. Some of these events include Community Chats, What's Brewing at FK, Literacy nights, Back-To-School Night, Harvest Festival, STEAM Showcase, Family Fun Nights, family dinner nights, book fairs, Star Palooza, Flight Night, etc. Our Watchdog Dad program continues to encourage and promote male role models.

The PTA supports all Foothill Knolls students by providing grade-level funds for learning experiences appropriate to the curriculum, a choral music program, PTA-sponsored assemblies, managing the classroom volunteer program, and a room parent program. They also work with our families throughout the year to provide educational activities and lifelong memories. Several educational and enriching programs offered by the PTA include: Educational Assemblies, Family Nights, Holiday Food Drive, Spring Dance, fundraising events, Staff Appreciation Week Celebrations, Red Ribbon Week, Reflections, Clothes Closet, Book Fairs, Yearbooks, and others such as the opportunity presents itself. All of these events and services are possible due to the dedicated volunteers that we are fortunate to have at Foothill Knolls.

Campus Supervisor and Administrative Positions

The staff at Foothill Knolls enhances the physical safety of the school campus by actively monitoring the school grounds-including landscaping, parking lots, crosswalks, and access to and from our campus due to the uniqueness of being located on a cul-de-sac. Students also serve as a source of information for concerns. Foothill Knolls employs a principal and assistant principal whose job is designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. The principal has developed procedures to monitor the school campus, and the surrounding areas, and has designated safe entrance and exit routes to the school. Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, the principal and assistant principal at Foothill Knolls make themselves visible and available for any student to safely report troubling behaviors that may lead to dangerous situations. When it comes to school safety, students are taught to report unsafe behaviors. Positive relationships between the principal, assistant principal, students, staff, and parents help initiate appropriate investigations, help staff and students learn the importance of reporting school offenses, and help collect important knowledge about community conflicts that may have an impact on school safety.

Truancy

The importance of punctuality and regular attendance is emphasized at Foothill Knolls. The staff accurately records the attendance record for all students. Students with poor attendance are referred to our assistant principal who works with families to support and improve attendance throughout the year. Parents of students with poor attendance will be contacted with the classroom teacher being the first point of contact and the assistant principal as the second point of contact. Students with poor attendance due to medical issues will be referred to the District nurse. Should attendance problems continue, official action will be taken, which could result in a referral to the School Attendance Review Board. The following guidelines are followed when students have attendance issues:

- Combo of 4 absences/tardies- conference with student and attendance support letter #1 sent home
- Combo of 8 absences/tardies- Attendance letter # 2 sent home; Pre-SARB meeting with the Administrator, parent, student, Probation Officer, Support Services representative, and parent signs a contract.
- Combo of 12 absences/tardies- Attendance letter #3 sent home; Administrator contacts parent via phone call or conference schedule for SARB meeting.

Campus Disturbances and Crimes

Foothill Knolls recognizes that campus disturbances and crimes may be committed by visitors and outsiders to the campus. The site's locked campus was put in place to protect the students and staff from safety threats by individuals visiting the campus area. In addition, disputes may occur because of parental custody disputes. The office staff maintains custody documentation provided by families in the student's record and will request assistance from local law enforcement and the Office of Child Welfare and Attendance as needed. Students with custody orders are flagged in our student database. The custodians routinely monitor the outside campus and report all evidence of disturbances to the site administrator, the district, and any local agency that needs to be informed.

Visitors and Disruptions to Educational Process

Foothill Knolls Academy of Innovation is aware of the laws, policies, and procedures, which govern the conduct of visitors to the school campus. Foothill Knolls uses continuing efforts to minimize the number of campus entrances and exit points used daily. Access to school grounds is limited and supervised on a regular basis by staff members at all times. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised. The campus has perimeter fencing. All visitors to the campus, except students and staff members, must register immediately before proceeding to any area of the school to ensure the safety of pupils and staff and avoid potential disruptions, Foothill Knolls has established a visible means of identification for visitors while on school premises (i.e. visitor sticker). Furthermore, the principal or designee may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace. For continuing disruptive behavior by a visitor or outsider, the site administrator will contact the district office to determine whether to file for a temporary restraining order and injunction.

Component 2: Physical Environment

Introduction

Foothill Knolls Academy of Innovation is one of 14 schools within the Upland Unified School District. Our school is located at the base of the San Gabriel Mountains in the eastern section of Upland. Foothill Knolls is nestled in a neighborhood that includes single-dwelling homes, apartments, townhomes, and some commercial buildings. Our student population of approximately 600, grades TK through 8, reflects the diverse demographics of our community. We value the rich experiences and opportunities that our diversity offers us as we learn, work, and play together.

Foothill Knolls has built a tradition of academic excellence and a strong commitment to helping every student to meet his/her potential. The staff at Foothill Knolls believes that all children can learn, and to that end, our highly qualified professional staff strives to provide every student access to a rigorous, standards-based core curriculum with a focus on our four signature practices; STEM (Science, Technology, Engineering, and Math), project-based learning, Design Thinking, and inquiry. We are extremely proud of our staff's hard work, our parent and community involvement, and the academic success of our students.

The dedicated staff at Foothill Knolls is committed to our District mission, "preparing and inspiring all students to maximize their academic potential and to thrive in a complex global society". Our vision at Foothill Knolls is to provide a student-centered academically and socio-emotionally safe learning environment where teachers design and implement innovative strategies to teach a highly rigorous standards-based curriculum that is developmentally appropriate, purposeful, and delivered in the context of real-world experiences. This rigorous curriculum also prepares our students to be knowledgeable and resourceful in our rapidly changing technological world and ensures they are on the path to being college and career-ready. Foothill Knolls is in its seventh year as a STEAM Academy.

The Schools' Location and Physical Environment

Foothill Knolls Academy of Innovation is situated in the foothills below Mt. Baldy, located in the city of Upland in San Bernardino County. Foothill Knolls is located centrally on the east side of Upland on a cul-de-sac. The immediate area around the school includes single-family dwellings, businesses, and parks, as well as other elementary schools, and a comprehensive high school. Present safety hazards include heavy traffic areas.

Description of School Ground

Foothill Knolls is located at the end of a cul-de-sac and encompasses a large area of land. The school is arranged in several buildings which have outside corridors and three playgrounds; one on the upper north end of the school, a smaller one on the east side of the school, and another one located in the front of the school in the kindergarten yard. The upper playground consists of grass, concrete, and asphalt. The area includes basketball and volleyball courts, ball walls, tetherball courts, a Big Toy, swings, a baseball diamond, soccer goalposts, and a track. There is also a dedicated forest environment located adjacent to the big toy. The primary playground consists of grass, concrete, and asphalt and includes half basketball courts, a Big Toy, a separate slide, ball wall ball courts, swings, soccer goalposts, and a commercial play system. The kindergarten playground consists of grass, concrete, and asphalt and includes swings, a Big Toy, and a sandbox. Foothill Knolls is completely enclosed by a fence with gates that are kept locked during school hours. There are several wings and/or clusters of classrooms including 18 classrooms and 8 re-locatable classrooms with corridors and a grass area separating most buildings or wings. Other ancillary structures include an office, a Multi-Purpose room used daily by a variety of programs, restrooms, a library, and a Daycare facility. During the school day, staff members and administrators provide campus supervision. Identified problem areas receive increased supervision to reduce discipline or other school safety concerns.

Maintenance of School Buildings/Classrooms

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The Maintenance and Operations Department employs a work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the site's repairs, maintenance projects, and work order requests are performed by district maintenance personnel. Emergency situations are immediately resolved by the district maintenance staff or outside contractors, based on the nature of the problem. Safety concerns are the number one priority of the maintenance and operations department. District maintenance personnel and custodians are proactive and conduct inspections at school sites on a continual basis. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Internal Security Procedures

To ensure the safety of students and staff, all visitors to the campus, except students of the school and staff members, shall register immediately upon entering the school grounds through our Raptor system during school hours. District employees shall wear appropriate identification badges while on campus conducting business. Any person on campus who is not wearing a visitor badge or is identifiable as a district employee is asked by staff to immediately report at the office.

Discipline procedures shall focus on finding the cause of problems and working with all concerned to reach the proper solutions. The school's discipline plan begins at the classroom level. Teachers shall use a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate/logical consequences are administered based on the seriousness of the pupil's misbehavior. A major home and school goal are to teach our children individual responsibility while developing self-esteem so that students can reach their full potential. The values upon which the school's Behavior Plan is based focus on the following character traits: tenacity, integrity, creativity, and empathy. All staff works as a unified team to teach these positive, behavioral traits. Students who display these character traits will be recognized through NOTICE slips and/or Award Assemblies. Our goal is to assist children in learning how to make decisions about their behavior by learning the listed behavioral traits and practicing them on a daily basis. The emphasis is on learning how to take charge of one's own decision-making process, self-regulation, and problem-solving skills to deal with difficult interpersonal situations and conflicts. The goal of the staff is to empower students to take responsibility for their own behavior in a positive way, taking an active role in their own learning (i.e., staying on task, completing assignments, etc) or solving interpersonal conflicts without negative verbal or physical actions. This year the school is in its fourth year of Positive Behavior Intervention Supports.

Inventory System – Engraved ID, Security Storage

Most school-site equipment has a metal ID tag or a bar code sticker adhered to its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

Disaster Procedures, Routine and Emergency

The District conducts a district-wide disaster drill at least once annually. During this time, we also hold a communication drill in which each site reports to the central disaster control office regarding a detailed event. Disaster and emergency procedures are practiced and documented on a regular basis throughout the year (a fire, earthquake, lockdown drill, and active shooter drill occur monthly on an alternating basis). The complete emergency plan is on file in the school office, in a binder, and is reviewed at the beginning of each school year, after the first trimester, and at the end of the year. Staff responsibilities are revised annually. Annual service and reviews of district-wide drills add to our ability to respond to disasters.

Disaster Drill or Actual Emergency: Overview

Each Teacher and/or support staff will lead students to exit calmly and quickly.

The emergency backpack and room number field sign must be taken outside for ALL drills and actual emergencies. The room number field sign is to be set up in front of the entire assigned line for easy viewing.

For a fire:

- CLOSE the door – “DON’T FEED THE FIRE.”
- Do NOT place the red/green door hanger on the door.
- Do NOT touch the light switches.

For an earthquake:

- Leave the door OPEN – access needed by Search & Rescue.
- Do NOT touch the light switches.
- Check for anyone that cannot exit. Place the red/green door hanger accordingly.

* Red- person left behind in the room due to injury.

* Green – no one left behind.

All staff will walk students silently to assigned areas before reporting to their assigned teams.

Staff members must take any separated students to their designated lines on the field so they can be accounted for as soon as possible after reaching the evacuation area. Assigned supervising staff in a designed line on the primary field will supervise students.

The Student Release Team will be located at the East Lot gates. Parents or other visitors will NOT be allowed past the pickup point.

All parent volunteers must report to the Command Post.

Using a walkie-talkie, please use only the “B” channel for the site. The Command Post will use channel 20 for communication with the school district.

Medical supplies are stored in two locations: the Emergency Bin and the Health Technicians' office. The gate key opens the Emergency Bin to access supplies.

This Emergency Preparedness Plan has student release procedures on Page 24.

A “Health Concerns” list for each class should be placed with the Blue Emergency Cards in each Emergency Backpack. The Health Technician issues this confidential list.

I. Earthquake: SIGNAL: Constant earthquake alarm

1. GENERAL RESPONSIBILITIES:

A. Should a significant earthquake occur during school hours, the staff must be prepared to deal with the following factors:

1. Duck, cover, and hold. Then, cope with the hazards during the tremor and immediately thereafter.
2. Conduct an orderly evacuation to the north primary field area.
3. Reduce the potential for fire, electrical damage, gas explosion, and/or injuries.
4. Provide first aid to the injured.
5. Account for all students and staff and direct them to assigned areas with homeroom teachers.
6. Be prepared to remain on campus for up to 72 hours when assistance from community agencies may be available.
7. Be prepared to work with local community members who will come to the campus to seek shelter and assistance.
8. Release students ONLY to authorized adults.
 - a. Parent volunteers on campus may sign out their own children and other children (with authorization).
 - b. Parent must sign the blue emergency card for the child.
 - c. A parent may take the child but must sign out the child again at the release point at the southwest gate.
 - d. Assigned student runners will pick up students for release to parents or other authorized adults.

B. During the Tremor- Indoors and in Classrooms:

1. All personnel, adults, and students should DUCK- COVER- HOLD at the first sign of an earthquake, the TREMOR. The cover should be sought under the nearest shelter: a desk, table, etc. to avoid shattering glass and falling debris. All should hold onto the cover to keep it in place during the tremor.
 - a. DUCK- COVER- HOLD: Drop to your knees, protect the head with your arm; make the body as small as possible, and close your eyes. If possible, hold onto the table leg and cover it with the other hand to keep it from shifting.

2. The adults present should give the command: DUCK- COVER- HOLD and should also insist that everyone stay in place, even when the initial tremor has subsided. The aftershocks can be extremely hazardous. Don't panic, remain calm, and be in the room for at least 30 seconds. (Sometimes an aftershock follows quickly.) Then, exit with special consideration given to exit routes as structural damage could be possible. Classroom doors should remain open. Students should be taken to the designated, open area away from trees, power poles, etc.

- a. Make a visual sweep after students and adults exit the room.
- b. Place the green side of the door hanger on the doorknob if no one is injured and everyone has exited the room.
- c. Place the red side of the door hanger on the doorknob if anyone injured is left in the room. Advise injured persons that the Search and Rescue Team will find them.
- d. Take the following items out of the room:
 1. Emergency backpack and the class # sign.
 2. Optional- second backpack with games or reading to occupy students.
- e. Leave the door OPEN.

REFER TO DISASTER LINE MAP AND TEAM ASSIGNMENTS- PAGE 8

C. During the Tremor - Other Indoor Locations, Cafeteria, MPR, Daycare, Outdoor Eating Area:

1. Adults present should give the command: DUCK- COVER- HOLD.
2. Exit with special consideration given to exit routes as structural damage could be possible. Doors should be left open. Students should be taken to designated areas on the north primary field area, away from trees and power poles.
3. Adults should take students to their classroom teacher(s) on the northwest upper-grade field. Daycare stays together and acts as a separate class.
4. Classroom teacher/Daycare will need to account for absent or missing students as soon as possible by sending the appropriate colored card with all absent/missing emergency cards to the Command Post

D. During the Tremor- Outdoors, Before School Lineup in Front of the School:

1. Teacher on duty should give the command: DUCK- COVER- HOLD (Note: If debris is falling, students should be instructed to move onto the front lawn until the shaking stops.) Exit with special consideration given to exit routes as structural damage could be possible.
2. Students should be taken to the designated northwest upper-grade field area, away from trees and power poles.
3. Adults should take students to their classroom teacher in the northwest upper-grade field area. Teachers will need to account for absent or missing students as soon as possible by sending a yellow attendance/missing form to the Command Post.
4. Students arriving later will need to enter the campus through the southwest lot gates because the campus will be locked down. They will be directed to their homeroom teacher in the northwest upper-grade field area.

E. During the Tremor- Outdoors, on Playground:

1. Move students away from buildings, playground equipment, signs, utility poles, trees, exposed wires, and wet areas. The safest place is in the open. DUCK-COVER until the tremor stops.
2. Adults should take students to their classroom teacher(s) in the north primary field area. Teachers will need to account for absent or missing students as soon as possible.
3. Supervise students until notified to do otherwise.

F. During the Tremor- Outdoors, Walking to/from School:

1. The safest place is in the open. Move away from buildings, playground equipment, signs, utility poles, trees, exposed wires, and wet areas. DUCK- COVER until the tremor stops.
2. After the earthquake, if on the way TO school, students should continue to school, enter the campus through the east

lot gates, and report to their classroom teacher on the north primary field if safety permits. If on the way FROM school, students should continue home, if safety permits. (Parents will know where to find students.)

G. During the Tremor- On the School Bus:

1. If possible, the bus driver will pull to the side of the road AWAY FROM ANY BUILDINGS and issue the command DUCK-TAKE COVER. Students will be instructed to drop below the window line.
2. The driver will set the brake, turn off the ignition, and wait until the earthquake is over.
3. The driver will render first aid, perform other appropriate procedures, and/or evacuate the bus if necessary.
4. If possible, the driver will resume the route and deliver students to the front of the school.
5. Students report to their classroom teachers on the north primary field.

H. After the tremor, Building Administrators:

1. Take charge of the school and assume responsibility for making all duty assignments of school personnel.
2. Direct the Search and Rescue Team and the Medical Team. In case of serious or structural damage to the buildings, injured individuals are removed from rooms and directed to medical help.
3. Direct the process of Command Post in accounting for all students as yellow Absent/Missing Student forms are sent from teachers via assigned runners.
4. Coordinate with the Release Team the orderly dismissal of students to their parents or other authorized adults.
5. Direct the supervision Team to ensure the safety of students and personnel.
6. Establish a designated area for media and visitors.
7. Coordinate dismissal of staff.
8. Maintain communication with the District Office

I. After the tremor, Teachers:

1. Wait in the classroom until movements stop.
2. Conduct an orderly evacuation of non-injured students immediately to the designated location on the northwest upper-grade field.
3. Check with "Buddy Teachers" to be sure your classes are together on the field.
 - a. Double-check to be sure all procedures are followed, especially if another teacher is missing/injured or a substitute teacher is present.
 - b. Relieve each other for any necessary reason. The remaining teacher is responsible for all classes in that line. Be ready to assist other lines if necessary.
4. Each teacher must ensure a proper lineup and have the class number and name displayed at the front of the line to mark their location on the field.
5. QUIET BEHAVIOR IS MANDATORY!
6. Take class roll immediately. Students must wear "Emergency Cards" attached to a necklace or pinned on to be transported for medical care. a. Record "injured" on the card of any student who is immobilized and note the injury prior to transport.
7. When the runner comes to you, be prepared to give them your emergency cards of your absent and missing students along with the appropriate colored card.
8. Be sure the Supervising Teacher at the front of the line has any Form C (Page 45) updates such as absent, missing, or injured students or students helping other Disaster Teams (ex.: Student Release runners or Latrine Team).
9. Supervising Teachers remain within the lines. Other teachers begin their Disaster Team Assignments.

J. After the Tremor, Office Manager and Clerical Staff:

1. Transport designated emergency cards, registers, and equipment to the Command Post.
 - a. After checking in, transfer emergency cards to the Release Team.
2. Monitor the radio in order to maintain a log with time, event, and response.

3. Account for all students and staff using yellow Absent I Missing logs sent from classroom teachers.
4. Monitor the release of students from the Release Station to parents or other authorized adults.
5. Assist in coordinating Command Post with other teams, as needed.
6. Report disaster to the appropriate agency whenever possible

K. After the tremor, Health Technician:

1. Take first aid supplies and student medication to the designated Emergency First Aid Center located on the blacktop on the northeast corner of the upper-grade playground by the storage container.
 - a. Critical student medications include (but are not limited to) inhalers, Epipens, and insulin.
 - b. After the evacuation, Search and Rescue teams will retrieve the balance of non-critical medications from the Health Office using a key provided by the Health Technician or Office Manager.
2. Coordinate with the First Aid I Triage Team and assist in the administration of first aid.
3. Log injured personnel and students for treatment provided.
 - a. Use Form A
4. Log fatalities and arrange for their movement to the Fatality Post in the Quad.
 - a. Use Form A
5. Assist the Office Manager as needed if time allows.

L. After the tremor, Custodians:

1. Immediately secure the campus and turn off gas, electricity, and water if needed.
2. Report to the Command Post in case any other immediate tasks are needed.
3. After checking in with the Command Post, disperse emergency supplies from the Emergency Storage Bin and any other locations.
4. Make emergency water supply available to the Latrine Team if requested.
5. If safe to enter buildings, turn off the "to and from" valves of hot water heaters to trap water.
6. Assist as directed by the Command Post.

M. After the tremor, Latrine Team (incl. Search and Rescue Team after campus sweep is complete)

1. Establish two latrine areas. SEE THE MAP LOCATED ON PAGE 7.
 - a. Retrieve portable potties, tarps, and lashing material from the Emergency Bin.
 - b. Latrines will be set up on the upper-grade playground where it is safe.

N. After the tremor, Other Staff

1. Check the Disaster Team Assignments to locate your assignments.
2. If unsure about an assignment, report to the Command Post.

O. After the tremor Parents/Other Volunteers on Campus

1. Try to remain on campus to aid the staff. Report to the Command Post.
2. If you want to remove your own child:
 - a. Sign the blue emergency card worn by your own child.
 - b. Give the blue emergency card to your child's teacher.
 - c. Sign out your child again at the release point at the southwest gate.
3. If you want to remove any other child:
 - a. Fill out the form at the east gate to obtain permission.
 - b. A runner will be sent for the child.

c. Sign out the child at the release point at the southwest gate.

P. Cautions:

1. Do not flip any electrical switches no matter if they are "on" or "off".
2. Do not use matches, candles, or other flames for any reason.
3. Do not enter damaged buildings until declared safe by officials.
4. Do not touch electrical wires.
5. Open doors, closets, and cupboards very carefully as the contents may have shifted.
6. Do not release any student except through the Release Team at the southwest gate.

II. FIRE: SIGNAL: Intermittent Fire Alarm

1. GENERAL RESPONSIBILITIES:

A. Should a fire occur during school hours, the staff must be prepared to deal with the following factors:

1. Cope with the hazards during the fire and immediately thereafter.
2. Conduct an orderly evacuation to a prescribed area or alternative area if necessary.
3. Reduce the potential of fire spreading, electrical damage, gas, explosion, and l or injuries.
4. Provide first aid to the injured.
5. Account for all students and staff and direct them to assigned or alternative areas.
6. Be prepared to remain with students to ensure their safety and well-being.
7. Be prepared to work with local community members who will come to the campus to seek assistance.
8. Release students ONLY to authorized adults.

2. FIRE EMERGENCY PROCEDURES DURING SCHOOL HOURS:

The extent of the emergency (fire within the school campus or fire near the school campus) will dictate the course of action to be taken. Students and staff shall not return to the school buildings until the area has been determined safe for re-entry.

A. Teachers and Support Staff responsibilities if a fire occurs in a room

1. Order immediate evacuation of the area on fire.
2. DO NOT touch any light switches or take out the Emergency Food Bin.
3. Send one student runner AWAY from the fire to the office or other safe location to advise another adult that help is needed.
4. Notify another teacher or staff member to call the office or 9-1-1.
5. After students are evacuated, use a fire extinguisher if appropriate.
6. Be sure the last person out CLOSED the doors.
7. Have an adult pull the FIRE ALARM if possible.
8. Take the Emergency Backpack and classroom number to the northwest upper-grade field (SEE MAP- PAGE 7)
9. QUIET BEHAVIOR IS MANDATORY!
10. Lead students to the alternative area if directed by the Principal or Designee.
11. Follow the same procedures as for an earthquake drill.

NOTE: STAFF SHOULD BE AWARE OF LOCATION(S) AND PROPER USE OF CAMPUS FIRE EXTINGUISHERS.

B. Principal (or designee)

1. Initiates fire alarm from office to begin campus-wide evacuation.
2. Assists in the control of students at a safe distance from the fire and firefighting equipment.
3. Assists in keeping access roads open for emergency vehicles due to the location and extent of the fire.
4. Determines if an alternate evacuation route and/or location will be required due to the location/ extent of the fire.
5. Direct teachers and staff to evacuate students to an alternative location.

6. Directs other Teacher Teams to initiate procedures (Page 24) in order to safeguard and release a student to a parent or other authorized adult.

C. Office Manager

1. Immediately notifies Fire and Police Departments.
2. Notifies the District Office
3. Notifies District Maintenance
4. Aid the Release Team in accounting for all students and staff

D. Health Technician

1. Administers first aid.
 - a. Medical Team reports to Health Technician.
 - b. Search/Rescue helps if possible.

E. Custodian

1. Shuts off utilities to unaffected buildings as needed.
2. Notifies utility companies of an actual or suspected break in service.

F. Superintendent

1. Initiates "Directed Mass Transportation or "Directed Mass Release", if deemed necessary.

NO STUDENTS OR STAFF MEMBERS WILL BE RELEASED UNTIL AUTHORIZED BY THE RELEASE TEAM AT THE SOUTHWEST LOT GATES. EVACUATION TO AN OFF-CAMPUS LOCATION MAY CAUSE CHANGES IN THE STEPS LISTED BELOW.

G. Releasing Students to Authorized Adults and Staff Members: Follow the same procedures as for earthquake drills.

H. All Other Disaster Teams

1. Set up according to Earthquake procedures if directed by the administrator or designee.
2. Take into account that a fire situation can affect these procedures. If in doubt, check with the Command Post before proceeding.

III. LOCKDOWN: SIGNAL: Intercom Announcement. Lockdown followed by Group Me text on the FK Emergency group.

1. EVENTS: A lockdown would be determined by the following incident or situation occurring in the vicinity of the school and which could constitute a threat to the welfare of students and staff. These include, but are not limited to:

1. Police stakeout or pursuit of suspected criminals, gang disturbances, hostage situations.
2. A menacing person on campus.
3. Bee swarms and other wild animals.
4. Aircraft crash.
5. Bomb threat.
6. Windstorms or very high winds.
7. Flood.
8. Utility failure.

2. GENERAL RESPONSIBILITIES: The extent of the emergency will dictate the course of action to be taken.

A. Custodian

1. Lockdown the campus.

B. Principal or designee

1. Take appropriate action to assure that students and staff, if outside, return to and remain inside school buildings.
2. Determine information to be relayed to all teachers and staff members. This will be done through the Group Me FK

Emergency Group.

3. Interface with civil agencies or district administrators to determine the best course of action, including the cancellation of the lockdown when the situation has ceased.

C. Office Manager

1. Begin signal by intercom.
2. Notify all teachers and staff concerning the action to be taken by intercom or Group Me FK Emergency Group depending on the reason for the lockdown and available methods of communication.
3. Relay information from teachers or staff on the whereabouts of students who are not with their class.

D. Office Clerk or Other Staff Designated by the Principal.

1. Notify the Police Department
2. Notify the District Office.

E. Health Technician.

1. Administer First Aid if necessary.
2. Help the office staff.

KEEP IN MIND THAT EACH BUILDING SHARES ONE PHONE LINE. COMPUTERS MAY NEED TO BE USED FOR COMMUNICATION.

F. Teachers and Support Staff.

1. Lock all doors and windows immediately.
2. Direct students to drop to the floor away from windows and remain still and keep their voices off.
3. Barricade doors and windows if an active shooter is on campus.
4. Turn off the lights and leave them off. Staff members should follow the district protocol, Run, Hide, and Fight if an active shooter is on campus.
5. Initiate roll calls to account for your own students and extra students. Notify the office of missing/extra students through the use of group apps, text, or computer email.
6. Await information for several minutes from other teachers or office staff to verify the location of missing students who are on campus. Information may be by group app or computer email.
7. Supervise students in the classroom until notified that the emergency situation no longer exists.

Board Policy

Positive School Climate

BP 5137

Students

The Governing Board desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

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

(cf. 3515 - Campus Security)

(cf. 3515.2 - Disruptions)

(cf. 5030 - Student Wellness)

(cf. 5131.4 - Student Disturbances)

(cf. 5142 - Safety)

(cf. 5145.3 - Nondiscrimination/Harassment)

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 4020 - Drug and Alcohol-Free Workplace)

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.6 - Alcohol and Drugs)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5136 - Gangs)

(cf. 5144 - Discipline)

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

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

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. Teachers are encouraged to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

- (cf. 5131.9 - Academic Honesty)
- (cf. 6141 - Curriculum Development and Evaluation)
- (cf. 6142.94 - History/Social Science Instruction)
- (cf. 6142.3 - Civic Education)
- (cf. 6142.4 - Service Learning/Community Service Classes)
- (cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools.

- (cf. 1240 - Volunteer Assistance)
- (cf. 5126 - Awards for Achievement)
- (cf. 5131.5 - Vandalism and Graffiti)
- (cf. 5148.2 - Before/After School Programs)
- (cf. 6020 - Parent Involvement)
- (cf. 6145 - Extracurricular and Cocurricular Activities)
- (cf. 6145.5 - Student Organizations and Equal Access)

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.

The schools shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction, and mediation skills.

- (cf. 5138 - Conflict Resolution/Peer Mediation)
- (cf. 6164.2 - Guidance/Counseling Services)

Staff shall receive professional development designed to improve classroom management, conflict resolution techniques, and communications with students and parents/guardians including persons of diverse backgrounds.

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

Legal Reference:

EDUCATION CODE

- 233-233.8 Hate violence prevention
- 32280-32289 School safety plans
- 32295.5 Teen court programs
- 35181 Governing board policy on responsibilities of students
- 35291-35291.5 Rules
- 44807 Teachers' duty concerning conduct of students
- 48900-48925 Suspension and expulsion

Management Resources:

CSBA PUBLICATIONS

- Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007
- Protecting Our Schools: Governing Board Strategies to Combat School Violence, rev. 1999

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

Creating Safe and Drug-Free Schools: An Action Guide, 1996

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Preventing Bullying: A Manual for Schools and Communities, 1998

WEB SITES

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

California Department of Education, Learning Support: <http://www.cde.ca.gov/lr>

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

U.S. Department of Education, Office of Safe and Drug-Free Schools: <http://www.ed.gov/offices/OESE/SDFS>

Policy UPLAND UNIFIED SCHOOL DISTRICT

adopted: September 27, 2011 Upland, California

Board Policy

Disruptions

BP 3515.2

The Governing Board is committed to providing a safe and orderly environment for students, staff, and others on district property or while engaged in school activities.

The Superintendent or designee shall remove any individual who, by his/her presence or action, disrupts or threatens to disrupt normal operations at a school campus or any other district facility, threatens the health or safety of anyone on district property, or causes or threatens to cause damage to district property or to any property on school grounds.

(cf. [1250](#) - Visitors/Outsiders)

(cf. [3515](#) - Campus Security)

(cf. [4118](#) - Dismissal/Suspension/Disciplinary Action)

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

(cf. [4218](#) - Dismissal/Suspension/Disciplinary Action)

(cf. [5131.4](#) - Student Disturbances)

The Superintendent or designee shall establish a plan describing staff responsibilities and actions to be taken when an individual is causing or threatening to cause a disruption. The plan shall address, as appropriate, visitor registration procedures; campus security measures; evacuation procedures; lock-down procedures; possible responses to an active shooter situation; communications within the school and with parents/guardians, law enforcement, and the media in the event of an emergency; and crisis counseling or other assistance for students and staff after a disruption. In developing such a plan, the Superintendent or designee shall consult with law enforcement to create guidelines for law enforcement support and intervention when necessary.

(cf. [0450](#) - Comprehensive Safety Plan)

(cf. 3515.3 - District Police/Security Department)

(cf. 3515.7 - Firearms on School Grounds)

(cf. [3516](#) - Emergencies and Disaster Preparedness Plan)

The Superintendent or designee shall provide training to school staff on how to identify and respond to actions or situations that may constitute a disruption.

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

Any employee who believes that a disruption may occur shall immediately contact the principal. The principal or designee shall notify law enforcement in accordance with Education Code [48902](#) and [20 USC 7151](#) and in other situations, as appropriate.

Legal Reference:

EDUCATION CODE

32210 Willful disturbance of public school or meeting, misdemeanor

32211 Threatened disruption or interference with classes; misdemeanor

35160 Authority of governing boards

44810 Willful interference with classroom conduct

44811 Disruption of classwork or extracurricular activities

48902 Notification of law enforcement authorities

51512 Prohibited use of electronic listening or recording device

PENAL CODE

243.5 Assault or battery on school property

415.5 Disturbance of peace of school

626-626.11 Schools, crimes, especially:

626.7 Failure to leave campus or facility; wrongful return; penalties; notice; exceptions

626.8 Disruptive presence at schools

626.81 Misdemeanor for registered sex offender to come onto school grounds

626.85 Misdemeanor for specified drug offender presence on school grounds

626.9 Gun Free School Zone Act

627-627.10 Access to school premises

653b Loitering about schools or public places

12556 Imitation firearms

30310 Prohibition against ammunition on school grounds

UNITED STATES CODE, TITLE 20

7151 Gun-Free Schools Act

COURT DECISIONS

Reeves v. Rocklin Unified School District, (2003) 109 Cal.App.4th 652

In Re Joseph F., (2000) 85 Cal.App.4th 975

In Re Jimi A., (1989) 209 Cal.App.3d 482

In Re Oscar R., (1984) 161 Cal.App.3d 770

ATTORNEY GENERAL OPINIONS

79 Ops.Cal.Atty.Gen. 58 (1996)

Management Resources:

CSBA PUBLICATIONS

911! A Manual for Schools and the Media During a Campus Crisis, 2001

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Guide for Developing High-Quality School Emergency Operations Plans, 2013

WEB SITES

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

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

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

Policy UPLAND UNIFIED SCHOOL DISTRICT

adopted: September 27, 2011 Upland, California

revised: June 28, 2016

Child Abuse Reporting Procedures

A mandated reporter who knows or reasonably suspects that a minor is the victim of child abuse must report immediately by telephone and in writing by follow-up report within 36 hours to a law enforcement agency. The law penalizes the failure to report by imposing a jail sentence on the defaulting mandated reporter. On the other hand, the law rewards the reporter who meets the reporting obligation by granting absolute immunity from civil or criminal prosecution. (Penal Code Section 11166)

Mandated Reporter: a “Child care custodian”; includes teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel staff, instructional aides, teacher’s aides, and teacher assistants and paid athletic coaches. District employed child care workers and health practitioners (doctors, nurses and psychologists) are also mandated reporters.

Knowledge of or Reasonably Suspects Abuse: When a mandated reporter observes a child with physical “injuries which appear to have been inflicted...by other than accidental means by any other person...” Whether or not there are visible physical injuries, all suspected sexual abuse must be reported.

To Whom is the Report Made: An oral report to designated law enforcement agencies must be made immediately. The observing employee must contact:

- a. The Child Protective Services (CPS) Unit of the local Welfare or Human Services Department:

or

- b. Upland Police Department (909) 982-1331
Emergency Number 911

All law enforcement officers are mandated reporters.

A follow up written report must be submitted within 36 hours. Forms are available on-line at:

<http://ag.ca.gov/childabuse/pdf/ss-8572.pdf>

School Interview Law: Penal Code 11174.3 imposes both a time sequence and series of duties on school personnel and the law enforcement investigator. This law is limited to child abuse victims only. The law speaks only to abuse which takes place in the home. When law enforcement comes to school to take the child into custody, rather than question the child, the interview procedures do not apply. The child is effectively under arrest.

Law enforcement (sheriff, police or CPS) may interview suspected victims of child abuse on school premises during school hours concerning child abuse in the home. The child may choose to be interviewed in private or may select an adult staff member to be present “to lend support.”

Step One – The investigator comes to school.

All investigations begin in the school office. The staff member “in charge” should ask for identification and the purpose of the proposed interview. When it is made clear that the interview will focus on allegation of abuse in the home, the staff member in charge should be present with the child before the interview begins.

Step Two - The investigator must advise the child of the right to choose a staff member to be present during the interview.

What the school employee should do if:

1. The child chooses not to have a staff member present?
The staff member should leave the room.
2. The child asks for either the mother or father to be present?
School employees do not grant or deny such requests. This responsibility lies with the investigator.
3. The child changes their mind during the interview?
The law gives the child a continuous option to ask for an adult staff member or to send the staff member away.

Step Three – The child asks for an adult staff member to be present

What can the selected staff member do:

- a. The staff member, by law, may decline to sit in the interview
- b. The school administrator should inform the selected staff member of their duties during the interview. A copy of Penal Code 11174.3 should be supplied to the staff member who has agreed to be present.
- c. The staff member's role is one of a "comforter" during the interview. There is no questioning by the staff member and no discussion of the child abuse incident with the child. There must be no prompting by the staff member. Investigators should not attempt to ask or direct the staff member to coerce, suggest or elicit a response from the child.
- d. The law forbids disclosure of what the staff member hears or learns during the interview. This confidentiality disappears when a court orders testimony. No written report is required by the staff member.

California Penal Code 11174.3**“School Interview Law”**

11174.3.(a) Whenever a representative of a government agency investigating suspected child abuse or neglect or the State Department of Social Services deems it necessary, a suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be afforded the option of being interviewed in private or selecting any adult who is a member of the staff of the school, including any certificated or classified employee or volunteer aide, to be present at the interview. A representative of the agency investigating suspected child abuse or neglect or the State Department of Social Services shall inform the child of that right prior to the interview.

The purpose of the staff person's presence at the interview is to lend support to the child and enable him or her to be as comfortable as possible. However, the member of the staff so elected shall not participate in the interview. The member of the staff so present shall not discuss the facts or circumstances of the case with the child. The member of the staff so present, including, but not limited to, a volunteer aide, is subject to the confidentiality requirements of this article, a violation of which is punishable as specified in Section 11167.5. A representative of the school shall inform a member of the staff so selected by a child of the requirements of this section prior to the interview. A staff member selected by a child may decline the request to be present at the interview. If the staff person selected agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. Failure to comply with the requirements of this section does not affect the admissibility of evidence in a criminal or civil proceeding.

Suspected Child Abuse Report

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

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A.	REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY		
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS		Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO		
		REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE		
B.	REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY				
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		ADDRESS		Street	City	Zip	
		OFFICIAL CONTACTED - TITLE		TELEPHONE ()		DATE/TIME OF PHONE CALL		
C.	VICTIM <small>One report per victim</small>	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
		ADDRESS		Street	City	Zip	TELEPHONE ()	
		PRESENT LOCATION OF VICTIM			SCHOOL		CLASS	GRADE
		<input type="checkbox"/> PHYSICALLY DISABLED? YES <input type="checkbox"/> NO	<input type="checkbox"/> DEVELOPMENTALLY DISABLED? YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME		
		<input type="checkbox"/> IN FOSTER CARE? YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)		
		RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK	
D.	INVOLVED PARTIES <small>VICTIM'S SIBLINGS PARENTS/GUARDIANS SUSPECT</small>	NAME		BIRTHDATE		SEX	ETHNICITY	
		1. _____		3. _____				
		2. _____		4. _____				
		NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
		ADDRESS		Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()
		NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
		ADDRESS		Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()
		SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
		ADDRESS		Street	City	Zip	TELEPHONE ()	
		OTHER RELEVANT INFORMATION						
E.	INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____						
		DATE / TIME OF INCIDENT		PLACE OF INCIDENT				
		NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)						

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department. BLUE COPY-County Welfare or Probation. GREEN COPY-District Attorney's Office. YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - SECTION C - VICTIM (One Report per Family, siblings must have same parents/guardians):** Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

Board Policy

Child Abuse Prevention And Reporting

BP 5141.4

Students

Child Abuse Prevention

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

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

(cf. [1020](#) - Youth Services)

(cf. [5141.6](#) - School Health Services)

(cf. [6164.2](#) - Guidance/Counseling Services)

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.

(cf. [6142.8](#) - Comprehensive Health Education)

(cf. [6143](#) - Courses of Study)

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.

(cf. [4119.21/4219.21/4319.21](#) - Professional Standards)

(cf. [5145.7](#) - Sexual Harassment)

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

(cf. [0450](#) - Comprehensive Safety Plan)

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.

Legal Reference:

EDUCATION CODE

32280-32288 Comprehensive school safety plans

33195 Heritage schools, mandated reporters

33308.1 Guidelines on procedure for filing child abuse complaints

44252 Teacher credentialing

44691 Staff development in the detection of child abuse and neglect

44807 Duty concerning conduct of students

48906 Notification when student released to peace officer

48987 Dissemination of reporting guidelines to parents

49001 Prohibition of corporal punishment

51220.5 Parenting skills education

51900.6 Sexual abuse and sexual assault awareness and prevention

PENAL CODE

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

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

288 Definition of lewd or lascivious act requiring reporting

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

UNITED STATES CODE, TITLE 42

11434a McKinney-Vento Homeless Assistance Act; definitions

COURT DECISIONS

Camreta v. Greene (2011) 131 S.Ct. 2020

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

Health Framework for California Public Schools, Kindergarten Through Grade Twelve

WEB SITES

California Attorney General's Office, Suspected Child Abuse Report
Form: http://www.ag.ca.gov/childabuse/pdf/ss_8572.pdf

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

California Department of Social Services, Children and Family Services Division: <http://www.childsworld.ca.gov>

U.S. Department of Health and Human Services, Child Welfare Information Gateway: <https://www.childwelfare.gov/can>

Policy UPLAND UNIFIED SCHOOL DISTRICT

adopted: September 27, 2011 Upland, California

revised: June 9, 2015

Suspension and Expulsion Policies

Suspensions and Expulsion Policies

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

(cf. [5131](#) - Conduct)

(cf. [5131.1](#) - Bus Conduct)

(cf. [5131.2](#) - Bullying)

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

(cf. [5112.5](#) - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

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

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

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code [48900](#)(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when 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](#))

(cf. [5138](#) - Conflict Resolution/Peer Mediation)

(cf. [5144](#) - Discipline)

(cf. [6142.4](#) - Service Learning/Community Service Classes)

(cf. [6164.2](#) - Guidance/Counseling Services)

(cf. [6164.5](#) - Student Success Teams)

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

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

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

(cf. [5113](#) - Absences and Excuses)

(cf. [5113.1](#) - Chronic Absence and Truancy)

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

(cf. [5131.7](#) - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code [11053-11058](#)

5. Committing or attempting to commit a sexual assault as defined in Penal Code [261](#), [266c](#), [286](#), [288](#), [288a](#), or 289, or committing a sexual battery as defined in Penal Code [243.4](#)

6. Possessing an explosive as defined in 18 USC [921](#)

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code [48915](#)(b) and (e))

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

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

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

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

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

(cf. [5148.3](#) - Preschool/Early Childhood Education)

Due Process

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

(cf. [5119](#) - Students Expelled from Other Districts)

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

Maintenance and Monitoring of Outcome Data

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

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

(cf. [0460](#) - Local Control and Accountability Plan)

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

233 Hate violence

1981-1981.5 Enrollment of students in community school

8239.1 Prohibition against expulsion of preschool student

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (regarding suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-48666 Community day schools

48853.5 Foster youth

48900-48927 Suspension and expulsion

48950 Speech and other communication

48980 Parental notifications

49073-49079 Privacy of student records

52052 Numerically significant student subgroups

52060-52077 Local control and accountability plan

64000-64001 Consolidated application

CIVIL CODE

47 Privileged communication

48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

LABOR CODE

230.7 Employee time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

417.27 Laser pointers

422.55 Hate crime defined

422.6 Interference with exercise of civil rights

422.7 Aggravating factors for punishment

422.75 Enhanced penalties for hate crimes

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

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors, or stun guns

868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

1415(K) Placement in alternative educational setting

7961 Gun-free schools

UNITED STATES CODE, TITLE 42

11432-11435 Education of homeless children and youths

COURT DECISIONS

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

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

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

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 118

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

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

ATTORNEY GENERAL OPINIONS

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

80 Ops.Cal.Atty.Gen. 348 (1997)

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

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

Management Resources:

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

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

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

California Attorney General's Office: <http://www.oag.ca.gov>

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

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Healthy Students: <http://www2.ed.gov/about/offices/list/oese/oshs>

Policy UPLAND UNIFIED SCHOOL DISTRICT

adopted: September 11, 2018 Upland, California

revised: September 10, 2019

Board Policy

Suspension And Expulsion/Due Process

BP 5144.1

Students

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

(cf. 5131 - Conduct)

(cf. 5144 - Discipline)

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

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

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

Except for single acts of a grave nature or offenses for which suspension or expulsion is required by law, suspension or expulsion shall be used only when the student involved has a history of misconduct and other means of correction have failed to bring about proper conduct or the student's presence causes a continuing danger to himself/herself or others.

To correct the behavior of students who are subject to discipline, the Superintendent or designee, to the extent allowed by law, shall use alternative disciplinary measures that keep students in school during the school day.

(cf. 1020 - Youth Services)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

Alternatives to suspension or expulsion also shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

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

(cf. 6145 - Extracurricular and Co-curricular Activities)

(cf. 6145.2 - Athletic Competition)

Due Process

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

(cf. 5119 - Students Expelled from Other Districts)

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

Removal from Class by a Teacher and Parental Attendance

When suspending a student from class for committing an obscene act, engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1)

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and his/her parents/guardians and to improve classroom behavior.

Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom. (Education Code 48900.1)

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

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

When a parent/guardian does not respond to the request to attend school, the principal or designee shall contact him/her by telephone, mail, or other means that maintains the confidentiality of the student's records.

(cf. 5125 - Student Records)

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

(cf. 5145.6 - Parental Notifications)

Decision Not to Enforce Expulsion Order

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

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

1981 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35146 Closed sessions (re suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48660-48667 Community day schools

48900-48927 Suspension and expulsion

48950 Speech and other communication

49073-49079 Privacy of student records

CIVIL CODE

47 Privileged communication

48.8 Defamation liability

CODE OF CIVIL PROCEDURE

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11455.20 Contempt

54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

LABOR CODE

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

PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

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

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors or stun guns

868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

7151 Gun free schools

COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267
Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421
Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H.,
(2001) 85 Cal.App.4th 1321
Garcia v. Los Angeles Board of Education (1991) 123 Cal.App.3d 807
Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182
John A. v. San Bernardino School District (1982) 33 Cal. 3d 301
ATTORNEY GENERAL OPINIONS
84 Ops.Cal.Atty.Gen. 146 (2001)
80 Ops.Cal.Atty.Gen. 91 (1997)
80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:

CSBA PUBLICATIONS

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

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Civil Rights Data Collection Summary, March 2012

WEB SITES

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

California Attorney General's Office: <http://www.oag.ca.gov>

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

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

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

Policy UPLAND UNIFIED SCHOOL DISTRICT

adopted: August 28, 2012 Upland, California

**Procedures for Annual Notification of Teachers on Suspensions
Education Code 49079**

This notification is mandatory per Education Code 49079 and each principal must ensure compliance.

Inform all teachers at the beginning of the year of the following:

1. Provide the [“Previous Suspension/Expulsion Notification”](#) to all teachers.
2. Students who have been suspended are identified by “SSA” printed in RED next to their name on the roster. This automatically appears when a date is populated in the SSA field in Assertive Discipline.
***Upon entering an Ed Code Violation in Assertive Discipline, please be sure the date in this field is updated.**
3. Administrators may ask that teachers make an appointment to review suspension information about their student.
4. Inform teachers that any information received pursuant to E.C. 49097 is received in confidence and shall not be further disseminated by the teacher.
5. If an administrator locates a suspension notice while reviewing a new student cumulative folder, the administrator shall enter the suspension date into the SSA field provided the suspension is within the last three years.

Previous Suspension/Expulsion Notification

Pursuant to the California Education Code section 49079, you have a legal right to review the cumulative file of each pupil who has engaged in, or is reasonably expected to have engaged in, any of the acts described in the Education Code subdivisions, except subdivision (h), of Section 48900.

You have the right to review the discipline information through the student information system, or by accessing the student cumulative file.

Students who have been suspended or have violated these codes are identified by “SSA” printed in RED next to their name on the roster.

Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

If you would like to view the suspension/expulsion/probation information, please contact the site administrator to set up an appointment to access this information.

By signing below, you are acknowledging you have been informed of your rights as stated in Ed Code 49079 and Penal Code 827.

Teacher (please print): _____

Signature: _____ Date: _____

Discrimination and Harassment Policy

PROCEDURES FOR HANDLING HARASSMENT COMPLAINTS

Foothill Knolls Academy of Innovation is committed to a work and educational environment that is free of unlawful discrimination on the basis of actual or perceived ethnic group identification, race, ancestry, national origin, religion, physical or mental disability, gender, sex, color, age or sexual orientation. Civil rights guarantees and equal access laws shall be adhered to in all educational programs or activities and personnel/employment practices.

Board Policy

Nondiscrimination/Harassment

BP 5145.3

Students

The Governing Board 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, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

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

(cf. [5131](#) - Conduct)

(cf. [5131.2](#) - Bullying)

(cf. [5137](#) - Positive School Climate)

(cf. [5145.7](#) - Sexual Harassment)

(cf. [5145.9](#) - Hate-Motivated Behavior)

(cf. [5146](#) - Married/Pregnant/Parenting Students)

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

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.

(cf. [1312.3](#) - Uniform Complaint Procedures)

(cf. [1330](#) - Use of Facilities)

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

(cf. [6145](#) - Extracurricular and Cocurricular Activities)

(cf. [6145.2](#) - Athletic Competition)

(cf. [6164.2](#) - Guidance/Counseling Services)

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.

(cf. [4118](#) - Dismissal/Suspension/Disciplinary Action)

(cf. [4119.21/4219.21/4319.21](#) - Professional Standards)

(cf. [4218](#) - Dismissal/Suspension/Disciplinary Action)

(cf. [5144](#) - Discipline)

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

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

(cf. [5145.2](#) - Freedom of Speech/Expression)

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.

(cf. [3580](#) - District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48900.3 Suspension or expulsion for act of hate violence

48900.4 Suspension or expulsion for threats or harassment

48904 Liability of parent/guardian for willful student misconduct

48907 Student exercise of free expression

48950 Freedom of speech

48985 Translation of notices

49020-49023 Athletic programs

51500 Prohibited instruction or activity

51501 Prohibited means of instruction

60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

12101-12213 Title II equal opportunity for individuals with disabilities

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

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

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

6101-6107 Age Discrimination Act of 1975

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.31 Disclosure of personally identifiable information

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

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

110.25 Prohibition of discrimination based on age

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

FIRST AMENDMENT CENTER PUBLICATIONS

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

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

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, Fact Sheet, August 2010

WEB SITES

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

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

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

California Office of the Attorney General: <http://oag.ca.gov>

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

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

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy UPLAND UNIFIED SCHOOL DISTRICT

adopted: April 22, 2014 Upland, California

revised: January 24, 2017

revised: June 28, 2018

Board Policy

Sexual Harassment

BP 5145.7

Students

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

The district strongly encourages 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.

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

(cf. [1312.1](#) - Complaints Concerning District Employees)

(cf. [5131](#) - Conduct)

(cf. [5131.2](#) - Bullying)

(cf. [5137](#) - Positive School Climate)

(cf. [5141.4](#) - Child Abuse Prevention and Reporting)

(cf. [5145.3](#) - Nondiscrimination/Harassment)

(cf. [6142.1](#) - Sexual Health and HIV/AIDS Prevention Instruction)

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.

(cf. [1312.3](#) - Uniform Complaint 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.

(cf. [5144](#) - Discipline)

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

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

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.

(cf. [4117.7](#) - Employment Status Report)

(cf. [4118](#) - Dismissal/Suspension/Disciplinary Action)

(cf. [4218](#) - Dismissal/Suspension/Disciplinary Action)

(cf. [4119.11/4219.11/4319.11](#) - Sexual Harassment)

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.

(cf. [3580](#) - District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

CIVIL CODE

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

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title a discrimination

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

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

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

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

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

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736

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

Gebser v. Lago Vista Independent School District (1998) 524 U.S. 274

Oona by Kate S. v. McCaffiev, (1998, 9th Cir.) 143 F.3d 473

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

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students. Policy Brief February 2014

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

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

Dear Colleague Letter: Transgender Students, May 2016

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Sexual Violence April 4, 2011

Sexual Harassment: It's Not Academic September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students,
or Third Parties January 2001

WEB SITES

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

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

US. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy UPLAND UNIFIED SCHOOL DISTRICT

adopted: August 28, 2012 Upland, California

revised: January 24, 2017

Uniform Complaint Process

SEXUAL HARASSMENT COMPLAINT PROCEDURE

The Upland Unified School District prohibits sex-based discrimination, including sexual harassment, and the district and school site staffs are committed to investigating and resolving, fairly, all reports and complaints of sex-based discrimination and sexual harassment.

The Assistant Superintendent of Human Resources is the Chief Complaint Officer for the District. The Assistant Superintendent may be contacted at (909) 985-1864, extension 229, or at Upland Unified School District, 390 N. Euclid Avenue, Upland, California, 91786.

Any report or complaint of sex-based discrimination or harassment against a student may be presented in person or in writing to the principal or assistant principal of the school the student attends. Any report or complaint of sex-based discrimination or harassment made by a student against an employee should be presented in person or in writing to the Assistant Superintendent of Human Resources at the above address. A complaint may also be filed directly with the U.S. Department of Education, Office for Civil Rights at 50 United Nations Plaza, Room 239, San Francisco, CA 94102.

The administration is committed to prohibiting sex-based discrimination and sexual harassment and will thoroughly investigate and resolve all such reports or complaints.

Reporting Procedures

1. The Board encourages and expects students to immediately report incidents of sexual harassment to any teacher, counselor, or administrator at the school site or to the District Complaint Officer.
2. Any teacher, counselor, or administrator who has received a report, verbally or in writing, from any student regarding sexual harassment of that student or any other student by a student or adult in the educational setting must forward that report to the building principal and the Assistant Superintendent of Human Resources, District Complaint Officer, Upland Unified School District, 390 N. Euclid Avenue, Upland, California 91786, Telephone (909) 985-1864 within twenty-four (24) hours, or within a reasonable extension of time thereafter for good cause.
3. Verbal reports of sexual harassment will be put in writing by the individual complaining or the person who receives the complaint and should be signed by the person complaining.
4. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned to the extent permitted by law and to the extent practical and appropriate under the circumstances.
5. The complaint investigator will put his/her findings in writing after concluding the investigation.
6. The investigator will communicate his/her finding to the complainant and the alleged harasser as expeditiously as possible. Appropriate discipline may be imposed.
7. Results may sustain the complaint, not sustain the complaint or be indeterminate. If indeterminate, the matter will be recorded as unresolved.
8. A written record of the investigation will be maintained by the school district separate and apart from any student or personnel file.
9. If dissatisfied with the district's decision, the complainant may seek assistance through local resources, i.e., Legal Aid Society of the West End, Inland Counties Legal Services or Tel-Law General information. If unable to resolve the dispute via local remedies, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the district's decision. Other resources available include the Office of Civil Rights and the American Civil Liberties Union.

If you have any questions about Upland Unified's policy against sexual harassment or the procedure for filing complaints, please contact:

Assistant Superintendent Human Resources, Upland Unified School District
Phone: (909) 985-1864

WILLIAMS CRITERIA LEGISLATION

Policies and procedures regarding deficiencies related to instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of students or staff, and teacher vacancy or mis-assignment will be addressed through Uniform Complaint Procedures process to identify and resolve complaints per the Williams Criteria Legislation.

(Education Code 35186)

UNIFORM COMPLAINT PROCEDURES

The Governing Board recognizes that the district has the primary responsibility for ensuring compliance with state and federal laws and regulations governing educational programs. The district shall investigate and seek to resolve complaints at the local level. The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on religion, age, gender, color, sex, sexual orientation, ethnic group identification, race, ancestry, national origin, or physical or mental disability in any program or activity that receives or benefits from state financial assistance. The district shall also follow uniform complaint procedures when addressing complaints alleging failure to comply with state or federal laws including adult basic education, consolidated categorical aid programs, vocational education, child care and development programs, child nutrition programs and special education programs.

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

Upon receipt of a written complaint from an individual, public agency or organization, uniform complaint procedures shall be initiated. The Superintendent or designee shall distribute full information about these procedures.

The Board prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination, or for participation in complaint procedures. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.

COMPLIANCE OFFICER

The Governing Board designates the following compliance officer to receive and investigate complaints and ensure district compliance with law:

Assistant Superintendent of Human Resources
390 N. Euclid Avenue
Upland, California 91786
(909) 985-1864

The Superintendent or designee shall annually notify in writing, as applicable, its students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, and other interested parties of their local educational agency complaint procedures, including the opportunity to appeal to the California Department of Education. The notice shall include the identity (identities) of the person(s) responsible for processing complaints. The notice shall also advise the recipient of the notice of any civil law remedies that may be available, and of the appeal and review procedures. This notice shall be in English, and when necessary, in the primary language or mode of communication of the recipient of the notice.

The following procedures shall be used to address all complaints which allege that the district has violated federal or state laws or regulations governing educational programs. The Compliance Officer shall maintain a record of each complaint and subsequent related actions, including:

- a) The original complaint;
- b) A copy of the district decision;
- c) A summary of the nature and extent of the investigation conducted by the district if not covered in the district decision;
- d) A report of any action taken to resolve the complaint;
- e) A copy of the district complaint procedures; and
- f) Such other relevant information.

The district will use its uniform complaint procedures when addressing all complaints regarding sex equity.

Investigations of discrimination complaints shall be conducted in a manner that protects confidentiality of the parties and the facts.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency or organization may file a written complaint of alleged noncompliance.

The complaint shall be presented to the Superintendent or designee, who will then give it to the appropriate compliance officer. The Superintendent or designee will maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other handicaps, district staff shall help him/her to file the complaint.

Complaints alleging unlawful discrimination may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination.

Step 2: Investigation of Complaint

The compliance officer shall hold an investigative meeting within five days of receiving the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses.

To ensure that all pertinent facts are made available, the compliance officer and the complainant may ask other individuals to attend this meeting and provide additional information.

Step 3: Response

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Governing Board. The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision is final. If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the district's initially receiving the complaint or within the time period that has been specified in a written agreement with the complainant.

Step 4: Final Written Decision

The report of the district's decision shall be written in English and in the language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the district will arrange a meeting at which a community member will interpret it for the complainant.

This report shall include:

1. The findings and disposition of the complaint, including corrective actions, if any.
2. The rationale for the above disposition.
3. Notice of the complainant's right to appeal the decision to the California Department of Education, and procedures to be followed for initiating such an appeal.
4. A detailed statement of all specific issues that were brought up during the investigation and the extent to which these issues were resolved.

If an employee is disciplined as a result of the complaint, this report shall simply state that effective action was taken and that the employee was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.

APPEALS TO THE CALIFORNIA DEPARTMENT OF EDUCATION

If dissatisfied with the district's decision, the complainant may seek assistance through resources, i.e., Legal Aid Society of the West End, Inland Counties Legal Services or Tel-Law General information. If unable to resolve the dispute via local remedies, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the district's decision. Other resources available include the Office of Civil Rights and the American Civil Liberties Union.

When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the district's decision and must include a copy of the locally filed complaint and the district's decision.

Disciplinary Action

Any student who is found to be responsible for sexual harassment will be subject to appropriate discipline up to and including expulsion. The severity of the disciplinary action will be based upon the circumstances of the infraction. (Education Code 48900) (Cross Reference: CSBA Policy No. 5145.7)

EC 48900.3 states that suspension or expulsion may be applied if a student "caused, attempted to cause, threatened to cause, or participated in an act of hate violence."

Hate violence is generally directed against an individual or group of individuals because of their race, religion, ethnicity, or other characteristic.

EC 48900.4 states that suspension or expulsion may be used if a student has "intentionally engaged in harassment, threats, or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that student or group of students by creating an intimidating or hostile educational environment."

Examples of harassment, threats, or intimidation include mad dogging (intimidating stares), statements like "you better watch your back," any action that is intended to harass, intimidate, or threaten another student.

Students should feel free from threats and intimidation at school. As always, if you have any questions or comments about these or any other school rules or policies, we at Foothill Knolls Academy of Innovation stand ready to assist.

Board Policy

Suspension/Disciplinary Action

BP 4118

Personnel

The Governing Board expects all employees to perform their jobs satisfactorily, exhibit professional and appropriate conduct, and serve as positive role models both at school and in the community. A certificated employee may be disciplined for conduct or performance in accordance with law, the applicable collective bargaining agreement, Board policy, and administrative regulation.

(cf. [4000](#) - Concepts and Roles)

(cf. [4112.5/4212.5/4312.5](#) - Criminal Record Check)

(cf. [4119.21/4219.21/4319.21](#) - Professional Standards)

(cf. [4141/4241](#) - Collective Bargaining Agreement)

Disciplinary action shall be based on the particular facts and circumstances involved and the severity of the conduct or performance. Disciplinary actions may include, but are not limited to, verbal warnings, written warnings, reassignment, suspension, freezing or reduction of wages, compulsory leave, or dismissal.

(cf. 4114 - Transfers)

The Superintendent or designee shall ensure that disciplinary actions are taken in a consistent, nondiscriminatory manner and are appropriately documented.

(cf. [1312.1](#) - Complaints Concerning District Employees)

(cf. [4030](#) - Nondiscrimination in Employment)

(cf. [4031](#) - Complaints Concerning Discrimination in Employment)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. [4119.1/4219.4319.1](#) - Civil and Legal Rights)

(cf. [4119.11/4219.11/4319.11](#) - Sexual Harassment)

Suspension/Dismissal Procedures

The Superintendent shall notify the Board whenever he/she believes that there is cause to suspend or dismiss an employee pursuant to Education Code [44932](#) or [44933](#).

When the Board finds that there is cause to suspend or dismiss an employee pursuant to Education Code [44932](#) or [44933](#), it may formulate a written statement of charges specifying instances of behavior and the acts or omissions constituting the charge, the statutes and rules that the employee is alleged to have violated when applicable,

and the facts relevant to each charge. The Board shall also review any duly signed and verified written statement of charges filed by any other person. (Education Code [44934](#), [44934.1](#))

Based on the written statement of charges, the Board may, upon majority vote, give notice to the employee of its intention to suspend or dismiss him/her at the expiration of 30 days from the date the notice is served. (Education Code [44934](#), [44934.1](#))

(cf. [4112.9/4212.9/4312.9](#) - Employee Notifications)

Prior to serving a suspension or dismissal notice that includes a charge of unsatisfactory performance, the district shall give the employee written notice of the unsatisfactory performance that specifies the nature of the unsatisfactory performance with such specific instances of behavior and with such particularity as to furnish the employee an opportunity to correct his/her faults and overcome the grounds for any unsatisfactory performance charges and, if applicable, that includes the evaluation made pursuant to Education Code [44660-44665](#). The written notice of the unsatisfactory performance shall be provided at least 90 days prior to the filing of the suspension or dismissal notice or prior to the last one-fourth of the school days in the year. (Education Code [44938](#))

(cf. 4115 - Evaluation/Supervision)

Prior to serving a suspension or dismissal notice that includes a charge of unprofessional conduct, the district shall give the employee written notice that describes the nature of the unprofessional conduct with such specific instances of behavior and with such particularity as to furnish the employee an opportunity to correct his/her faults and overcome the grounds for any unprofessional conduct charges and, if applicable, that includes the evaluation made pursuant to Education Code [44660-44665](#). The written notice of the unprofessional conduct shall be provided at least 45 days prior to the filing of the suspension or dismissal notice. (Education Code [44938](#))

Except for notices that only include charges of unsatisfactory performance, the written suspension or dismissal notice may be served at any time of year. Such notice shall be served upon the employee personally if given outside of the instructional year or, if given during the instructional year, may be served personally or by registered mail to the employee's last known address. Notices with a charge of unsatisfactory performance shall be given only during the instructional year of the school site where the employee is physically employed, and may be served personally or by registered mail to the employee's last known address. (Education Code [44936](#))

If an employee has been served notice and demands a hearing pursuant to Government Code [11505](#) and [11506](#), the Board shall either rescind its action or schedule a hearing on the matter. (Education Code [44941](#), [44941.1](#), [44943](#), [44944](#))

Pending suspension or dismissal proceedings for an employee who is charged with egregious misconduct, immoral conduct, conviction of a felony or of any crime involving moral turpitude, incompetency due to mental disability, or willful refusal to perform regular assignments without reasonable cause as prescribed by district rules and regulations, the Board may, if it deems it necessary, immediately suspend the employee from his/her duties. If the employee files a motion with the Office of Administrative Hearings for immediate reversal of the suspension based on a cause other than egregious misconduct, the Board may file a written response before or at the time of the hearing. (Education Code [44939](#), [44939.1](#), [44940](#))

When a suspension or dismissal hearing is to be conducted by a Commission on Professional Competence, the Board shall, no later than 45 days before the date set for the hearing, select one person with a currently valid credential to serve on the Commission. The appointee shall not be an employee of the district and shall have at least three years' experience within the past 10 years at the same grade span or assignment as the employee, as defined in Education Code [44944](#). (Education Code [44944](#))

Legal Reference:

EDUCATION CODE

44008 Effect of termination of probation

44009 Conviction of specified crimes

44010 Sex offense; definitions

44011 Controlled substance offense; definitions

44242.5 Reports and review of alleged misconduct

44425 Conviction of a sex or narcotic offense

44660-44665 Evaluation and assessment of performance of certificated employees

44830.1 Criminal record summary certificated employees

44929.21 Notice of reelection decision; districts with 250 ADA or more

44929.23 Reelection and dismissal of probationary employees; districts with ADA less than 250

44930-44988 Resignations, dismissal, and leave of absence

45055 Drawing of warrants for teachers

48907 Exercise of free speech, expression

48950 Speech and other communication

51530 Advocacy or teaching of communism

GOVERNMENT CODE

1028 Advocacy of communism

3543.2 Scope of representation

11505-11506 Hearing

HEALTH AND SAFETY CODE

11054 Schedule I; substances included

11055 Schedule II, substances included

11056 Schedule III, substances included

11357-11361 Marijuana

11363 Peyote

11364 Opium

11370.1 Possession of controlled substances with a firearm

PENAL CODE

187 Murder

291 School employees arrest for sex offense

667.5 Prior prison terms, enhancement of prison terms

1192.7 Plea bargaining limitation

11165.2-11165.6 Child abuse or neglect; definitions

CODE OF REGULATIONS, TITLE 5

80303 Reports of change in employment status

80304 Notice of sexual misconduct

COURT DECISIONS

Vergara v. California (Los Angeles Super.Ct.) BC484642

Crowl v. Commission on Professional Competence, (1990) 225 Cal. App. 3d 334

Morrison v. State Board of Education (1969) 1 Cal.3d 214

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

California's Laws and Rules Pertaining to the Discipline of Professional Certificated Personnel, 2007

WEB SITES

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

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Policy UPLAND UNIFIED SCHOOL DISTRICT

adopted: September 27, 2011 Upland, California

revised: June 9, 2015

Administrative Regulation

Complaints Concerning Discrimination In Employment

AR 4031

Personnel

Complaint Procedure

Any complaint by an employee or job applicant alleging discrimination or harassment shall be addressed in accordance with the following procedures:

1. **Notice and Receipt of Complaint:** Any employee or job applicant (the "complainant") who believes he/she has been subjected to prohibited discrimination or harassment shall promptly inform his/her supervisor, the district's Coordinator for Nondiscrimination in Employment, or the Superintendent.

The complainant may file a written complaint in accordance with this procedure, or if he/she is an employee, may first attempt to resolve the situation informally with his/her supervisor.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the Coordinator, whether or not the complainant files a written complaint.

The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, other evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

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

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

2. **Investigation Process:** The Coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five school days of receiving notice of the behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

The Coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The Coordinator shall inform the complainant that the allegations will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation.

(cf. 3580 - District Records)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

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

If the Coordinator determines that a detailed fact-finding investigation is necessary, he/she shall begin the investigation immediately. As part of this investigation, the Coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

When necessary to carry out his/her investigation or to protect employee or student safety, the Coordinator may discuss the complaint with the Superintendent or designee, district legal counsel, or the district's risk manager.

The Coordinator also shall determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents do not occur. The Coordinator shall ensure that such interim measures do not constitute retaliation.

3. **Written Report on Findings and Corrective Action:** No more than 30 days after receiving the complaint, the Coordinator shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator shall notify the complainant and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report also shall include any corrective action(s) that have been or will be taken to address the behavior, correct the effect on the complainant, and ensure that retaliation or further discrimination or harassment does not occur.

The report shall be presented to the complainant, the person accused, and the Superintendent or designee.

4. **Appeal to the Governing Board:** The complainant or the person accused may appeal any findings to the Board within 10 working days of receiving the written report of the Coordinator's findings. The Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 working days.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 9321 - Closed Session Purposes and Agendas)

Other Remedies

In addition to filing a discrimination or harassment complaint with the district, a person may also file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. To file a valid complaint with DFEH, within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960 (Government Code 12960)
2. To file a valid complaint directly with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)
3. To file a valid complaint with EEOC after first filing a complaint with DFEH, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier (42 USC 2000e-5)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

GOVERNMENT CODE

12920-12921 Nondiscrimination

12940-12948 Discrimination prohibited; unlawful practices, generally

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 29

621-634 Age Discrimination in Employment Act
794 Section 504 of the Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2001d-2001d-7 Title VI, Civil Rights Act of 1964
2001e-2001e-17 Title VII, Civil Rights Act of 1964, as amended
2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008
2001h-2-2001h-6 Title IX of the Civil Rights Act of 1964
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 34
106.8 Designation of responsible employee for Title IX

Management Resources:

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Enforcement Guidance: Reasonable Accommodation and Undue Hardship under the Americans with Disabilities Act, October 2002

Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

Regulation UPLAND UNIFIED SCHOOL DISTRICT
approved: September 27, 2011 Upland, California

School –wide Dress Code

STUDENT DRESS AND APPEARANCE REGULATIONS

Under the Constitution of the State of California, the students of the Upland Unified School District have the inalienable right to attend schools that are safe, secure and peaceful. The Upland Unified School District Board of Trustees subscribes to the philosophy that students should be provided with a quality education in a safe, secure and peaceful environment. The Board has determined and finds that the presence of any gang related jewelry, insignia, colors, paraphernalia, apparel, clothing and attire on school campuses and at school activities results in substantial disruption of or material interference with institutional and other activities and 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 the substantial disruption of the orderly operation of the school. Specifically, the Board finds that it is necessary to establish dress and grooming regulations designed to regulate the wearing of or display of clothing, attire, jewelry, apparel, insignia, colors, paraphernalia or materials that evidence membership in or affiliation with any gang, which are obscene, sexually explicit or suggestive; which promote the use/abuse of drugs, tobacco and/or alcohol; which pose a threat to the physical wellbeing and safety of students or are likely to cause others to be intimidated by fear of violence; or which so incite students as to create a clear and present danger of the commission of unlawful acts on school premises or at school activities, or the violation of law or lawful school regulations or the substantial disruption of or material interference with the orderly operation of the school or school-sponsored activities.

In recognition of the instructional responsibilities and goals of the Upland Unified School District, the district hereby adopts the following regulations relative to the dress and appearance of the students:

1. No gang-related jewelry, insignia, colors, paraphernalia, materials, apparel, clothing or attire may be worn or carried on campus or at school activities. Also prohibited are notebooks, manner of grooming or gesture, which, by virtue of its color, arrangement, trademark, graffiti or any other attribute, denotes membership in such a group.
2. Each school site shall allow for outdoor use during the school day, articles of sun-protective clothing, including, but not limited to, hats. Each school site may set a policy related to the type of sun-protective clothing, including, but not limited to, hats, that pupils will be allowed to use outdoors. Specific clothing and hats determined by the school district or school site to be gang related or inappropriate apparel may be prohibited by the dress code policy. No gang-related hats or other gang related head attire may be worn on campus or at school activities.
3. Clothing, jewelry, paraphernalia or material, or manner of grooming, which is obscene, sexually explicit or which depicts or suggests sexually-related or obscene gestures, pictures or wording or which promotes violence, the use/abuse of drugs, tobacco, or alcohol, may not be worn or carried on campus or at school activities.
4. No student may wear articles of clothing, jewelry, paraphernalia or accessories which pose a threat to the physical and/or emotional well-being and safety of the student or others on campus or at school activities.
5. Clothing or articles of clothing (including, but not limited to, gloves, bandanas, shoestrings, wristbands, jewelry) which are likely to provoke others to acts of violence or which are likely to cause others to be intimidated by the fear of violence may not be worn on campus or at any school activity.
6. The principal or principal's designee shall enforce the Student Dress and Appearance Regulations.
7. Gang-related clothing, apparel, attire including hats, jewelry, insignias, colors, paraphernalia and materials are prohibited from being worn at school or at school activities.

Safe Ingress and Egress Procedures

Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.

In order to ensure the safety of students, parents and staff, Foothill Knolls Academy of Innovation has established the following procedures:

- School hours have been established that provide access to our campus when supervision is provided.
- School personnel monitors' student safety while entering and departing from school.
- School Personnel are posted at the gates designated for students entering and exiting campus, before and after school.
- Students are urged to walk with friends to and from school and discouraged from walking alone.
- Our School Resource Officer is another level of safety provided to our school community.
- Student bus riders are informed of bus safety rules, and are supervised by school personnel until they are loaded on the bus to return home.
- Parents and all visitors must check in at the Office and show proper identification before access to a student or student records.
- All staff members must display their District Identification Badges while on campus.
- All visitors must display a valid visitor's pass while on campus.

Discipline Procedures

Upland Unified School District

UNIFORM DISCIPLINARY PROCEDURES

School administrators will determine the appropriate action after considering the severity of the infraction, other factors such as age, health and maturation of the student and all alternative measures designed to bring about proper conduct. Students whose behavior is insubordinate or incorrigible will be referred for appropriate action to the school administrator. If no improvement is noted or if a sanction more severe than a five-day suspension is considered appropriate, the principal may recommend expulsion or an involuntary transfer. A student who becomes a victim of a violent criminal offense while in or on the grounds of a school that the student attends, has the right to transfer to another school within the district.

RANGE OF DISCIPLINARY ACTIONS

(Individual Schools May Have Additional Rules)

A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

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

(Education Code 48900)

Discipline Flow Chart

Board Policy

Conduct

BP 5131

Students

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

(cf. [0450](#) - Comprehensive Safety Plan)

(cf. [5131.1](#) - Bus Conduct)

(cf. [5137](#) - Positive School Climate)

(cf. [6145.2](#) - Athletic Competition)

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

Prohibited student conduct includes, but is not limited to:

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

(cf. [5131.7](#) - Weapons and Dangerous Instruments)

(cf. [5142](#) - Safety)

2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption to the school program

(cf. [5131.2](#) - Bullying)

(cf. [5145.3](#) - Nondiscrimination/Harassment)

(cf. [5145.7](#) - Sexual Harassment)

(cf. [5145.9](#) - Hate-Motivated Behavior)

3. Conduct that disrupts the orderly classroom or school environment

(cf. [5131.4](#) - Student Disturbances)

4. Willful defiance of staff's authority

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

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

(cf. [5131.5](#) - Vandalism and Graffiti)

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

(cf. [5145.2](#) - Freedom of Speech/Expression)

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

(cf. [5131.6](#) - Alcohol and Other Drugs)

(cf. [5131.62](#) - Tobacco)

(cf. [5131.63](#) - Steroids)

8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code [417.27](#))

9. Use of a cell phone, smart watch, pager, or other mobile communication device during instructional time or in an unauthorized manner in violation of district policy

(cf. [5131.8](#) - Mobile Communication Devices)

(cf. [6163.4](#) - Student Use of Technology)

10. Plagiarism or dishonesty on school work or tests

(cf. [5131.9](#) - Academic Honesty)

(cf. [6162.54](#) - Test Integrity/Test Preparation)

(cf. [6162.6](#) - Use of Copyrighted Materials)

11. Wearing of any attire that violates district or school dress codes, including gang-related apparel

(cf. [5132](#) - Dress and Grooming)

(cf. [5136](#) - Gangs)

12. Tardiness or unexcused absence from school

(cf. [5113](#) - Absences and Excuses)

(cf. [5113.1](#) - Chronic Absence and Truancy)

(cf. [5113.11](#) - Attendance Supervision)

(cf. [5113.12](#) - District School Attendance Review Board)

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

(cf. [5112.5](#) - Open/Closed Campus)

Employees are expected to enforce standards of conduct and, when they observe or receive a report of a violation of these standards, to appropriately intervene or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.

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

(cf. [5145.12](#) - Search and Seizure)

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

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

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

(cf. [5020](#) - Parent Rights and Responsibilities)

(cf. [5127](#) - Graduation Ceremonies and Activities)

(cf. [5138](#) - Conflict Resolution/Peer Mediation)

(cf. [5144](#) - Discipline)

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

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

(cf. [6020](#) - Parent Involvement)

(cf. [6145](#) - Extracurricular and Cocurricular Activities)

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

(cf. [6164.2](#) - Guidance/Counseling Services)

(cf. [6164.5](#) - Student Success Teams)

(cf. [6184](#) - Continuation Education)

(cf. [6185](#) - Community Day School)

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32280-32289 Comprehensive safety plan

35181 Governing board authority to set policy on responsibilities of students

35291-35291.5 Rules

44807 Duty concerning conduct of students

48900-48925 Suspension and expulsion

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

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

PENAL CODE

288.2 Harmful matter with intent to seduce

313 Harmful matter

417.25-417.27 Laser scope or laser pointer

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

653.2 Electronic communication devices, threats to safety

VEHICLE CODE

23123-23124 Prohibitions against use of electronic devices while driving

CODE OF REGULATIONS, TITLE 5

300-307 Duties of students

UNITED STATES CODE, TITLE 42

20 USC [1681-1688](#) Title IX, 1972 Education Act Amendments

COURT DECISIONS

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

LaVine v. Blaine School District (2001, 9th Cir.) 257 F.3d 981

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

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

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

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

Management Resources:

CSBA PUBLICATIONS

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

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

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

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

WEB SITES

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

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

Center for Safe and Responsible Internet Use: <https://www.ewa.org/organization/center-safe-and-responsible-internet-use>

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

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

Policy UPLAND UNIFIED SCHOOL DISTRICT

adopted: August 28, 2012 Upland, California

revised: April 30, 2020

Board Policy

Discipline

BP 5144
Students

The Governing Board 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.

(cf. [5113.1](#) - Chronic Absence and Truancy)

(cf. [5131](#) - Conduct)

(cf. [5131.1](#) - Bus Conduct)

(cf. [5131.2](#) - Bullying)

(cf. [5137](#) - Positive School Climate)

(cf. [5145.9](#) - Hate-Motivated Behavior)

(cf. [6020](#) - Parent Involvement)

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

(cf. [5138](#) - Conflict Resolution/Peer Mediation)

(cf. [6164.2](#) - Guidance/Counseling Services)

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

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

(cf. [5020](#) - Parent Rights and Responsibilities)

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

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

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

(cf. [6164.5](#) - Student Success Teams)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code [49557.5](#))

(cf. [3550](#) - Food Service/Child Nutrition Program)

(cf. [3551](#) - Food Service Operations/Cafeteria Fund)

(cf. [3553](#) - Free and Reduced Price Meals)

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 [32282](#), [35291.5](#))

(cf. [0450](#) - Comprehensive Safety Plan)

(cf. [9320](#) - Meetings and Notices)

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

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

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

(cf. [5145.3](#) - Nondiscrimination/Harassment)

(cf. [5145.7](#) - Sexual Harassment)

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.

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

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.

(cf. [0460](#) - Local Control and Accountability Plan)

(cf. [3100](#) - Budget)

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.

Legal Reference:

EDUCATION CODE

32280-32288 School safety plans

35146 Closed sessions

35291 Rules

35291.5-35291.7 School-adopted discipline rules

37223 Weekend classes

44807.5 Restriction from recess

48900-48926 Suspension and expulsion

48980-48985 Notification of parent/guardian

49330-49335 Injurious objects

49550-49562 Meals for needy students

52060-52077 Local control and accountability plan

CIVIL CODE

1714.1 Parental liability for child's misconduct

CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus

353 Detention after school

UNITED STATES CODE, TITLE 42

1751-1769j School Lunch Program

1773 School Breakfast Program

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

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

Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009

CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES

Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000

STATE BOARD OF EDUCATION POLICIES

01-02 School Safety, Discipline, and Attendance, March 2001

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

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

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

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

Public Counsel: <http://www.fixschooldiscipline.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy UPLAND UNIFIED SCHOOL DISTRICT

adopted: March 2013 Upland, California

revised: August 26, 2014

revised: September 11, 2018

Hate Crime Policies and Procedures

Hate crime policies and procedures

EC 48900.3 states that suspension or expulsion may be applied if a student “caused, attempted to cause, threatened to cause, or participated in an act of hate violence.”

Hate violence is generally directed against an individual or group of individuals because of their race, religion, ethnicity, or other characteristic.

EC 48900.4 states that suspension or expulsion may be used if a student has “intentionally engaged in harassment, threats, or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that student or group of students by creating and intimidating or hostile educational environment.”

Examples of harassment, threats, or intimidation include mad dogging (intimidating stares), statements like “you better watch your back,” any action that is intended to harass, intimidate, or threaten another student.

Students should feel free from threats and intimidation at school. These two provisions will help ensure a safe place for learning.

Board Policy

Hate-Motivated Behavior

BP 5145.9

Students

The Governing Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

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

(cf. [0450](#) - Comprehensive Safety Plan)

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

(cf. [5131](#) - Conduct)

(cf. [5131.2](#) - Bullying)

(cf. [5131.5](#) - Vandalism and Graffiti)

(cf. [5136](#) - Gangs)

(cf. [5137](#) - Positive School Climate)

(cf. [5141.52](#) - Suicide Prevention)

(cf. [5145.3](#) - Nondiscrimination/Harassment)

(cf. [5145.7](#) - Sexual Harassment)

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

(cf. [1020](#) - Youth Services)

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

(cf. [1700](#) - Relations Between Private Industry and the Schools)

(cf. [5148.2](#) - Before/After School Programs)

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

(cf. [5138](#) - Conflict Resolution/Peer Mediation)

(cf. [6142.3](#) - Civic Education)

(cf. [6142.4](#) - Service Learning/Community Service Classes)

(cf. [6142.94](#) - History-Social Science Instruction)

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.

(cf. [6164.2](#) - Guidance/Counseling Services)

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

Complaint Process

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

(cf. 3515.3 - District Police/Security Department)

(cf. [5145.11](#) - Questioning and Apprehension by Law Enforcement)

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(cf. [1312.1](#) - Complaints Concerning District Employees)

(cf. [1312.3](#) - Uniform Complaint Procedures)

(cf. [5144](#) - Discipline)

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

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 School safety plans

48900.3 Suspension for hate violence

48900.4 Suspension or expulsion for threats or harassment

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

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

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Prohibition of discrimination based on age

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018

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

Dear Colleague Letter: Harassment and Bullying, October 2010

Dear Colleague Letter: Prohibited Disability Harassment, July 2000

WEB SITES

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

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

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

California Office of the Attorney General: <http://oag.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Justice: <https://www.justice.gov>

Policy UPLAND UNIFIED SCHOOL DISTRICT

adopted: September 27, 2011 Upland, California

revised: June 28, 2018

Board Policy

Bullying

BP 5131.2

Students

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

(cf. [5131](#) - Conduct)

(cf. [5136](#) - Gangs)

(cf. [5145.3](#) - Nondiscrimination/Harassment)

(cf. [5145.7](#) - Sexual Harassment)

(cf. [5145.9](#) - Hate-Motivated Behavior)

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

(cf. [1220](#) - Citizen Advisory Committees)

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

(cf. [6020](#) - Parent Involvement)

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

(cf. [0420](#) - School Plans/Site Councils)

(cf. [0450](#) - Comprehensive Safety Plan)

(cf. [0460](#) - Local Control and Accountability Plan)

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.

(cf. [1312.3](#) - Uniform Complaint Procedures)

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code [48900](#), the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code [46600](#), the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

(cf. [5116.1](#) - Intradistrict Open Enrollment)

(cf. [5117](#) - Interdistrict Attendance)

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

(cf. [4118](#) - Dismissal/Suspension/Disciplinary Action)

(cf. [4119.21/4219.21/4319.21](#) - Professional Standards)

(cf. [4218](#) - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

46600 Student transfers

48900-48925 Suspension or expulsion

48985 Translation of notices

52060-52077 Local control and accountability plan

PENAL CODE

422.55 Definition of hate crime

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

647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices, threats to safety

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age

COURT DECISIONS

Wynar v. Douglas County School District, (2013) 728 F.3d 1062J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:

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Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

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

Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010

Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying Module

California's Social and Emotional Learning: Guiding Principles, 2018

Social and Emotional Learning in California: A Guide to Resources, 2018

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

Bullying at School, 2003

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018

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

Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014

Guidance to America's Schools: Bullying of Students with Disabilities, October 2014

Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability, October 26, 2010

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

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

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

California Office of the Attorney General: <http://oag.ca.gov>

Center on Great Teachers and Leaders: <https://gtlcenter.org>

Collaborative for Academic Social and Emotional Learning: <https://casel.org>

Common Sense Media: <http://www.commonsensemedia.org>

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

Partnership for Children and Youth: <https://www.partnerforchildren.org>

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

Policy UPLAND UNIFIED SCHOOL DISTRICT

adopted: August 28, 2012 Upland, California

revised: January 14, 2014

revised: January 12, 2016

revised: June 28, 2018

Comprehensive School Safety Plan

revised: September 10, 2019

revised: April 30, 2020

Disaster Procedures

Disaster procedures, routine and emergency.

Disaster Service Workers

All public employees are designated as disaster service workers subject to service as may be assigned to them by their superiors or by law (Govt. Code, Chapter 8, Section 3100). **Should a disaster strike during school hours, NO employee will leave his/her assignment under any circumstances unless officially released by the Superintendent or his designee.**

“The Upland Unified School District agrees that, after meeting its responsibilities to pupils, it will permit, to the extent of its ability and upon request by the Red Cross, the use of its physical facilities by the Red Cross as mass shelters for the victims of disasters.”

All District staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and events that threaten to result in disaster.

The Superintendent or designee shall develop and maintain a disaster preparedness plan, which details provisions for handling all foreseeable emergencies and disasters. This plan shall be reviewed and updated at least annually.

Principals are the responsible party at each site and shall augment the district plan with working plans and procedures reviewed by the Superintendent and/or designee specific to each school site. All students and employees shall receive instruction regarding these plans.

The Superintendent or designee shall consult with city and/or county agencies so that district and site plans may provide the best possible way of handling each situation and also provide for emergency communications systems between these agencies and each school site.

The Superintendent, or designee, may provide a plan that allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

Disaster simulation exercises shall be held annually at each school site and coordinated with the city when possible. The exercises shall demonstrate how safety procedures may be applied to various types of emergencies.

All employees should become proficient in first aid and cardiopulmonary resuscitation. Each principal shall ascertain that at least one staff member at each school holds a valid certificate in these areas. The Superintendent or designee shall provide for CPR in-service training to be offered at least once a year for district staff.

Mustangs
 Navigate
 Our world with
 Tenacity
 Integrity
 Creativity &
 Empathy

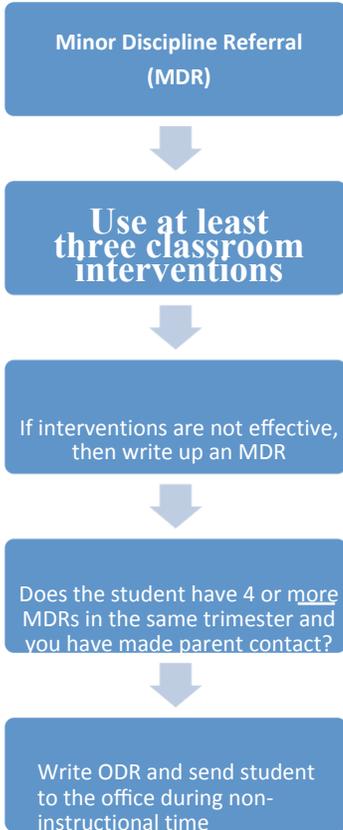


FK STEM Academy of Innovation
 Behavior Referral Process

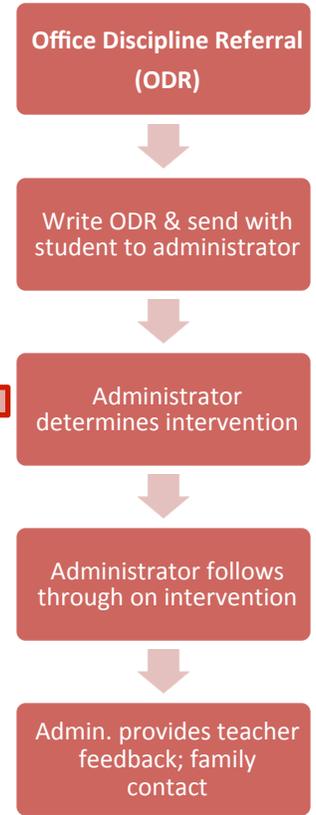


Behavior is managed in the ...

Classroom



Office



Classroom Interventions	Admin. Interventions
<input type="checkbox"/> 5:1 positive praise <input type="checkbox"/> Reteach expected behavior <input type="checkbox"/> Practice expected behaviors <input type="checkbox"/> Tangible recognition <input type="checkbox"/> Modified assignments <input type="checkbox"/> Seat-change <input type="checkbox"/> Student conference <input type="checkbox"/> Redirection <input type="checkbox"/> Proximity <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Verbal and non-verbal prompt <input type="checkbox"/> Parent phone call <input type="checkbox"/> Parent conference <input type="checkbox"/> Extra assistance <input type="checkbox"/> Self-monitoring <input type="checkbox"/> Opportunity table <input type="checkbox"/> Detention <input type="checkbox"/> Buddy timeout classroom	<input type="checkbox"/> Positive corrective feedback <input type="checkbox"/> Reteach expected behavior <input type="checkbox"/> Conference with student <input type="checkbox"/> Check for progress <input type="checkbox"/> Remove obstacles for student <input type="checkbox"/> Collect student data <input type="checkbox"/> Behavior groups <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Opportunity table <input type="checkbox"/> Conference with parent <input type="checkbox"/> Detention <input type="checkbox"/> Behavior Contract <input type="checkbox"/> Counseling Referral <input type="checkbox"/> SST <input type="checkbox"/> Sent home <input type="checkbox"/> In-house suspension <input type="checkbox"/> Suspension <input type="checkbox"/> CICO

Teacher Managed Behavior	Administrator Managed Behavior
<input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical contact <input type="checkbox"/> Defiance/disruption <input type="checkbox"/> Property misuse <input type="checkbox"/> Minor dress code <input type="checkbox"/> Minor peer conflict <input type="checkbox"/> Minor electronic violation <input type="checkbox"/> Out of assigned area <input type="checkbox"/> Other	<input type="checkbox"/> Inappropriate/abusive language <input type="checkbox"/> Physical aggression/fighting <input type="checkbox"/> Defiance/disrespect <input type="checkbox"/> Destruction of school property <input type="checkbox"/> Severe dress code <input type="checkbox"/> Harassment/bullying <input type="checkbox"/> Severe electronic violation <input type="checkbox"/> 4 th MDR <input type="checkbox"/> Other

