

Comprehensive School Safety Plan

2022-23
School Year

School: North Monterey County High School
CDS Code: 27738252730034
District: North Monterey County Unified School District
Address: 13990 Castroville Blvd.
Castroville, CA 95012
Date of Adoption: February 23, 2023
Date of Update: January 18, 2023
Date of Review:
- **with Staff** January 19, 2023
- **with Law Enforcement** February 15, 2023
- **with Fire Authority** February 15, 2023

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at An updated file of all non-sensitive safety-related plans and materials is always readily available for review by the public upon request. Comprehensive safety plan is available at the school site and online as well as the red emergency services binder..

Safety Plan Vision

North Monterey County High School promotes a positive culture and climate through P.R.I.D.E. (Participation, Respect, Integrity, Determination, Empowerment) and the adopted school-wide conditions of learning: Condor Scholars are SAFE, SUPPORTED, SOCIALLY CAPABLE and CHALLENGED. Founded on the principle of a Multi-Tiered Systems of Support Social Emotional Learning and Restorative Justice, a blueprint for success was created to implement the conditions for learning at N.M.C.H.S. As outlined in the safety plan, the blueprint identifies, as a foundational priority, the promotion of student wholeness, a vision of inspiring students to reach their full potential and pursue their passions and interests. To make this possible, N.M.C.H.S. staff collectively work to provide an engaging, safe, and supportive environment that fosters well-being and meets students' academic, social, emotional, and physical needs. When students feel safe and supported, are interested in what they are learning, and find it purposeful when their curiosity is engaged and motivated, achievement improves. Successful schools provide opportunities for students to explore their interests with enriching activities both in and out of the classroom. They also create positive cultures where students have the confidence to explore those opportunities. We aim to sustain a positive school environment and culture exhibiting the following characteristics:

1. Effective leadership that creates and communicates clear expectations, communicates openly and honestly, is accessible and supportive of school staff and professional learning and supports students in developing self-awareness, responsible decision-making, relationship building, social awareness skills, and self-management skills
2. Positive relationships with all stakeholders — students, parents, teachers/staff, school police, and community partners
3. Training and resources that provide social, emotional, and academic support, and positive interventions designed to help students problem-solve, develop appropriate school and classroom behaviors, and reduce the need for classroom removal or school police intervention
4. Professional supports for students who are experiencing an emotional crisis, trauma, or severe challenges in their homes or communities
5. Engaging academic and extracurricular activities for students that meet behavioral, developmental, and academic needs
6. Effective and responsive communication among schools, parents, and communities
7. Clean, well-maintained, and welcoming environments that clearly demonstrate school pride and a love of learning
8. A learning environment where students and staff feel physically and emotionally safe

One key focus of North Monterey County High School's student wholeness strategy is cultivating social and emotional learning (S.E.L.). Schools will support students in developing the core S.E.L. competencies of self-awareness, responsible decision-making, relationship-building, social awareness, and self-management. The cultivation of student wholeness also includes adopting restorative practices, which build positive communities based on the premise that open, respectful communication helps to reduce conflict. When conflict does occur, restorative practices encourage students to focus not on punishment but on the harm caused and the need to repair relationships. The integration of social and emotional learning and restorative approaches throughout the culture and practices of schools will help to cultivate safe and positive educational environments that foster student learning and well-being while reducing the incidence of negative behaviors.

Code of Conduct Principles for Student Behavior

The Code of Conduct 2022-23 is based on five principles that articulate N.M.C.H.S.' expectations for student behavior while at school or school-related activities:

1. My words, actions, and attitudes demonstrate respect for myself and others at all times
2. I demonstrate pride in myself, in my future, and in my school by arriving on time, dressed appropriately, and prepared to focus on my studies
3. I always seek the most peaceful means of resolving conflict, and I obtain the assistance of teachers, administrators, or school staff when I am unable to resolve conflicts on my own
4. I take pride in promoting a safe and clean learning environment at my school
5. I seek positive relationships with all members of the school community, and I help restore relationships with school community members that are affected by my conduct

These five principles are referred to as P.R.I.D.E. (Participate, Respect, Integrity, Determination, and Empowered). If students abide by these principles, the learning environment in all schools will be strengthened. The PRIDE concept is the school-wide code of conduct and is defined for both classrooms and common areas such as the forum, library, hallways, and bathrooms. These school spaces have the CONDOR PRIDE expected behaviors and clarifying descriptions of what the positive behavior looks like in action.

Components of the Comprehensive School Safety Plan (EC 32281)

North Monterey County High School Safety Committee

Assessment of School Safety

Summary of Data:

Source: The School Safety Plan is based on an assessment of the current status of school crime at North Monterey County High School. Data sources used for this assessment include: 1. Synergy Data Reporting for Suspensions and Expulsions; 2. California Healthy Kids Survey, 3. Synergy attendance data, 4. DESSA, 5. CA Dashboard.

Comprehensive School Safety Plan (Year 2022-2023) (Spring/Fall) 2022)

DATA SUMMARY

North Monterey County High School

The Synergy behavior data indicated for the 2022-2023 school year are associated with behaviors that have led to referrals and minor discipline (major & minor incidents). The status of NMCHS 2022-2023 for Semester 1, from August 10, 2022- December 16, 2022, shows the minor categories of "leaving class without permission," "disruption," "inappropriate language," "dress code infractions," and "inappropriate technology use," to currently have the most significant quantity of behavior referrals. Most referrals for minors occurred in the classroom, with 158 "leaving class without permission" and 142 with "disruption". Synergy data for Semester 1 indicates the highest number of school policy violations are due "possession or use of a controlled substance 48900(c)" and "caused, attempted to cause harm.. 48900(a)(1)". Dress code infractions that occurred outside the classroom were dealt by administration and our security team. The classroom is indicated as being overwhelmingly the location where most behaviors occur. For Semester 1 of 2022-2023 (Fall) there was 441 minor incident behavioral referrals compared to 395 from semester 1 (2021-2022), and 99 major incident referrals compared to 101 from semester 1 (2021-2022). Both school administration and school-certificated staff initiated major reports.

Out-of-School Suspension 2022-2023

During Semester 1 of 2022, there were a total of 14 out-of-school suspensions (Synergy) compared with no out-of-school suspensions reported for Semester 1 of 2021.

NMCHS conducted the CHKS survey of grades 9-11 on March 21, 2022 with a total of 83% of students responding:

The data was taken from a participating group of:

9th grade: # of students responded = 286 of 337 : percentage of responses = 85%

10th grade: # of students responded = 258 of 320 : percentage of responses = 81%

11th grade: # of students responded = 241 of 295 : percentage of responses = 82%

Areas of accomplishments:

57% of students feel academically motivated

68% of students feel satisfied with school life

72% of students feel satisfied with their self

95% of students have not been harmed or threatened on campus

85% or greater have not tried marijuana and or 80% have not consumed alcohol, over 90% report they have not tried other drugs (marijuana and alcohol excluded)

Areas of growth:

52% of the students feel they do not have an adult on the North Monterey County High School campus that really cares about them.

63% of students do not perceive the campus as safe

less than 50% of students reported no absences in the past 30 days

only 17% feel that they have meaningful participation in school

only 43% of students feel connected to school

Over 20% of students report feeling sad, depressed, distressed and or lacking optimism

Many students show a degree of indifference in all areas, marking "neither disagree nor agree" on many questions regarding academic motivation and effort, school interest, fairness, and safety.

NMCHS conducted the DESSA survey in September of 2022:

671 of 1290 = 52% of the student population completed the survey:

Areas of Strength:

47 % of students' responses indicate typical to strong relationship skills

51% of students' responses indicate goal directed behavior

Areas of Growth:

61% indicate the need for instruction in the social emotional composite (12 competencies which include: social and self awareness, relationship skills, self management, personal responsibility, optimism, decision making, goal directed behavior, relationship skills...)

64% indicate the need for instruction in social awareness

57% indicate the need for instruction in decision making

Attendance Analysis:

Attendance Data: 2022: Semester One: Attendance data for the Fall of 2022 indicates an improvement over time compared to student attendance from the Fall of 2021.

1. 158 students had a one day
2. 62 students had two days
3. 29 students had three days
4. 26 students had four days
5. 11 students had five days
6. 28 students had 6 days or more

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

North Monterey County High School provides a safe and positive learning environment for all students and staff. We have implemented a Multi-Tiered System of Supports (MTSS), which includes a comprehensive school safety plan that is reviewed and updated annually with input from staff, students, parents, community members, our campus supervisors, our School Safety Officer (SRO), our Site Safety Team/Site Safety Advisory Committee and our local fire department. Our school safety plan includes emergency protocols and procedures, vital student roster health information, emergency contact information, emergency drill and evacuation information, threat assessment policies and procedures, and our school's discipline and school conduct policies. All teachers and staff receive training in: 1) strategies aimed at preventing potential incidents involving crime and violence on school campuses, (2) provision of safety materials and emergency communications in language(s) understandable to parents/guardians, (3) procedures for the early identification and threat assessment of, and appropriate response to suspicious and/or threatening digital media content, (4) district policy and/or plan related to pandemics, (5) communication with parents/guardians regarding unification plans and necessity of cooperating with first responders, and (6) continuity of operations procedures to ensure that the district's essential functions are not disrupted during an emergency, to the extent possible, 7) MTSS strategies, threat assessment, mandated reporting, sexual harassment policies, suicide awareness, and monthly emergency practice drills. Parents are provided with the following information: 1) annual notification document which includes related information to the safe storage of firearms, emergency protocols, safe access and egress protocols, how to use and be informed through our District and site communication systems, and school site rules and regulations through the student handbook , 2) how to access District and site websites, school newsletters, Blackboard, and social media outlets. Additionally, parents are invited to attend meetings, workshops and trainings on topics that include: positive discipline, mental health services, child advisory committees, SEL (Social Emotional Learning) parenting series, drug and tobacco awareness prevention, how to access student supports, and on what to expect in the event of an emergency. Parent communications and notifications are translated into the family's home language.

The safety and security of our students and staff are our highest priority. Protocols and practices for student and staff safety for all school programs include: District staff monitoring of student arrivals, daily attendance taken in all classes, attendance calls home for students who are not in attendance, staff use of radios and intercom to communicate emergencies, District staff monitoring of site and students during lunch/break times, transition times, and during end of school day departure time. Every staff member has emergency procedure plans, evacuation maps, and an emergency phone list. Visitors to campus do not have access to classrooms and must check in at the main office for admittance. Access to classroom areas requires admittance through locked doors or gates In

addition. The site also has an Emergency Response Team for responding to low level incidents and emergencies on the site and staff are trained in their role and to communicate to the main office or administration for support.

The administration, certificated staff, classified staff, parents, students, SRO (School Resource Officer), School Site Safety Advisory Committee, and P.R.I.D.E. (Participation, Respect, Integrity, Determination, Empowerment) and the adopted school-wide conditions of learning: Condor Scholars are SAFE, SUPPORTED, SOCIALLY CAPABLE and CHALLENGED, review and provide input to improve our school's culture, climate and safety policies on an annual basis. Over the last six years, a collaborative effort has been made to bring consistency to classroom management practices, rules, policies, and procedures. The current discipline policy at NMCHS is available on the school's website and in the student handbook. Dress code, anti-social behavior, bullying, verbal harassment, threats, and the use of digital equipment with negative intent, sexual harassment, fighting, and hazing are all covered by our policy, as are the consequences and prevention/intervention support. During the first week of school and/or at the time of enrollment, we explicitly share our discipline policy and school rules with students and parents.

The school uses MTSS (an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success). As part of our Tier 1 interventions and practices we provide course/grade level academic and social emotional instruction on a daily basis which requires that teachers differentiate content for students based on data included but not limited to universal screeners, summative/formative assessment, and teacher observation; our Tier 2 instruction is supplemental instruction, at course/grade level, for students who need additional support in learning course/grade level material. Tier 2 instruction is intended to be timely and coordinated with Tier 1 instruction. Tier 2 interventions are intended for students who are struggling to meet course/grade level expectations. These interventions take place in addition to Tier 1, core instruction. Tier 2 needs and interventions are identified during PLC conversations referencing the four critical questions: What is the problem? Why is it occurring? What are we going to do about it? Is it working? Examples of Tier 2 supports include strategies such as: Small group instruction (2-5 students) provided by classroom teacher and/or intervention specialist (small group sessions are offered in addition to Tier 1 instruction), small group support offered by a paraeducator in a general education setting, office hour/tutorial meetings with students, adaptive technology programs, etc. For behavioral supports and interventions, Tier 2 supports may include: Check-In, Check-Out, social skills groups, social academic instructional groups (SAIG), group counseling sessions, behavior contracts, use of Wellness Centers and/or calming rooms. Students receiving Tier 3 interventions receive progress monitoring in a frequency based on the specific intervention being used. Decisions regarding appropriate progress monitoring tools are made at the SIT/SST meeting. The teacher/team member/staff providing the Tier 3 intervention is expected to frequently communicate student progress with the classroom/referring teacher. In addition to the MTSS program the school employs health support staff, five academic counselors, a behavior specialist, two behavior technicians, two school psychologists, school psychologist interns, a drug and alcohol counselor, and a school therapist. School-based mental health counselors are a preventive resource for students' social-emotional health.

The student engagement TOSA, ASB Director and Athletic Director provide supplemental activities to students, which encourage parent participation and involvement. Parent visibility on campus builds our school community and increases the capacity of the school to supervise student activities and ensure that intruders are quickly identified. The athletic director is responsible for compiling emergency contacts for each student on a team, training coaches on emergency protocols, providing rosters for our Safety binder, and compiling a list of authorized adults for transporting students to and from sporting events.

Elements of the Action Plan focus on the areas of:

1. Continue to enhance social-emotional learning, behavior supports and related interventions in order to address and develop social awareness skills and continue implementation of evidence-based social-emotional learning (SEL) curriculum/lessons.
2. Continue to implement restorative justice practices that support and integrate with school-wide expectations and a positive discipline model, to include training, support and monitoring for all classroom teachers and classified school staff who interact with students.
3. Further develop the school level Multi-Tiered System of Support communities of practice to promote coordination, alignment, and continuity including the focus and further develop of Tier 1 teams (which include teachers, counselors and classified support) to increase student attendance and engagement.
4. Develop culturally responsive classrooms and school environments that incorporate investigative learning that promote civic engagement, diversity, and understanding of local and global perspectives.
5. Develop, expand, promote, monitor and evaluate student engagement and plan events/activities that reflects and integrates the identities of the students and their community and that promote the over climate and culture on campuses (Activities, Clubs, Sports, Celebrations, School-wide assemblies, Student store)

6. Provide a physically welcoming and enriched campus environment that promotes artistic and structured outdoor learning spaces, to include integration of the arts, gardens, and structure outdoor play and provide facilitated learning and interactions that are positive and engaging during non classroom time.

Dates for Review and Revision of Annual Safety Plan:

01/10/23: School Site Joint Safety Committee Meeting reviewed data and provided recommendations for School Safety Plan

01/10/23: SSC reviewed data and provided recommendations for School Safety Plan

01/18/23: SSC council Safety Plan Review and Approval

01/19/23: Staff meeting to review data and make recommendations

2/23/23 Board Approval

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

North Monterey Co USD | BP 5141.4 Students Child Abuse Prevention And Reporting

Original Adopted Date: 02/22/2018 | Last Revised Date: 07/22/2021 | Last Reviewed Date: 07/22/2021

Status: ADOPTED

The Board of Trustees 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. 1400 - Relations Between Other Governmental Agencies and the Schools) (cf. 5141.5 - Mental Health)

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

Child Abuse Prevention

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

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

The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

In addition, student identification cards for students in grades 7-12 shall include the National Domestic Violence Hotline telephone number. (Education Code 215.5)

(cf. 5142 - Safety)

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.

Policy 5141.4: Child Abuse Prevention And Reporting

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)

(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

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 as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

Regulation 5141.4: Child Abuse Prevention And Reporting

Original Adopted Date: 02/22/2018 | Last Revised Date: 07/22/2021 | Last Reviewed Date: 07/22/2021

Status: ADOPTED

Definitions

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

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

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

(cf. 5145.7 - Sexual Harassment)

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)
(cf. 3515.3 - District Police/Security Department)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144 - Discipline)

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

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

(cf. 6142.7 - Physical Education and Activity) (cf. 6145.2 - Athletic Competition)

6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

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

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

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

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

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

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

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

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

(cf. 1240 - Volunteer Assistance)

Reporting Procedures

1. Initial Telephone Report

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

Such reports shall be made to the following agency(ies): Child Protective Services

1000 S, Main Street, Suite 301

(831) 755-4661 or 1800-606-6618

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

2. Written Report

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

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

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

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

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

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

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

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

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

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

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7) (cf. 4131 - Staff Development) (cf. 4231 - Staff Development) (cf. 4331 - Staff Development)

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

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

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

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

Victim Interviews by Social Services

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

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

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

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

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)
(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

Parent/Guardian Complaints

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

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

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 3320 – Claims and Actions Against the District)

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal

Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

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

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

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

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Detailed procedures/roles/responsibilities stating what needs to be done when a natural/environmental/manmade disaster occurs can be found under Incident Command, IC Team Responsibilities, Emergency Response Guidelines, and Specific Emergency Plans.

Special Needs Accommodations for Disaster Plan:

During the event of an emergency or a drill, our adaptations of routine and emergency disaster procedures for pupils with disabilities are as follow:

1. Pupils with disabilities are to exit their classrooms and move to the class's fence line outside of their classroom.
2. One campus supervisor is assigned to check and account for special needs rosters.
3. In case of a complete evacuation, our special needs students are in a safe drive path for easy transportation pick up. This modification to their pick up allows for ease of mobility and faster response by transportation in need

Public Agency Use of School Buildings for Emergency Shelters

The school site is ready to assist with all Emergency Operations by Monterey County on our school facility. This emergency preparedness is in alignment with the Emergency Operations Agreement with Monterey County and NMCUSD to provide Emergency Shelters. The site administrator will work with the Director of Facilities and Assistant Superintendent for Student and Family Services and Emergency Operations staff to coordinate the use of the school facility for Emergency Shelters and other county emergencies. Our current Emergency Operations Agreement with Monterey County was board approved on 1/28/2021.

Board Policy 3516 Emergencies and Disaster Preparedness Plan

The Board of Trustees recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

(cf. 0400 - Comprehensive Plans)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516.3 - Earthquake Emergency Procedure System)

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, he/she shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 3513.3 - District Police/Security Department)

The Plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

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 the district may deem necessary to meet the community's needs. (Education Code 32282)

(cf. 1330 - Use of School Facilities)

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

(cf. 4112.3/4212.3/4312.3 - Oath or Affirmation)

(cf. 4119.3/4219.3/4319.3 - Duties of Personnel)

Legal Reference:

EDUCATION CODE

32001 Fire alarms and drills

32040 Duty to equip school with first aid kit

32280-32289 School safety plans

32290 Safety devices

39834 Operating overloaded bus

46390-46392 Emergency average daily attendance in case of disaster

49505 Natural disaster; meals for homeless students; reimbursement

CIVIL CODE

1714.5 Release from liability for disaster service workers and shelters

GOVERNMENT CODE

3100-3109 Public employees as disaster service workers; oath or affirmation
8607 Standardized emergency management system

CALIFORNIA CONSTITUTION

Article 20, Section 3 Oath or affirmation

CODE OF REGULATIONS, TITLE 5

550 Fire drills
560 Civil defense and disaster preparedness plans

CODE OF REGULATIONS, TITLE 19

2400-2450 Standardized emergency management system

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Crisis Response Box, 2000

CALIFORNIA GOVERNOR'S OFFICE OF EMERGENCY SERVICES PUBLICATIONS

Active Shooter Awareness Guidance, February 2018
State of California Emergency Plan, 2017
School Emergency Response: Using SEMS at Districts and Sites, June 1998

FEDERAL EMERGENCY MANAGEMENT AGENCY PUBLICATIONS

National Incident Management System, 3rd ed., October 2017

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

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

GOVERNOR'S OFFICE OF EMERGENCY SERVICES

School Emergency Response: Using SEMS at Districts and Sites, June 1998

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

WEB SITES

CSBA: <http://www.csba.org>
American Red Cross: <http://www.redcross.org>
California Attorney General's Office: <https://oag.ca.gov>
California Department of Education, Crisis Preparedness: <http://www.cde.ca.gov/ls/ss/cp>
California Emergency Management Agency: <http://www.calema.ca.gov>
California Seismic Safety Commission: <http://www.seismic.ca.gov>
Centers for Disease Control and Prevention: <http://www.cdc.gov>
Federal Emergency Management Agency: <http://www.fema.gov>
U.S. Department of Education, Emergency Planning: <http://www2.ed.gov/admins/lead/safety/crisisplanning.html>
U.S. Department of Homeland Security: <http://www.dhs.gov>

Policy: NORTH MONTEREY COUNTY UNIFIED SCHOOL DISTRICT adopted: August 23, 2018 Moss Landing, California

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Policy 5144.1: Suspension And Expulsion/Due Process

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board

shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

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

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

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

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

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

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

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

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

On-Campus Suspension

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

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

Authority to Expel

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

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

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 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, 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.

Due Process

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

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall 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.

Original Adopted Date: 11/15/2018 | Last Revised Date: 04/09/2021 | Last Reviewed Date: 04/09/2021

Status: ADOPTED

Regulation 5144.1: Suspension And Expulsion/Due Process

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

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

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

Notice of Regulations

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

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in the sections "Additional Grounds for Suspension and Expulsion: Grades 4-12" and "Additional Grounds for Suspension and Expulsion: Grades 9-12" below:

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

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

11. Knowingly received stolen school property or private property (EducationCode48900(l))

12. Possessed an imitation firearm (EducationCode48900(m))

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

13. Committed or attempted to commit a sexual assault as defined in PenalCode261,266c,286,288,288a,or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

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

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

16. Engaged in, or attempted to engage in, hazing (EducationCode48900(q))

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

17. Engaged in an act of bullying (EducationCode48900(r))

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

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in the section "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

a. A message, text, sound, video, or image

b. A post on a social network Internet website, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

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

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

19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

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

Additional Grounds for Suspension and Expulsion: Grades 4-12

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

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

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

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

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

Additional Grounds for Suspension and Expulsion: Grades 9-12

Any student in grades 9-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level, including grades K-8. (Education Code 48910)

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

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

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

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

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

Suspension by Superintendent, Principal or Principal's Designee

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

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

The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

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

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

Length of Suspension

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

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

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

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the

principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence. (Education Code 48911)

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

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

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

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

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

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

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

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

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

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

d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K- 12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," and "Additional Grounds for Suspension and Expulsion: Grades 9-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912) The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

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

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

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

Superintendent or Principal's Authority to Recommend Expulsion

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

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

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

Student's Right to Expulsion Hearing

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

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

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

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

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

Stipulated Expulsion

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

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

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

Rights of Complaining Witness

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

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

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

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

Written Notice of the Expulsion Hearing

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

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

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

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

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

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

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

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

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

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

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

3. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," and "Additional Grounds for Suspension and Expulsion: Grades 9-12" above. (Education Code 48918(h))

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

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

4. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- a. Any complaining witness shall be given five days' notice before being called to testify.
- b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony.
- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person who is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

i. The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

ii. At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

iii. The person conducting the hearing may:

A. Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

B. Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours

C. Permit one of the support persons to accompany the complaining witness to the witness stand

5. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

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

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

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

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

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend

the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

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

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

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

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

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

Written Notice to Expel

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

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or "Additional Grounds for Suspension and Expulsion: Grades 9-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (EducationCode48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision to Suspend Expulsion Order

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

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and willingness to follow are habilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order maybe revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or "Additional Grounds for Suspension and Expulsion: Grades 9-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student maybe expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of there habilitation assignment, the Board shall reinstate the student in district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

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

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

Notification to Law Enforcement Authorities

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

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

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

Placement During Expulsion

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

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

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

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

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

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board a commendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

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

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

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

Original Adopted Date: 11/15/2018 | Last Revised Date: 04/09/2021 | Last Reviewed Date: 04/09/2021
Status: ADOPTED

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Regulation 4158: Employee Security

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

(cf. 5131.7 - Weapons and Dangerous Instruments) (cf. 5144 - Discipline)

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response. Reports of an attack, assault, or threat shall be forwarded immediately to the Superintendent or designee.

(cf. 3515.2 - Disruptions)

In addition, the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. (Education Code 44014)

(cf. 3320 - Claims and Actions Against the District) (cf. 3515.4 - Recovery for Property Loss or Damage) (cf. 3530 - Risk Management/Insurance)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:

1. Acts That Are Grounds for Suspension or Expulsion

a. The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in AR 5144.1 - Suspension and Expulsion/Due Process. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

(cf. 5125 - Student Records)

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

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

c. Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 48201, 49079)

2. Offenses Reported to the District by a Court

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

b. The principal shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal thinks may need the information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

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

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

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

In order to maintain confidentiality when providing information about student offenses to a counselor or teacher the principal or designee shall send the staff member a written notification that a student has committed an offense that requires review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall initial the notification and shall also initial the student's file when reviewing it in the school office.

Accommodations for Victims of Domestic Violence, Sexual Assault, or Stalking

When requested by an employee who is a victim of domestic violence, sexual assault, or stalking, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including: (Labor Code 230)

1. A transfer, reassignment, or modified schedule
2. A changed work telephone or work station
3. An installed lock
4. Assistance in documenting domestic violence, sexual assault, stalking, or other crime that occurs in the workplace
5. Referral to a victim assistance organization
6. Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other crime

The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining whether an accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee. (Labor Code 230)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, or stalking. Such certification may include: (Labor Code 230)

1. A police report indicating that the employee was a victim
2. A court order protecting or separating the employee from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court
3. Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf

Any verbal or written statement, police or court record, or other documentation identifying an employee as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (Labor Code 230)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, or stalking or ongoing circumstances related to the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. (Labor Code 230)

The district shall not retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (Labor Code 230)

Use of Pepper Spray

The Superintendent or designee shall notify employees of the district's policy prohibiting the possession of pepper spray on school property or at school-related activities without prior approval of the Superintendent or designee. Employees wishing to carry pepper spray shall submit to the Superintendent or designee a written request setting forth the need for the pepper spray. The Superintendent or designee shall notify the employee in writing as to whether the request was approved or denied.

When approving an employee's request, the Superintendent or designee shall inform the employee of the following conditions:

1. The pepper spray shall be used only in self-defense pursuant to Penal Code 22810.
2. An employee who uses pepper spray other than in self-defense shall be subject to disciplinary action by the district and, in accordance with law, a fine and/or imprisonment.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action) (cf. 4218 - Dismissal/Suspension/Disciplinary Action)

3. The pepper spray must be stored in a secure place and not be accessible to students or other individuals. Negligent storage of the pepper spray may subject the employee to disciplinary action.

Original Adopted Date: 08/09/2018 | Last Revised Date: 07/22/2021 | Last Reviewed Date: 07/22/2021

(E) Sexual Harassment Policies (EC 212.6 [b])

Policy 5145.3: Nondiscrimination/Harassment

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

8. Designation of responsible employee for Title IX

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

Original Adopted Date: 02/22/2018 | Last Revised Date: 06/14/2018 | Last Reviewed Date: 06/14/2018

Regulation 5145.3: Nondiscrimination/Harassment

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Katie Balestri, Senior Director, Human Resources 8142 Moss Landing Road, Moss Landing 95039 (831) 633-3343 ext. 1220

Katie_Balestri@nmcusd.org

Measures to Prevent Discrimination

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

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications
2. Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)
3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)
4. Post in a prominent location on the district web site in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.6, 221.61, 234.6)
 - a. The name and contact information of the district's Title IX Coordinator, including the phone number and email address
 - b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)
 - c. A description of how to file a complaint of noncompliance under Title IX, which shall include:
 - i. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
 - ii. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site
 - iii. A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office
 - d. A link to the Title IX information included on the California Department of Education's (CDE) web site

5. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)

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

7. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

8. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

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

9. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students.

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

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

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3

Nondiscrimination/Harassment. As needed, these actions may include any of the following:

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

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

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

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, the principal or compliance officer shall notify the student or parent/guardian of the right to file a formal complaint in accordance with AR 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.

Once notified verbally or in writing, the compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

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

Issues Unique to Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

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

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

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

Intersex student means a student with natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and male bodies.

Nonbinary student means a student whose gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether or not the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Transgender student means a student whose gender identity is different from the gender assigned at birth.

The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual

in nature. Examples of the types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity
2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the restroom that corresponds to the student's gender identity
4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's gender identity to individuals who do not have a legitimate need for the information, without the student's consent
6. Using gender-specific slurs
7. Physically assaulting a student motivated by hostility toward the student because of the student's gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) or Title IX sexual harassment procedures (AR 5145.71), as applicable, shall be used to report and resolve complaints alleging discrimination against intersex, nonbinary, transgender, and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's gender identity, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

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

1. Right to privacy: A student's intersex, nonbinary, transgender, or gender-nonconforming status is the student's private information. The district shall develop strategies to prevent unauthorized disclosure of students' private information. Such strategies may include, but are not limited to, collecting or maintaining information about student gender only when relevant to the educational program or activity, protecting or revealing a student's gender identity as necessary to protect the health or safety of the student, and keeping a student's unofficial record separate from the official record.

The district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's intersex, nonbinary, transgender, or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to the student's status as an intersex, nonbinary, transgender, or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

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

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.

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

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

5. Student Records: Upon each student's enrollment, the district is required to maintain a mandatory permanent student record (official record) that includes the student's gender and legal name.

A student's legal name as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. A student's gender as entered on the student's official record required pursuant to 5 CCR 432 shall only be changed with written authorization of a parent/guardian having legal custody of the student. (Education Code 49061)

However, when proper documentation or authorization, as applicable, is not submitted with a request to change a student's legal name or gender, any change to the student's record shall be limited to the student's unofficial records such as attendance sheets, report cards, and school identification.

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

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

Original Adopted Date: 02/22/2018 | Last Revised Date: 02/10/2022 | Last Reviewed Date: 02/10/2022

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Progressive Code of Conduct: Dress and Grooming

In an effort to support our conditions for learning where we collectively strive to create a space where students are safe, students are supported, students are challenged, and students are socially capable, the following Dress and Grooming Board Policy is in place.

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or is likely to cause a substantial disruption to the educational program. (BP 5132)

The following guidelines shall apply to all regular school activities:

1. Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity. Attached to this guideline, you will find a list of currently identified drug, alcohol, and gang-related lifestyle apparel that is not acceptable for school use.
2. Appropriate shoes must be worn at all times.
3. Hats, caps, and other head coverings shall not be worn indoors. Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)
4. Clothes shall be sufficient to conceal undergarments. See-through tops and bare abdomens are prohibited.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and co-curricular activities.

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

Guidelines for Dress Code

The following guidelines shall apply to all on-campus and off-campus school activities.

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
2. Clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions, and likenesses, or which advocate prejudice based upon racial, ethnic, religion, national origin or immigration status.
3. Hats, caps, and other head coverings shall not be worn indoors (except for religious beliefs). The only acceptable headwear is official Condor hats or beanies, or headwear that is solid black, grey, or white in color without a logo.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low cut tops, bare midriff, and skirts or shorts that are considered too revealing and are shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports or classes. (High School Administration must approve the request of the coach or teacher prior to action.)
7. Attire or items which may be used as a weapon may not be worn, including but not limited to steel-toed boots, chains, items with spikes or studs, and other items deemed a safety concern and inappropriate by the high school administration.
8. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.
9. Administrative exceptions may be made in regard to grooming and dress. These exceptions, verified by the administrator, shall include (but will not be limited to):

Sincerely held religious beliefs

Valid medical reasons

10. Gang, Drug, Alcohol-Related Apparel (This section is updated annually and provided to parents upon registration of their student).

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

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

1. Clothing, headgear, and symbols that can be perceived as related to gang affiliation, drug or alcohol lifestyle related is prohibited (i.e., tags, brands, logos, insignias, bandanas, buckles, and sports team attire or city names).
2. Clothing, headgear, and symbols that can be perceived to create disruptive, harassing, or threatening environments such as gang or mob behavior are prohibited.

3. Excessive clothing color/number or accessory color/number that could be determined to be "flashing a color or number" and is known to be affiliated with local gangs and crews is prohibited.

After review with local law enforcement, the following drug, and gang-related clothing items and brands will be prohibited on campus for the 2022-2023 school year:

Any clothing or apparel items from the following brands: Cookies, NBI, Seedless, Oddities, SRH, Vapewear, hats with the C logo
Any clothing or apparel items with the numbers "710" or "32."

Red/ 14

Blue/ 13

Green/ 14 or 32

Note: This list is subject to change as new information becomes available, and at the advisement of law enforcement.

Progressive Code of Conduct: Dress and Grooming

Standard Violations:

1. Students will be required to groom and/or change clothing when apparel or grooming is in violation of the Dress and Grooming Code (BP 5132, AR 5132). Apparel in violation will be confiscated upon each incident. All items confiscated will be held in a locked container and released to the student and/or parent within 24 hours of the incident.
2. If a parent/guardian or student disagrees with the site administrator's decision on a standard violation, the parent/guardian or student may attempt to resolve the problem by requesting a personal conference with the site administrator.
Students with persistent (more than 3 in one school year) or egregious violations (unsafe or harmful to others) of the dress and grooming code will be subject to the progressive discipline plan as follows:
 - a. First Notice of Habitual Violation: The student will be counseled by school guidance team members and be required to change clothing and/or confiscation of items (released to student).
 - b. Second Notice of Habitual Violation: Change of clothing and/or confiscation of items (released to student) and student conference resulting in student dress code agreement.
 - c. Third Notice of Habitual Violation: Parent/ Guardian contact, change of clothing and/or confiscation of items (released to parent/guardian), after-school detention.
 - d. Fourth Notice of Habitual Violation: Parent/ Guardian contact, change of clothing, and/or confiscation of items (released to parent/guardian). Further disciplinary action, up to a behavior contract, and/or suspensions/expulsions will be under the discretion of the high school administration and district office as permitted by state law and/or district policy/regulation.

Dangerous or Disruptive Violations

Dress and grooming violations that cause actual disruptions of the educational environment, that result in actual violation of law or other school rules, including hate-crime laws, or that cause actual injury may result in district administration contacting local law enforcement agencies. It is the discretion of the District Administration to initiate more serious disciplinary actions, with consequences up to and including expulsion, depending upon the nature and seriousness of the incident.

Policy 5132: Dress And Grooming

The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a

disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

Gang-Related Apparel

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

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

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

Original Adopted Date: 02/22/2018 | Last Revised Date: 12/12/2019 | Last Reviewed Date: 12/12/2019

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

1) See attached (School Ingress and Egress Map)

2) Closed Campus Policy

Students may not leave campus before the end of the school day unless they have been officially released to a responsible adult by the school office personnel. The responsible adult listed on the students' emergency contact list must sign the student out and indicate the reason for the early release.

Campus supervisors stop all vehicles at the gate of the school, they must check-in, and their license plate numbers are recorded. Security radios ahead to the main office regarding the visitors' business on campus.

There is a closed campus policy, and vehicle access to the campus is limited to the main parking area only during school hours. Signs are prominently posted to remind all visitors to report to the office.

Campus Supervisors verify that students have a pass to leave campus before they can exit the parking lot area.

3) Cameras:

The school has over 52 cameras to cover the most highly trafficked areas on campus. The footage is recorded and stored for approximately 30 days.

4) Visitor Policy:

Upon arrival, visitors check-in at the gate and receive a temporary parking pass before parking and entering the campus. Their license plates are recorded, and they must explain their reason for visiting. Once on campus, visitors must sign in at the school office and indicate the time and purpose of their visit. They are given a visitor sticker to wear while on campus so that any school personnel can determine that the non-employee has been checked in by the office.

5) Communication Tools:

The school maintains approximately 39 2-way radios that are inventoried and checked out annually to the counselors, counseling office staff, custodian, office personnel, administrators, activities director, athletic director, physical education teachers, and campus security and supervisors.

Every classroom has an intercom system that is connected to a telephone. The telephone can be used in any emergency to contact the office. The office can contact any specific classroom or all classrooms simultaneously to send alert messages.

The school bell system is coded so that the office staff can call for a custodian to assist with any need and alert all staff to the need for students to be secured in place with classroom lock-down. Students and staff are requested to wear or have in their possession a school identification card.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Component 1

Element:

People and Programs:

Opportunity for Improvement:

Goal: Sustain a more complex MTSS Tier 1 support model for all students that directly addresses self-concept, civic engagement, relationship building, and restorative practices increasing student attendance by 5% and decreases negative behavior minor referral data by 10% during the 2021-2022 school year.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase number of students who indicate little to no bullying or harassment through social media associated with school activities. LCAP 3.1, 3.6	<ol style="list-style-type: none"> 1. Provide support for student safety through cyber safety education and activities. 2. Implement digital safety agreement, conduct cyber safety lessons in advisory periods. 3. Provide support for student safety through character-strong lessons during advisory. 	District funding, Concentration Grant and Title 1	PRIDE Team ED Tech Team	
More students will experience opportunities for meaningful participation and engagement in school with a 7% increase in students who self identify as having an opportunity and actively participating in school academic and enrichment engagement. LCAP 1.4, 1.5, 2.0, 3.0	<ol style="list-style-type: none"> 1. Create Advisory Period for social-emotional learning and support 2. Increase student persistence, self-concept, work habits through schoolwide AVID. 	Title 1, Concentration Grant, Centralized LCAP funding	Administrative Team ASB Director AVID Coordinator	

Objectives	Action Steps	Resources	Lead Person	Evaluation
Decrease the percentage of Chronic absent and Truant students by 5% in comparison to 2021-2022 school data. LCAP 4.1,4.2,4.3	<p>1. Increase high-interest student engagement activities that promote participation of all students through ASB activities, PRIDE activities, sports and clubs.</p> <p>2. Continue to make home visits, connect with families and develop success plans for students with chronic absenteeism, use resources such as the counseling department, family resource center and mental health to build relationships with and support students.</p> <p>3. Provide breakfast, nutritional snack, lunch and supper programs to students.</p> <p>4. Conduct SART meetings to support students who have received truancy letters 1 and 2. Collaborate with the counseling team for additional student support.</p>	Title 1, Concentration Grant, Centralized LCAP, funding	Assistant Principals PRIDE Team Academic Counseling Team	

Objectives	Action Steps	Resources	Lead Person	Evaluation
Reduce alcohol and drug use on campus as demonstrated by a 3% decrease in the percentage of students who indicate on the internal bi-annual Student Survey that they use drugs, alcohol or vaping products.	<p>1. Teach and advocate for healthy behaviors as part of advisory lessons developed by the P.R.I.D.E.</p> <p>2. MTSS team and interventions to decrease substance abuse and altercations.</p> <p>3. Work closely with our counselor 1- Drug Resource Specialist, to educate our students and parents about the harmful effects of using drugs and/or alcohol.</p>	Title 1, Centralized and Concentration Funding	Administrative Team	
Decrease the number of out of school and in school suspensions by 5% from 2021-2022 data.	<p>1. Decrease number of in school and out of school suspensions by implementing restorative practices by offering counseling services in lieu of suspensions.</p> <p>2. Increase on-site interventions and an MTSS plan that provides counseling services for students as an alternative to suspension.</p>	Centralized Funding	Assistant Principal	

Objectives	Action Steps	Resources	Lead Person	Evaluation
Student Academic Success data to show increase of students on track to graduate with Cohort to total 90% of each grade-level cohort by end of 2023.	1. Establish an intentional student-centered system of measurable school-wide student outcomes that are easily integrated into all content areas for sustained accountability for student progress. 2. Continue to build and enhance career pathways, and visual and performing arts opportunities. 3. Increase student success through Individualized Learning Plans, opportunities for credit recovery and grade improvement.	Title 1, Centralized and Concentration Funding	Assistant Principal	

Component:

2

Element:

Safe School Environment

Opportunity for Improvement:

Assure that every student is promoting and experiencing the conditions of learning by increasing the percentage of students who feel Safe, Supported, Challenged, and Socially capable.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Baseline for decreasing the occurrences of vandalism, theft, robbery, or destruction of school property during the school day. LCAP 3.1, 3.2	<ol style="list-style-type: none"> 1. Review and Sustain maps and rosters for all students and staff on campus. Maps include classroom spaces, restroom designations, break area designations. 2. Review and maintain an onboarding and exiting campus plan and map. 3. Create zones for campus monitors to supervise and support student use of restrooms and break areas. 4. Meet with the Safety Team monthly and distribute a weekly newsletter for team updates and information. 	Concentration grant and Title 1 Funding	Assistant Principal	
Increase locations on campus for students to access Social-Emotional Support and "Life" Resources. 3.1,3.3	<ol style="list-style-type: none"> 1. Sustain the MTSS system to include a tiered system of support. 2. Use MTSS reporting system to monitor student growth over time. 3. Create more spaces on campus for students access adult support for quick check-in meetings to encourage daily motivation. 	Centralized and Concentration Funds	Assistant Principal MTSS team, ASB, Activities Director	
Provide access to learning environments that integrate student college, career and civic engagement goals with course-work to establish a consistent school meaning and connectedness. LCAP 2.0	<ol style="list-style-type: none"> 1. Create on-site small cohort groups for students in need of supports and students in career technical education and visual and performing arts courses. 	Title 1, Concentration and Centralized Funding	Assistant Principal	

Objectives	Action Steps	Resources	Lead Person	Evaluation
Establish new baseline for low negative behaviors in ingress, egress, common areas and bathrooms. 3.0	<ol style="list-style-type: none"> 1. Increase the number of staff providing supervision, by 3-5, during non-instructional times. 2. Coordinators, TOSAs, and admin provide supervision on a rotational basis during non-instructional times. 3. Teachers practice welcoming routines in their classrooms. 4. Provide training to the student advisory council, campus supervisors, counselors, and administration on restorative justice and conflict mediation practices. 5. Add emergency flip books for all classrooms and office spaces. 6. Work closely with the DO to add infograms to provide resources to the community in the event of an emergency. 	Centralized, Concentration and Title 1 funding	Principal	
Establish a baseline for participation in school safety and wellness training by all staff, students, and parents.	<ol style="list-style-type: none"> 1. Follow all COVID symptom reporting protocols. Work closely with the health team and District office to help ensure thorough contact monitoring. 2. Create an emergency evacuation plan and share with on-site staff. 	Centralized and Concentration funding	Assistant Principal	

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase and monitor facility cleanliness to ensure students and the community are able to engage in a safe learning environment .	<ol style="list-style-type: none"> 1. Ensure students and staff on campus for on-site learning have a clean sanitized classroom, break area and restrooms, and personal protective equipment (PPE). 2. Maintain and utilize a quarantine room for students or staff who are displaying symptoms and work with Health team to monitor and track symptoms for the health and safety of the school community. 	Centralized and Concentration funding	Principal	

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

North Monterey County High School Student Conduct Code

In 2019 North Monterey High School initiated a redesign of its student engagement protocols and procedures. The new framework is grounded in the principles of a Multi-Tiered Systems of Support with a focus on the belief all Condors strive to be present every minute of every day pursuing P.R.I.D.E. We practice the promotion of student wholeness and positive conditions for learning, a vision of inspiring students to reach their full potential and pursue their passions and interests. To make this possible, the NMCHS staff collectively provide an engaging, safe, and supportive environment that fosters well-being and meets students' academic, social, emotional, and physical needs. One key focus of North Monterey County High School's student wholeness strategy is cultivating social and emotional learning (S.E.L.). Schools will support students in developing the core S.E.L. competencies of self-awareness, responsible decision-making, relationship-building, social awareness, and self-management. The cultivation of student wholeness also includes adopting restorative practices, which build positive communities based on the premise that open, respectful communication helps to reduce conflict. When conflict does occur, restorative practices encourage students to focus not on punishment but on the harm caused and the need to repair relationships. The integration of social and emotional learning and restorative approaches throughout the culture and practices of schools will help to cultivate safe and positive educational environments that foster student learning and well-being while reducing the incidence of negative behaviors.

When students feel safe and supported, are interested in what they are learning, and find it purposeful, when their curiosity is engaged and they are motivated, achievement improves. Successful schools provide opportunities for students to explore their interests, with enriching activities both in and out of the classroom. They also create positive cultures where students have the confidence to explore those opportunities.

Code of Conduct Principles for Student Behavior

The Code of Conduct 2022-23 is based on five principles that articulate N.M.C.H.S.' expectations for student behavior while at school or school-related activities:

1. My words, actions, and attitudes demonstrate respect for myself and others at all times
2. I demonstrate P.R.I.D.E. in myself, in my future, and in my school by arriving on time, dressed appropriately, and be prepared to focus on my studies
3. I always seek the most peaceful means of resolving conflict, and I obtain the assistance of teachers, administrators, or school staff when I am unable to resolve conflicts on my own

4. I take P.R.I.D.E. in promoting a safe and clean learning environment at my school

5. I seek positive relationships with all members of the school community, and I help restore relationships with school community members that are affected by my conduct

These five principles are referred to as P.R.I.D.E. (Participate, Respect, Integrity, Determination, and Empowered). If students abide by these principles, the learning environment in all schools will be strengthened. The P.R.I.D.E. concept is the school-wide code of conduct and is defined for both classrooms and common areas such as the forum, library, hallways, and bathrooms. These school spaces have the CONDOR P.R.I.D.E. expected behaviors and clarifying descriptions of what the positive behavior looks like in action.

Conduct Code Procedures

Application of the Code of Conduct

The Code of Conduct applies to students at all times while they are on North Monterey County High School property, at any school-sponsored activity, including field trips, and while traveling to and from school or any school-sponsored activity. There are times when incidents occur outside of the school's jurisdiction that undermine relationships at school or otherwise threaten school safety and climate. In those instances, NMCHS may utilize interventions and responses to improve school climate, including but not limited to restorative practice methods, mediation, and mindfulness.

Students with Disabilities

North Monterey County High School is committed to eliminating the disparate impact of discipline on students with disabilities. Additional steps must be taken when students with disabilities, including those with Individualized Education Programs (I.E.P.s) and Section 504 Plans, are disciplined. The Code of Conduct requires principals and school staff to follow Board policies, administrative regulations, and state and federal laws concerning the discipline of students with disabilities, including procedures for determining manifestation (that is, whether the behavior is linked to a student's disability), conducting Functional Behavioral Assessments (F.B.A.), and developing Behavioral Intervention Plans (B.I.P.).

If a student with an I.E.P. or 504 Plan is suspended or expelled for more than 10 school days in one school year, the I.E.P. or Section 504 team must meet within 10 school days for a manifestation meeting. At the manifestation meeting, the I.E.P. or Section 504 team will determine whether the student's conduct was a manifestation of the student's disability. If the team determines that the behavior is a manifestation and the incident did not involve a weapon, drugs, or serious bodily injury, then the student may be permitted to return to school. The student will also be returned to school if the team determines that the behavior is a direct result of their I.E.P. not being properly implemented. Inappropriate behaviors related to a student's disability will be addressed through the I.E.P. and Section 504 process to ensure that the student receives services and modifications designed to prevent the behavior's recurrence. Students with I.E.P.s who are not returned to the school building are entitled to the services necessary to allow them to progress in the general curriculum and advance toward achieving their I.E.P. goals.

Role of School Resource Officer

The School Resource Officer (S.R.O.) exists to ensure that students and staff are safe and that the learning environment is orderly. Officers work to build positive relationships with students to help ensure the safety of the entire school community. School administrators handle disciplinary interventions for students' behavioral infractions. S.R.O.'s will not be involved in matters of routine discipline since police intervention is designed to be exercised as a last resort. If an imminent threat of serious harm cannot be abated and it is determined that police intervention is necessary to resolve the situation, students will be afforded all relevant due process rights guaranteed under federal, state, and local law.

Definitions of Disciplinary Responses

When students are disruptive or act inappropriately, school staff and principals should respond restoratively, rationally, appropriately, consistently, and fairly. The 2022-23 Code of Conduct describes five levels of possible responses to inappropriate and disruptive behavior. Each inappropriate or disruptive behavior is assigned to one or more of these levels of intervention. Administration and school staff should use only the levels suggested for each behavior. Administrators and staff must consider all relevant circumstances, including the students' motivation, past discipline record, disability status, and personal circumstances that may have exacerbated the behavior, before selecting an appropriate intervention.

In certain circumstances, disciplinary responses that remove students from the classroom or school environment (as described in the list below) may be necessary. In these cases, N.M.C.H.S.'s goal is to make sure that students continue their education, receive appropriate educational services, learn strategies to replace inappropriate behaviors, and correct any harm they may have caused to

others. Administrators should use the lowest level response that is appropriate for the behavior. Out-of-school discipline should be used as a last resort after other interventions have been utilized. The duration of any suspensions, expulsions and alternative settings/placements should be limited to the fewest days necessary to achieve the disciplinary goal.

* In-school suspension: The removal of a student within the school building from their regular education program for up to, but not more than, three days per incident and no more than five days per semester.

* Short-term suspension: The removal of a student from school for up to, but not more than, three school days.

* Long-term suspension: The removal of a student from school for 4 to 10 school days. Long-term suspensions must be approved by the Principal.

* Extended suspension: The removal of a student from school for a period longer than 10 school days. A student may be referred for extended suspension if (1) their presence in school presents an imminent threat of serious harm to other students or staff, or (2) the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day, and other available and appropriate behavioral and disciplinary interventions have been exhausted.

* Expulsion: The removal of a student from their regular school program by the School Board. A student may only be recommended for expulsion if an extended suspension is inadequate to address the behavior. The student's presence in school constitutes an imminent threat of serious harm to other students or staff. An expulsion may be permanent if the behavior results in serious injury or places others at substantial risk of serious injury or death.

* Alternative educational placement: A school site that enables students in general education to receive the services needed to improve their behavior while continuing to access the appropriate academic curriculum. A student may receive an alternative educational placement for disciplinary reasons. Students will receive, as appropriate, behavioral intervention services to address the behavior violation that resulted in the alternative educational placement. Students with I.E.P.s may be placed in an alternative educational setting only if a manifestation meeting is held and the behavior is determined not to be related to the student's disability. Students with I.E.P.s may also be placed in an alternative educational setting if they engage in one of the following behaviors while at school, on school premises, or at a school function: (1) carrying or possessing a weapon; (2) knowingly possessing or using an illegal drug; (3) selling or soliciting the sale of a controlled substance; or (4) inflicting serious bodily injury on another person.

* Imminent threat of serious harm: A likely or immediate danger of negative and significant impact on physical, emotional, or psychological well-being.

Levels of Intervention and Disciplinary Response

N.M.C.H.S. recognizes the effectiveness of restorative practice methods and other progressive disciplinary measures that build positive relationships. These interventions are a shift away from overly harsh and punitive disciplinary responses. Instead, they educate students about the harm caused by their actions while seeking to reunite them with the school community.

The categories shown are designed to guide teachers and administrators in using progressive supports and responses at all grade levels to teach and motivate students to exhibit positive behaviors.

LEVEL 1 Classroom Supports and Responses.

These interventions aim to correct behavior so students can learn and demonstrate safe and respectful actions. Teachers are encouraged to implement a variety of teaching and classroom management strategies:

- * Contact parent via telephone, email, or (if permission to do so has been secured) text message
- * Verbal correction
- * Reminders and redirection (e.g., role-play)
- * Written reflection or apology
- * Seat change
- * Parent or guardian conference
- * Daily progress sheet on behavior
- * Establish a peer-to-peer support system

- * Classroom system of positive reinforcement
- * Teacher or student conference
- * Detention (before or after school) with parent or guardian consent
- * De-escalation strategies (i.e., mindfulness, reflection break, walk-n-talk)
- * Restorative practice methods and/or mindfulness (See Appendix A)

LEVEL 2a Support staff and student support teams interventions and responses.

These supports and responses involve support staff such as Campus supervisors, Campus security, and Guidance Counselors, Activities Director, Athletic Director, Instructional Specialists, and C.O.S.S.T.:

- * Parent or guardian notification
- * Restorative practice methods and/or mindfulness.
- * Loss of privileges
- * Restitution (monetary or service-based)
- * Detention
- * Conflict resolution
- * Peer Mediation
- * Written Reflection
- * Referral to I.E.P. or 504 team
- * Assignment of work projects
- * Mentoring
- * Referral to substance abuse counseling
- * Referral to student support team (see below)

LEVEL 2b Intensive Support and Intervention

These interventions often involve support staff, both school-based and within the broader community. They aim to engage the student's support system to ensure successful learning and consistency of interventions and to change the conditions that contribute to the student's inappropriate or disruptive behavior:

- * Parent or guardian conference
- * Restorative practice methods including community conferencing or mediation led by or under supervision of Guidance Counselor
- * Group Mindfulness Sessions led by or under supervision of a trained adult
- * Mentoring
- * Peer mediation
- * Referral to WRAP Team, I.E.P. or 504 team for evaluation
- * I.E.P. or 504 team meeting
- * Referral to school-based health or mental health clinic
- * Referral to an appropriate after-school program/Saturday School
- * Restitution (monetary or service-based)
- * Conflict resolution led by or under supervision of a trained adult
- * Short-term behavioral progress reports linked to positive reinforcement
- * Referral to an appropriate community organization
- * Develop student support team plan

LEVEL 3 Short-term suspension and referral responses

These interventions may involve the removal of a student from the school environment for up to three days because of the severity of the behavior. The duration of the suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior:

- * Parent or guardian notification and conference with Administrator
- * Short-term in-school suspension (1 to 3 days)
- * Restorative practice methods including formal conferencing/ community conferencing
- * Development of or revision to student support team plan
- * Referral to WRAP team
- * Referral to I.E.P. team or 504 team for manifestation determination for students with disabilities

LEVEL 4 Long-term suspension and referral responses

Revision to I.E.P. or 504 plan as needed for students with disabilities

- * Development of Functional Behavioral Assessment (F.B.A.) and Behavioral Intervention Plan (B.I.P.)
- * Referral to substance abuse counseling
- * Referral to an appropriate community organization (e.g., mentoring programs)

These interventions involve the removal of a student from the school environment for a period ranging between 4 and 10 school days because of the severity of the behavior. The duration of the suspension, if issued, is to be limited as much as possible while adequately addressing the behavior.

- * Parent or guardian notification
- * Long-term suspension (4 to 10 days)
- * Development of Functional Behavioral Assessment (F.B.A.) and Behavioral Intervention Plan (B.I.P.)
- * Development of or revision to student support team plan
- * Restorative practice methods including formal conferencing/ community conferencing by trained adult
- * Referral to I.E.P. team or 504 team for manifestation determination for students with disabilities
- * Revision to I.E.P. or 504 plan as needed for students with disabilities
- * Referral to twilight and credit recovery program
- * Referral to substance abuse counseling
- * Referral to appropriate community organization (e.g., mentoring programs)

LEVEL 5 Extended suspension, expulsion, and referral responses

These interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve the placement of the student in an alternative environment that provides additional structure to address the behavior. These interventions focus on maintaining the safety of the school community and ending behavior that is harmful to the student or others. The duration of an extended suspension, expulsion or alternative placement will be limited to the least amount of time necessary to adequately address the behavior:

- * Parent or guardian notification
- * Extended suspension (11 to 44 days)
- * Expulsion (serious behavioral infractions; 44 days or longer)
- * Development of Functional Behavioral Assessment (F.B.A.) and Behavioral Intervention Plan (B.I.P.)
- * Development of or revision to student support team plan
- * Restorative practice methods including formal conferencing/ community conferencing by trained adult
- * Referral to I.E.P. team or 504 team for manifestation determination for students with disabilities
- * Revision to I.E.P. or 504 plan as needed for students with disabilities
- * Alternative educational placement or alternative educational setting by the Office of Suspension Services
- * Referral to substance abuse counseling
- * Permanent expulsion for certain offenses, as specified in Board policy.

(K) Hate Crime Reporting Procedures and Policies

Policy 5145.9: Hate-Motivated Behavior

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

(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)

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real 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, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

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 in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of 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:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. 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)

When appropriate, students who engage in hate-motivated behavior shall be disciplined. The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

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

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action) (cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

(cf. 1113 - District and School Web Sites)

Complaints

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 compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

(cf. 3515.3 - District Police/Security Department)

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

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

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 or other applicable procedure. 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. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

Original Adopted Date: 06/28/2018 | Last Revised Date: 07/22/2021 | Last Reviewed Date: 07/22/2021

(J) Procedures to Prepare for Active Shooters

The site has detailed response and procedures for Active Shooters listed under the section Emergency Armed Assault on Campus and Emergency Guidelines that include the 3 levels of emergency response 1) Minor 2) Major 3) Disaster.

BP 3515.7

Cautionary Notice: SB 707 (Ch. 766, Statutes of 2015) amended Penal Code 626.9 and 30310 to provide that a person with a concealed weapons license must obtain written permission of the Superintendent or designee in order to possess a firearm and/or ammunition on school grounds. In view of the public interest and safety issues involved, CSBA strongly recommends that the Governing Board adopt a policy either prohibiting or permitting such possession and, if such possession is allowed, establishing conditions and criteria for granting permission to individuals. Because the law now requires an affirmative action on the part of the district to allow or disallow concealed weapons permit holders to possess a firearm and/or ammunition on school grounds, it is possible that district liability could be increased. Thus, in adopting a policy, CSBA recommends that the Board consult with the district's legal counsel and insurance provider and with local law enforcement in order to carefully tailor the following sample policy to reflect the district's local circumstances.

The Board of Trustees is committed to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement, insurance carriers, and other appropriate individuals and agencies to address the security of school campuses.

(cf. 3515 - Campus Security)

(cf. 3515.2 - Disruptions)
(cf. 3515.3 - District Police/Security Department)
(cf. 4158/4258/4358 - Employee Security)
(cf. 5131.4 - Student Disturbances)
(cf. 5131.7 - Weapons and Dangerous Instruments)

District policy regarding the possession of firearms and/or ammunition on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 1112 - Media Relations)
(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)

Any person specified in Penal Code 626.9(l)-(o) and 30310 is authorized to possess a firearm and/or ammunition on school grounds. School grounds include, but are not limited to, school buildings, fields, storage areas, and parking lots.

The Superintendent or designee shall not grant permission to any other individual to carry a firearm or ammunition on school grounds.

Legal Reference:

EDUCATION CODE

32281 Comprehensive safety plan
35160 Powers and duties of the board
35161 Powers and duties of the board; authority to delegate
38001.5 District security officers; requirements if carry firearm

PENAL CODE

626.9 Gun Free School Zone Act
830.32 District police department; district decision to authorize carrying of firearm
16150 Definition of ammunition
16520 Definition of firearm
26150-26225 Concealed weapons permit
30310 Prohibition against ammunition on school grounds

UNITED STATES CODE, TITLE 18

921 Definitions, firearms and ammunition
922 Firearms, unlawful acts
923 Firearm licensing

UNITED STATES CODE, TITLE 20

7151 Gun-Free Schools Act; student expulsions for possession of firearm

Management Resources:

WEB SITES

Office of the Attorney General: <https://oag.ca.gov/firearms>

Policy NORTH MONTEREY COUNTY UNIFIED SCHOOL DISTRICT adopted: February 22, 2018, Moss Landing, California.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Policy 5131.2: Bullying

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 1062

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

Management Resources:

CSBA PUBLICATIONS

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

Management Resources: (continued)

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\(https://simbli.eboardsolutions.com/SU/endNgaxyiGQAmOk5HoBoUw==\)](http://www.csba.org(https://simbli.eboardsolutions.com/SU/endNgaxyiGQAmOk5HoBoUw==)) California Department of Education, Safe Schools Office:

[http://www.cde.ca.gov/ls/ss\(https://simbli.eboardsolutions.com/SU/AxdFslshFpyQ1QP0821fOy9pg==\)](http://www.cde.ca.gov/ls/ss(https://simbli.eboardsolutions.com/SU/AxdFslshFpyQ1QP0821fOy9pg==)) California Office of the Attorney General: [http://oag.ca.gov\(https://simbli.eboardsolutions.com/SU/2JThslshxKq1Rjc58hcXI2xRg==\)](http://oag.ca.gov(https://simbli.eboardsolutions.com/SU/2JThslshxKq1Rjc58hcXI2xRg==))

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

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

[http://www.common Sense Media.org\(https://simbli.eboardsolutions.com/SU/FZe8ENnO7cN9qCKYUT5Tslshw==\)](http://www.common Sense Media.org(https://simbli.eboardsolutions.com/SU/FZe8ENnO7cN9qCKYUT5Tslshw==)) National School Safety Center: [http://www.schoolsafety.us\(https://simbli.eboardsolutions.com/SU/urlZG60XpCoYplusfXR5BBlvg==\)](http://www.schoolsafety.us(https://simbli.eboardsolutions.com/SU/urlZG60XpCoYplusfXR5BBlvg==))

Partnership for Children and Youth:

[https://www.partnerforchildren.org\(https://simbli.eboardsolutions.com/SU/GhRyJqc4ZX41JZzuSRweQ==\)](https://www.partnerforchildren.org(https://simbli.eboardsolutions.com/SU/GhRyJqc4ZX41JZzuSRweQ==))

Original Adopted Date: 06/28/2018 | Last Revised Date: 01/16/2020 | Last Reviewed Date: 01/16/2020

U.S. Department of Education: [http://www.ed.gov\(https://simbli.eboardsolutions.com/SU/nQkF27idj5Dxg7gypK4hGw==\)](http://www.ed.gov(https://simbli.eboardsolutions.com/SU/nQkF27idj5Dxg7gypK4hGw==))

Regulation 5131.2: Bullying

Examples of Prohibited Conduct

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression) (cf. 6163.4 - Student Use of Technology)

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate

(cf. 5131 - Conduct)

(cf. 5137 - Positive School Climate)

2. Providing information to students, through student handbooks, district and school web sites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias
5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

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

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences

2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

(cf. 5141.52 - Suicide Prevention)

2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8

3. Title IX information included on the district's web site pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's web site pursuant to Education Code 221.6

4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying

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

5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media

6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.

7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

(cf. 1113 - District and School Web Sites)
Student Instruction

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

(cf. 6142.8 - Comprehensive Health Education) (cf. 6142.94 - History-Social Science Instruction)

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos

online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

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

(cf. 1312.3 - Uniform Complaint Procedures)

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

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

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

Discipline/Corrective Actions

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

(cf. 5116.2 - Involuntary Student Transfers) (cf. 5138 - Conflict Resolution/Peer Mediation) (cf. 5144 - Discipline)

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

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities)) (cf. 6159.4 - Behavioral Interventions for Special Education Students)

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

Support Services

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

(cf. 6164.2 - Guidance/Counseling Services)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Original Adopted Date: 01/16/2020 | Last Reviewed Date: 01/16/2020

Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan is evaluated and amended as needed, according to current Ed. Code regulations and at least once each year, to ensure that the plan is properly implemented.

An updated file of all non-sensitive safety-related plans and materials is always readily available for review by the public upon request. A comprehensive safety plan is available at the school site and online as well as the red emergency services binder.

Safety Plan Appendices

Emergency Contact Numbers

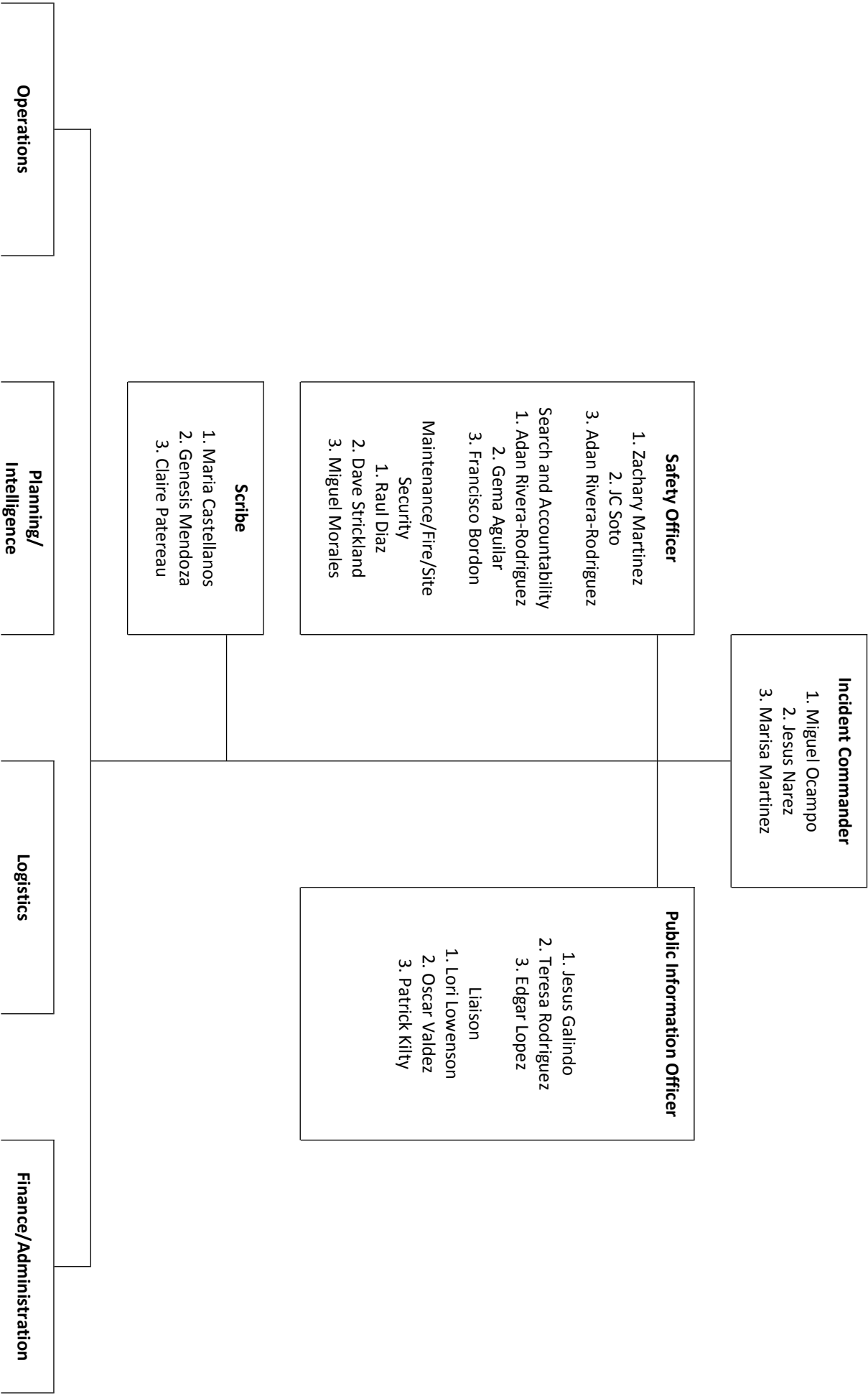
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Other	Child Protective Services	(800) 606-6618	
Law Enforcement/Fire/Paramedic	Monterey County Sheriff's Department	(831) 755-3752	non-emergency
Emergency Services	Law Enforcement, Fire, Paramedic	911	Emergency
Other	A&B Fire	831-422-4404	Fire Sprinklers
Law Enforcement/Fire/Paramedic	California Highway Patrol	831-770-8000	non-emergency
Other	First Alarm	831-649-1111	Burglar and Fire Alarm Monitoring
Public Utilities	PG&E	800-743-5000	
Law Enforcement/Fire/Paramedic	Sheriff's Office	831-755-5111	non-emergency
Other	Waste Management	831-633-7878	Garbage and recycling

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Annual review and update of safety plan: conducted by administration, and law enforcement	November through January: multiple dates/times	
Presentation of Safety Plan to School Site Council	January 18, 2023 at 5:00pm	School Site Council Safety Plan Approval
Presentation of Safety Plan to ELAC	February 8, 2023 at 6:00 pm	ELAC Meeting Minutes
Law Enforcement Review the Plan	February 15, 2023	In Person, NC Fire District Office
Fire District Review the Plan	February 15, 2023	In Person, NC Fire District Office
School Board Approval	February 23, 2023	Board Mtg, NC High School

North Monterey County High School Incident Command System



- 1. Jesus Narez Mendoza
- 2. Sandro Lopez
- 3. Sarah Doherty

- 1. Cathy Crume
- 2. Eryka Garcia
- 3. Alexandra Solis

- 1. Sandro Lopez
- 2. Susie Celaya
- 3. Lisa Harris

- 1. Mary Dawson

**First Aid & Search
Teacher A**

- 1. Rita Whiteford
- 2. Susanna Lopez
- 3. John Sandoval

Crisis Counseling

- 1. Kellie Bishop
- 2. Jennlynn Santiago
- 3. Daniel Russell

**Student Release &
Accountability
TeacherB**

- 1. Rachel Torres
- 2. Lupe Sanchez
- 3. Rosie Cruz

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Identify the Threat and Hazard Emergency from the following categories: (1) Natural Hazards (2) Technological Hazards (3) Biological Hazards (4) Adversarial, Incidental, and Human caused Threats.

Step Two: Identify the Level of Emergency

LEVEL 1 EMERGENCY is classified as a MINOR EMERGENCY and defined as a localized incident with a limited threat to life/safety and no impact to normal campus operations. Response to a MINOR EMERGENCY is managed at the campus by the site Incident Command Team level with limited support from district resources unless support is requested from the district Core Emergency Team.

LEVEL 2 EMERGENCY is classified as a MAJOR EMERGENCY and defined as an incident that threatens life/safety and/or severely impacts normal campus operations. Response to a MAJOR EMERGENCY can be managed at the campus or district level and could require significant resources internal and external to North Monterey County Unified School District. The district Core Emergency Team - Incident Command System is activated for a MAJOR EMERGENCY.

LEVEL 3 EMERGENCY is classified as a DISASTER and defined as an incident that results in the catastrophic loss of life and/or closure of one or more campuses for an extended period of time. Response to a DISASTER is managed at the district Core Emergency Team - Incident Command System and requires mutual aid from external agencies.

Step Three: Determine the Immediate Response Action

The school site will respond to emergency situations effectively and efficiently. The focus of the school site emergency safety plan is on planning for the response to both minor and major emergencies. Response operations are intended to resolve a situation while minimizing casualties and property damage, and may include: warning and notification, campus operations, general first aid, evacuation, sheltering, as well as other associated functions.

Minor Emergency: A localized incident with limited threat to life/safety and no impact to normal school site operations.

Major Emergency: A major emergency is defined as an incident that threatens life/safety on a campus and/or severely impacts normal school site operations. When doubt exists or if a minor emergency has potential to become more dangerous, always resolve in favor of notification and follow the notification procedure for Level 2 and 3 emergencies. The district Core Emergency Team - Incident Command System is activated for a MAJOR EMERGENCY.

Step Four: Communicate the Appropriate Response Action

Upon establishing that a Minor/Major incident is occurring/had occurred on campus the School site administration will communicate appropriately depending on the nature of the incident. 9-1-1 will be dialed for any incident which may significantly impact life/property. The site administrator/designee will also contact the appropriate district Core Emergency Team of the incident. The site administration will activate the site Incident Command System to include a site Public Information Officer that will work in alignment with the district Core Emergency Team and responding local agencies. The Public Information Officer will communicate out to families on the incident as appropriate using various communication platforms.

“Duck, Cover and Hold”

a. Warning: The warning for this type of emergency is the beginning of the disaster itself (i.e. Earthquake/Fire/Explosion) Immediately use the site’s school-wide communication system to instruct students and staff to protect themselves by moving into a “duck & cover” position by crouching under a table, desk, or chair until the danger passes. IC shall not assume that all members of the site are already in a “duck & cover” position. The announcement shall be made even if the immediate crisis has passed.

b. Action “Duck, Cover, and Hold” consists of:

- 1) Command “Duck, Cover, and Hold” is given.
- 2) Each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows.
- 3) Students and staff immediately duck under a desk or table and, with both hands, hold onto the desk leg or table leg.
- 4) Hang on with both hands and be prepared to move with the desk or table and keep your head and body under the top of the desk or table at all times. Try to stay on your knees when the furniture is moving to keep your face off the floor.
- 5) After all movement and noise stops, stay under desk or table until a teacher gives you instructions. Listen carefully and following instructions.

c. Action “Duck, Cover, and Hold” is effective for students and staff who are indoors, and is considered appropriate for, but not limited to, the following:

- 1) Earthquake: shaking of the earth
- 2) Explosion
- 3) Surprise nuclear attack:
 - a) Intense light
 - b) Tremendous sound

Shelter in Place: Immediately use the site’s school-wide communication system to instruct students and staff that they are to stay indoors until further notice.

Lock Down: Immediately use the site’s school-wide communication system to instruct staff to lock all exterior doors, to close any open windows, and to keep students as far away as possible from any windows and doors until further notice. Other means of communication during a lockdown may include two way radios, cellular phone or email.

Evacuate Building: Immediately use the site’s fire alarm bell system to notify students and staff that they are to proceed to the site’s outside evacuation areas.

Evacuate Campus: Immediately use the site’s fire alarm bell system to notify students and staff that they are to proceed to the site’s outside evacuation areas. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. The site Incident Command System will communicate off site reunification for staff, students and parents.

Types of Emergencies & Specific Procedures

Aircraft Crash

SHELTER IN PLACE / EVACUATE

In the event an Aircraft falls on or near the school campus, you will either evacuate or shelter in place depending on where the Aircraft falls. Remain Calm! Call 911 Immediately!

SHELTER IN PLACE

- If aircraft falls off campus it may be safer to shelter in place.
- Direct students to Duck and Cover under tables or near desks.
- If no apparent danger exists, remain in the classrooms with students.
- Take roll and determine if all your students are accounted for.
- Display a RED card if you have more than or not all of your students.
- Display a GREEN card if you have all of your students in your classroom.
- Wait for further instructions.

EVACUATION

- If it is not safe to remain in classrooms, line up the students for an organized evacuation.
- TAKE YOUR ACCOUNTABILITY BOARD.
- Proceed to designated evacuation area if safe to do so.
- Remain Calm.
- If evacuation area is not safe, use alternate open area and communicate location.
- Do not block access to emergency equipment.
- Take roll and determine if you have all the students you are accountable for.
- Display a RED card if you have more than or not all of your students.
- Display a GREEN card if you have all of your students in your line.
- Wait for further instructions.

IF INJURIES OCCUR IDENTIFY NUMBER OF PATIENTS, LOCATION AND EXTENT OF INJURIES

Armed Assault on Campus

In the event there is an Armed Assailant on campus Observe, Orient, Decide, Act (OODA)

Choose your best option for the survival of your students and yourself. Remain alert to a fluid situation. Continue to choose your best option as the event progresses.

CALL 911 AS SOON AS IT IS SAFE TO DO SO. YOU CAN ALSO TEXT 911 IF THAT IS SAFER.

- You may be the first person to sound the alert. Do not wait for a PA announcement. If you hear shots, or see a weapon, sound an alert to your class, text a message if you can to your principal, shout GUN, KNIFE, AXE etc. to alert your neighboring classrooms.
- DECIDE to Lockdown and Barricade or Evacuate or Counter.

IF YOU CHOOSE LOCKDOWN, BUILD BARRICADES

- Instruct student to move into nearest classroom and secure doors and windows.
- Turn off lights, close windows , shades/curtains.
- Barricade doors and windows. Go high, low and deep. Use chairs, desks, chrome carts, book cases. Move FAST.
- Grab any object in case you need to counter: books, staplers, scissors, fire extinguisher, back packs: whatever can be thrown to distract the assailant.
- Distribute students throughout the room but away from windows and doors.
- Mute cell phones.

IF YOU CHOOSE TO EVACUATE

- Tell students we are evacuating now.
- Move fast.
- Move away from the threat and move off campus.
- Continue to orient to sounds and what you see in case you need to change your evacuation pathway or change to lockdown.
- Go to one of the collection centers for your school.
- Call 911, tell them how many students you have with you and your location. When the school bus arrives, help your students board the bus and remain with them at the reunification center until you are dismissed by the Incident Commander. If you are called to serve on the Incident Command team, hand off your students to another staff member.

IF YOU MUST COUNTER

- Use whatever you can throw including your cell phone, wallet, books, purse, back pack, rocks. Your goal is to distract the assailant so you can run away.

HOSTAGE SITUATION

- Remain calm and keep your distance
- Talk with the intruder, only if necessary, in a low non-threatening manner
- Do not attempt to deceive or threaten the intruder
- Maintain order among students

Biological or Chemical Release

HAZARDOUS MATERIALS

EVACUATE / SHELTER IN PLACE

Hazardous materials and chemical spills can be Toxic. If a chemical spill occurs at the school campus or in the immediate area of the school, Call 911 Immediately!

EVACUATE

- Evacuate the area of the campus nearest the spill (classroom, wing, etc.).
- If evacuation area is not safe, use alternate open area and communicate location.
- Be sure the evacuation area is located up-wind from the spill.
- Do not block access to emergency equipment.
- KEEP ALL EXPOSED STUDENTS SEPARATE FROM OTHERS.
- Take your ACCOUNTABILITY BOARD.
- Take roll and determine if you have all of the students you are accountable for.
- If any students are missing, notify the office immediately!
- Help children remain calm.
- Display a RED card if you have more than or not all of your students.
- Display a GREEN card if you have all of your students in your line.
- Wait for further instructions.

SHELTER IN PLACE

If it is safe to do so

- Move students into the nearest indoors
- Secure all doors and windows
- Close any circulating air system vents
- Help children remain calm.
- Take roll and determine if you have all of the students you are accountable for.
- If any students are missing, notify the office immediately!
- Display a RED card if you have more than or not all of your students.
- Display a GREEN card if you have all of your students in your classroom.
- Wait for further instructions.

IF INJURIES OCCUR IDENTIFY NUMBER OF PATIENTS, LOCATION AND EXTENT OF INJURIES

Bomb Threat/ Threat Of violence

BOMB THREAT

EVACUATE

A Bomb threat exists when a suspected bomb or explosive device has been reported, but not located. Remain Calm! Call 911 Immediately! Cease radio communication on campus, if a suspicious package is found, DO NOT TOUCH IT! If threat indicates that the danger is out in an open area, Shelter in Place and wait for controlled evacuation instructions.

EVACUATION

- If it is not safe to remain in classrooms, line up the students for an organized evacuation.
- TAKE YOUR ACCOUNTABILITY BOARD.
- Proceed to designated evacuation area if safe to do so.
- If evacuation area is not safe, use alternate open area and communicate location.
- Move students a maximum safe distance from buildings, stay clear of trash cans, lockers and any containers in the open.
- Do not block access to emergency equipment.
- Take roll and determine if you have more than or not all of your students.
- Display a RED card if you have more than or not all of your students.
- Display a GREEN card if you have all of your students in your line.
- Wait for further instructions.

Note: TRY TO GAIN AS MUCH INFORMATION FROM THE CALLERS AS POSSIBLE

- EXACT WORDING OF THE THREAT
- BACKGROUND NOISES
- CALLER VOICE (ANGRY, FAMILIAR, CRYING, ACCENT, EXCITED, ETC.).
- APPROXIMATE AGE, SEX AND ETHNICITY OF CALLER
- ASK NAME OF CALLER
- WHERE IS THE BOMB?
- WHAT KIND OF BOMB IS IT?
- WHY DID YOU PLACE THE BOMB?

MAKE SURE TO NOTE WHAT TIME THE CALL CAME IN AND THE PHONE NUMBER IT CAME IN ON

Disorderly Conduct

INTRUDER

SHELTER IN PLACE

In the event there is an Intruder on campus Remain Calm! Hostile individuals are often emotionally disturbed, avoid antagonizing them. Call 911 IMMEDIATELY!

SHELTER IN PLACE

- Instruct students to move into nearest classrooms and secure doors.
- Duck and Cover under tables or near desks.
- Turn off lights, close windows, shades / curtains.
- Barricade doors if needed.
- Do not allow children to run outside.
- Help children to remain calm and quiet.
- Turn on your computer, if safe, to receive e-mail.
- Turn down cell phones and radios.
- Take roll and determine if you have all of the students you are accountable for.
- Display a RED card if you have more than or not all of your students.

- Display a GREEN card if you have all of your students in your classroom.
- Wait for further instructions.

HOSTAGE SITUATION

- Remain calm and keep your distance.
- Talk with the intruder, only if necessary, in a low non-threatening manner.
- Do not attempt to deceive or threaten the intruder.
- Maintain order among students.

NOTE: BE CONSTANTLY ALERT AND PREPARED FOR VIOLENCE. IF INJURIES OCCUR IDENTIFY NUMBER OF PATIENTS, LOCATION AND EXTENT OF INJURIES

Earthquake

SHELTER IN PLACE / EVACUATE

Earthquakes will occur without warning and aftershocks can follow. Remain Calm. To ensure students and staff safety, use the following procedures;

SHELTER IN PLACE

- Instruct students to Duck and Cover under tables or desks.
- Move away from windows with large panes of glass, bookshelves and heavy suspended light fixtures.
- Do not allow children to run outside there will be a danger of falling debris.
- Take roll and determine if students under your supervision are accountable for.

EVACUATION

Evacuate when safe to do so or indicated by the alarm. This will follow your pre-established evacuation route when the earthquake is over.

- Do not use matches or lighters if power is out.
- Line students up and exit the classroom to the designated area.
- DO NOT RUN.
- TAKE YOUR ACCOUNTABILITY BOARD.
- Take roll and determine if you have all the students you are supervising.
- Display a RED card if you have more than or not all of your students.
- Display a GREEN card if you have all of your students in your line.
- Wait for further instructions.

OUTSIDE

If students are outside when an earthquake begins, the safest place is in an open area away from potential falling objects (trees, portable backstops, power lines and buildings).

- Stay in the open until further directions are given.
- Move students to a safe area away from dangers.

IF THERE ARE INJURIES OR DAMAGE TO PROPERTY CALL 911 IMMEDIATELY

Explosion or Risk Of Explosion

SHELTER IN PLACE / EVACUATE

If an Explosion occurs while school is in session, you will either evacuate or shelter in place depending on where the explosion occurs. Remain Calm! Call 911 immediately!

SHELTER IN PLACE

- Direct students to Duck and Cover under tables or near desks.
- If no apparent danger exists, remain in the classroom with students.

- Take roll and determine if all your students are accounted for.
- Display a RED card if you have more than or not all of your students.
- Display a GREEN card if you have all of your students in your classroom.
- Wait for further instructions.

EVACUATION

- If it is not safe to remain in your classrooms, line up the students for an organized evacuation.
- TAKE YOUR ACCOUNTABILITY BOARD.
- Proceed to designated evacuation area if safe to do so.
- Remain Calm.
- If evacuation area is not safe, use alternate open area and communicate location.
- Do not block access to emergency equipment.
- Take roll and determine if you have all the students you are accountable for.
- Display a RED card if you have more than or not all of your students.
- Display a GREEN card if you have all of your students in your line.
- Wait for further instructions.

IF INJURIES OCCUR IDENTIFY NUMBER OF PATIENTS, LOCATION AND EXTENT OF INJURIES

Flooding

SEVERE WEATHER

SHELTER IN PLACE / EVACUATE

Warning of an impending weather event may be received via radio, television or internet. If time and conditions permit, students may be sent home via normal transportation routines. If weather conditions develop during school hours without sufficient warning, Remain Calm!

SHELTER IN PLACE

- Move students into nearest indoors away from play areas and fields.
- Inside the classroom instruct students and staff to take cover.
- Keep students away from windows.
- Help students remain calm.
- Take roll and determine if you have all of the students you are accountable for.
- If any students are missing, notify the office immediately!
- Display a RED card if you have more than or not all of your students.
- Display a GREEN card if you have all of your students in your classroom.
- Wait for further instructions.

EVACUATE

- If conditions inside the building are not safe, EVACUATE the building.
- Line up students in an orderly fashion and proceed to designated areas.
- Stay away from power lines and over head hazards.
- Bring your ACCOUNTABILITY BOARDS.
- Take roll and determine if you have all the students you are accountable for.
- Display a RED card if you have more than or not all of your students.
- Display a GREEN card if you have all of your students in your line.
- Wait for further instructions.

IF THERE ARE INJURIES OR DAMAGE TO PROPERTY CALL 911 IMMEDIATELY

Loss or Failure Of Utilities

MAJOR SYSTEMS FAILURE

SHELTER IN PLACE / EVACUATE

If there is a Major Systems Failure; GAS, HEAT, WATER, OR POWER, Remain Calm!

SHELTER IN PLACE

- Help the students remain calm.
- Make sure there are no sources of ignition on during outages.
- Take roll and determine if you have all of the students you are accountable for.
- Display a RED card if you have more than or not all of your students.
- Display a GREEN card if you have all of your students in the classroom.
- If there are students missing, notify the office immediately!
- Wait for further instructions.

EVACUATE

- If conditions inside the building are not safe, EVACUATE the building.
- Line up students in an orderly fashion and proceed to designated areas.
- Bring your ACCOUNTABILITY BOARDS.
- Take roll and determine if you have all of the students you are accountable for.
- Display a RED card if you have more than or not all of your students.
- Display a GREEN card if you have all of your students.
- Wait for further instructions.

Psychological Trauma

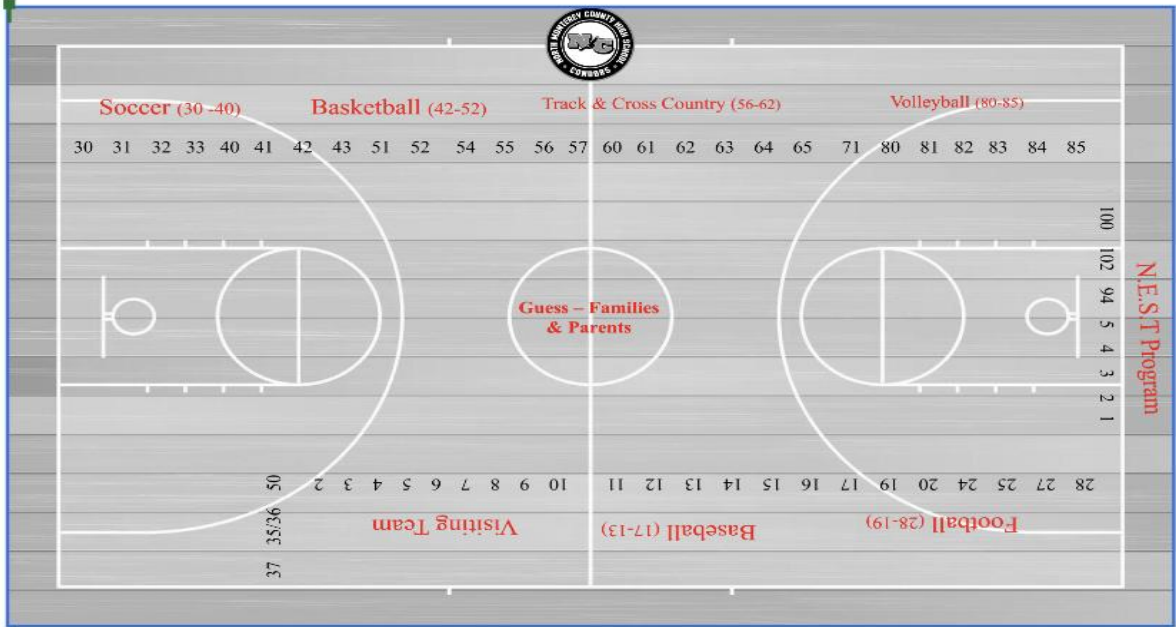
The school follows the Multi-Tiered System of Support (MTSS) process to provide services to individual students as needed in the following areas: academic support, behavioral and social emotional learning. All staff members can submit a referral to the MTSS team. The MTSS team reviews referrals on a weekly basis to determine supports, sets action plans and monitors students during the site weekly team meetings. The school-based mental health therapists participate on the site MTSS team. Students can be referred to the school-based mental health therapist through the MTSS process as well as immediate response under the Suicide Prevention and Intervention and/or Threat Assessment and Response Protocols.

* Please see attachment for the Suicide Prevention and Intervention and Threat Assessment and Response Protocols.

NMCHS Athletic Contest Evacuation Plans



Evacuation Map



1. Campus Supervisor clears the zones
2. Lead Incident Commander gives the "all clear"

Earthquake:

1. Duck and cover under the nearest doorway or stand away from windows or objects that may fall.
2. Evacuate the building or athletic facility after shaking stops and assemble at the black top outdoor basketball courts. (See map above)
3. School security or Incident Commander confirm all zones are cleared.
4. Campus supervisor please account for all persons. Check in with each head coach to ensure all athletes are accounted for. Ask spectators if everyone is with them who attended the contest with them.
5. Wait for Incident Commander or law enforcement has announced "all clear"

Lockdown or Shelter in Place:

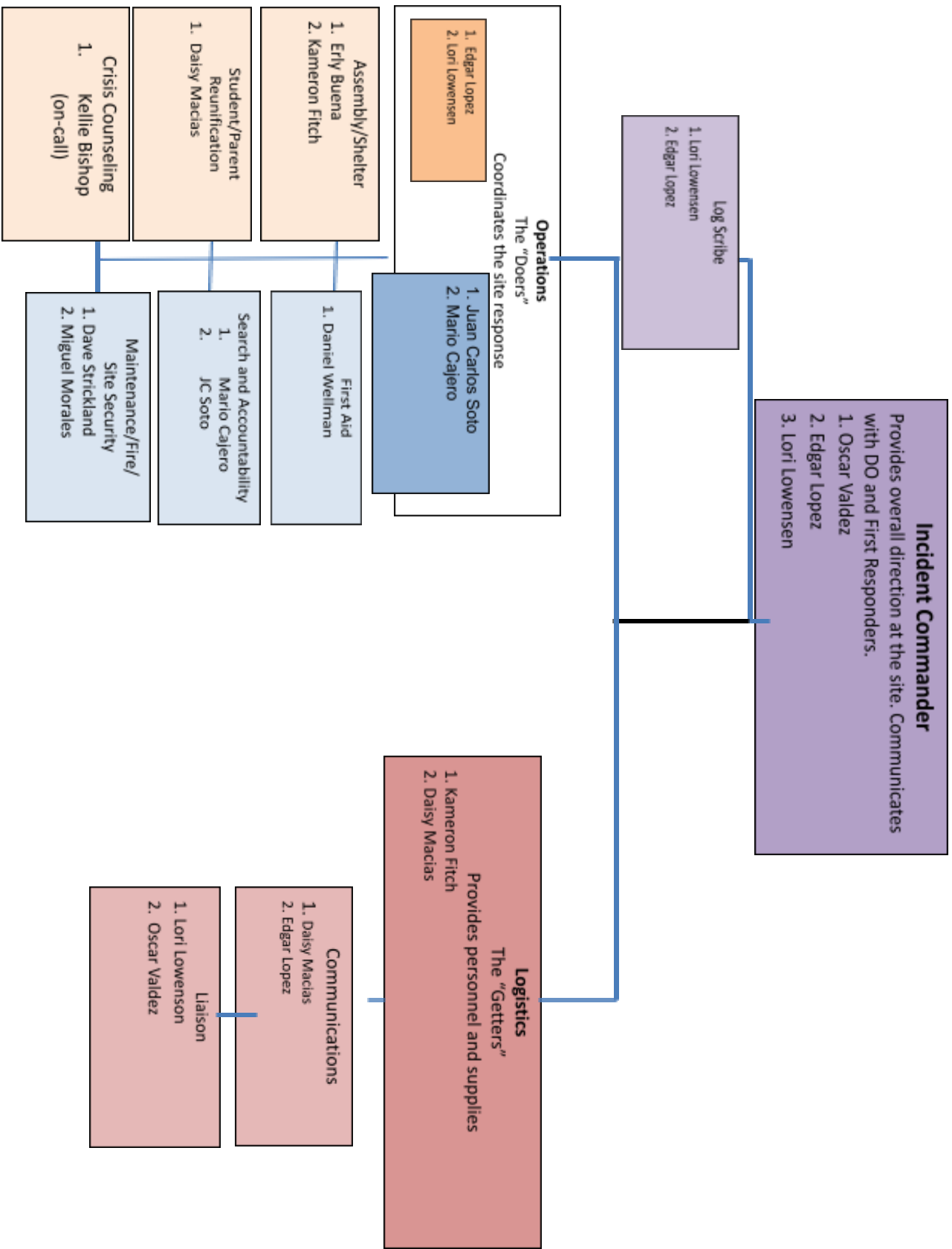
1. Shut doors immediately. Verify doors are locked. Barricade door with heavy objects. Belt or other devices can be used to wrap around the door closure arm and top of the door.
2. Cover windows. Turn off lights.
3. Once the barricade is complete, move away from all doors and windows.
4. Silence all electronic devices and remain quiet.
5. Remain in place until given further instructions from Incident Commander or law enforcement has announced "all clear"

Evacuation:

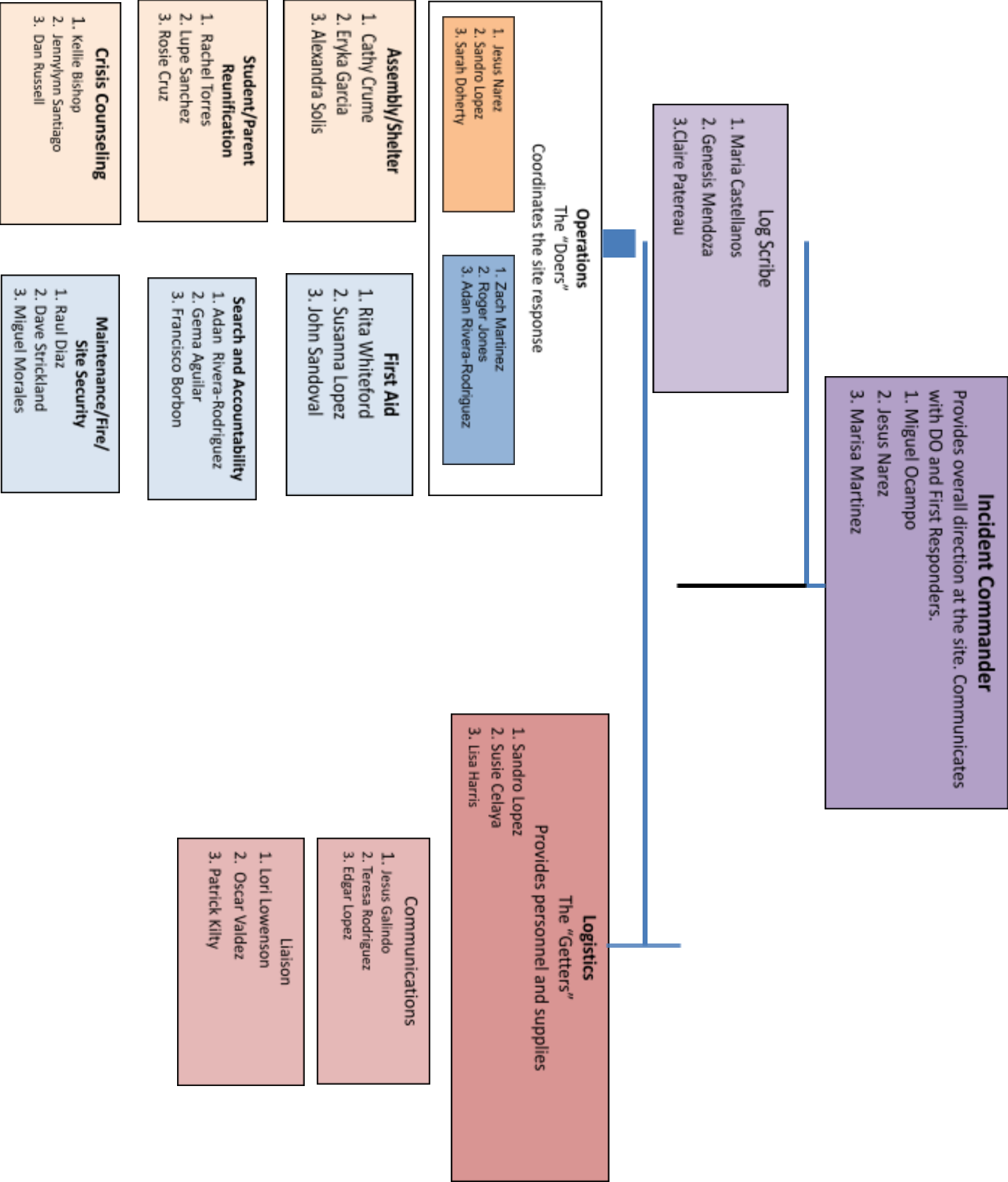
1. Evacuate the building or athletic facility. Assemble at the black top outdoor basketball courts. (See map above)
2. School security or Incident Commander confirm all zones are cleared.
3. Campus supervisor please account for all persons. Check in with each head coach to ensure all athletes are accounted for. Ask spectators if everyone is with them who attended the contest with them.
4. Wait for Incident Commander or law enforcement has announced "all clear"

2022-2023 NMCHS SCHOOL INCIDENT COMMAND

After-School Programs



NORTH MONTEREY COUNTY HIGH SCHOOL INCIDENT COMMAND



**SAFETY TEAM
MEETING AGENDA
DATE: January 10, 2023**



School Site: North Monterey County High School

Attendees: Jesus Narez Mendoza, Lori Lowensen, Eva Galindo, Sarah Reinhard, Jonathan Sandoval, Alyssa Castro, Kelie Bishop, Zach Martinez, Season Leyva, Patrick Kilty, Miguel Ocampo, Jesus Galindo.

Introductions and Purpose:

The safety meeting focus was to review last year's action plan, discuss an action plan for this year based on shared data, and hear concerns and needs.

Goals for team:

Review and analyze last year's action plan

Analyze School Data

Create an Action Plan:

- What does the CHKS data tell us?
 - NMCHS conducted the CHKS survey of grades 9-11 on March 21, 2022 with a total of 83% of students responding:
 - The data was taken from a participating group of:
 - 9th grade: # of students responded = 286 of 337 : percentage of responses = 85%
 - 10th grade: # of students responded = 258 of 320 : percentage of responses = 81%
 - 11th grade: # of students responded = 241 of 295 : percentage of responses = 82%
 - Areas of accomplishments:
 - 57% of students feel academically motivated
 - 68% of students feel satisfied with school life
 - 72% of students feel satisfied with their self
 - 95% of students have not been harmed or threatened on campus
 - 85% or greater have not tried marijuana and or 80% have not consumed alcohol, over 90% report they have not tried other drugs (marijuana and alcohol excluded)
 - Areas of growth:
 - 52% of the students feel they do not have an adult on the North Monterey County High School campus that really cares about them.
 - 63% of students do not perceive the campus as safe
 - less than 50% of students reported no absences in the past 30 days
 - only 17% feel that they have meaningful participation in school
 - only 43% of students feel connected to school

- *Over 20% of students report feeling sad, depressed, distressed and or lacking optimism*
 - *Many students show a degree of indifference in all areas, marking "neither disagree nor agree" on many questions regarding academic motivation and effort, school interest, fairness, and safety.*
- **DESSA Data:**
 - *NMCHS conducted the DESSA survey in September of 2022:*
 - *671 of 1290 = 52% of the student population completed the survey:*
 - *Areas of Strength:*
 - *47 % of students' responses indicate typical to strong relationship skills*
 - *51% of students' responses indicate goal directed behavior*
 - *Areas of Growth:*
 - *61% indicate the need for instruction in the social emotional composite (12 competencies which include: social and self awareness, relationship skills, self management, personal responsibility, optimism, decision making, goal directed behavior, relationship skills...)*
 - *64% indicate the need for instruction in social awareness*
 - *57% indicate the need for instruction in decision making*
- **What does the Discipline data tell us?**
 - The Synergy behavior data indicated for the 2022-2023 school year are associated with behaviors that have led to referrals and minor discipline (major & minor incidents). The status of NMCHS 2022-2023 for Semester 1, from August 10, 2022- December 16, 2022, shows the minor categories of "leaving class without permission," "disruption," "inappropriate language," "dress code infractions," and "inappropriate technology use," to currently have the most significant quantity of behavior referrals. Most referrals for minors occurred in the classroom, with 158 "leaving class without permission" and 142 with "disruption". Synergy data for Semester 1 indicates the highest number of school policy violations are due "possession or use of a controlled substance 48900(c)" and "caused, attempted to cause harm.. 48900(a)(1)". Dress code infractions that occurred outside the classroom were dealt by administration and our security team. The classroom is indicated as being overwhelmingly the location where most behaviors occur. For Semester 1 of 2022-2023 (Fall) there was 441 minor incident behavioral referrals compared to 395 from semester 1 (2021-2022), and 99 major incident referrals compared to 101 from semester 1 (2021-2022). Both school administration and school-certificated staff initiated major reports.
- **What does the attendance data tell us?**
 - **Attendance Analysis:**
 - **Attendance Data: 2022: Semester One:** Attendance data for the Fall of 2022 indicates an improvement over time compared to student attendance from the Fall of 2021.
 - 1. 158 students had a one day
 - 2. 62 students had two days
 - 3. 29 students had three days

- 4. 26 students had four days
- 5. 11 students had five days
- 6. 28 students had 6 days or more

Process to completion:

Consult Law enforcement, fire and first responders (District)

Get input from stakeholder groups: SSC, ELAC (meet in early Dec/Jan)

Writing of Safety plan (Site admin)

Completion of Red Binder (Site admin)

Finalize plan and get SSC approval (meet in Jan)

Submit to Superintendent (Superintendent will take to Board for approval in Feb)

Once approved, upload to DTS

Area One: People and Programs

- What is working?
- What is not working?
- What is missing/needed?

Area Two: Safe school environment

- What is working?
- What is not working?
- What is missing/needed?

QUESTIONS, IDEAS, CONCERNS, OTHER:

**School Site Council
MEETING AGENDA
DATE: January 10, 2023**



School Site: North Monterey County High School

Attendees: Jesus Narez Mendoza, Lori Lowensen, Eva Galindo, Sarah Reinhard, Miguel Ocampo, Jesus Galindo, Eryka Garcia, Daniel Wellman, Juan Rodriguez.

Introductions and Purpose:

The safety meeting focus was to review last year's action plan, discuss an action plan for this year based on shared data, and hear concerns and needs.

Goals for team:

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Get input from stakeholder groups: SSC, ELAC (meet in early Dec/Jan)

Writing of Safety plan (Site admin)

Completion of Red Binder (Site admin)

Finalize plan and get SSC approval (meet in Jan)

Submit to Superintendent (Superintendent will take to Board for approval in Feb)

Once approved, upload to DTS

Area One: People and Programs

- What is working?
- What is not working?
- What is missing/needed?

Area Two: Safe school environment

- What is working?
- What is not working?
- What is missing/needed?

QUESTIONS, IDEAS, CONCERNS, OTHER:

Comprehensive School Safety Plan

2022-2023

NMCHS

Safety & Wellness Town Hall



School Safety Planning Committee Roster

CA Ed. Code Section 32281

Name	Role
Miguel Ocampo	Principal
Jesus Narez Mendoza	Assistant Principal
Alyssa Castro	Teacher
Lori Lowensen	Teacher/ASB Director
Zachary Martinez	Campus Supervisor
Jesus Galindo	Parent
Rodrigo Lopez	SRO

Approval Process

Approval Process Steps	Dates
Plan is shared at a public meeting located at the school site	
The School Site Council approves the Plan	
The Plan is submitted to the NMCUSD District Office	
The NMCUSD Superintendent approves the Plan	
The NMCUSD School Board approves the Plan	

Assessment of the Current Status of School Crime

CA Ed. Code Section 32282

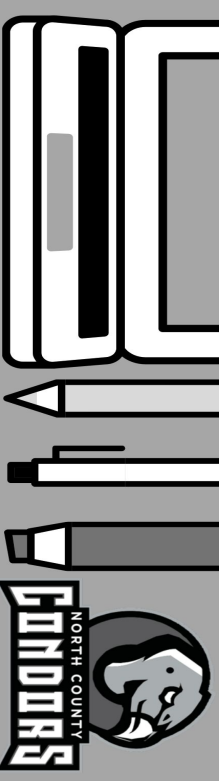
North Monterey County High School promotes a positive culture and climate through P.R.I.D.E. (Participation, Respect, Integrity, Determination, Empowerment) and the adopted school-wide conditions of learning: Condor Scholars are SAFE, SUPPORTED, SOCIALLY CAPABLE and CHALLENGED. Founded on the principle of a Multi-Tiered Systems of Support Social Emotional Learning and Restorative Justice, a blueprint for success was created to implement the conditions for learning at N.M.C.H.S. As outlined in the safety plan, the blueprint identifies, as a foundational priority, the promotion of student wholeness, a vision of inspiring students to reach their full potential and pursue their passions and interests. To make this possible, N.M.C.H.S. staff collectively work to provide an engaging, safe, and supportive environment that fosters well-being and meets students' academic, social, emotional, and physical needs. When students feel safe and supported, are interested in what they are learning, and find it purposeful when their curiosity is engaged and motivated, achievement improves. Successful schools provide opportunities for students to explore their interests with enriching activities both in and out of the classroom. They also create positive cultures where students have the confidence to explore those opportunities. We aim to sustain a positive school environment and culture

Summary of Data:

Source: The School Safety Plan is based on an assessment of the current status of school crime at North Monterey County High School. Data sources used for this assessment include 1. Synergy Data Reporting for Suspensions and Expulsions 2. California Education Department Dashboard. 3. Internal Culture Climate Survey Results 4. Synergy attendance data. 5. DESSA

Vision Statement

- All of the Condor community will feel safe, supported, and challenged to create an environment that leads to personal growth.



CONDITIONS FOR LEARNING

CONDOR SCHOLARS ARE SAFE

- Physically safe
- Emotionally and socially safe
- Treated fairly and equitably
- Avoid risky behaviors
- School is orderly

CONDOR SCHOLARS ARE SUPPORTED

- Meaningful connection to adults
- Strong bond to school
- Meaningful participation in school
- Positive peer relationships
- Effective and available support

CONDOR SCHOLARS ARE CHALLENGED

- High expectations for all students
- Strong personal motivation
- School is connected to life goals
- Rigorous academic opportunities
- Meaningful participation in the classroom

CONDOR SCHOLARS ARE SOCIALLY CAPABLE

- Emotionally intelligent and culturally competent
- Responsible and persistent
- Cooperative team players
- Contribute to the school and wider community



NORTH MONTEREY COUNTY HIGH SCHOOL

GONDOR

PARTICIPATE

TO GET INVOLVED AND
INCLUDE OTHERS

RESPECT

TO SHOW CONSIDERATION,
APPRECIATION, AND ACCEPTANCE

INTEGRITY

TO BE HONEST, SINCERE, AND KIND
IN YOUR WORDS AND ACTIONS

DETERMINATION

TO SET GOALS AND STRIVE
TO MEET EXPECTATIONS

EMPowered

TO STRIVE TO DO THE BEST
AT ALL TIMES

J. Cornejo '02

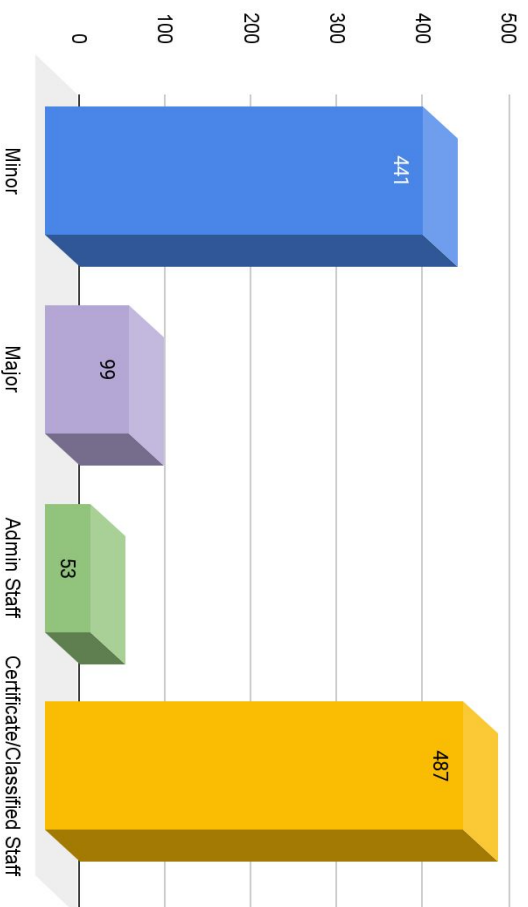
The Code of Conduct is based on the conditions for learning that articulate NIMCHS' expectations for student behavior while at school or school-related activities. The following are five agreements students are expected to practice to uphold Condor P.R.I.D.E.

1. I demonstrate PRIDE PARTICIPATION in myself, in my future, and in my school by arriving on time, dressed appropriately and prepared to focus on my studies
2. My words, actions, and attitudes demonstrate PRIDE RESPECT for myself and others at all times by promoting a safe and clean learning environment at my school
3. I show PRIDE INTEGRITY by seeking the most peaceful means of resolving conflict and I obtain the assistance of teachers, administrators, or school staff when I am unable to resolve conflicts on my own
4. I show PRIDE DETERMINATION in setting positive goals for myself and asking for help when I struggle meeting those goals.
5. I seek PRIDE EMPOWERMENT through building positive relationships with all members of the school community and helping to restore relationships with school community members that are affected by my conduct.

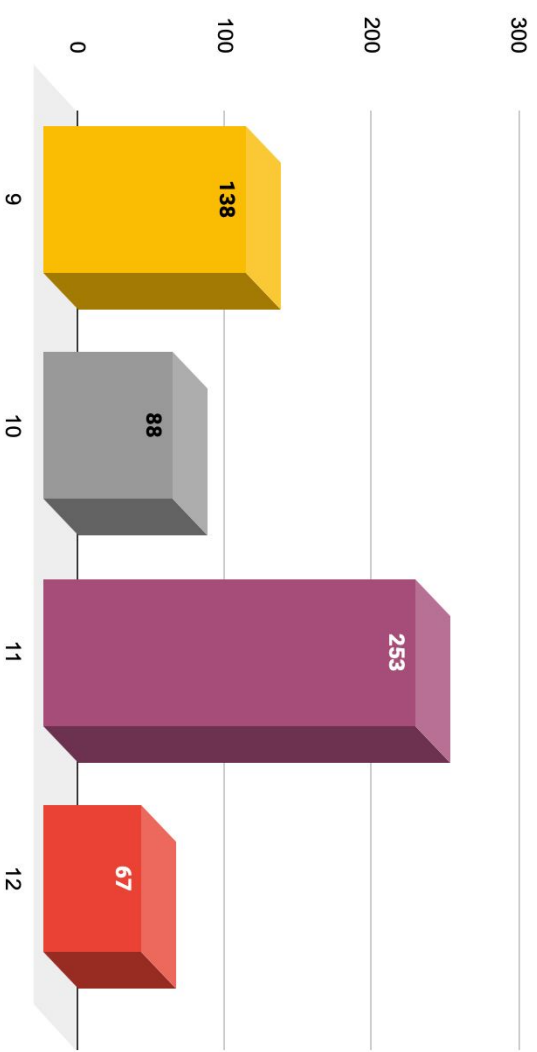
Synergy Major & Minor Incidents

Aug 10 - Dec 16, 2022

Major & Minor Incidents



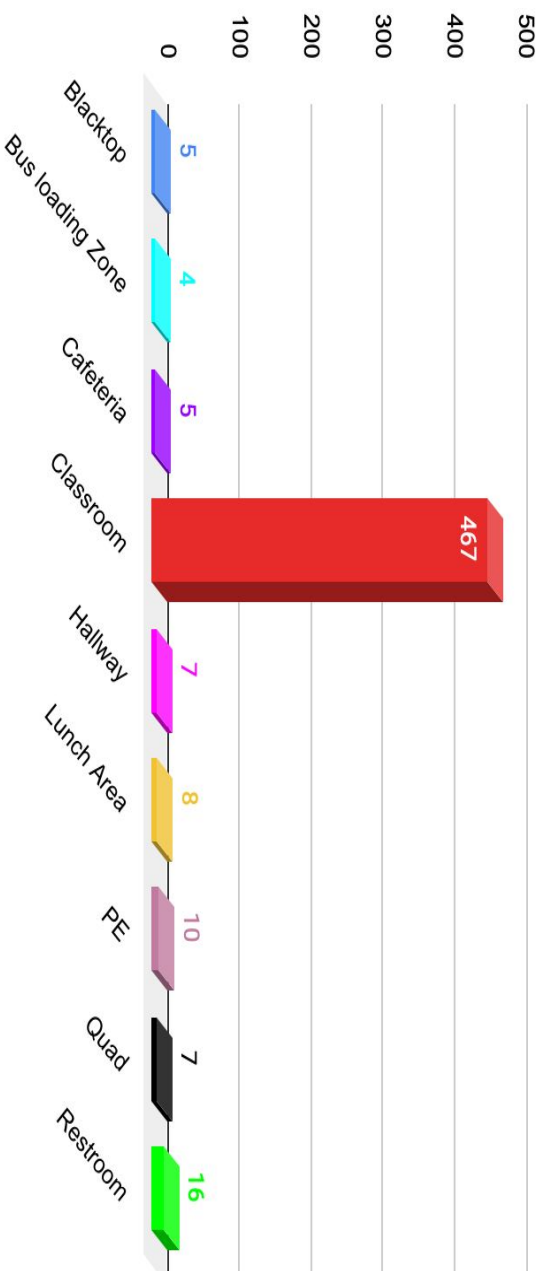
Major & Minor Incidents by grade level



Synergy Major & Minor Incidents Cont.

Aug 10 - Dec 16, 2022

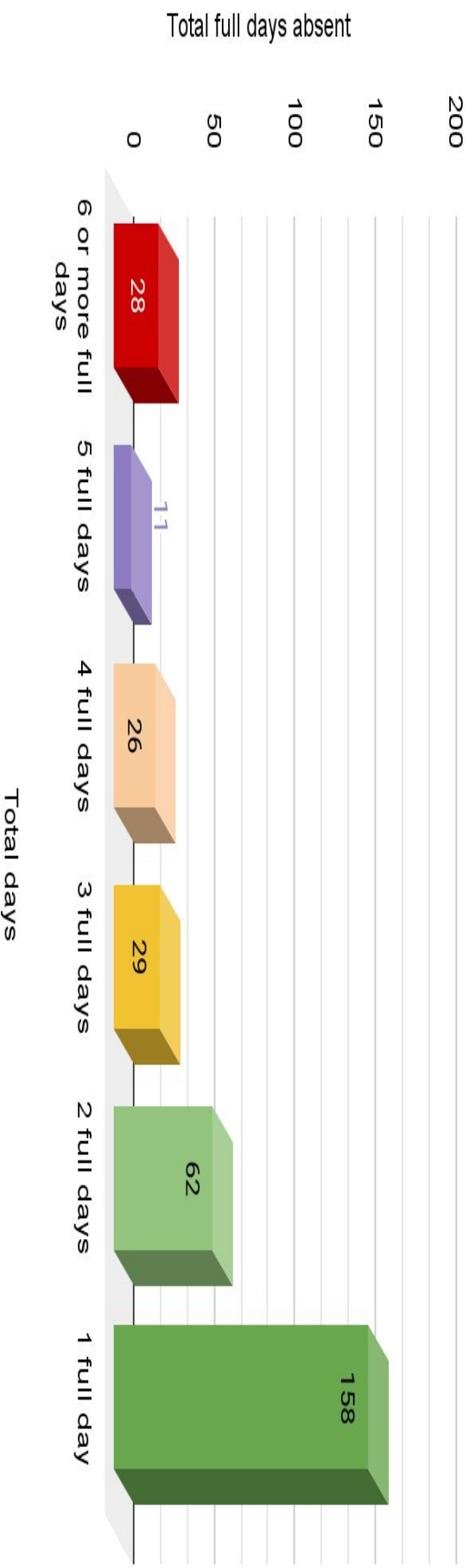
Incidents by Location



Synergy Attendance Data

Aug 10 - Dec 16, 2022

Full day absences



Component 1: People & Programs

Opportunity for improvement: Goal: Sustain a more complex MTSS Tier 1 support model for all students that directly addresses self-concept, civic engagement, relationship building, and restorative practices increasing student attendance by 5% and decreases negative behavior minor referral data by 10% during the 2021-2022 school year.

Objectives	Action Steps	Resources	Lead Person
Increase number of students who indicate little to no bullying or harassment through social media associated with school activities.	1. Provide support for student safety through cyber safety education and activities. 2. Implement digital safety agreement, conduct cyber safety lessons in advisory periods. 3. Provide support for student safety through character-strong lessons during advisory.	District funding, Concentration Grant and Title 1	PRIDE Team ED Tech Team
More students will experience opportunities for meaningful participation and engagement in school with a 7% increase in students who self identify as having an opportunity and actively participating in school academic and enrichment engagement.	1. Create Advisory Period for social-emotional learning and support 2. Increase student persistence, self-concept, work habits through schoolwide AVID. 3. Increase high-interest student engagement activities that promote participation of all students through ASB activities, PRIDE activities, sports and clubs. 4. Continue to make home visits, connect with families and develop success plans for students with chronic absenteeism, use resources such as the counseling department, family resource center and mental health to build relationships with and support students.	Title 1, Concentration Grant, Centralized LCAP funding	Administrative Team ASB Director AVID Coordinator
Decrease the percentage of Chronic absent and Truant students by 5% in comparison to 2021-2022 school data.	1. Increase high-interest student engagement activities that promote participation of all students through ASB activities, PRIDE activities, sports and clubs. 2. Continue to make home visits, connect with families and develop success plans for students with chronic absenteeism, use resources such as the counseling department, family resource center and mental health to build relationships with and support students. 3. Provide breakfast, nutritional snack, lunch and supper programs to students. 4. Conduct SART meetings to support students who have received truancy letters 1 and 2. Collaborate with the counseling team for additional student support.	Title 1, Concentration Grant, Centralized LCAP, funding	Assistant Principals PRIDE Team Academic Counseling Team

Component 1: People & Programs Cont

Reduce alcohol and drug use on campus as demonstrated by a 3% decrease in the percentage of students who indicate on the internal bi-annual Student Survey that they use drugs, alcohol or vaping products.	<ol style="list-style-type: none"> 1. Teach and advocate for healthy behaviors as part of advisory lessons developed by the P.R.I.D.E. 2. MTSS team and interventions to decrease substance abuse and altercations. 3. Work closely with our counselor 1- Drug Resource Specialist, to educate our students and parents about the harmful effects of using drugs and/or alcohol. 	Title 1, Centralized and Concentration Funding	Administrative Team
Decrease the number of out of school and in school suspensions by 5% from 2021-2022 data.	<ol style="list-style-type: none"> 1. Decrease number of in school and out of school suspensions by implementing restorative practices by offering counseling services in lieu of suspensions. 2. Increase on-site interventions and an MTSS plan that provides counseling services for students as an alternative to suspension. 	Centralized Funding	Assistant Principal
Student Academic Success data to show increase of students on track to graduate with Cohort to total 90% of each grade-level cohort by end of 2023.	<ol style="list-style-type: none"> 1. Establish an intentional student-centered system of measurable school-wide student outcomes that are easily integrated into all content areas for sustained accountability for student progress. 2. Continue to build and enhance career pathways, and visual and performing arts opportunities. 3. Increase student success through Individualized Learning Plans, opportunities for credit recovery and grade improvement. 	Title 1, Centralized and Concentration Funding	Assistant Principal

Component 2: Safe School Environment

Opportunity for Improvement: Assure that every student is promoting and experiencing the conditions of learning by increasing the percentage of students who feel Safe, Supported, Challenged, and Socially capable.

Objectives	Action Steps	Resources	Lead Person
Baseline for decreasing the occurrences of vandalism, theft, robbery, or destruction of school property during the school day.	<ol style="list-style-type: none"> 1. Review and Sustain maps and rosters for all students and staff on campus. Maps include classroom spaces, restroom designations, break area designations. 2. Review and maintain an onboarding and exiting campus plan and map. 3. Create zones for campus monitors to supervise and support student use of restrooms and break areas. 4. Meet with the Safety Team monthly and distribute a weekly newsletter for team updates and information. 	Concentration grant and Title 1 Funding	Assistant Principal
Increase locations on campus for students to access Social-Emotional Support and "Life" Resources.	<ol style="list-style-type: none"> 1. Sustain the MTSS system to include a tiered system of support. 2. Use MTSS reporting system to monitor student growth over time. 3. Create more spaces on campus for students access adult support for quick check-in meetings to encourage daily motivation. 	Centralized and Concentration Funds	Assistant Principal MTSS team, ASB, Activities Director
Provide access to learning environments that integrate student college, career and civic engagement goals with course-work to establish a consistent school meaning and connectedness.	<ol style="list-style-type: none"> 1. Create on-site small cohort groups for students in need of supports and students in career technical education and visual and performing arts courses. 	Title 1, Concentration and Centralized Funding	Assistant Principal

Component 2: Safe School Environment

Goal

Establish new baseline for low negative behaviors in ingress, egress, common areas and bathrooms.	<ol style="list-style-type: none"> 1. Increase the number of staff providing supervision, by 3-5, during non-instructional times. 2. Coordinators, TOSAs, and admin provide supervision on a rotational basis during non-instructional times. 3. Teachers practice welcoming routines in their classrooms. 4. Provide training to the student advisory council, campus supervisors, counselors, and administration on restorative justice and conflict mediation practices. 5. Add emergency flip books for all classrooms and office spaces. 6. Work closely with the DO to add infographics to provide resources to the community in the event of an emergency. 	Centralized, Concentration and Title 1 funding	Principal
Establish a baseline for participation in school safety and wellness training by all staff, students, and parents.	<ol style="list-style-type: none"> 1. Follow all COVID symptom reporting protocols. Work closely with the health team and District office to help ensure thorough contact monitoring. 2. Create an emergency evacuation plan and share with on-site staff. 	Centralized and Concentration funding	Assistant Principal
Increase and monitor facility cleanliness to ensure students and the community are able to engage in a safe learning environment.	<ol style="list-style-type: none"> 1. Ensure students and staff on campus for on-site learning have a clean sanitized classroom, break area and restrooms, and personal protective equipment (PPE). 2. Maintain and utilize a quarantine room for students or staff who are displaying symptoms and work with Health team to monitor and track symptoms for the health and safety of the school community. 	Centralized and Concentration funding	Principal

California Healthy Kids Survey DATA

NMCHS conducted the CHKS survey of grades 9-11 on March 21, 2022 with a total of 83% of students responding:

The data was taken from a participating group of:

- 9th grade: # of students responded = 286 of 337 : percentage of responses = 85%
- 10th grade: # of students responded = 258 of 320 : percentage of responses = 81%
- 11th grade: # of students responded = 241 of 295 : percentage of responses = 82%

CHKS areas of accomplishment & growth

Areas of accomplishments:

- 57% of students feel academically motivated
- 68% of students feel satisfied with school life
- 72% of students feel satisfied with their self
- 95% of students have not been harmed or threatened on campus
- 85% or greater have not tried marijuana and or 80% have not consumed alcohol, over 90% report they have not tried other drugs (marijuana and alcohol excluded)

Areas of growth:

- 52% of the students feel they do not have an adult on the North Monterey County High School campus that really cares about them.
- 63% of students do not perceive the campus as safe
- Less than 50% of students reported no absences in the past 30 days
- Only 17% feel that they have meaningful participation in school
- Only 43% of students feel connected to school
- Over 20% of students report feeling sad, depressed, distressed and or lacking optimism
- Many students show a degree of indifference in all areas, marking "neither disagree nor agree" on many questions regarding academic motivation and effort, school interest, fairness, and safety.

DESSA (Social & Emotional Assessment) DATA

NMCHS conducted the DESSA survey in September of 2022:

The DESSA is a nationally standardized, strength-based behavior rating scale that assesses students' social and emotional competence with editions that support students K-12.

- 671 of 1290 = 52% of the student population completed the survey:

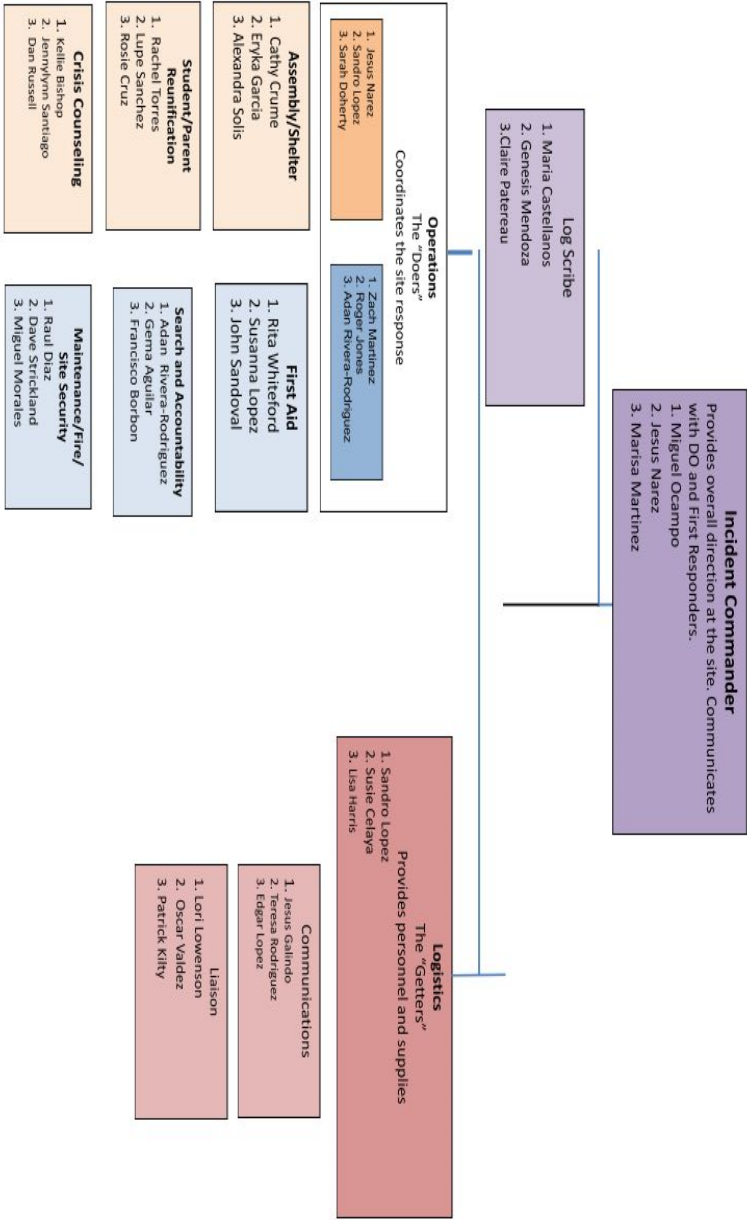
Areas of Strength:

- 47 % of students' responses indicate typical to strong relationship skills
- 51% of students' responses indicate goal directed behavior

Areas of Growth:

- 61% indicate the need for instruction in the social emotional composite (12 competencies which include: social and self awareness, relationship skills, self management, personal responsibility, optimism, decision making, goal directed behavior, relationship skills...)
- 64% indicate the need for instruction in social awareness
- 57% indicate the need for instruction in decision making

NORTH MONTEREY COUNTY HIGH SCHOOL INCIDENT COMMAND



SAFETY PLAN EMERGENCY PROCEDURES

DURING AN EMERGENCY, YOU ARE TO OPERATE IN TWO EMERGENCY MODES: SHELTER IN PLACE OR EVACUATION. USE THIS AS A GUIDE IF NO SPECIFIC EMERGENCY GUIDE IS AVAILABLE

SHELTER IN PLACE

DURING A SHELTER IN PLACE:

- A 10 second alarm will be sounded, followed by a “**SHELTER IN PLACE**” announcement.
- Students and staff who are outside will move quickly into the nearest room
- Students will Duck and Cover under tables or near desks
- Staff will secure doors, and shut blinds and curtains
- Take roll and determine if you have all of the students you are accountable for.
- Display a **RED** card if you have more than or not all of your students.
- Display the **GREEN** card if you have all of your students in your classroom
- Wait for further instructions.

EVACUATION

During an Evacuation:

- A 10 second alarm will sound, followed by an announcement to “**Evacuate**”.
- If it is safe to do so, evacuate to the designated areas shown on the evacuation map.
- If the assigned evacuation area is not safe, use alternate open area and communicate the location.
- **TAKE YOUR ACCOUNTABILITY BOARD**
- Do not block access to emergency equipment
- Secure doors and proceed in an orderly manner to designated areas and line up accordingly.
- Take roll and determine if you have all of the students you are accountable for.
- Display a **RED** card if you have more than or not all of your students.
- Display the **GREEN** card if you have all of your students.
- Wait for further instructions.

NOTE: SHOULD AN OFF-SITE EVACUATION BE NECESSARY, PLEASE FOLLOW THE OFF-SITE EVACUATION PLAN

Types of Incidents

Incidents that require an evacuation

(Not all incidents require an evacuation)

- Suspicious package
- Bomb threat
- Earthquake
- Fire

Incidents that DO NOT require an evacuation

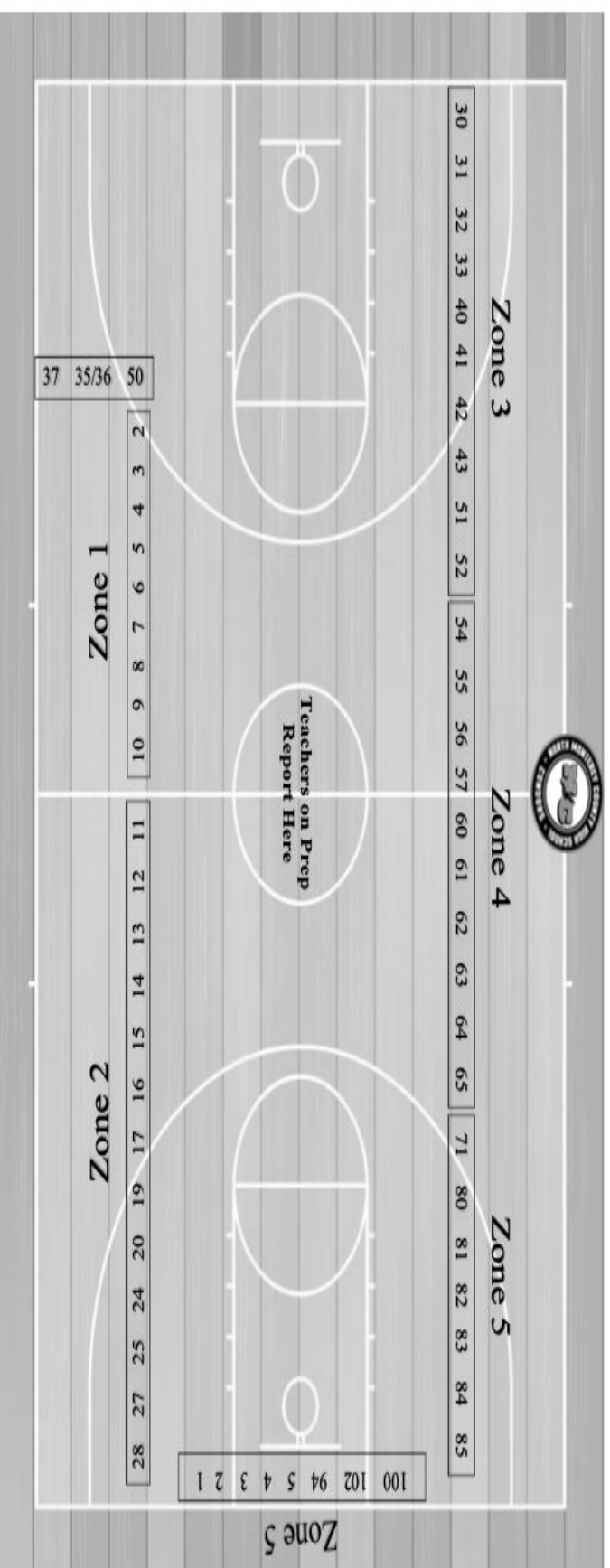
(Not all incidents require a shelter in place)

- Severe weather
- Intruder on campus (**if needed evacuation**)
- Crime in progress near campus
- Missing student (student has been taken or is missing)

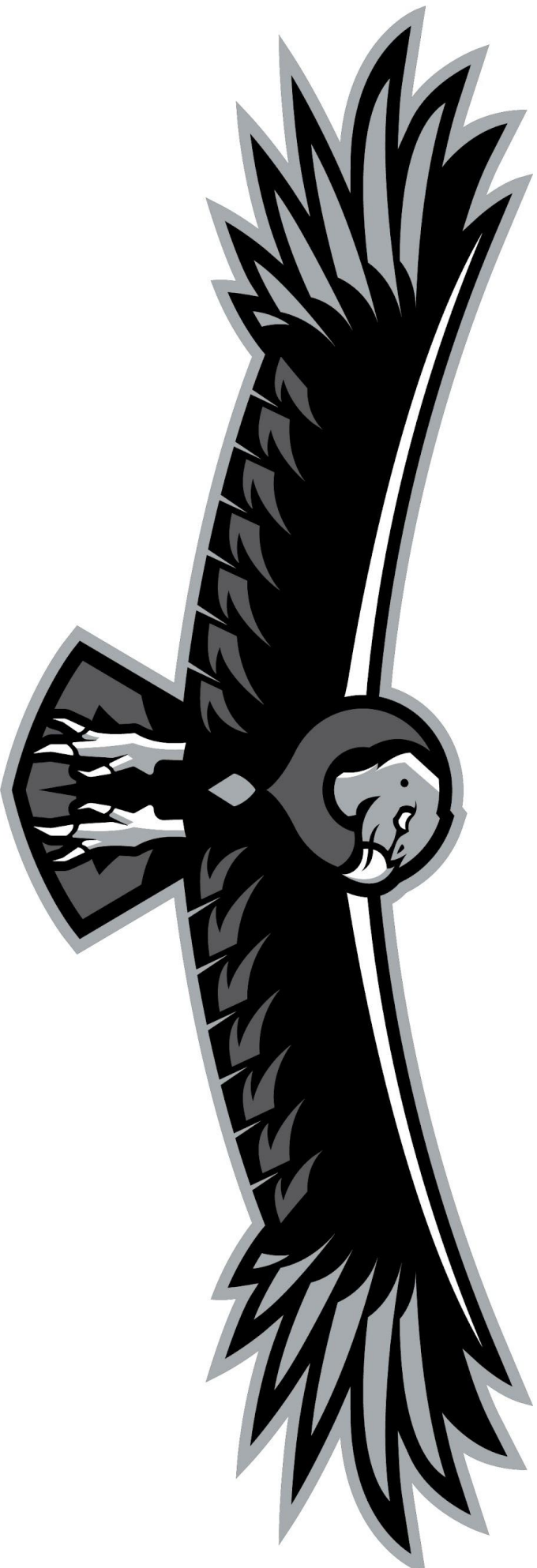
The floor plan shows a complex layout of a school building. Red arrows indicate a lockdown route starting from the bottom left, moving through the building, and ending at the top right. The route passes through various rooms, including classrooms, a library, a cafeteria, a gym, and a wrestling room. A large eagle logo is visible in the top left corner. The route starts from the bottom left and moves through the building, ending at the top right.

Evacuation Locations

Evacuation Map



- Zone 1: Cathy Crume / Lori Lowenssen
- Zone 2: Lupe Sánchez / Janae Knott
- Zone 3: Jesus Galindo / Patrick Killy
- Zone 4: Eryka Garcia / Karen Tostado
- Zone 5: Lexi Solis / Sandro López



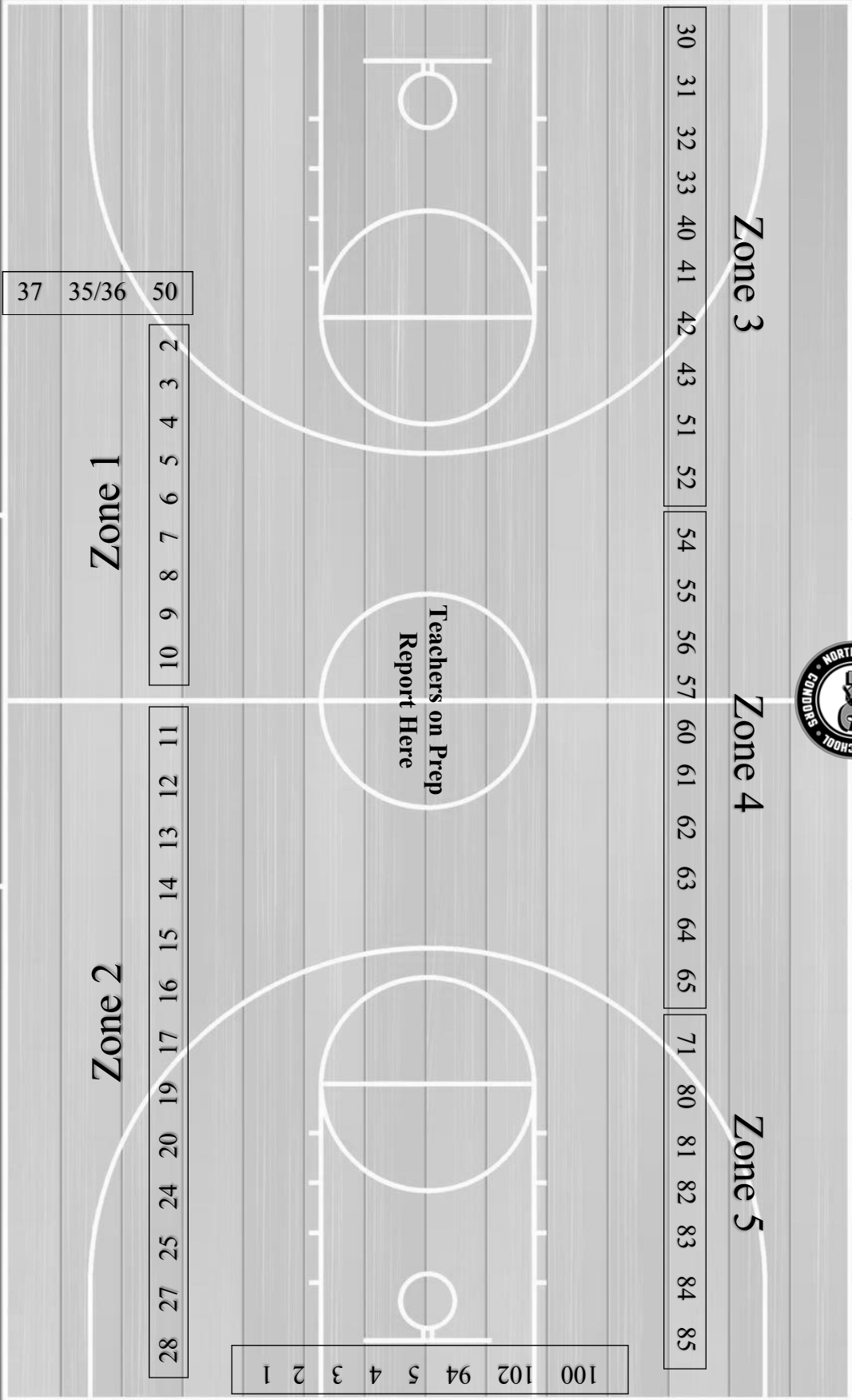
Thank you



North Monterey County High School
13990 Castroville Blvd.
Castroville, CA 95012
831-633-5221 Fax 831-633-2520



Evacuation Map



- Zone 1: Cathy Crume / Lori Lowensen
- Zone 2: Lupe Sánchez / Janae Knott
- Zone 3: Jesus Galindo / Patrick Kilty
- Zone 4: Eryka García / Karen Tostado
- Zone 5: Lexi Solis / Sandro López




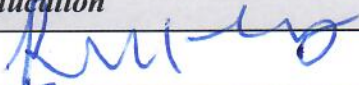


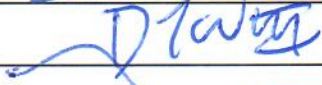

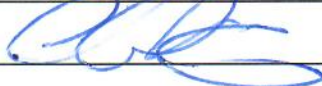





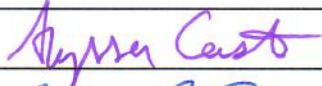




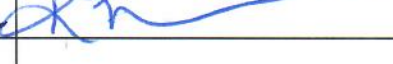

NMCHS Sign In-Sheet
All Staff Meeting
01/19/2022
7:25 AM - 8:25 AM




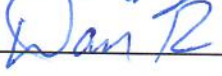
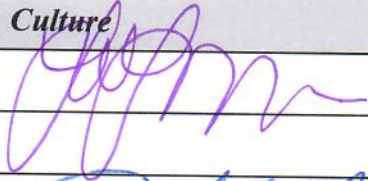

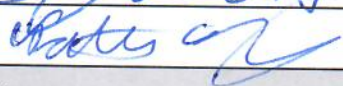

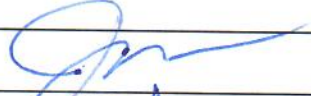
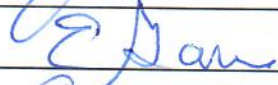

Teacher's Name	Signature
English	
Jennifer Foreman	
Season Leyva	
Kelsey Boyle	
Anthony Romero	
Brooke Velasquez	
David Mowatt	
Cybele Candau	
Katelynn Wahlsteen	
Zeidan Hage	
Eleanor Morrice	
Math	
Erly Buena	
Angelo DiMarco	
Jesus Melendez	
Sage Knutson	
Heather Tynan	
Ruben Lerma	

→ Mika Yoneda

Mika Yoneda

Kathrine Teresi	
Roxana Tapia	
Science	
Victoria Deckelmann	VI
Brent McClellan	Bt Moore
Sarah Reinhard	
David Stahl	
Mark Madrigal	
Kameron Fitch	
World Languages	
Javier Mendicuti	JM
Dora Marquez	
Francisco Cornejo	Francisco Cornejo
Jessica Fine-Garett	J. Garrett
Social Science	
Kelly Moore	
Colin Gilbert	C. Gilbert
Anthony Puzan	
Lizbeth Lopez	Lopez
Kent Johnson	present
Edward Oswald	Ed Oswald
Jocelyn Barrera	
Visual Performing Arts	
William Braymer	William Braymer
Maricela Chapa	Maricela Chapa
Sara Eisenstat	
Priscilla Mora	

Luke Hernandez		
Career Technical Education		
Renee Fertig		
Riley Glenn		
Jonathan Sandoval		
Christen Mouser		Present
Daniel Wellman		Present
Matthew Maurin		
Curtis Smith		
Heather Tynan		Present
Leslie Lawmaster	 v. hello	
Sandro Lopez		
Physical Education		
Gustavo Ibarra		
Timothy Gower		
Joshua Cheek		
Jared Bell		
Michael Phillips		
Alyssa Castro		
Sandy Narez		
Special Education		
Leo Seymour		
Matthew Gallegos		Present
Josue Cuevas		
Karina Medina		Present
Allison Enriquez		Present
Mellisa McCluskey-Carlson		

Laurie Greco	
Greg Allen	
Allison Burfeind	
Dan Rusell	
Eric Rodriguez-Mendez	
Climate & Culture	
Lori Lowensen	
Oscar Valdez	
Jenae Nott	
Patrick Kilty	
Coordinators	
Cathy Crume	
Lupe Sanchez	
Jesus Galindo	
Eryka Garcia	
Alexandra Solis	

Kellie Bishop
Karen Tostado

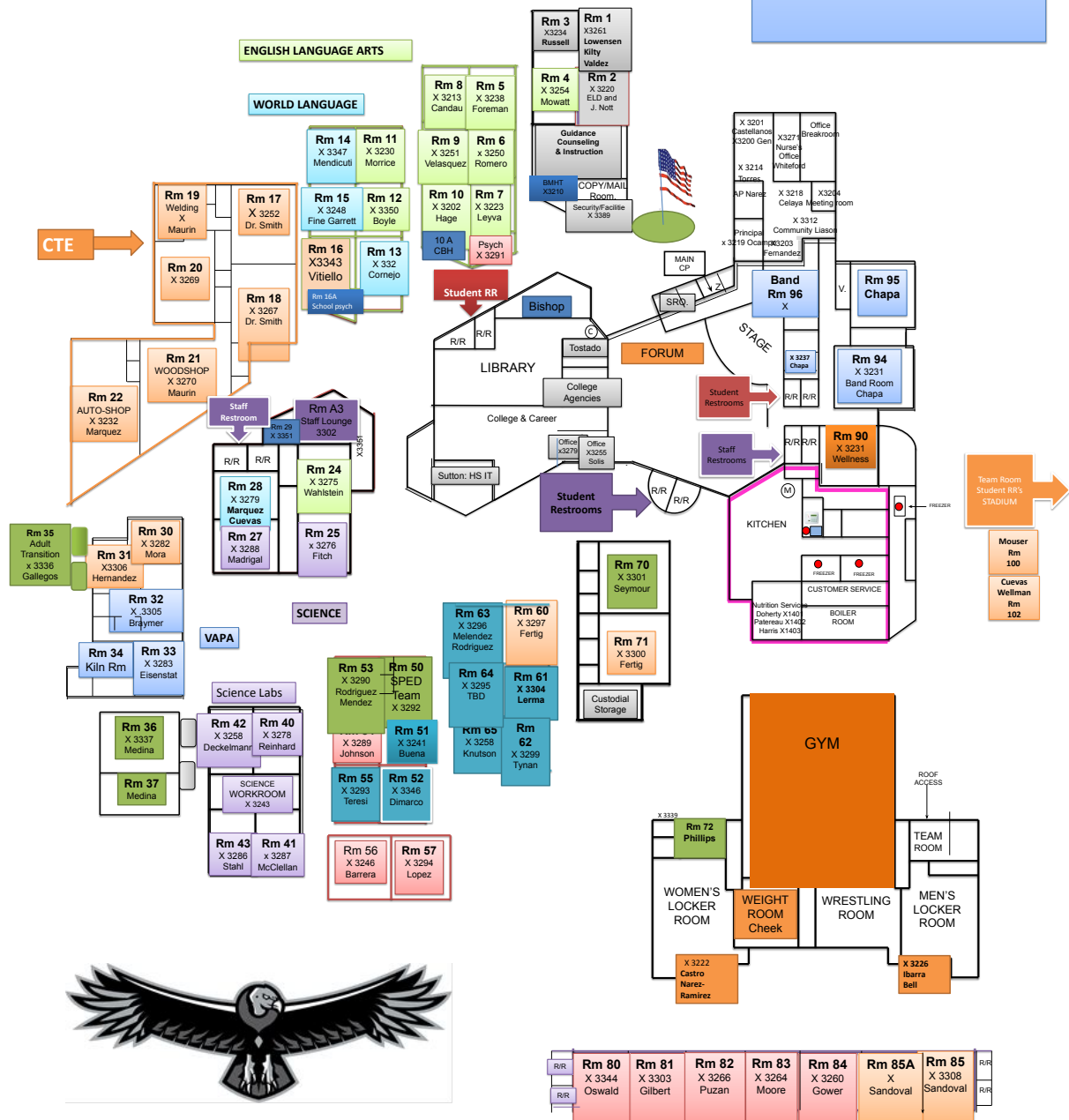
Kellie
KT



North Monterey County
High School
13990 Castroville Blvd.
Castroville, CA 95012
831-633-5221 Fax
831-633-2520

Administration Office
Principal: Miguel Ocampo, Ext. 3203
Admin. Asst.: Muriel Fernández Ext. 3203
Ass Principal: Jesus Narez Mendoza
Assistant Principal: Kristi Barron Ext. 3204
Admin. Asst.: Susie Celaya Ext 3218
Attendance: Alma Torres Ext. 3214
School Nurse: Rita Whiteford Ext. 3271

Coordinator's Office
Director of Guidance: Marisa Martinez Ext. 3233
Admin. Asst.: Rachel Torres Ext. 3211
Registrar: Genesis Mendoza Ext. 3208
Migrant Ed: Teresa Rodriguez
Cathy Crume A-Felix:
Jesus Galindo: Fem - Lopez J
Eryka Garcia: Lopez K - Q
Lupe Sanchez: R-Z





PARENT WELLNESS SAFETY TOWN HALL MEETING

JANUARY 25, 2023

5:30-6:30 PM

PLEASE SIGN IN BELOW


NAME	SIGNATURE
Leticia Rayburn	Leticia Rayburn
Gina Elizondo	Gineline G. Elizondo
Maria Rocha-Ruiz	Maria Rocha-Ruiz
Liliana Rodriguez Rene Rodriguez	Raymundo Rodriguez
Rene Rodriguez	R. Rodriguez
Adrian Ayala	Adrian Ayala
Raul Vega	R V
MORTINA MARTINEZ	MORTINA M
Ma. Barbara Resendiz	Ma. Barbara Resendiz
Catalina Torres	Catalina Torres
MARISA MARTINEZ	Martina Martinez
Alexandra Roman	Alexandra Roman
Mantza Escamilla	Mantza Escamilla
Angelica Herrera	Angelica Herrera
Claudia Ines	Claudia Ines
Maria Cruz	Maria Cruz
Pedro Lopez	Pedro Lopez



School Comprehensive Safety Plan Safety & Wellness Town hall NMCCHS 01/25/2023



Agenda

- Welcome & Thank you
 - Introductions
 - Presentation of SCSP
 - Questions & Recommendations
 - Thank you
- 



SITE: North Monterey County High School

SAFETY TEAM MEETING DATE: January 10, 2023 3:30 pm - 4:15 pm

Name	Signature	Email	Position/Role
Miguel Ocampo		miguel_ocampo@nmcusd.org	Administration
Kellie Bishop		kellie_wall@nmcusd.org	School Psychol...
Jesus Galindo		jgalindo@nmcusd.org	Parent
Rodrigo Lopez		Rodrigo_Lopez@nmcusd.org	SRO
Lori Lowensen		llovensen@nmcusd.org	ASB Director
Season Leyva		season_leyva@nmcusd.org	Teacher
Eva Galindo		22251@nmcusd.org	Student
Jonathan Sandoval		jonathan_sandoval@nmcusd.org	Teacher
Alyssa Castro		alyssa_lowensen@nmcusd.org	Teacher
Jesus Narez		Jesus_narez_mendoza@nmcusd.org	Administration
Juan Carlos Soto		jc_soto@nmcusd.org	Campus Security
Oscar Valdes		oscar_valdes_pena@nmcusd.org	Athletic Director

P. KIRBY

Patrick Kirby@nmcusd.org

Student Engagement

Z. Martinez

zachary_martinez@nmcusd.org

Security

S. Reinhard

sarah_reinhard@nmcusd.org

MTSS/Teacher

Safety Committee & School Site Council

NMCHS

01/10/2023

Agenda

- **Welcome & Thank you**
 - **Introductions**
- **Presentation of SCSP**
 - **Questions & Recommendations**

Certificated Staff Meeting

NMCHS

01/19/2023

Agenda

- **Presentation of School Comprehensive Plan**
 - **Review components**
 - **Feedback**
- **Questions**



NORTH MONTEREY UNIFIED SCHOOL DISTRICT

North Monterey County High School

School Site Council Meeting

Date: 01/18/2023

Location: Library (Upstairs)

AGENDA

Legal Requirements (Check topics to be covered at this meeting):			
SSC Business -		SPSA	
	Nominations / Elections		SPSA Goal Review (WASC, LCAP)
	SSC Bylaws		SPSA Target Progress (WASC, LCAP)
	SSC Survey (end of year)		Modifications for SPSA, LCAP Goals, Strategies, Funding
	WASC Review		Assessment and Evaluation Survey for SPSA
Data Review -		Budget -	
	Site Developed Data		Funding Updates (District Information) LCAP
	District Benchmark Data		Modifications to Categorical Funding based on Target Updates
	Quarterly Target Data Review		Title I Budget

ITEM	DESCRIPTION/ACTIONS	ACTION REQUESTED OF SSC MEMBERS
1. Welcome	Mr. Ocampo will welcome the SSC	• None
2. Roll Call	Secretary - Ms. Lowensen will do Roll Call of Voting Members	• Register Roll Call
3. School Safety Plan	22-23 School Comprehensive Safety Plan	• Approval
4. Attendance/School Discipline	Review 1st semester attendance and school discipline	• Informational
5. Public Comment	Open to any attendees for public comment (3 minutes per comment).	• None
6. Adjourn		• None

Next Scheduled SSC Meeting:

6:00 - 7:00 pm, Upstairs Library

Date Posted: 01/13/2023
(must be 72 hours before meeting)

NOTES FROM MEETING:



DISTRITO ESCOLAR UNIFICADO DEL NORTE DE MONTEREY
Preparatoria Del Condado Norte de Monterey
Junta del Concilio Escolar (SSC)
Fecha:01/18/2023
Location: Biblioteca

AGENDA

Requisitos legales (marque los temas que se tratarán en esta reunión):			
Negocios de SSC -		SPSA	
	Nominaciones / Elecciones		SPSA Revisión de objetivos (WASC, LCAP)
	SSC Estatutos		SPSA Progresos de nuestra meta (WASC, LCAP)
	Encuesta al SSC (fin de año)		Modificaciones for SPSA, LCAP Metas, estrategias, financiación
	WASC		Encuesta de valoración y evaluación para SPSA
Revisión de datos		Presupuesto-	
	Datos desarrollados		Actualizaciones de fondos (información del distrito) LCAP
	Datos comparativos del distrito		Modificaciones al financiamiento categórico basadas en actualizaciones de meta
	Revisión trimestral de datos objetivo		Presupuesto del Título I

ARTICULO	DESCRIPCIÓN / ACCIONES	ACCIÓN SOLICITADA A LOS MIEMBROS DE LA SSC
1. Bienvenida	El Sr. Ocampo dará la bienvenida a la SSC	<ul style="list-style-type: none"> Ninguno
2. Lista	Pasar lista-Secretaria - Lori pasará lista de miembros votantes	<ul style="list-style-type: none"> Ninguno
3. Plan de Seguridad Escolar	22-23 Plan Integral de Seguridad Escolar	<ul style="list-style-type: none"> Aprobación
4. Asistencia/Disciplina Escolar	Review 1st semester attendance and school discipline	<ul style="list-style-type: none"> Informativo



4. Comentarios Públicos	Abierto a cualquier asistente para comentarios públicos (3 minutos por comentario).	<ul style="list-style-type: none">• Ninguno
5. Aplazar		<ul style="list-style-type: none">• Ninguno

Próxima reunión programada del SSC: 16 de noviembre, 2022

6:00-7:00 p.m., biblioteca

Fecha de publicación: _____ *01/13/2023* _____

(debe ser publicada con 72 horas antes de la reunión)

NOTAS DE LA REUNIÓN










January 18, 2023
SSC Meeting
6:00 - 7:00 PM

Name / Nombre	Signature / Firma
Jesus Narez	Jesus A. Narez
Saram Reinhard	
Dulce m. Graciola	D M G
Elsa Jimenez	Gerardo Jimenez
Raul Duran	Raul Duran
Edith Ruelas	Edith Ruelas
Engka Garcia	Engka Garcia
Adrian Ayala	Adrian Ayala
Miguel Ocampo	Miguel Ocampo
Cecilia Guerrero	Cecilia Guerrero
Lori Lowensen	Lori Lowensen
Elza Mendoza Jimenez	Elza Mendoza Jimenez
Jesus Galindo	Jesus Galindo
Eva Galindo	Eva Galindo



SITE: North Monterey County High School
SSC TEAM MEETING DATE: January 10, 2023 3:30 pm - 4:30 pm

Name	Signature	Email
Miguel Ocampo		miguel_ocampo@nmcusd.org
Jesus Galindo		jgalindo@nmcusd.org
Lori Lowensen		llowensen@nmcusd.org
Eryka Garcia		eryka_garcia@nmcusd.org
Eva Galindo		22251@nmcusd.org
Teresa Rodriguez		teresa_ayala-alvarez@nmcusd.org
Daniel Wellman		daniel_wellman@nmcusd.org
Jesus Narez		Jesus_narez_mendoza@nmcusd.org
Juan Rodriguez		
Eliza Mendoza Jimenez		
Sarah Reinhard		sarad_reindard@nmcusd.org