



**Comprehensive
School Safety Plan
2023**

CREATING A SAFE COMMUNITY & CULTURE

The Santa Barbara County Education Office Comprehensive School Safety Plan (SBCEO Safety Plan) has been developed through a collaborative process involving school personnel, community partners including law enforcement, and other stakeholders. The intent of this comprehensive plan is to establish preventative and reactive protocols and practices surrounding potentially dangerous or harmful scenarios in an effort to maintain the safety and well-being of students, staff, and community members. The SBCEO Safety Plan focuses on developing a culture where students feel safe to fully engage in all aspects of the learning community. This plan provides the legal basis for school involvement in providing a safe, secure, and positive learning environment and provides resources for establishing and maintaining the physical and emotional health and safety of all members of our schools and programs.

The programs and schools covered in the SBCEO Plan include:

- Juvenile Court and Community Schools
 - Community School
 - Residential Court Schools
- Special Education Programs
 - Direct Service District
 - Regional Services

Many of our programs, classrooms, and staff serving students are located on school sites that are owned and/or operated by a local school district other than SBCEO. Individuals, programs, and classrooms operating in these conditions are required to adhere to the district and/or campus developed school safety plan of their specific location. Student populations in these programs, including but not limited to students with physical, developmental, or emotional disabilities, could require special consideration, modification, or addition to the district developed school safety plan. In addition to recommendations and procedures for the general population, the SBCEO Safety Plan provides guidance for evaluating, developing, communicating, and monitoring any modifications that are a result of these special considerations.

Santa Barbara County Education Office

Overview of the Comprehensive School Safety Plan

The SBCEO is fully committed to providing a school environment where students and staff learn and work free from crime and violence, intimidation, threats, harassment, and fear; the elimination of these negative factors provides the most favorable conditions in which to learn.

Background and Purpose of Education Code 32280

It is the intent of the Legislature that all California public schools, with transitional kindergarten to 12 grades, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

In creating the Santa Barbara County Education Office (SBCEO) Comprehensive Safe School Plan, the Juvenile Court and Community Schools and Special Education believe that students cannot benefit fully from an educational program unless they attend school regularly in an environment that is free from physical and psychological harm. Furthermore, the SBCEO believes that the leadership in providing safe schools, establishing behavior standards, and improving student attendance must come primarily from each district, local school sites, site level administrators and staff. The leadership for the plan should be continuous to support comprehensive efforts at each school to assist students in becoming self directed and responsible for their own behavior. The SBCEO believes that there is substantial benefit our students can derive from regular attendance in a safe and orderly school environment, and securing this assurance justifies our high priority and commitment of personnel and fiscal resources toward this endeavor.

Accordingly, with Education Code 32282 the SBCEO Comprehensive School Safety Plan will provide school programs a positive learning environment through the implementation of:

- Appropriate rules, regulations, and discipline policies that are well publicized, consistently enforced, and nondiscriminatory, and that take into consideration the due process all students are entitled to receive.
- Appropriate professional development that emphasizes the importance of treating students, parents/guardians, and coworkers respectfully.
- Appropriate professional development activities that include safe school strategies, current laws affecting school safety, and crisis response.
- Effective counseling and guidance services that include personal counseling, peer programs and educational counseling.

- The Annual Notification to Students and Parents/Guardians that explain codes of conduct, including information on such topics as student rights and responsibilities, unacceptable behavior, and procedures for due process and appeals.
- Plans for dealing with potential disruptive conflict situations, including procedures for referrals to law enforcement agencies for serious offenses.
- Programs and strategies that develop a student's sense of family and school connectedness, self-esteem, personal and social responsibility, character, and ability to resolve conflict in a positive, constructive way.
- A system of referrals to appropriate agencies for services that students and families need and that schools are unable to provide.

The SBCEO Comprehensive School Safety Plan incorporates the following Key Elements (EC 35294.2):

- 1.0 Student Rights and Responsibilities
 - o Student code of conduct and discipline policy (EC 35291 and 35291.5)
 - o Policies pursuant to EC 48615 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
 - o Child abuse reporting consistent with Penal Code 11164
- 2.0 Staff Safety
 - o Procedures for notifying teachers and counselors of dangerous students pursuant to EC 49079
 - o Home visit best practices
- 3.0 Harassment, Discrimination, and Bullying Prevention
 - o Policies pursuant to EC32261(d) and 48900(r) non-discrimination and harassment including sexual harassment, and bullying
 - o Bullying prevention interventions and toolkit
 - o Incident action steps, reporting forms, and interview forms
- 4.0 Internet Safety and Digital Citizenship
 - o Student technology acceptable use agreement
 - o Policy on student use of technology
- 5.0 Crisis Preparedness, Intervention, and Response
 - o Procedures for safe ingress and egress of students, parents/guardians, and employees
 - o Crisis preparedness
 - Evacuation plans and drills (Earthquake, fire, and lockdown)
 - Emergency response supplies
 - Communication protocols for staff, students, and parents/guardians
- 6.0 Suicide Prevention and Response
 - o Suicide prevention and resources
 - o Keep safe - suicide risk assessment
- 7.0 Community Partnerships
 - o Including law enforcement, Juvenile Probation, Behavioral Wellness, Child Welfare Services, and community volunteers
- 8.0 Site Specific Resources and Plans
 - o Incident command flow charts
 - o Site crisis preparedness information and drill schedules
 - o Site safety plans outlining individual classroom or program needs
 - o Staff and student emergency cards

Accordingly, with Assembly Bill (AB) 1432 (Chapter 797/2014) the Santa Barbara County Education Office, Juvenile Court and Community Schools and Special Education will:

- Annually, train all SBCEO mandated reporters of suspected child abuse on mandated reporting functions and responsibilities within the required timelines for both existing and new employees.

Annual School Safety Assessment

Juvenile Court & Community Schools (JCCS) take pride in maintaining a positive school environment where students feel connected to staff and the facilities are kept clean and safe.

At the December 15, 2022, Parent Student Advisory Council (PSAC) meeting, the annual school safety assessment data was reviewed. The school safety assessment data includes information from the California Healthy Kids Survey (CHKS), suspension and expulsion data, and Facility Inspection Tool (FIT).

A review of the results from the 2020 California Healthy Kids Survey indicated that:

- 67% of students believe their teachers have high expectations for their success
- 74% of students believe their teacher listens when they have something to say
- 47% of students feel the teaching staff treat students fairly

The California Healthy Kids Survey was administered in November of 2022, however the results are not yet available.

Additionally, the PSAC reviewed the most recent (2021-22) suspension and expulsion rates for JCCS. Our court school saw an uptick in suspensions in 2021-22 to 8.2%. In our community school there was a significant increase in suspensions to 36.7%. We believe, in large part, that the increase in suspensions is a result of the pandemic, as students reentered the school environment exhibiting increased behavioral and mental health needs. To address the rise in suspensions, we have renewed our MOU with CADA for a School Based Therapist (SBT) and have partnered with One Community Action to provide the POR VIDA program which provides wrap-around services through case management, group facilitation, opportunities to get more involved in school and community, and peer-to-peer network support. We believe having these two services will reduce the severe behaviors we experienced last year. We continue to have a 0% expulsion rate in our JCCS program due to low student to staff ratios, on-going training in de-escalation strategies and support from probation.

Finally, our annual FIT report indicated that all three JCCS sites were in good condition with a school ranking of excellent. Specific details of the FIT reports are included in the school's annual School Accountability Report Cards (SARC), which are posted on SBCEO's website and can be accessed [here](#).

SBCEO SAFETY PLAN TABLE OF CONTENTS

1.0 Student Rights and Responsibilities

- 1.1 SBCEO Student Code of Conduct (English & Spanish)
- 1.2 Board Policies on Suspension and Expulsion/ Due Process
- 1.3 Board Policies on Child Abuse Prevention and Reporting
- 1.4 Mandated Reporters
 - 1.4.1 Child Abuse Reporting Protocol

2.0 Staff Safety

- 2.1 Procedures for Notifying Teachers & Counselors of Potentially Dangerous Students
- 2.2 Home Visit Best Practices
- 2.3 Home Visit Service Provider Policy (English & Spanish)

3.0 Harassment, Discrimination, and Bullying Prevention

- 3.1 Board Policies on Non-Discrimination and Harassment
- 3.2 Board Policies on Sexual Harassment
- 3.3 Board Policy on Bullying
- 3.4 SBCEO Bully Prevention Interventions
- 3.5 Teacher Toolkit for Bullying
- 3.6 Incident Action Steps
- 3.7 Incident Report of Harassment
- 3.8 Incident Interview Form
- 3.9 Incident Impact Form
- 3.10 Summary Report on Findings of Incident of Harassment

4.0 Internet Safety and Digital Citizenship

- 4.1 Net Cetera: Chatting with Kids About Being Online
- 4.2 Internet Safety/Digital Citizenship Websites
- 4.3 Student Technology Acceptable Use Agreement (English & Spanish)
- 4.4 Board Policy on Student Use of Technology

5.0 Crisis Preparedness, Intervention, & Response

- 5.1 Safe Ingress/Egress
- 5.2 Crisis Preparedness: Evacuation

- 5.2.1 Evacuation Protocol
 - 5.2.2 Off-Campus Assembly Site Information
- 5.3 Crisis Preparedness: Earthquake
 - 5.3.1 Earthquake Protocol
 - 5.3.2 Earthquake Preparedness Resources
- 5.4 Crisis Preparedness: Fire
 - 5.4.1 Fire Protocol
- 5.5 Crisis Preparedness: Lockdown
 - 5.5.1 Lockdown Protocol
- 5.6 Cal EMA Active Shooter Guidelines
- 5.7 Emergency Response Supplies
 - 5.7.1 Shelter in Place Emergency Response Kit
 - 5.7.2 Grab and Go Emergency Response Kit
 - 5.7.3 First Aid Kit Checklist
 - 5.7.4 Itinerant Staff Emergency Supplies
- 5.8 Communication Protocols
 - 5.8.1 On Campus Locator
 - 5.8.2 Be Prepared to Call the Police/ 9-1-1
 - 5.8.3 Parent/Student Reunification
 - 5.8.4 Emergency Contact List

6.0 Suicide Prevention and Response

- 6.1 Suicide Prevention
- 6.2 Keep Safe – Risk Assessment
- 6.3 Response to Suicide
- 6.4 Keep Safe Resources and Hotlines
- 6.5 Board Policies on Suicide Prevention

7.0 Community Partnerships

- 7.1 Law Enforcement
 - 7.1.1 Crime Reporting Form
 - 7.1.2 Bomb Threat Information Form
 - 7.1.3 Protocol for Police Interviewing/Taking Custody of Student on School Campus

- 7.2 Santa Barbara County Probation - Juvenile Services Division
- 7.3 Santa Barbara County Department of Behavioral Wellness
- 7.4 Child Welfare Services
- 7.5 Community Volunteers
 - 7.5.1 SBCEO Volunteer Packet
 - 7.5.2 SBCEO TB Information and Risk Assessment Packet

8.0 Site Specific Resources and Plans (to be completed by site staff)

- 8.1 Incident Command Flow Chart*
 - 8.1.1 Incident Command Team Responsibilities
- 8.2 Emergency Plan Site Flowchart
- 8.3 Emergency Drill Dates-Samples*
- 8.4 Emergency Response Kit Inventory
- 8.5 Emergency Staff Assignment Chart
- 8.6 Schoolwide Dress Code Policy*
- 8.7 School Site Safety Plan*
- 8.8 Student Emergency Cards*
- 8.9 Staff Emergency Cards*

*To be provided by school site/district.



Student Rights And Responsibilities

1.0 STUDENT RIGHTS AND RESPONSIBILITIES

Maintaining a safe, equitable, and secure school environment is a priority for SBCEO. In order to maintain a safe educational environment provisions for staff, students, and the community are necessary.

The policies included in this section describe the expectations and response protocols surrounding the conduct of students and staff as they interact with each other and the school environment in general. SBCEO students and staff are expected to adhere to and uphold the safety protocols, policies, and practices of the SBCEO, and the campus and district where programs are housed.

SAFETY PLAN RESOURCES

- 1.1 SBCEO Student Code of Conduct (English & Spanish)
- 1.2 Board Policies on Suspension and Expulsion/Due Process
- 1.3 Board Policies on Child Abuse Prevention and Reporting
- 1.4 Mandated Reporters
 - 1.4.1 Child Abuse Reporting Protocol

SBCEO Student Code of Conduct

Bullying:

- Any student who engages in bullying, either written, verbal, or through electronic means may be subject to disciplinary action up to and including expulsion (EC 48900.2-48900.4). Conduct may lead to a report to law enforcement.
- Students who have experienced or who have witnessed an incident of bullying are expected to immediately report the incident to the principal or designee.
- Students are expected to express disapproval of bullying behavior by not joining in the laughter, teasing, or spreading of rumors or gossip.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- SBCEO will make reasonable efforts to keep a report of bullying and the results of the investigation confidential.
- SBCEO staff is expected to immediately intervene when a bullying incident occurs or is reported to have occurred.

Sexual Harassment:

- Any student who engages in unwanted, unwelcome sexual advances toward another student, either written, verbal, or through electronic means may be subject to disciplinary action up to and including expulsion. Conduct may lead to a report to law enforcement.

Discrimination:

- Any student who engages in behavior that restricts the access of others to participation in school related activities based on gender, gender expression, gender identity, nationality, race or ethnicity, religion, disability or any other characteristic that can be defined as a hate crime by Penal Code 422.55 may be subject to disciplinary action up to and including expulsion. Conduct may lead to contact and involvement with law enforcement.
- Students are expected to demonstrate tolerance and sensitivity and refrain from any activity that shows bias or may result in a hostile environment.

Conflict Resolution:

- Students are expected to resolve their disputes without resorting to violence.
- Students, especially those trained in conflict resolution and peer mediation, are encouraged to help fellow students resolve problems peaceably.
- Students can rely on staff trained in conflict resolution and peer mediation strategies to intervene in any dispute likely to result in violence.
- Students needing help in resolving a disagreement, or students observing conflict may contact an adult or peer mediators.
- Students involved in a dispute will be referred to a conflict resolution or peer mediation session with trained adult or peer mediators. Staff and mediators will keep the discussions confidential.
- Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure campus safety, maintain order, and discipline students.

General School Rules:

- Students may not use cell phones at school or inside the classroom unless explicitly requested by the instructor for purposes of instruction.
- Students will dress appropriately:
 - Clothing must not detract from the learning environment.
 - No low-cut tops, short skirts or shorts.
 - Mid-section must be covered by both males and females, such that no skin or underwear is exposed.
 - No baseball caps, sweatshirts with hoods covering the head, or sunglasses are to be worn in the classroom.
 - No clothing with references to drugs, alcohols, sex, violence or perceived gang affiliation is allowed at school.
- Students are expected to use appropriate language at school. Profanity of any kind will not be tolerated.
- Any tobacco product (including electronic cigarette) is not allowed on school property. Smoking is prohibited anywhere near the school. Violations will result in a formal suspension per CA Ed 48900(h).

If the complainant student or the parent of the student feels that the appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal/designee or SBCEO complaint officer. SBCEO prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Student Name	
Student Signature	
Date	

SBCEO Código Estudiantil de Conducta

Hostigamiento:

- Cualquier estudiante que participa en el hostigamiento, ya sea escrito, verbal, o por medios electrónicos puede ser sujeto a acción disciplinaria hasta e incluyendo la expulsión (CE 48900.2-48900.4). Conducta puede conducir a un informe policial.
- Los estudiantes que han experimentado o que han sido testigos de un incidente de hostigamiento deben informar inmediatamente el incidente al director/a o su designado.
- Los estudiantes deben expresar desaprobación de comportamiento de hostigamiento por no formar parte de la risa, burlas o difusión de rumores o chismes.
- Los estudiantes pueden confiar en el personal para investigar inmediatamente cada queja del hostigamiento de una manera cuidadosa y confidencial.
- SBCEO hará un esfuerzo razonable para mantener confidencial un informe del hostigamiento y los resultados de la investigación.
- El personal de SBCEO debe intervenir inmediatamente cuando un incidente de hostigamiento se produce o se informó haber ocurrido.

Acoso Sexual:

- Cualquier estudiante que participa en los avances sexuales no deseados, no bienvenidos hacia otro estudiante, sea escrito, verbal, o a través de medios electrónicos puede ser sujeto a acción disciplinaria hasta e incluyendo la expulsión. Conducta puede conducir a un informe policial.

Discriminación:

- Cualquier estudiante que participa en conducta que restringe el acceso de otros a la participación en actividades relacionadas a la escuela basado en el género, expresión de género, identidad de género, nacionalidad, raza o etnia, religión, discapacidad o cualquier otra característica que puede ser definido como un crimen de Código Penal 422.55 puede ser sujeto a acción disciplinaria hasta e incluyendo la expulsión. Conducta puede conducir a contacto y participación con la policía.
- Los estudiantes deben demostrar tolerancia y sensibilidad y abstenerse de cualquier actividad que muestra parcialidad o puede resultar en un ambiente hostil.

Resolución de Conflicto:

- Los estudiantes deben resolver sus disputas sin recurrir a la violencia.
- Animamos a los estudiantes, especialmente aquellos capacitados en resolución de conflictos y mediación entre compañeros, para ayudar a otros estudiantes a resolver los problemas pacíficamente.
- Los estudiantes pueden confiar en el personal estar capacitado en resolución de conflicto y estrategias de mediación entre compañeros para intervenir en cualquier controversia que probablemente resulte en violencia.
- Los estudiantes que necesitan ayuda para resolver un desacuerdo, o estudiantes observando conflicto pueden comunicarse con un adulto o compañeros mediadores.
- Estudiantes involucrados en una disputa se referirán a una sesión de resolución de conflicto o mediación entre compañeros con adultos o compañeros entrenados en mediación. Personal y mediadores mantendrán las discusiones confidenciales.
- Procedimientos de resolución de conflictos no deben suplantar la autoridad del personal para actuar para prevenir la violencia, garantizar la seguridad en la escuela, mantener el orden y la disciplina de los estudiantes.

Reglas Generales Escolares:

- Los estudiantes no pueden usar teléfonos celulares dentro del aula o en la escuela a menos que sea expresamente solicitado por el instructor para los propósitos de la instrucción.
- Los alumnos vestirán apropiadamente:
 - Ropa no debe distraer el ambiente de aprendizaje.
 - No camisas/blusas escotadas, minifaldas o pantalones cortos (shorts).
 - Sección media debe ser cubierto por ambos hombres como mujeres, tal que no esta descubierta la piel ni la ropa interior.
 - No puede ser usado en el aula gorras, sudaderas con capucha que cubre la cabeza, o gafas de sol.
 - Ninguna ropa con referencias a drogas, alcoholes, sexo, violencia o afiliación percibida con pandillas es permitida en la escuela.

- Los estudiantes deben utilizar un lenguaje apropiado en la escuela. No se tolerará la blasfemia de ningún tipo.
- Cualquier producto de tabaco (incluyendo el cigarrillo electrónico) no está permitido en la propiedad escolar. Está prohibido fumar en cualquier lugar cerca de la escuela. Violaciones resultará en una suspensión formal por CA Ed 48900(h).

Si el estudiante o el padre/madre del estudiante denunciante siente que no se ha alcanzado la resolución adecuada de la investigación o la queja no ha sido llegada, el estudiante o el padre/madre del estudiante debe contactar al director/designado o al oficial para presentar quejas de SBCEO. SBCEO prohíbe la conducta de represalia contra cualquier demandante o cualquier participante en el proceso de quejas.

Nombre del Estudiante	
Firma del Estudiante	
Fecha	



STUDENTS

POLICY – SUSPENSION AND EXPULSION/DUE PROCESS

BP 5144.1

The County Board desires to provide 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 County Board shall develop rules and regulations setting the standards of behavior expected of 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 County Office 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

Staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the County Education Office's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), 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)

No student in grades K-8 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Suspension and Expulsion/Due Process– Board Policy 5144.1

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.

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 County 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 County Board. (Education Code 48918(j))

As required by law, the County Superintendent or designee shall recommend expulsion and the County 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
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 other violations, the County Superintendent or designee shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the County 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

Suspension and Expulsion/Due Process– Board Policy 5144.1

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

Due Process

The County 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 County 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 County 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 County 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 County Board annually and to the California Department of Education when so required.

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

233 Hate violence

1981-1981.5 Enrollment of students in community school

8239.1 Prohibition against expulsion of preschool student

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (regarding suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-48666 Community day schools

48853.5 Foster youth

48900-48927 Suspension and expulsion

48950 Speech and other communication

48980 Parental notifications

49073-49079 Privacy of student records

52052 Numerically significant student subgroups

52060-52077 Local control and accountability plan

Suspension and Expulsion/Due Process– Board Policy 5144.1

64000-64001 Consolidated application

CIVIL CODE

47 Privileged communication

48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

LABOR CODE

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

PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

417.27 Laser pointers

422.55 Hate crime defined

422.6 Interference with exercise of civil rights

422.7 Aggravating factors for punishment

422.75 Enhanced penalties for hate crimes

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

626.9 Gun-Free School Zone Act of 1995

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

868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

Suspension and Expulsion/Due Process– Board Policy 5144.1

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

1415(K) Placement in alternative educational setting

7961 Gun-free schools

UNITED STATES CODE, TITLE 42

11432-11435 Education of homeless children and youths

COURT DECISIONS

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

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

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

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

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

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

ATTORNEY GENERAL OPINIONS

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

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

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

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

Management Resources:

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

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

WEB SITES

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

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

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

U.S. Department of Education, Office for Civil

Rights: <http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Healthy

Students: <http://www2.ed.gov/about/offices/list/oese/oshs>

ADOPTED BY COUNTY BOARD:

January 6, 1994

REVISED:

April 7, 1994

December 12, 2013

September 2, 2021

Suspension and Expulsion/Due Process– Board Policy 5144.1

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

Students in Office of the County Superintendent of Schools Programs

For students enrolled in special education programs operated on behalf of the SELPA (Regional Programs) refer to SELPA Local Plan, Section 6439, Suspension and Expulsion of Students Enrolled in Regional Programs.

I. Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following:

- A. 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.
- B. Referral to a certificated employee designated by the principal to advise students.
- C. 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. Removal from a particular class shall not occur more than once every five (5) school days.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school/program personnel.

Day means a calendar day unless otherwise specifically provided.

School day means a day upon which the schools/programs are in session or weekdays during the summer recess.

Student includes a student's parent/guardian or legal counsel.

Principal/program administrator's designee means one (1) or more administrators or, if there is not a second administrator at one school/program site, a certificated person specifically designated by the principal/program administrator, in writing, to assist with disciplinary procedures. Only one (1) such person may be designated at any time as the principal/program administrator's primary designee

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

-2-

and only one (1) such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal/program administrator's office.

II. Notice of Regulations

At the beginning of each school year the principal/program administrator or designee of each school/program shall ensure that all students and parents/guardians are notified in writing of all school/program rules related to discipline, suspension and expulsion. Transfer students and their parent/guardians shall be notified at the time of enrollment.

Notification shall include information about the ongoing availability of individual school rules and all County Education Office policies and regulations pertaining to student discipline.

III. Grounds for Suspension and Expulsion

- A. Students may be suspended or recommended for expulsion when the County Superintendent, principal/program administrator or designee at the school/program in which the student is enrolled determines that the student has committed any of the acts listed below:
 - 1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
 - 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/program administrator or designee's concurrence.
 - 3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of any controlled substance as defined in the Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - 4. Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid,

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

-3-

- substance, or material and represented same as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
 6. Caused or attempted to cause damage to school property or private property, including electronic files and databases.
 7. Stole or attempted to steal school property or private property, including electronic files and databases.
 8. Possessed or used tobacco, or any products containing tobacco or nicotine products (except in the very limited instance of nicotine as an ingredient of a prescribed drug that requires ingestion during school hours) including, but not limited to, cigarettes, cigars, miniature cigars, clove-cigarettes, smokeless tobacco, snuff, chew packets, and betel.
 9. Committed an obscene act or engaged in habitual profanity or vulgarity.
 10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in the Health and Safety Code 11014.5.
 11. Disrupted school/program activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 12. Knowingly received stolen school/program property or private property.
 13. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289 or committed a sexual battery as defined in Penal Code 243.4.
 15. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
 16. Made terroristic threats against school officials or school property, or both. A "terroristic threat" includes any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or damage to property in excess of one thousand dollars

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

-4-

(\$1,000). The specific intent must be intentional, immediate, specific, and clear enough that the person threatened has reasonable fears for his or her safety or the safety of his or her immediate family.

17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- B. A student in grades 4 through 12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:
1. Committed sexual harassment as defined in Education Code 212.5.
 2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233.
 3. Intentionally harassed, threatened or intimidated district personnel or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.
- C. A student may be suspended or expelled for any of the acts listed above if the act is related to a school/program activity or attendance, including but not limited to, the following circumstances:
1. While on school/program grounds.
 2. While going to or coming from school/program.
 3. During the lunch period, whether on or off the school campus.
 4. During, going to, or coming from a school/program-sponsored activity.
- D. Alternatives to suspension or expulsion may be used against students who are truant, tardy, or otherwise absent from assigned school/program activities.

Suspension

I. Authority to Suspend

The County Superintendent, principal/program administrator or designee may suspend a student from a school for any of the acts listed under "Grounds for Suspension and Expulsion" above, for not more than five (5) consecutive school

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

-5-

days, unless the suspension is extended pending expulsion.

Suspension may also be imposed under a first offense, if the County Superintendent, principal/program administrator or designee determines the student violated items #1-5 of the list, or the student violated items #6-19 of the list and the student's presence causes a danger to persons or property or threatens to disrupt the instructional process.

A student may be suspended from school for any of the acts listed under "Grounds for Suspension and Expulsion" above, for not more than twenty (20) school days in any school year, unless for purposes of adjustment a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed thirty (30) days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.

II. Procedures Prior to Suspension

A. Notice to Law Enforcement Prior to Suspension

Prior to the suspension or expulsion of any student, the principal/program administrator or designee shall notify the appropriate city or county law enforcement authorities of any acts of assault by a student which may have violated Section 245 of the Penal Code (Assault with a Deadly Weapon or Force Likely to Produce Great Bodily Injury) or any acts of a student which may involve the possession or sale of narcotics or of a controlled substance or a violation of Section 626.9 or 626.10 of the Penal Code (Gun-Free School Zone Act of 1995).

B. Notice to Parents Upon Release of Minor Student to Peace Officer

When a principal/program administrator or designee or other official releases a student to a peace officer in order to remove the minor from school/program premises, the official shall take immediate steps to notify the student's parent/guardian or responsible relative regarding the student's release to the officer and the place to which the student is reportedly being taken, except when the student is a victim of suspected child abuse, in which case the County Education Office must provide the parent/guardian's address and telephone number to the officer.

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

-6-

III. Suspension Procedures

A. Suspension from Class by a Teacher

Suspension from a class means the removal of a student from class by a teacher for the remainder of the day of the suspension and the day following for any act listed in “Grounds for Suspension and Expulsion”

above. A teacher may suspend a student from class and may also refer a student to the principal/program administrator or designee for consideration of suspension from school for any of the acts listed in “Grounds for Suspension and Expulsion” above.

When a teacher removes a student from his/her class, the teacher shall immediately report the removal to the principal/program administrator or designee and send the student to the principal/program administrator or designee for appropriate action. The student shall be appropriately supervised during the class periods from which he/she has been removed.

As soon as possible, the teacher shall ask the student’s parent or guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist should attend the conference if it is practicable, and a County Education Office administrator may attend if either the parent/guardian or teacher so request.

A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal/program administrator or designee.

A student removed from class shall not be placed in another regular class during the period of removal. However, if a student is assigned to more than one (1) class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed.

The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal.

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

-7-

B. Suspension by County Superintendent, Principal/Program Administrator or Designee

The County Superintendent, principal/program administrator or designee shall immediately suspend any student found at school or at a school activity to be:

1. Possessing, as verified by an employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal/program administrator or designee's concurrence.
2. Brandishing a knife, as defined in Education Code 48915(g), at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above.

Suspension also may be imposed on a first offense if the County Superintendent, principal/program administrator or designee determines the student violated items #1-5 listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process.

Suspensions shall be initiated according to the following procedures:

1. Informal Conference
Suspension shall be preceded by an informal conference conducted by the County Superintendent, principal/program administrator or designee between the student, and whenever practicable, the teacher, supervisor or school employee who referred the student to the principal/program administrator or designee. At the conference the student shall be informed of the reason for the disciplinary action and the evidence against him/her

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

-8-

and shall be given the opportunity to present his/her version and evidence in support of his/her defense.

This conference may be omitted if the County Superintendent, principal/program administrator or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the pre-suspension conference is not held, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two (2) school days, unless the student waives his/her right to it or is physically unable to attend for

any reason. In such case the conference will be held as soon as the student is physically able to return to school.

2. Administrative Actions

All requests for student suspension are to be processed by the principal/program administrator or designee of the school/program in which the student is enrolled at the time of the misbehavior.

Option

A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the County Superintendent or designee.

3. Notice of 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 be notified in writing of the suspension.

This note shall state the reasons for suspension and the date and time when the student may return to school. Should school/program officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may also add that state law requires the parent/guardian to respond to such request without delay.

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

-9-

4. Parent/Guardian Conference

Whenever a student is suspended, school officials are permitted to meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matter.

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such conference. The student may not be denied readmission solely because the parent/guardian failed to attend.

5. Extension of Suspension

If the expulsion of a suspended student is being considered by the County Superintendent or designee, the County Superintendent or designee may, in writing, extend the suspension until such time as the County Superintendent or designee has made a decision. This extension may be made only if the County Superintendent or designee has determined, following a meeting in which the student and the student's parent/guardian are 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. Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold an additional conference concerning the extension, giving the student a further opportunity to be heard.

Expulsion

I. Authority to Expel

- A. With the exception of Regional special education programs, a student may be expelled from programs of the County Education Office only by the County Superintendent of Schools.
- B. The County Superintendent, principal/program administrator or designee shall recommend a student's expulsion for any of the following acts,

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

-10-

unless the principal/program administrator or designee finds, and reports in writing to the County Superintendent, that expulsion is inappropriate due to particular circumstances which shall be set out in the report of the incident.

1. Causing serious physical injury to another person, except in self-defense.
 2. Possession of any knife, explosive or other dangerous object of no reasonable use to the student as defined in Education Code 48915(g).
 3. Unlawful possession or use of any controlled substance listed in Health and Safety Code 11053-11058, except for the first-offense for the sale of not more than one (1) avoirdupois ounce of marijuana, other than concentrated cannabis.
 4. Robbery or extortion.
 5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee.
- C. The principal/program administrator or designee shall immediately suspend and mandatorily recommend the expulsion of any student for the following:
1. Possessing or selling or otherwise furnishing a firearm at school or at a school activity off school grounds, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the concurrence of the principal/program administrator or designee. The County Superintendent shall expel that student or, as an alternative, refer him/her to an alternative education program whenever the County Superintendent, hearing officer or administrative panel confirms that (a) the student was in knowing possession of the firearm, (b) possession of firearm was verified by an employee of the County Education Office or of the school where the incident occurred; (c) there was no reasonable cause for the student to be in possession of the firearm.
 2. Brandishing a knife as defined in Education Code 48615(g) at another person.
 3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.
 4. Committing or attempting to commit a sexual assault or committing

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

-11-

a sexual battery as defined in item #14 under “Grounds for Suspension and Expulsion” above.

Upon finding that the student committed any of the above acts, the County Superintendent shall expel the student.

For an act requiring mandatory expulsion, the date when the student shall be reviewed for readmission to a school within the County Education Office shall be one year from the date the expulsion occurred, except that the County Superintendent may set an earlier date on a case-by-case basis.

The County Superintendent/designee shall notify law enforcement about any student in possession of weapons and any acts of assault by a student with a firearm or other deadly weapon or instrument.

- D. A student may be expelled for any of the acts listed under “Grounds for Suspension and Expulsion” above. Upon recommendation by the County Superintendent, principal/program administrator or designee, hearing officer or administrative panel finding that the student violated items #1-5 of the list, or the student violated items #6-19 of the list and other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

II. Expulsion Procedures

A. Student's Right to Hearing

The student is entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within thirty (30) school days after the County Superintendent, principal/program administrator or designee determines that one of the acts listed under “Grounds for Suspension and Expulsion” above has occurred.

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

-12-

The student is entitled to one(1) postponement of an expulsion hearing for a period of not more than thirty (30) calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the discretion of the County Superintendent or designee.

If the County Superintendent or designee finds it impracticable to comply with these time requirements for conducting an expulsion hearing, the County Superintendent or designee may, for good cause, extend the time period by an additional five (5) school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held.

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay.

B. Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one (1) school day in order to accommodate the special physical, mental or emotional needs of a student who is the complaining witness.

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

1. Receive five (5) days' notice of his/her scheduled testimony at the hearing.
2. Have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies.
3. Have a closed hearing during the time he/she testifies.

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

-13-

Whenever any allegation of sexual assault or sexual battery is made, the County 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.

C. Written Notice of the Hearing

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include:

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the processed expulsion is based.
3. A copy of disciplinary rules which related to the alleged violation.
4. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel.
5. The right to inspect and obtain copies of all documents to be used at the hearing.

6. The opportunity to confront and question all witnesses who testify at the hearing.
7. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

D. Conduct of Hearing

1. Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the County Superintendent, hearing officer or administrative panel shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the parent/guardian or adult student requests in writing at least five (5) days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public to the extent it does not violate the privacy rights of any other student.

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

-14-

Whether the hearing is conducted in closed or public session, the County Superintendent, hearing officer or administrative panel may meet in closed session for the purpose of deliberations. If the County Superintendent, hearing officer or administrative panel admits any other person to the closed session, the parent/guardian, the student, counsel of the student and counsel of the parent/guardian shall also be allowed to attend the closed session.

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

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including an electronic recording, so long as a reasonably accurate written and complete transcription of the proceedings can be made.
3. Presentation of Evidence: While technical rules of evidence do not apply to such hearings, 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 County Superintendent to expel must be supported by substantial evidence that the student committed any of the acts listed under "Grounds for Suspension and Expulsion" above. Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure may subject them to an unreasonable risk of harm.

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.

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

-15-

4. Subpoenas:

- a. Before the expulsion hearing has commenced, the County Superintendent may issue subpoenas at the request of the principal/program administrator or designee or the pupil, for the personal appearance of percipient witnesses at the hearing. After the hearing has commenced the County Superintendent, hearing officer, or administrative panel may, upon request of the County Superintendent or designee, or the pupil, issue subpoenas. All subpoenas shall be issued in accordance with Sections 1985-1985.2 of the Code of Civil Procedure. Enforcement of subpoenas shall be done in accordance with Government Code 11525.
- b. Any objection raised by the principal/program administrator or designee or the pupil to the issuance of subpoenas may be considered by the County Superintendent, if so requested by the pupil before the meeting. Any decision by the County Superintendent in response to an objection to the issuance of subpoenas shall be final and binding.
- c. If the County Superintendent, hearing officer, or administrative panel finds and submits to the County Superintendent 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 provided for in subdivision (f).

5. Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student:

- a. Any complaining witness shall be given five (5) days' notice before being called to testify.
- b. Any complaining witness shall be entitled to have up to two adult support persons, including but not limited to a parent/guardian or legal counsel, present during his/her testimony.

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

-16-

- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted according to 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 provided notice and an opportunity to oppose the introduction of the 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 the 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, a nonthreatening environment shall be provided.
 - (1) A room separate from the hearing room for the use of the complaining witness before and during breaks in testimony shall be provided.
 - (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
 - (3) The person conducting the hearing may:
 - (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness.
 - (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is not good cause to take testimony during other hours.

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

-17-

- (c) Permit one of the support persons to accompany the complaining witness to the witness stand.

6. Decision: The decision of the County Superintendent whether to expel a student shall be made within ten (10) school days following the conclusion of the hearing, unless the student requests in writing that the decision be postponed. If the hearing is held by a hearing officer or an administrative panel, the decision of the County Superintendent shall be made within forty (40) school days after the date of the student's removal from his or her school program of attendance for the incident for which the recommendation for expulsion is made, unless the student requests in writing that the decision be postponed.
7. Maintenance of Records: The County Education Office will maintain a record of each expulsion, including the cause therefore. The expulsion record shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls, within five (5) days of a written request by the admitting school.

E. Alternative Hearing: Hearing Officer or Administrative Panel

Instead of personally conducting an expulsion hearing, the County Superintendent may contract with a county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the County Superintendent may appoint an impartial administrative panel composed of three (3) or more certificated personnel,

none of whom shall be on the staff of the school in which the student is enrolled.

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures as apply to a hearing conducted by the County Superintendent as specified in "Conduct of Hearing" above.

The hearing officer or administrative panel shall, within three (3) school

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

-18-

days after the hearing, determine whether to recommend expulsion of the student to the County Superintendent. If expulsion is not recommended, the student shall be immediately reinstated.

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the County Superintendent. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The County Superintendent 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 County Superintendent may order.

The hearing officer or administrative panel may recommend that the County Superintendent suspend the expulsion for a period of one (1) year.

The County Superintendent shall make his/her decision about the student's expulsion within forty (40) school days after the date of the student's removal from school unless the student requests in writing that the decision be postponed.

F. Final Action by the County Superintendent

Whether the expulsion hearing is conducted in closed or public session by the County Superintendent, a hearing officer, or an administrative panel,

the final action to expel must be taken by the County Superintendent at a public meeting. The County Education Office shall maintain a record of each expulsion, including its cause. Expulsion records shall be non-privileged, disclosable public records.

G. Reinstatement

When the County Superintendent accepts a recommendation against expulsion or makes his/her own decision after the hearing not to expel, the decision is final and the student shall be reinstated immediately. The County Superintendent or designee shall place the student in any classroom program, other instructional program, rehabilitation program, or

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

-19-

any combination of such programs following consultation with the principal/program administrator or designee, including the teacher involved and with the student's parent/guardian. For special education students, an IEP team shall make the placement decision.

H. **Written Notice to Expel**

The County Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. The notice shall also inform the parent/guardian of the right to appeal such expulsion to the County Board of Education.

III. **Readmission: Plan for Rehabilitation**

An expulsion order shall remain in effect until the County Superintendent or designee may order the readmission of the student. Upon ordering the expulsion, the County Superintendent or designee shall set a date, no later than the last day of the semester following the semester in which the expulsion occurred, when the student may apply for readmission. The County Superintendent or designee may recommend a plan for the student's rehabilitation, which may include:

- A. Periodic review and assessment at the time of application for readmission.
- B. Recommendations for counseling, employment, community service and other rehabilitation programs.
- C. Such other recommendations as the County Superintendent or designee approves.

With parental 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 return to school.

IV. **Readmission After Expulsion**

- A. A written request for review of the expulsion action and request for readmission shall be submitted by the parent/guardian to the County

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

-20-

Superintendent or designee.

- B. The County Superintendent or designee shall hold a conference with the parent/guardian and the student.

At the conference, the conditions for readmission shall be reviewed. The County Superintendent or designee shall verify that the conditions have been met. School regulations will be reviewed, and the student and parent/guardian will be asked to indicate in writing their willingness to comply with these regulations.

- C. The County Superintendent may consider the request in closed session or in open session. If a written request for open session is received from the student or the parent/guardian, it will be honored.
- D. The County Superintendent shall notify the student or parent/guardian, by registered mail, of his/her decision regarding readmission.

V. Suspension of Expulsion

- A. The County Superintendent, upon decision to expel a student, may suspend the enforcement of the expulsion order for not more than one (1) calendar year and may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation.
- B. During this period the student shall be on probationary status.
- C. The suspension of expulsion order may be revoked by the County Superintendent if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above, or violates any of the rules and regulation governing student conduct.
- D. When the suspension of expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.
- E. Upon satisfactory completion of the rehabilitation assignment, the County Superintendent shall reinstate the student. Upon reinstatement, the County Superintendent may order the expungement of any or all records

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

-21-

- of the expulsion proceedings.
- F. Suspension 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 of Education. The appeal must be filed within thirty (30) days of the County Superintendent's decision to expel.
 - G. The County 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 also inform the parent/guardian of the right to appeal the expulsion to the County Board of Education.

VI. Alternative to Expulsion Hearing: Stipulated Expulsion

- A. Definition: Stipulated Expulsion: a proposed recommendation to expel presented to the County Superintendent that bypasses the hearing process based on agreement of the County Office and parent/guardian.
- B. All of the following must occur for a Stipulated Expulsion to be considered:
 - 1. The facts leading to the recommendation to expel are not disputed, and
 - 2. the site principal, program administrator and Superintendent or designee believe it is in the best interest of the student, and
 - 3. parent/guardian and program administrator believe that it is unnecessary to convene an administrative hearing panel to make a recommendation to the County Superintendent to expel, and
 - 4. the parent/guardian voluntarily agrees to a proposed expulsion order that will be presented to the County Superintendent for action.
- C. In stipulating to a proposed expulsion order, the parent/guardian:
 - 1. Is informed of the student's right to an administrative hearing and receives copies of the policies and administrative regulations governing expulsion (BP 6006 and AR 6006),
 - 2. agrees that the student's misconduct subjects the student to expulsion,
 - 3. waives the timelines for conducting the expulsion hearing,

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

-22-

4. stipulates to the facts outlined in the "Suspension Notice," and/or "Notice of Recommendation to Expel," and
5. agrees to a specified alternative placement and rehabilitation plan during the period of the expulsion order.

D. Action by County Superintendent:

1. If all parties agree in writing to a proposed expulsion order, the recommendation for expulsion is presented in writing to the County Superintendent for review and action in the same manner as any other hearing panel recommendations.
2. If the County Superintendent approves the recommendations as delineated in the proposed expulsion order, the terms of the stipulated expulsion will be immediately implemented.
3. If the County Superintendent denies the recommendations as delineated in the proposed expulsion order, an administrative hearing will be scheduled within 30 school days and the parent/guardian and student will receive all due process protections delineated in Education Code 48900 et.seq.

E. Final Action by the County Superintendent

Whether the expulsion hearing is conducted in closed or public session by the County Superintendent, a hearing officer, administrative panel, or through a stipulated expulsion order process, the final action to expel must be taken by the County Superintendent at a public meeting. (Education Code 48918 (i)) The County Education Office shall maintain a record of each expulsion, including its cause. Expulsion records shall be nonprivileged, disclosable public records. (Education Code 48918 (j))

VII. Right to Appeal

The student or parent/guardian is entitled to file an appeal of the County Superintendent's decision to the County Board of Education.

The appeal must be filed within thirty (30) days of the County Superintendent's decision to expel, even if the expulsion action is suspended and the student is placed on probation.

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

-23-

VIII. Information Regarding Expulsions

The County Superintendent or designee shall, within five (5) working days, honor any other district's request for information about expulsions from programs of the County Education Office.

IX. Notifications and Reports

A. Notice to Law Enforcement Authorities

Within one (1) school day after a student's suspension or expulsion, the principal/program administrator or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900-c or (d), relating to the possession, use, offering or sale of controlled substances, alcohol, or intoxicants of any kind.

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

The principal/program administrator 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 a controlled substance or possession of weapons, firearms, or explosive devices in violation of Penal Code 626.9 and 626.10.

B. Reports to California Department of Education

On forms supplied by the California Department of Education, principals/program administrators or designees shall regularly submit to the County Superintendent or designee a completed report of student suspensions and expulsions. The County Superintendent or designee shall compile this information and submit the aggregated district/program data to the California Department of Education in accordance with timelines established in law.

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

-24-

X. Program Drop

Students may be dropped from Santa Barbara County Education Office programs for attendance or discipline reasons (including but not limited to acts detailed in Section III of this Regulation ("Grounds for Suspension and Expulsion") after:

1. Program rules and procedures have been provided.
2. Violations of these standards have occurred.
3. Due process procedures have been followed.

Special education students in Regional Programs are subject to SELPA procedures when dismissal from a program is being considered.

A. Authority to Drop

After following due process procedures a teacher/instructor acting in conjunction with guidance personnel may drop a student from a program.

A program administrator may drop a student from a program.

B. Notice to Parents/Guardians and High School of Residence

The program administrator or designee will immediately notify the parents/guardians of dropped students and the student's high school of residence.

C. Students'/Parents' Right to Hearing

If the student and/or parent/guardian challenges a program drop, they are entitled to a hearing with the instructor and the program administrator or designee.

D. Readmission

The program administrator or designee has the authority to readmit students who have been dropped from programs if conditions so warrant. If the student is denied readmission by the program administrator or

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

-25-

designee, the student or parent/guardian may appeal to the County Superintendent or designee.

XI. Individuals With Disabilities

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

A. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been officially identified as a student with disabilities pursuant to IDEA and who has violated the county's code of student conduct may assert the procedural safeguards granted under this administrative regulation only if the county *had knowledge* that the student is disabled before the behavior that precipitated the disciplinary action occurred.

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

1. The parent/guardian has expressed concern to supervisory or administrative county personnel in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education.
3. The teacher of the student, or other county personnel, has expressed specific concerns directly to the SBCEO Assistant Superintendent of Special Education or to other supervisory personnel about a pattern of behavior demonstrated by the student.

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

-26-

The county would be deemed to *not have knowledge* that a student is disabled if the parent/guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, the county would be deemed to *not have knowledge* if the county conducted an evaluation and determined that the student was not an individual with a disability. When the county is deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for students without disabilities.

B. Suspension

The County Superintendent or designee may suspend a student with a disability for up to ten (10) consecutive school days for a single incident of misconduct, and for up to twenty (20) school days in a school year, as long as the suspension(s) does not constitute a change in placement.

C. Services During Suspension

Any student suspended for more than ten (10) school days in a school year shall continue to receive services during the term of the suspension, to the extent necessary to provide the student a free and appropriate public education.

If a student with disabilities is excluded from school bus transportation, the student shall be provided with an alternative form of transportation at no cost to the student or parent/guardian, provided that transportation is specified in the student's IEP.

D. Interim Educational Placement Due to Dangerous Behavior

A student with a disability may be placed in an appropriate interim alternative educational setting for up to 45 school days, without regard as to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function:

1. Carries or possesses a weapon
2. Knowingly possesses or uses illegal drugs

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

-27-

3. Sells or solicits the sale of a controlled substance
4. Inflicts serious bodily injury upon another person

The student's alternative educational setting shall be determined by his/her IEP team.

E. Procedural Safeguards/Manifestation Determination

The following procedural safeguards shall apply when a student is suspended for more than ten (10) consecutive school days, when disciplinary action is contemplated for a dangerous behavior as described above, or when a change of placement is contemplated due to a violation of the district's code of conduct.

1. The parents/guardians of the student shall be immediately notified of the decision and provided the procedural safeguards notice on the day the decision to take action is made.
2. Immediately if possible, but in no case later than ten (10) school days after the date of the decision, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action.

At the manifestation determination review, the relevant members of the IEP team, the district and parent/guardian shall review all relevant information in the student's file including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians to determine whether the conduct in question was either of the following:

- a. Caused by, or had a direct and substantial relationship to, the student's disability
- b. A direct result of the district's failure to implement the student's IEP

If the manifestation review team determines that the conduct was caused by either #a, or #b above, the conduct shall be determined to be a manifestation of the student's disability.

3. If the manifestation determination review team has determined that the conduct was a result of the student's disability, the IEP team shall conduct a

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

-28-

functional behavioral assessment as specified below. The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and county agree to a change of placement as part of the modification of the behavioral intervention plan.

4. If the manifestation determination review team determines that the student's behavior was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. The student shall continue to receive services to the extent necessary to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.

F. Behavioral Assessment and Intervention Plan

The IEP team shall conduct a functional behavioral assessment and implementation plan for a student who has been removed because of dangerous behavior, or whose behavior was determined to be a manifestation of his/her disability, or whose behavior was determined not to be a manifestation of his/her disability. If the student already has an existing functional behavioral assessment, the team shall modify the assessment, as appropriate, to address the behavioral violation so that it does not recur.

G. Due Process Appeals

If the parent/guardian disagrees with the determination that the student's behavior was not a manifestation of his/her disability or with any decision regarding placement, the parent/guardian has a right to appeal the decision to a hearing officer.

If the student's parent/guardian initiates a due process hearing to challenge the interim alternative educational placement or the manifestation determination, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and county agree otherwise.

If school personnel maintain that it is dangerous for the student to be placed in the current placement (placement prior to removal to the interim alternative education setting) while the due process proceedings are pending, the Superintendent or designee may request an expedited due process hearing.

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

-29-

H. Services During Expulsion

Any student with a disability who is expelled shall continue to receive services during the term of the expulsion to the extent necessary to provide the student a free and appropriate public education. Any alternative program must provide services to the extent necessary to enable the student to appropriately progress in the general curriculum, although in another setting, and appropriately advance toward achieving the goals set out in the student's IEP.

I. Readmission

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

J. Suspension of Expulsion

The County Superintendent's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students.

K. Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student with a disability, the principal or designee shall notify appropriate city or county law enforcement authorities of any act of assault with a deadly weapon.

The principal or designee also shall notify appropriate city or county law enforcement authorities of acts by any student with a disability which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms.

Within one school day after a suspension or expulsion of a student with disabilities, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any act by the student relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind.

STUDENTS

ADMINISTRATIVE REGULATION-SUSPENSION AND EXPULSION/DUE PROCESS

AR 5144.1

-30-

APPROVED BY COUNTY SUPERINTENDENT:
REVISED:

July 3, 1974
June 7, 1984
January 4, 1990
January 6, 1994
April 7, 1994
November 2, 1995
September 27, 1999
August 7, 2000
March 23, 2004
August 31, 2005

AR 5144.1



**REVISION PENDING BOARD APPROVAL ON
FEBRUARY 4, 2023**

STUDENTS

POLICY – CHILD ABUSE PREVENTION AND REPORTING

BP 5141.4

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

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

Child Abuse Prevention

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

The County Education Office'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.

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

Child Abuse Reporting

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

Procedures for reporting child abuse shall be included in the County Education Office comprehensive safety plan. (Education Code 32282)

County Education Office 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 County Superintendent or designee shall provide training regarding the duties of mandated reporters.

Legal Reference:

EDUCATION CODE

32280-32288 Comprehensive school safety plans
33195 Heritage schools, mandated reporters
33308.1 Guidelines on procedure for filing child abuse complaints
44252 Teacher credentialing
44691 Staff development in the detection of child abuse and neglect
44807 Duty concerning conduct of students
48906 Notification when student released to peace officer
48987 Dissemination of reporting guidelines to parents
49001 Prohibition of corporal punishment
51220.5 Parenting skills education
51900.6 Sexual abuse and sexual assault awareness and prevention

PENAL CODE

152.3 Duty to report murder, rape, or lewd or lascivious act
273a Willful cruelty or unjustifiable punishment of child; endangering life or health
288 Definition of lewd or lascivious act requiring reporting
11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

UNITED STATES CODE, TITLE 42

11434a McKinney-Vento Homeless Assistance Act; definitions

COURT DECISIONS

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

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

WEB SITES

California Attorney General's Office, Suspected Child Abuse Report Form:
http://www.ag.ca.gov/childabuse/pdf/ss_8572.pdf
California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss/ap>
California Department of Social Services, Children and Family Services Division:
<http://www.childsworld.ca.gov>
U.S. Department of Health and Human Services, Child Welfare Information Gateway:
<https://www.childwelfare.gov/can>

ADOPTED BY COUNTY BOARD: October 5, 1989

REVISED: May 7, 1992, April 7, 1994, February 2, 2012, September 7, 2017,
December 13, 2019

STUDENTS

AR 5141.4

ADMINISTRATIVE REGULATION -- CHILD ABUSE PREVENTION AND REPORTING

Definitions

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

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

Child abuse or neglect does not include:

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

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

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

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on 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, in the mandated reporter's professional capacity or within the scope of the mandated reporter's 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 11166.05, 11167)

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

Responsibility for Reporting

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

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the

member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

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

Any person not identified as a mandated reporter who has knowledge of or observes a child whom 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)

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)

Child Welfare Services
1-800-367-0166

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

2. Written Report

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

The Department of Justice form may be obtained from the County Education Office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

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

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

The mandated reporter shall make a report even if some of this information is not known or is uncertain to 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 identity to the mandated reporter's supervisor, the program supervisor, or the County 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 program supervisor as soon as possible after the initial telephone report to the appropriate agency. When so notified, the program supervisor shall inform the County Superintendent or designee.

The program supervisor 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 program supervisor may assist in completing and filing the necessary forms.

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

Training

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

The County Superintendent or designee shall use the online training module provided by the California Department of Social Services or report the alternate training used to the California Department of Education. (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 County Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

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

Victim Interviews by Social Services

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The County 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 program supervisor or designee shall inform the selected person of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable 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 County Superintendent or designee and/or program supervisor shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

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

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

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

Notifications

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

Before beginning employment, any person who will be a mandated reporter by virtue of

the mandated reporter's position shall sign a statement indicating that the mandated reporter has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the County 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 County 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 the mandated reporter's 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 County Education Office 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)

APPROVED BY COUNTY SUPERINTENDENT:

May 7, 1992

REVISED: April 7, 1994, February 2, 2012, March 2, 2015, September 15, 2017

1.4 MANDATED REPORTERS

All employees of the Santa Barbara County Education Office in positions as child care custodians shall report known or suspected instances of child abuse, as required by Penal Code Sections 11165 *et. seq.* and in accordance with procedures established by the County Superintendent of Schools. Failure to comply with the terms of this policy may result in disciplinary proceedings. (BP 5141.4)

According to E.C 11165.7 a mandated reporter includes (but is not limited to):

- Teacher
- Instructional aide
- Teacher's aide or teacher's assistant employed by a public or private school
- Classified employee of a public school
- Administrator in a public or private school
- Mental health worker
- Employee of a county office of education whose duties bring the employee into contact with children on a regular basis.

As a mandated reporter, you must follow the procedures outlined in the **CHILD ABUSE REPORTING PROTOCOL** any time you suspect child abuse or neglect. Mandated reporters are required to become familiar with detailed requirements set forth in the California Child Abuse and Neglect Reporting Act (CANRA). A complete legal citation of the CANRA can be found [here](#).

PROTOCOLS AND FORMS

1.4.1 Child Abuse Reporting Protocol

1.4.2 [Suspected Child Abuse Report Form #SS8572](#)

1.4.1 CHILD ABUSE REPORTING PROTOCOL

As a Santa Barbara County mandated reporter when you suspect child abuse or neglect, **YOU MUST ADHERE TO THE FOLLOWING PROCEDURES:**

1. **Report it:** Immediately (as soon as practically possible) call the Santa Barbara County Child Welfare Services (CWS) Hotline.
 - a. **(800) 344-6000**
 - b. In the case of an emergency, please call 911
2. **Document it:** Complete and file a Suspected Child Abuse Report, Form #SS8572.
 - a. The SCAR form and instructions are available [here](#)
 - b. This form must be submitted within **36 hours** of receiving information regarding the incident. (P.C. 11166(a))
 - c. Retain a legible copy of the SCAR Report
3. **Own it:** You are responsible for making this report. **DO NOT ALLOW** your supervisor/principal to make the report for you or assume that another coworker will make the report because they have some of the same information.
4. **Move on:** Do not attempt to investigate, conduct interviews or interfere with the information you hold.
5. Remember that you are to report **SUSPECTED** abuse—you are not required to have witnessed or have complete proof of the incident. You are obligated by law to report what you observe or what you are told that caused suspicion the child is being physically, sexually or emotionally abused or neglected. When in doubt, call CWS or law enforcement and get their input about the scope of your report.

**Adapted from the Child Abuse Prevention Council of Santa Barbara website:*

<https://www.preventchildabusesb.org/>



Staff Safety

2.0 STAFF SAFETY

Maintaining a safe educational environment requires provisions for staff, students, and the community. SBCEO staff are expected to adhere to and uphold the safety protocol, policies, and practices of the campus and district where programs are housed. It is the responsibility of the SBCEO staff to understand their campus safety plan, to participate in any drills or other activities in preparation for a crisis or emergency, and to communicate the particular needs and accommodations required of students and staff in their programs.

Additional staff protocols have been developed to maintain safety for SBCEO staff when providing educational services to students.

RESOURCES

- 2.1 Procedures for Notifying Teachers & Counselors of Potentially Dangerous Students
- 2.2 Home Visit Best Practices
- 2.3 Home Visit Service Provider Policy

2.1 PROCEDURES FOR NOTIFYING TEACHERS & COUNSELORS OF DANGEROUS STUDENTS (EC 49079)

Per Education Code 49079, a school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section. Any information received by the teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

The Superior Court, Juvenile Division, will send a form SC9016, Notification to Superintendent of School District, with information regarding any student who has committed a felony or misdemeanor relating to: alcohol, assault, battery, curfew, drugs, gambling, graffiti, larceny, tobacco products, vandalism, weapon possession. (per 827 Welfare and Institution Code)

A complete list of Penal Code violations is available from the Director of Juvenile Court and Community Schools, the Coordinator of Special Education Services for Juvenile Court and Community Schools, and the Assistant Superintendent, Special Education.

PROCEDURES FOR NOTIFICATION OF DANGEROUS STUDENTS

1. School or site supervisor will share a copy of the official notification with the teacher.
2. The teacher should only share the information verbally with support staff that work directly with the identified student.
3. The teacher should document and report any behaviors that do not follow the student code of conduct to the site supervisor or principal.
4. Site supervisor or principal should report information to probation or law enforcement.
5. Destroy notification 12 months after the student returns to public school.
6. This information should remain confidential.

2.2 HOME VISIT BEST PRACTICES

Use the following guidelines to develop safe practices surrounding the provision of services in the home.

Pre-Visit Phone Call

- “I wanted to ask a few questions to prepare for my visit so I can best serve your child.”
- “Are there any pets or animals – please make arrangements for them to be out of the area so that I can focus on your child.”
- “Are there any weapons in the home? Please keep them locked up while I am there.”
- “Are there any smokers in the home?”
- “Is there anyone with a restraining order, on probation, or potentially of concern to you in the home or in the apartment building/neighborhood?”
- “Who will be in the home when I meet with you? Other adults/children?”
- “Who do you want me to/not to share information with? I want to respect your confidentiality.”
- “Is anyone ill or contagious? We can reschedule if needed. I see many children and need to protect them from illness.”
- Tell families upfront what you will need – quiet environment, no distractions/TV, clear space to work.
- Tell families what to expect from your visit – your plans, activities, if you are bringing a co-worker with you, what equipment you will be bringing.
- Balance getting information for your safety with developing rapport with the family.

Before the Visit

- Map the directions – mapquest.com, googlemaps.com. Look at the street view to get to know the area.
- Do a drive by the area/home a few days before your visit.
- Let office staff/co-workers/family know where you are and when to expect you back.
 - Leave an itinerary/schedule with address, phone numbers, and time of appointment with your office. What is your timeline? When should someone start to be concerned?
- Is it an apartment building, condo, ranch, or single-family home? Each has different issues to consider.

- Contact local law enforcement or your co-workers if you have questions about a particular area (crime, gang issues, etc.).
- Nothing is routine – always have multiple plans.
- Program law enforcement/office phone numbers into your cell phone on speed dial.
- Have an Exit Plan. Ready your excuses before you go:
 - “So sorry, but I just got a call/page/text and I need to leave in 30 minutes.”
 - “Oops, I just got a 911 page from my supervisor and I need to go deal with it.”
 - Arrange to have a co-worker call you at a certain time to check up on you.

Making the Visit

- Go in pairs for at least the first visit.
- Schedule your first visit during the daytime or early evening – not after dark.
- Wear your SBCEO ID Badge.
- Lock valuables in your trunk ahead of time – not when parked outside the home.
- Be aware of parking limitations and timelines.
- Take essentials inside with you – ID/Driver’s license, keys, credit cards, phone.
- Dress professionally but practically:
 - Wear pants if you are working on the floor for comfortable bending & lifting.
 - Wear close-toed shoes you can move/walk/run in quickly.
- Park with an easy exit in mind:
 - Do not park in the driveway or back into the driveway.
 - Park on the street where you can get out easily and quickly.
 - Park with your wheels out.
- Keep your hands relatively free of materials, supplies, files, etc. Use a cart on wheels if you have a lot of equipment. Keep your keys and cell phone handy.
- Take a minute to survey your surroundings when you arrive – fences, neighbors, tall buildings, alleyways, debris, broken glass, etc.
- Inside the home, know where all the exits are in case of an emergency, fire, earthquake, etc. Have more than one escape plan.
- Go over the Service Provider Policy and have the parent/guardian sign.
- Trust your instinct. Get out if you do not feel safe. Remember your Exit Plan – page, text, or phone call for quick exit.

- Establish rapport with the family. Understand the family culture and situations; look for family strengths and protective factors.

After the Visit

- Call your partner/office/co-worker to let them know you are done and have left the home safely.
- Report any concerns to coordinator, law enforcement, child welfare services as appropriate (See Child Abuse Reporting Section).
- If injured – Workman's Comp must be reported within 24 hours.

Other Reminders

- You and SBCEO are responsible for your safety. You must use common sense and your best judgment. SBCEO cannot ask you to put yourself in danger.
- Private homes are your work environment – we all have a responsibility to ensure your safety in these environments.
- Service Provider Policy should be signed and filed.
- If you feel uncomfortable – reschedule or make arrangements to meet elsewhere.
- Use Universal Precautions – have health/hygiene supplies in your car.

TAKE CARE OF YOURSELF! Talk to your supervisor if you have any concerns.

Service Provider Policy

The Santa Barbara County Education Office provides services to children in various settings. Settings may include classrooms, day-care centers, preschools, and homes. In order to provide an effective program, the following guidelines have been developed:

1. A parent or guardian must be present at all home visits. If another adult will be caring for the child, please notify the service provider.
2. Please notify the service provider to cancel the session if your child is ill. Service providers will not meet with children who are ill. This is for the protection of the service provider and other children on the service provider's case load.
3. Contact the service provider 24 hours before any planned absence from a scheduled appointment. Enrollment in the program will be reevaluated after three (3) missed sessions without prior notification.
4. Provide a safe and quiet area for the service provider, you and your child to meet. If unable to do this, alternative sites will be discussed.
5. Service providers are required by law to report any suspicion of child abuse or neglect. The service provider does not have to share with the parent or guardian that a report will be made.
6. If the service provider suspects illegal actions or substance abuse in the home, optional site visits will be discussed.

Child's Name: _____ Date of Birth: _____

Parent/Guardian Signature: _____ Date: _____

Service Provider: _____ Date: _____

White – Student File

Yellow – Parent/Guardian

Guía Para Proveedores de Servicios

La Oficina de Educación del Condado de Santa Bárbara provee servicios a niños en diversos ambientes. Estos pueden incluir salones de clase, centros de cuidado diurno, planteles de preescolar y hogares. Se han elaborado las siguientes directivas con el fin de proveer un programa eficaz.

1. El padre, la madre o un guardián/tutor debe estar presente durante las visitas al hogar. Por favor notifique al proveedor de servicios si otro adulto estará cuidando al niño.
2. Por favor notifique al proveedor de servicios si su hijo/hija esta enfermo/a. Los proveedores de servicios no se reunirán con niños enfermos. Esta directiva ha sido elaborada para la protección de la persona que provee los servicios así como para los niños que le han sido asignados.
3. Tome contacto con el proveedor de servicios 24 horas antes de faltar a una cita programada. La inscripción en el programa será reevaluada después de haber faltado a (3) tres sesiones sin previo aviso.
4. Suministre un lugar seguro y tranquilo para la reunión entre Ud., el niño y el proveedor de servicios. Se no fuera posible, se intentara encontrar un lugar adecuado.
5. Los proveedores de servicios tienen la obligación legal de reportar cualquier sospecha de abuso infantil o negligencia y no están obligados de avisar a los padres o al guardián/tutor que enviaran un informe a las autoridades pertinentes.
6. Se determinaran lugares alternos para las visitas si el proveedor de servicios sospecha la existencia de actividades ilegales o abuso de sustancias en la casa.

Nombre del niño/de la niña: _____ Fecha de nacimiento: _____

Firma del padre, de la madre o del guardián/tutor: _____ Fecha: _____

Nombre del proveedor de servicios: _____ Fecha: _____

Blanco – Archivo

Amarillo – Padres/Tutor



Harassment, Discrimination, And Bullying Prevention

3.0 HARASSMENT, DISCRIMINATION, AND BULLYING PREVENTION

The SBCEO Safety Plan establishes policies and protocols for prevention and response to all forms of harassment, discrimination, and bullying.

RESOURCES

- 3.1 Board Policies on Non-Discrimination and Harassment
- 3.2 Board Policies on Sexual Harassment
- 3.3 Board Policy on Bullying
- 3.4 SBCEO Bully Prevention Interventions
- 3.5 Teacher Toolkit for Bullying
- 3.6 Incident Action Steps
- 3.7 Incident Report of Harassment
- 3.8 Incident Interview Form
- 3.9 Incident Impact Form
- 3.10 Summary Report on Findings of Incident of Harassment



STUDENTS

POLICY - NONDISCRIMINATION AND HARASSMENT

BP 5145.3

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a County Education Office program, 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.

The County Board and County Superintendent desire to provide a safe school environment that allows all students equal access to and opportunities in the County Education Office's academic, extracurricular, and other educational support programs, services, and activities. The County Board and County Superintendent prohibit, at any County Education Office program 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, medical condition, 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.

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 occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

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

The County Superintendent also prohibits any form of retaliation against any individual who reports or otherwise 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

Non-Discrimination and Harassment – Board Policy 5145.3

1

investigated and resolved in the same manner as a discrimination complaint.

The County Superintendent or designee shall facilitate students' access to the educational program by publicizing the County Education Office's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the County Superintendent or designee shall post the County Education Office's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the County Education Office's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying regulation.

The County Superintendent or designee shall provide training and/or 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 County Superintendent or designee shall regularly review the implementation of the County Education Office's nondiscrimination policies and practices and, as necessary, shall take action to remove and identified barrier to student access to or participation in the County Education Office's educational program. The County Superintendent's designee shall report the findings and recommendations to the County Superintendent after each review.

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

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

Record-Keeping

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

Non-Discrimination and Harassment – Board Policy 5145.3

2

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
49060-49079 Student records
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

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 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

12101-12213 Title II equal opportunity for individuals with disabilities

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.31 Disclosure of personally identifiable information

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

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

110.25 Prohibition of discrimination based on age

COURT DECISIONS

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

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

Management Resources:

CSBA PUBLICATIONS

Non-Discrimination and Harassment – Board Policy 5145.3

3

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, March 2017

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

Resolution Agreement Between the Arcadia Unified School District, U.S. Department of Education, Office for Civil Rights, and the U.S. Department of Justice, Civil Rights Division, (2013) OCR 09-12-1020, DOJ 169-12C-7

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, Fact Sheet, August 2010

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, August 2003

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004

WEB SITES

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

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

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

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

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

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

ADOPTED BY COUNTY BOARD: March 13, 2014

REVISED : September 7, 2017, December 11, 2020



STUDENTS

ADMINISTRATIVE REGULATION - **NONDISCRIMINATION AND HARASSMENT**

AR 5145.3

The County Education Office designates the individual(s) identified below as the employee(s) responsible for coordinating the County Education Office's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the County Education Office's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 2006 - Uniform Complaint Procedure 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)

Assistant Superintendent, Educational Services
4400 Cathedral Oaks Road
P.O. Box 6307
Santa Barbara, CA 93160-6307
(805) 964-4711 ext. 5265
bbaublits@sbceo.org

Measures to Prevent Discrimination

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

1. Publicize the County Education Office'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 County Education Office-supported communications

2. Post the County Education Office'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 County Education Office's website 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 County Education Office's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)
4. Post in a prominent location on the County Education Office website 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 County Education Office's Title IX Coordinator, including the phone number and email address
 - b. The rights of students and the public and the responsibilities of the County Education Office 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 websites 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 website
 - 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) website
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 County Education Office'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 County Education Office'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 County Education Office's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the County Education Office's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the County Education Office 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 County Education Office'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 County Education Office'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 County Education Office 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 County Education Office'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 County Education Office may use to provide a discrimination-free environment for all County Education Office students, including transgender and gender-nonconforming 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 County Education Office's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

Enforcement of County Education Office Policy

The County Superintendent or designee shall take appropriate actions to reinforce BP 6145.3 - 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 County Education Office'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 County Education Office 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 County Education Office 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 County Education Office 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 2006 - Uniform Complaint Procedure Nondiscrimination and Harassment – Administrative Regulation 5145.3

or, for complaints of sexual harassment that meet the federal Title IX definition, AR 5119.12 - 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 administrator, 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 County Superintendent or designee who shall determine how the complaint will be investigated.

Transgender and Gender-Nonconforming Students

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

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

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

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

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

The County Education Office 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 County Education Office? school? 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 transgender status 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 County Education Office's uniform complaint procedures (AR 2006) or Title IX sexual harassment procedures (AR 5119.12), as applicable, shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

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

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

1. Right to privacy: A student's transgender or gender-nonconforming status is the student's private information and the County Education Office 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 County Education Office has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the County Education Office shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the County Education Office pursuant to 34 CFR 99.31. Any County Education Office employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a County Education Office 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 County Education Office's ability to meet the student's needs related to the student's status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's transgender or gender-nonconformity status or gender identity or gender expression to the student's parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The County Education Office 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 County Education Office 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 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 a 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 County Education Office 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 County Education Office 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 County Education Office shall not require a student to utilize these options because the student is 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: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. When a student presents government-issued documentation of a name and/or gender change or submits a request for a name and/or gender change through the process specified in Education Code 49070, the County Education Office shall update the student's records. (Education Code 49062.5, 49070)
6. Names and Pronouns: If a student so chooses, County Education Office 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 County Education Office 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 County Education Office 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.

APPROVED BY COUNTY SUPERINTENDENT:
REVISED: September 15, 2017, December 11, 2020

January 9, 2014



STUDENTS

POLICY - SEXUAL HARASSMENT

BP 5145.7

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

The County Education Office strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the administrator, the County Education Office's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint is addressed through Title IX complaint procedures or uniform complaint procedures, as applicable, and shall offer supportive measures to the complainant.

The County Superintendent or designee shall inform students and parents/guardians of the County Education Office's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the County Education Office's web site, and including it in student and staff handbooks. All County Education Office staff shall be trained regarding the policy.

Instruction/Information

The County Superintendent or designee shall ensure that all County Education Office students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance

Sexual Harassment – Board Policy 5145.7

1

3. Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained
4. A clear message that student safety is the County Education Office's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the County Education Office's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the County Education Office investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the County Education Office will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

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

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.



Record-Keeping

In accordance with law, the County Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the County Education Office to monitor, address, and prevent repetitive harassing behavior in County Education Office programs.

Legal Reference:

EDUCATION CODE

[200-262.4](#) Prohibition of discrimination on the basis of sex

[48900](#) Grounds for suspension or expulsion

[48900.2](#) Additional grounds for suspension or expulsion; sexual harassment

[48904](#) Liability of parent/guardian for willful student misconduct

[48980](#) Notice at beginning of term

[48985](#) Notices, report, statements and records in primary language

CIVIL CODE

[51.9](#) Liability for sexual harassment; business, service and professional relationships

[1714.1](#) Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

[12950.1](#) Sexual harassment training

CODE OF REGULATIONS, TITLE 5

[4600-4670](#) Uniform complaint procedures

[4900-4965](#) Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1092 Definition of sexual assault

[1221](#) Application of laws

[1232g](#) Family Educational Rights and Privacy Act

[1681-1688](#) Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 34

12291 Definition of dating violence, domestic violence, and stalking

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

[2000d-2000d-7](#) Title VI, Civil Rights Act of 1964

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

CODE OF FEDERAL REGULATIONS, TITLE 34

[99.1-99.67](#) Family Educational Rights and Privacy

[106.1](#)-106.82 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

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

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

Sexual Harassment – Board Policy 5145.7

3



Reese v. Jefferson School District, (2000, 9th Cir.) 208 F.3d 736
Davis v. Monroe County Board of Education, (1999) 526 U.S. 629
Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274
Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473
Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

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

Q&A on Campus Sexual Misconduct, September 2017
Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016
Dear Colleague Letter: Title IX Coordinators, April 2015
Sexual Harassment: It's Not Academic, September 2008
Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education: <http://www.cde.ca.gov>
U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

ADOPTED BY COUNTY BOARD: March 31, 1993
REVISED: January 6, 1994, April 7, 1994, November 2, 1995, January 7, 2021



STUDENTS

ADMINISTRATIVE REGULATION - **SEXUAL HARASSMENT**

AR 5145.7

The following administrative regulation shall apply to all allegations of sexual harassment involving students.

Title IX Coordinator

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

Assistant Superintendent, Educational Services
4400 Cathedral Oaks Road
Santa Barbara, CA 93160-6307
(805) 964-4711 ext. 5265
bbaublits@sbceo.org

The County Education Office shall notify students, parents/guardians, employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the County Education Office's Title IX Coordinator. (34 CFR [106.8](#))

Prohibited Conduct

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

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.

Sexual Harassment – Administrative Regulation 5145.7

1



3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile or offensive educational environment.

4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any County Education Office program or activity.

Examples of types of conduct which are prohibited in programs administered by the County Education Office which may constitute sexual harassment include, but are not limited to:

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



Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of County Education Office policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

Notifications

A copy of the County Education Office's sexual harassment board policy and administrative regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of County Education Office rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
3. Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)
4. Be posted in a prominent location on the County Education Office's web site in a manner that is easily accessible to parents/guardians and students. This shall include the name or title, office address, email address, and telephone number of the employee(s) designated as the County Education Office's Title IX Coordinator. (Education Code 234.6; 34 CFR [106.8](#))
5. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code [231.5](#))
6. Appear in any program or County Education Office publication that sets forth the school's or County Education Office's comprehensive rules, regulations, procedures, and standards of conduct (Education Code [231.5](#))



7. Be included in any handbook provided to students, parents/guardians, employees, or employee organizations (34 CFR [106.8](#))

Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the administrator, the County Education Office's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the administrator or other school employee shall forward the report to the County Education Office's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the administrator or Title IX Coordinator, regardless of whether the alleged victim files a formal complaint.

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

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable County Education Office complaint procedures.

Complaint Procedures

All complaints of sexual harassment by and against students shall be investigated and resolved in accordance with law and County Education Office procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 6145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 2006 - Uniform Complaint Procedures.

APPROVED BY COUNTY SUPERINTENDENT: March 31, 1993

REVISED: January 6, 1994, April 7, 1994, November 2, 1995, April 9, 1997, January 7, 2021

Sexual Harassment – Administrative Regulation 5145.7

4



STUDENTS

POLICY – BULLYING

BP 5131.2

The County 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.

The County Superintendent or designee shall develop strategies for addressing bullying in County schools with the involvement of students, parents/guardians, and staff. As appropriate, the County 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.

Such strategies shall be incorporated into the local control and accountability plan, as applicable.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the County Education Office's uniform complaint procedures.

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

Bullying – Board Policy 5131.2

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

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

Bullying – Board Policy 5131.2

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

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

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

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

Dear Colleague Letter: Harassment and Bullying, October 2010

Web Sites:

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

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

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

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

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

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

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

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

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

APPROVED BY COUNTY BOARD:

September 2, 2021

3.4 SBCEO Bully Prevention Interventions

- All classrooms post rules against bullying
- Establish a confidential reporting system that allows children to report victimization
- Train peer advocates to assist victims of bullying
- Train staff and students on bullying and conflict resolution
- Closely supervise students
- Provide parents with resources/strategies including resources related to bullying
 - <http://www.mayoclinic.com/health/bullying/MH00126/METHOD=print>
 - <http://www.onguardonline.gov/features/feature-0004-featured-net-cetera-toolkit>
- Institute positive social climate strategies on each site
- Reinforce positive, prosocial behaviors
- Character development programs
 - <http://charactercounts.org/>
 - [I Care](#)
- Provide Cyber-safety training to staff and students
 - <http://www.onguardonline.gov/features/feature-0004-featured-net-cetera-toolkit>
- Restorative justice programs
 - http://www.cscsb.org/restorative_justice/what_is_rjpi.html

3.5 Teacher Toolkit for Bullying

- Take the Teacher Pledge:
 - “I agree to be identified as a caring adult who pledges to help bullied students. I will listen carefully to all students who seek my help and act on their behalf to put an immediate stop to the bullying. I will work with other caring adults to create a safe learning environment for all the students in my school.”
- During an Incident :
 - Stop the incident immediately.
 - Separate the student doing the bullying and their target.
 - Stand between them in order to block eye contact, ensuring you can observe both.
 - Address any health needs or injuries.
 - Get assistance from other school staff members if necessary.
 - Ask the bullied student, “Are you ok?”
- Seek police or medical assistance immediately if:
 - A weapon is involved,
 - There are threats of serious physical injury,
 - There are threats of hate-motivated violence,
 - There is serious bodily harm,
 - There is sexual abuse,
 - There is robbery or extortion.
- Give a clear message; bullying is unacceptable.
- Remain calm as you address the students.
- Label the behavior as bullying. Point out anti-bullying rules/posters. Students who bully must hear the message that their behavior is wrong and harms others. Bullied students must hear the message that caring adults will protect them.
- Refrain from asking questions and trying to sort out the situation at this point. This will be handled after the incident as individual interviews.

- Do not require students to apologize or make amends immediately when you stop the incident.
- Advise all parties to the bullying that you will be following up.
- Support the bullied student. Make eye contact with the bullied student, demonstrate empathy, and reassure the student that what happened was not their fault.
- Encourage bystanders. If the bystanders did stand up, reinforce their efforts. Let them know you admire their courage and thank them for speaking up. If the bystanders did not intervene, give them examples of how to intervene appropriately the next time they see bullying.

BULLYING RESOURCES (intervention, parent resources, staff training)

- <http://www.nea.org/home/neabullyfree.html>
- www.onguardonline.gov
- www.stopbullying.gov
- <http://www.cde.ca.gov/ls/ss/se/bullyingprev.asp>
- <https://www.stompoutbullying.org/>

3.6 Incident Action Steps

1. Incident is reported to have occurred.
2. Within the school day teacher or designee complete **Incident Report of Harassment**.
3. If the incident is indicated as a violation that may lead to a suspension or expulsion teacher or designee refer to principal or designee within the school day.
 - a. Principal or designee determine whether to suspend and for how many days.
 - b. Principal or designee determine if any incident is to be reported to Law Enforcement.
 - c. If the student has an IEP, the determination to suspend must go through the special education administrator.
4. If the act does not appear to be a violation that may lead to a suspension or expulsion, teacher or designee report the incident to Principal or designee within the day of the incident.
5. Teacher or designee complete incident report in AERIES or PROMIS.
6. In consultation with Complaint Coordinator, Principal or designee determine appropriate person to conduct investigation.
 - a. Complete **Incident Interview Form**
 - b. Complete **Incident Impact Form**
7. Principal or designee within 2 weeks after receiving the complaint investigate and document whether further acts of harassment have been taken against the student who complained.
8. Complaint Coordinator submit written report on findings and follow-up no more than 30 days after receiving the complaint to the Superintendent or designee.
 - a. Complete **Summary Report Form**

3.7 Incident Report of Harassment

Date of Completion of Report:	
Time of Report:	
Name of Person Taking the Report:	
Signature of Reporter:	
Name/Title of Person Reporting the Incident:	
Perpetrator Name(s) and Grade(s):	
Victim Name(s) and Grade(s):	
Date of Alleged Incident:	
Time of Alleged Incident:	

Direct Behavior		Indirect Behavior (Bullying: EC 48900(r) and EC 32261)	
	Hitting (EC 48900(a)(1)(2))		Spreading rumors
	Shoving (EC 48900(a)(1)(2))		Internet posting (including YouTube)
	Kicking (EC 48900(a)(1)(2))		Electronic messaging
	Name calling suggestive of harassment based on protected class (e.g., race, religion, sexual orientation, gender, disability)		Slam book
	Taking other's property (EC 48900(g))		General exclusion
	Destroying others property (EC 48900(f))		Exclusion based on a protected class (e.g., race, religion, sexual orientation, gender, disability)
	Unwanted physical sexual advances		"Mad Dogging" – staring/glaring
	Commit obscene act or habitual profanity or vulgarity (EC 48900(i))		Derogatory or sexually inappropriate posters, drawings, cartoons
	Requests for sexual favors		E-mail containing unwanted or threatening content

	Sexual assault or battery (EC 48900(n))		
	Hazing (EC 48900(q))		
	Other direct act (list):		Other social cruelty or other (list):

Location of Incident:	
Description/narrative (briefly describe sequentially what occurred):	
Witnesses:	

Immediate action taken:

Please check all that apply

	Alleged Perpetrator		Alleged Victim
	Refer to administrator or designee for consideration of suspension/expulsion		Refer to administrator or designee for consideration of student counseling or mediation (not recommended for incidents of bullying)
	Call parents		Call parents
	Contact law enforcement		Contact law enforcement
	Other		Other

3.8 Incident Interview Form

Perpetrator Statement

Date of Interview:	
Do you know (the victim)?	
Do you share any classes, after school activities or clubs with (the victim?)	
Describe what happened between you and (the victim)?	
Did anyone else see/hear/read what happened? If so, please provide names of the witnesses.	

Victim Statement

Date of Interview:	
Do you know (the perpetrator)?	
Do you share any classes, after school activities or clubs with (the perpetrator?)	
Describe what happened between you and (the perpetrator)?	
Did anyone else see/hear/read what happened? If so, please provide names of the witnesses.	
Has this or anything like this happened before? How often?	
How has this affected you?	
Are you comfortable going to class?	
Are you able to get your work done outside of school?	

Witness Statement

Date of Interview:	
What did you see/hear/read?	
Have you noticed any negative behaviors between (the victim and the perpetrator) leading up to the event?	
Has (the victim) had problems before?	
Has (the perpetrator) had problems before?	

Teacher/Adult Instructor Statement

Date of Interview:	
What did you see/hear/read?	
Have you noticed any negative behaviors between (the victim and the perpetrator) leading up to the event?	
Has (the victim) had problems before?	
Has (the perpetrator) had problems before?	
Has (the victim's) participation in class changed?	
Has (the victim's) ability to complete class assignments changed?	
Are you aware of any changes in (the victim's) mood/attitude/behavior?	

Investigator Name:	
Investigator Signature:	
Date:	

3.9 INCIDENT IMPACT FORM

Student Name:	
Name/title of person determining impact:	
Date of Impact Analysis:	

Mark all that are true and provide additional details.

There was a severe and pervasive physical, verbal, or psychological act or conduct which may include communications made in writing or by means of an electronic act;	
Brief description of act including frequency/duration:	
The act was intended to harm or disturb;	
Evidence of intent:	
The act placed a reasonable pupil in fear of harm to that pupil's person or property;	
Evidence of fear:	
The act caused a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health;	
Evidence of substantial detrimental effect:	
The act caused a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from school activities.	
Evidence of substantial interference with school activities:	

3.10 Summary Report of Incident

School Site		Principal/Designee	
Perpetrator(s) name		Grade(s)	
Victim(s) name		Grade(s)	
Date of Alleged Incident		Time	
Location			
Description of Alleged Incident			

Date of Incident Report Harassment Filed	
Date(s) of Investigation	
Name of Investigator	
Name(s) of Interviewed Witnesses	

Immediate Actions Taken- Please check all that apply

	Suspension of perpetrator
	Peer mediation (not recommended for incident of bullying)
	Victim counseling
	Law enforcement contacted
	Parents contacted
	Other: Please list

Finding- Please select the appropriate finding

	An act of harassment, discrimination, or bullying has occurred that has resulted in harm to the student(s)
	An act of harassment, discrimination or bullying has not been shown to have occurred

Corrective Action(s) Taken

To end incidents of harassment	
To address the effects of the harassment	
To prevent retaliation or further acts of harassment	

Follow-up Action(s)

Date of Action	Action(s)
	Meet with victim(s) and parent(s), review findings and corrective action plan.
	Meet with perpetrator(s) and parent(s), review findings and corrective action plan.
	Complaint Coordinator/Designee follows up within 2 weeks to determine if there are any further incidents of harassment.



Internet Safety And Digital Citizenship

4.0 INTERNET SAFETY AND DIGITAL CITIZENSHIP

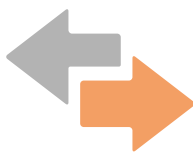
SBCEO is dedicated to building the knowledge and experience of our students so they may acquire the skills required to participate in our dynamic, technology-based society and economy. An essential component of developing and practicing these skills is learning how to be safe and responsible while accessing the internet and using technology.

The resources included in this section of the SBCEO Safety Plan offer parents, educators, and students the opportunity to:

- Identify expectations for appropriate and responsible use according to age/grade level.
- Protect children from identity theft, online predators, and inappropriate content online.
- Define and protect against cyberbullying.
- Develop school-wide or program specific practices and instruction for teaching students about safe, responsible, and secure use of the internet.

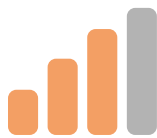
RESOURCES

- 4.1 [Net Cetera: Chatting with Kids About Being Online](#)
- 4.2 Internet Safety/Digital Citizenship Websites
- 4.3 Student Technology Acceptable User Agreement (English & Spanish)
- 4.4 Board Policy on Student Use of Technology



NET CETERA

Chatting with Kids About Being Online



People of all ages are:



Communicating online is a way of life, yet it comes with certain risks:

- **Inappropriate conduct**
The online world can feel anonymous. Kids sometimes forget that they're still accountable for their actions.
- **Inappropriate contact**
Some people online have bad intentions. They might be bullies, predators, hackers, or scammers.
- **Inappropriate content**
You may be concerned that your kids could find pornography, violence, or hate speech online.

Technology is constantly evolving. So are the risks associated with it. You can reduce these risks by talking to your kids about how they communicate — online and off — and encouraging them to think critically and act in a way they can be proud of.

This guide from the Federal Trade Commission covers issues to raise with kids about living their lives online.

Talking to Your Kids	2
Communicating at Different Ages	4
Socializing Online	8
Using Mobile Devices	12
Making Computer Security a Habit	18
Protecting Your Child's Privacy	23

► TALKING TO YOUR KIDS

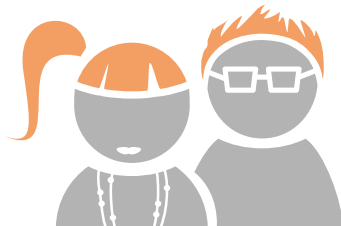
The best way to protect your kids online? Talk to them. While kids value the opinions of their peers, most tend to rely on their parents for help on the issues that matter most.

Start early.

Young kids see their parents using all kinds of devices — and also might be playing games or watching shows on them. As soon as your child starts using a phone, mobile device, or computer, it's time to talk to them about online behavior and safety.

Initiate conversations.

Even if your kids are comfortable approaching you, don't wait for them to start the conversation. Use everyday opportunities to talk to your kids about being online. For example, news stories about cyberbullying or texting while driving can spur a conversation with kids about their experiences and your expectations.



Communicate your expectations.

Be honest about your expectations and how they apply in an online context. Communicating your values clearly can help your kids make smarter and more thoughtful decisions when they face tricky situations. For instance, be specific about what's off-limits — and what you consider to be unacceptable behavior.

Be patient and supportive.

Resist the urge to rush through these conversations with your kids. Most kids need to hear information repeated, in small doses, for it to sink in. If you keep talking with your kids, your patience and persistence will pay off in the long run.

Work hard to keep the lines of communication open, even if you learn your kid has done something online that you find inappropriate.

Listening and taking their feelings into account helps keep conversations afloat. You may not have all the answers, and being honest about that can go a long way.

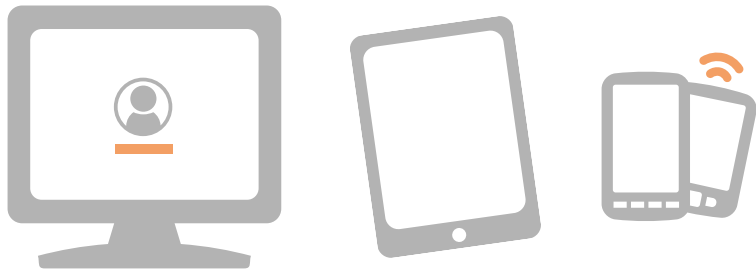
► COMMUNICATING AT DIFFERENT AGES

Young Kids

Supervision is important.

When very young children start using mobile devices or a computer, they should be supervised closely by a parent or caregiver. If little kids aren't supervised online, they may stumble onto content that could scare or confuse them.

When you're comfortable that your young children are ready to explore on their own, it's still important to stay in close touch. You may want to restrict access to sites or apps that you've visited and know to be appropriate — at least in terms of their educational or entertainment value.



Consider parental controls.



If you're concerned about what your kids see online, consider tools with these features:

- **Filtering and blocking.** These tools limit access to certain sites, words, or images. Some products decide what's filtered; others leave that to parents. Some filters apply to websites; others to email and chat.
- **Blocking outgoing content.** This software prevents kids from sharing personal information online or via email.
- **Limiting time.** This software allows you to limit your kid's time online and set the time of day they can access the internet.
- **Browsers for kids.** These browsers filter words or images you don't want your kids to see.
- **Kid-oriented search engines.** These perform limited searches or filter search results for sites and material appropriate for kids.
- **Monitoring tools.** Software that alerts parents to online activity without blocking access. Some tools record the addresses of websites a child has visited; others provide a warning message when a kid visits certain sites. Monitoring tools can be used with or without a kid's knowledge.

Tweens

Tweens need to feel “independent” but not alone as they start exploring on their own. Many 8- to 12-year-olds are adept at finding information online, but they still need guidance to help them understand which sources are trustworthy.

Think about limits.

Consider setting limits on how long and how often they can be online — whether on computers, phones, or other mobile devices. For younger tweens, parental controls can be effective. However, many middle school kids have the technical know-how to get around those controls.



Teens

Teens are forming their own values and beginning to take on the values of their peers. Many are eager to experience more independence from their parents. However, they need to learn how to exercise judgment about being safe online and act in accordance with their family ethic.

Teens have more internet access through mobile devices — as well as more time to themselves — so it isn't realistic for you to try to be in the same room when they're online. They need to know that you and other family members can ask them about what they're doing online.

WHAT CAN YOU DO?

Talk about credibility.

It's important to emphasize the concept of credibility. Even the most tech-savvy kids need to understand that:

- not everything they see on the internet is true
- people online may not be who they appear to be or say they are
- information or images they share can be seen far and wide
- once something is posted online, it's nearly impossible to “take it back”



Talk about manners.

Because they don't see facial expressions, body language, and other visual cues, teens and tweens may feel free to do or say things online that they wouldn't offline. Remind them that real people with real feelings are behind profiles, screen names, and avatars.

Talk about expectations.

When you talk to your kids, set reasonable expectations. Anticipate how you will react if you find out that they've done something online you don't approve of.

If your child confides in you about something scary or inappropriate they've encountered online, try to work together to prevent it from happening again.

► SOCIALIZING ONLINE

Kids share pictures, videos, thoughts, plans, and their whereabouts with friends, family, and sometimes, the world at large. Socializing online can help kids connect with others, but it's important to help your child learn how to navigate these spaces safely.

Oversharing

Some pitfalls that come with online socializing are sharing too much information, or posting pictures, videos, or words that can damage a reputation or hurt someone's feelings. Applying real-world judgment and sense can help minimize those downsides.



WHAT CAN YOU DO?

Remind your kids that online actions have consequences.

The words kids write and the images they post have consequences offline.

- **Kids should post only what they're comfortable with others seeing.** Parts of your children's profiles may be seen by a broader audience than you — or they — are comfortable with, even if they use privacy settings. Encourage your kids to think about the language they use online, and to think before posting pictures and videos, or altering photos posted by someone else. Employers, college admissions officers, coaches, teachers, and the police may view these posts.

- **Remind kids that once they post it, they can't take it back.** Even if they delete the information from a site, they have little control over older versions that may be saved on other people's devices and may circulate online. And a message that's supposed to disappear from a friend's phone? There's software that lets them keep it.

Tell kids to limit what they share.

- **Help your kids understand what information should stay private.** Tell them why it's important to keep some things — about themselves, family members, and friends — to themselves. Information like their Social Security number, street address, phone number, and family financial information is private and should stay that way.
- **Talk to your teens about avoiding sex talk online.** Teens who don't talk about sex with strangers online are less likely to come in contact with predators. In fact, researchers have found that predators usually don't pose as children or teens, and most teens who are contacted by adults they don't know find it creepy. Teens should not hesitate to ignore or block them, and trust their gut when something feels wrong.
- **Send group messages with care.** Suggest that your kids think about who needs to see their message before sending to multiple people.

Limit access to your kids' profiles.

- **Use privacy settings.** Many social networking sites, chat, and video accounts have adjustable privacy settings, so you and your kids can restrict who has access to kids' profiles. Talk to your kids about the

importance of these settings, and your expectations for who should be allowed to view their profile.

- ▶ **Review your child's friends list.** Suggest that your kids limit online "friends" to people they actually know. Ask about who they're talking to online.

Cyberbullying

Cyberbullying is bullying or harassment that happens online. It can happen in an email, a text message, an online game, or on a social networking site. It might involve rumors or images posted on someone's profile or circulated for others to see.

WHAT CAN YOU DO?

Help prevent cyberbullying.

- ▶ **Talk to your kids about bullying.** Tell your kids that they can't hide behind the words they type and the images they post or send. Bullying is a lose-lose situation: Hurtful messages make the target feel bad, and they make the sender look bad. Often they can bring scorn from peers and punishment from authorities.
- ▶ **Tell your kids to talk to you about bullying, too.** Ask your kids to let you know if an online message or image makes them feel threatened or hurt.

- ▶ **Recognize the signs of a cyberbully.** Cyberbullying often involves mean-spirited comments. Check out your kid's social networking pages from time to time to see what you find.



Could your kid be the bully? Look for signs of bullying behavior, such as creating mean images of another kid.

- ▶ **Help stop cyberbullying.** Most kids don't bully, and there's no reason for anyone to put up with it. If your kids see cyberbullying happening to someone else, encourage them to try to stop it by telling the bully to stop, and by not engaging or forwarding anything. One way to help stop bullying online is to report it to the site or network where you see it.

What to do about a cyberbully.

- ▶ **Don't react to the bully.** If your child is targeted by a cyberbully, keep a cool head. Remind your child that most people realize bullying is wrong. Tell your child not to respond in kind. Instead, encourage your kid to work with you to save the evidence and talk to you about it. If the bullying persists, share the record with school officials or local law enforcement.
- ▶ **Protect your child's profile.** If your child finds a profile that was created or altered without their permission, contact the site to have it taken down.
- ▶ **Block or delete the bully.** Delete the bully from friends lists or block their user name, email address, and phone number.



► USING MOBILE DEVICES

What age is appropriate for a kid to have a phone or a mobile device? That's something for you and your family to decide. Consider your kid's age, personality, maturity, and your family's circumstances.

WHAT CAN YOU DO?

Phones, Features, and Options

Decide on the right options and features.

Your wireless company and mobile phone should give you some choices for privacy settings and child safety controls. Most carriers allow parents to turn off features like web access, texting, or downloading.

Some cell phones are made especially for children. They're designed to be easy to use, and have features like limited internet access, minute management, number privacy, and emergency buttons.

Get smart about smartphones.

Many phones offer web access and mobile apps. If your children are going to use a phone and you're concerned about what they might find online, choose a phone with limited internet access or turn on web filtering.



Get familiar with location-based services.



Many mobile phones have GPS technology installed. Kids with these phones can pinpoint where their friends are — and be pinpointed by their friends. Tell your kids to limit these features so they're not broadcasting their location to the world. Explain that there can be downsides to letting anyone and everyone know where they are. In addition, some carriers offer GPS services that let parents map their kid's location.

Password-protect phones.

A password, numeric code, gesture, or fingerprint can lock a phone from intruders. Not only can this prevent “pocket-dialing,” but it also can help keep information and photos from falling into the wrong hands.

Develop Rules

Explain what you expect.

Talk to your kids about when and where it's appropriate to use their phones and other mobile devices. You also may want to establish rules for responsible use. Do you allow calls, texting, or playing games on apps at the dinner table? Do you have rules about cell phone use at night? Should they give you their phones while they're doing homework, or when they're supposed to be sleeping?

Set an example.

It's illegal to drive while texting or talking on the phone without a hands-free device in most states, but it's dangerous everywhere. Set an example for your kids, and talk to them about the dangers and consequences of distracted driving.

Mobile Sharing and Networking

Socializing and sharing on-the-go can foster creativity and fun, but could cause problems related to personal reputation and safety.

Use care when sharing photos and videos.

Most mobile phones have camera and video capability, making it easy for teens to capture and share every moment. Encourage kids to get permission from the photographer or the person in the shot before posting videos or photos. It's easier to be smart upfront about what media they share than to do damage control later.



Use good judgment with social networking from a mobile device.

The filters you've installed on your home computer won't limit what kids can do on a mobile device. Talk to your teens about using good sense when they're social networking from their phones, too.

Mobile Apps

What should I know about apps?

Apps might:

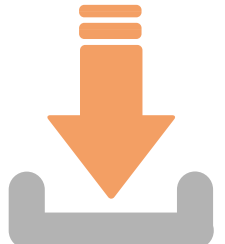
- collect and share personal information
- let your kids spend real money — even if the app is free
- include ads
- link to social media

But the apps might not tell you they're doing it.

WHAT CAN YOU DO?

Here's what you and your kids can do to learn about an app before you download it:

- ▶ look at screen shots
- ▶ read the description, content rating, and user reviews
- ▶ do some research on the developer, including outside reviews from sources you respect
- ▶ check what information the app collects



Can I restrict how my kids use apps?

Before you pass the phone or tablet to your kids, take a look at the settings. You may be able to:

- ▶ **restrict content** to what's right for your kid's age
- ▶ **set a password** so apps can't be downloaded without it, and kids can't buy stuff without it
- ▶ **turn off Wi-Fi and data services** or put the phone in airplane mode so it can't connect to the internet

The best way to keep up with kids' apps is to try them out yourself, and talk to your kids about your rules for buying and using apps.

Texting

Encourage manners.

If your kids are texting, encourage them to respect others. Texting shorthand can lead to misunderstandings. Tell them to think about how a text message might be read and understood before they send it.



Safeguard privacy.

Remind your kids to:

- ▶ ignore texts from people they don't know
- ▶ learn how to block numbers from their cell phone
- ▶ avoid posting their cell phone number online
- ▶ never provide personal or financial information in response to a text

Recognize text message spam.

Help your kids recognize text message spam and explain the consequences:

- it often uses the promise of free gifts — or asks you to verify account information — to get you to reveal personal information
- it can lead to unwanted charges on your cell phone bill
- it can slow cell phone performance

WHAT CAN YOU DO?

Review your cell phone bill for unauthorized charges, and report them to your carrier. Tell your kids:

- ▶ **to delete messages that ask for personal information** — even if there's a promise of a free gift. Legitimate companies don't ask for information like account numbers or passwords by email or text.
- ▶ **not to reply to — or click on — links in the message.** Links can install malware and take you to spoof sites that look real, but that exist to steal your information.

Sexting

Sending or forwarding sexually explicit photos, videos, or messages from a mobile device is known as "sexting." Tell your kids not to do it. In addition to risking their reputation and their friendships, they could be breaking the law if they create, forward, or even save this kind of message. Teens may be less likely to make a bad choice if they know the consequences.

▶ MAKING COMPUTER SECURITY A HABIT

The security of your computer, phone, and other mobile devices can affect the safety of your online experience — and that of your kids. Malware could allow someone to steal your family’s personal or financial information. Malware is software that can:

- install viruses
- monitor or control your computer use
- send unwanted pop-up ads
- redirect your device to websites you’re not looking for
- record your keystrokes



WHAT CAN YOU DO?

▶ Use security software and keep it updated.

Well-known companies offer plenty of free options. Set the software to update automatically.

- #### ▶ Keep your operating system and web browser up-to-date.
- Hackers take advantage of software that doesn’t have the latest security updates. You also can customize the built-in security and privacy settings in your operating system or browser. Check the Tools or Options menus to explore your choices. While you’re at it, keep your apps updated, too.

Teaching Kids Computer Security

Talk to your kids about how they can help protect their devices and your family’s personal information.

Create strong passwords, and keep them private.

The longer the password, the harder it is to crack. Date of birth, login name, or common words are not safe passwords. Ask your kids to be creative and come up with different passwords for different accounts.

It may be tempting to re-use the same password, but if it’s stolen, hackers can use it to access other accounts. Kids also can protect their passwords by not sharing them with anyone, including their friends.

Don’t provide personal or financial information unless the website is secure.

If you or your kids send messages, share photos, use social networks, or bank online, you’re sending personal information over the internet. Teach your kids: if the URL doesn’t start with **https**, don’t enter any personal information. That “s” stands for secure. It means the information you’re sending is encrypted and protected.

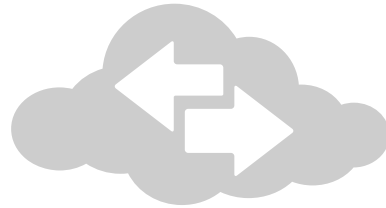


Watch out for “free” stuff.

Free games, apps, music, and other downloads can hide malware. Don’t download anything unless you trust the source. Teach your kids how to recognize reputable sources.

Be cautious about P2P file-sharing.

Some kids share music, games, or software online. Peer-to-peer (P2P) file-sharing allows people to share these kinds of files through an informal network of computers running the same software.



Sometimes spyware, malware, or pornography can be hidden in a shared file. If your kids download copyrighted material, you could be subject to legal action. It's important to talk to your kids about the security and other risks involved with file-sharing.

► **Install file-sharing software properly.** Check the default settings so that nothing private is shared. By default, almost all P2P file-sharing applications will share files in your “Downloads” or “Shared” folders.

If you save personal files in shared folders, other P2P users may access files you don't mean to share — including private documents like your tax returns or other financial documents.

► **Use security software to scan files.** Before your kids open or play any downloaded file, use security software to scan it. Make sure the security software is up-to-date and running.

Using Public Wi-Fi Securely

Many public places — like coffee shops, libraries, and airports — offer Wi-Fi hotspots. These hotspots can be convenient, but they're often not secure. That could make it easy for someone else to access your family's online accounts or steal your personal information — including private documents, photos, and passwords.

WHAT CAN YOU DO?

Use secure Wi-Fi networks.

Secure networks use encryption, which protects the information you send online by scrambling it so others can't access it. You can be sure that a network is secure only if you're asked to provide a **WPA** or **WPA2** password.



Tell your kids if they're not asked for a password, they shouldn't use that network to sign in to accounts or send any personal information. And don't assume that a Wi-Fi hotspot uses encryption: most of them don't.

Use secure websites.

A secure site will encrypt your information while you are signed in to it — even if the network doesn't. How will your kids know if a site is secure? Tell them to look for **https** in the web address of every page they visit — not just when they log in. The “s” stands for secure.

Don't stay permanently signed in to accounts.

Recommend that your kids log out when they've finished using a site.

Phishing Scams

Phishing is when scam artists send texts, emails, or pop-up messages to get people to share their personal and financial information. Scammers use this information to access your accounts, steal your identity, and commit fraud.

WHAT CAN YOU DO?

Here's how you and your kids can avoid getting tricked by scam artists.

- ▶ **Don't reply to texts, emails, or pop-up messages that ask for personal or financial information**, and don't click on any links in the message.
- ▶ **Be cautious about opening any attachments** or downloading any files from emails you receive, regardless of who sent them. Unexpected files may contain viruses that your friends or family members didn't know were there.
- ▶ **Get your kids involved**, so they can develop their scam "antennas" and careful internet habits. Look for teachable moments — if you get a phishing message, show it to your kids to help them understand that things aren't always what they seem.

How to report phishing scams.

Forward phishing emails to **spam@uce.gov**. They will be added to a database that law enforcement agencies use to pursue investigations. If you or your kids were tricked by a phishing scam, file a complaint at **ftc.gov/complaint**.

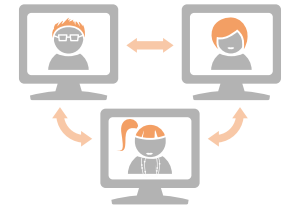
▶ PROTECTING YOUR CHILD'S PRIVACY

As a parent, you have control over the personal information companies collect online from your kids under 13. The Children's Online Privacy Protection Act (COPPA) gives you tools to do that.

The Federal Trade Commission enforces the COPPA Rule. If a site or service is covered by COPPA, it has to get your consent before collecting personal information from your child and it has to honor your choices about how that information is used.

What is COPPA?

The COPPA Rule was put in place to protect kids' personal information on websites and online services — including apps — that are directed to children under 13. The Rule also applies to a general audience site that knows it's collecting personal information from kids that age.



COPPA requires those sites and services to notify parents directly and get their approval before they collect, use, or disclose a child's personal information.

Personal information in the world of COPPA includes a kid's:

- name
- phone number or email address
- address
- physical whereabouts
- photos, videos, and audio recordings of the child
- persistent identifiers, like IP addresses, that can be used to track a child's activities over time and across different websites and online services

How Does COPPA Work?

Let's say your child wants to use features on a site or download an app that collects their personal information. Before they can, you should get a plain language notice about what information the site will collect, how it will use it, and how you can provide your consent.

The notice should link to a privacy policy that's easy to understand. The privacy policy must give details about the kind of information the site collects, and what it might do with the information — say, if it plans to use the information to target advertising to a child, or give or sell the information to other companies. In addition, the policy should tell you how to contact someone who can answer your questions.

Sites and services have some flexibility in how they get your consent. For example, some may ask you to send back a permission slip.

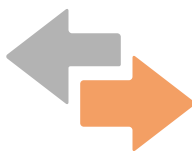
Others may have a toll-free number you can call. If you agree to let the site or service collect personal information from your child, it has a legal obligation to keep it secure.

What Are Your Choices?

- ▶ **Understand the site's information practices.** Start by reading how the company plans to use your child's information.
- ▶ **Be picky with your permission.** Decide how much consent you want to give. For example, you might give the company permission to collect your child's personal information, but not allow it to share that information with others.
- ▶ **Know your rights.** Once you give a site or service permission to collect personal information from your child, you're still in control. As the parent, you have the right to review the information collected about your child. If you ask to see the information, keep in mind that website operators need to make sure you are the parent before providing you access. You also have the right to retract your consent any time, and to have information collected about your child deleted.

What if it looks like a site or service is breaking the rules?

If you think a site has collected information from your kids or marketed to them in a way that violates the law, report it to the FTC at **[ftc.gov/complaint](https://www.ftc.gov/complaint)**.



OnGuard Online.gov

To get free copies of this brochure
and related materials, visit
OnGuardOnline.gov/netcetera



STOP | THINK | CONNECT™

January 2014

Santa Barbara County Education Office 2023 Comprehensive School Safety Plan

4.2 INTERNET SAFETY/DIGITAL CITIZENSHIP WEBSITES

OnGuard Online

<http://www.onguardonline.gov/>

On Guard in Spanish

<http://www.alertaenlinea.gov/>

Website managed by the Federal Trade Commission and supported by a number of other federal agencies that offers resources to parents, children, educators, and the general public for maintaining safety and responsibility online. It offers lessons, games, booklets as well as the ability to file complaints surrounding internet fraud or scams.

Common Sense Media

<http://www.commonsensemedia.org/>

A nonprofit dedicated to sharing information, conducting research, and providing resources surrounding the use and impact of technology on children. The educator resources found [here](#) on the website include curriculum and lessons according to grade level and topic. Toolkits include lessons, posters, and materials for building connections and knowledge for families at home. The website also includes resources for professional development surrounding safe, responsible, and appropriate use.

Common Sense Media in Spanish

<http://www.commonsensemedia.org/espanol>

WebWiseKids

<http://www.webwisekids.org/index.html>

The website offers Internet Safety Tool Kits according to grade level and other interactive lessons for parents, students, and educators. Lessons and resources are aimed at keeping internet and technology use safe and beneficial to children.

Wired Safety

<https://www.wiredsafety.org/>

Currently the oldest and largest online safety education website available, this website offers many resources surrounding internet and cyber safety. It includes links to specific information

and resources for schools, policy makers, parents, law enforcement, and more. This organization also manages other, more specifically focused websites including:

Stop Cyberbullying

<http://www.stopcyberbullying.org/index2.html>

A website focused on identifying, responding to, and preventing cyberbullying.

Teen Angels

<http://teenangels.org/index.html>

A website where content is directed and written by teens surrounding online safety and responsibility.

StopBullying.gov

<http://www.stopbullying.gov/>

StopBullying in Spanish

<http://espanol.stopbullying.gov/>

StopBullying.gov provides information from various government agencies on [what bullying is](#), [what cyberbullying is](#), [who is at risk](#), and how you can [prevent](#) and [respond to bullying](#).

(Resources adapted from the California Coalition on Children's Internet Safety and California Office of Privacy Protection at <http://www.cybersafety.ca.gov/coalition/index.shtml>)



Santa Barbara County Education Office

4400 Cathedral Oaks Rd, PO Box 6307, Santa Barbara, CA 93160-6307
Telephone: (805) 964-4711 • FAX: (805) 964-4712 • sbceo.org

Susan C. Salcido, Superintendent of Schools

STUDENT TECHNOLOGY ACCEPTABLE USE AGREEMENT

The Santa Barbara County Education Office (SBCEO) authorizes students to use technology owned or otherwise provided by SBCEO as necessary for instructional purposes. The use of SBCEO technology is a privilege permitted at SBCEO's discretion and is subject to the conditions and restrictions set forth in applicable Board policies, administrative regulations, and this Acceptable Use Agreement. SBCEO reserves the right to suspend access at any time, without notice, for any reason.

SBCEO expects all students to use technology responsibly in order to avoid potential problems and liability. SBCEO may place reasonable restrictions on the sites, material, and/or information that students may access through the system.

Each student who is authorized to use SBCEO technology and/or the student's parent/guardian as applicable shall sign this Acceptable Use Agreement as an indication that they have read and understand the agreement.

Definitions

SBCEO technology includes, but is not limited to, computers, SBCEO's computer network including servers and wireless computer networking technology (wi-fi), the Internet, email, USB drives, wireless access points (routers), hotspots, tablet computers, iPads, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through SBCEO-owned or personally owned equipment or devices.

Student and/or Parent/Guardian Obligations and Responsibilities

Students and/or Parents/ Guardians are expected to use SBCEO technology safely, responsibly, and for educational purposes only. The student and/ or parent/guardian in whose name SBCEO technology is issued is responsible for its proper use at all times. Students shall not share their assigned online services account information, passwords, or other information used for identification and authorization purposes, and shall use the system only under the account to which they have been assigned.

Students and/or Parents/ Guardians are expected to take care of all SBCEO issued technology. Proper care includes:

- Keeping equipment in a cool dry place, and out of extreme heat or wet or humid conditions.
- Not altering the equipment in any way.
- If the equipment is broken or not working properly immediately notifying the department or teacher who issued the equipment.

Prohibited Uses

Students are prohibited from using SBCEO technology for improper purposes, including, but not limited to, use of SBCEO technology to:

1. Access, post, display, or otherwise use material that is discriminatory, libelous, defamatory, obscene, sexually explicit, or disruptive

2. Bully, harass, intimidate, or threaten other students, staff, or other individuals ("cyberbullying")
3. Disclose, use, or disseminate personal identification information (such as name, address, telephone number, Social Security number, or other personal information) of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person
4. Infringe on copyright, license, trademark, patent, or other intellectual property rights
5. Intentionally disrupt or harm SBCEO technology or other SBCEO operations (such as destroying SBCEO equipment, placing a virus on SBCEO computers, adding or removing a computer program without permission from a teacher or other SBCEO personnel, changing settings on shared computers)
6. Install unauthorized software
7. Bypass filters or firewalls to "hack" into the system to manipulate data of SBCEO/other users or attempt to access unauthorized sites or bypass the web filter through a web proxy.
8. Engage in or promote any practice that is unethical or violates any law or Board policy, administrative regulation, or SBCEO practice
9. Take photos or video of other students, staff, or anyone else. The possession, forwarding, or uploading of unauthorized photos or video to any website, network storage area, or person is strictly forbidden.
10. Internet games, live-streaming, and video-calling are not allowed unless assigned by an educator.

Privacy

Since the use of SBCEO technology is intended for educational purposes, students shall not have any expectation of privacy in any use of SBCEO technology.

SBCEO reserves the right to monitor and record all use of SBCEO technology, including, but not limited to, access to the Internet or social media, communications sent or received from SBCEO technology, or other uses. Such monitoring/recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution and/or investigation of improper, illegal, or prohibited activity. Students should be aware that, in most instances, their use of SBCEO technology (such as web searches and emails) cannot be erased or deleted.

All passwords created for or used on any SBCEO technology are the sole property of the SBCEO. The creation or use of a password by a student on SBCEO technology does not create a reasonable expectation of privacy.

Personally Owned Devices

If a student uses a personally owned device to access SBCEO technology, he/she shall abide by all applicable Board policies, administrative regulations, and this Acceptable Use Agreement. Any such use of a personally owned device may subject the contents of the device and any communications sent or received on the device to disclosure pursuant to a lawful subpoena or public records request.

Reporting

If a student becomes aware of any security problem (such as any compromise of the confidentiality of any login or account information) or misuse of SBCEO technology, he/she shall immediately report such information to the teacher or other SBCEO personnel.

Consequences for Violation

Violations of the law, Board policy, or this agreement may result in revocation of a student's access to SBCEO technology and/or discipline, up to and including suspension or expulsion. In addition, violations of the law, Board policy, or this agreement may be reported to law enforcement agencies as appropriate.

Student Acknowledgment (as applicable)

I have received, read, understand, and agree to abide by this Acceptable Use Agreement and other applicable laws and SBCEO policies and regulations governing the use of SBCEO technology. I understand that there is no expectation of privacy when using SBCEO technology. I further understand that any violation may result in loss of user privileges, disciplinary action, and/or appropriate legal action.

Name: _____ Grade: _____
(Please print)

School: _____

Signature: _____ Date: _____

Parent or Legal Guardian Acknowledgment (as applicable)

If the student is under 18 years of age, a parent/guardian must also read and sign the agreement.

As the parent/guardian of the above-named student, I have read, understand, and agree that my child shall comply with the terms of the Acceptable Use Agreement. By signing this Agreement, I give permission for my child to use SBCEO technology and/or to access the school's computer network and the Internet. I understand that, despite SBCEO's best efforts, it is impossible for the school to restrict access to all offensive and controversial materials. I agree to release from liability, indemnify, and hold harmless the school, SBCEO, and SBCEO personnel against all claims, damages, and costs that may result from my child's use of SBCEO technology or the failure of any technology protection measures used by the SBCEO. Further, I accept full responsibility for supervision of my child's use of his/her access account if and when such access is not in the school setting.

Name: _____ Date: _____
(Please print)

Signature: _____



Santa Barbara County Education Office

4400 Cathedral Oaks Rd, PO Box 6307, Santa Barbara, CA 93160-6307
Telephone: (805) 964-4711 • FAX: (805) 964-4712 • sbceo.org

Susan C. Salcido, Superintendent of Schools

ACUERDO DE USO ACEPTABLE DE TECNOLOGÍA PARA ESTUDIANTES

La Oficina de Educación del Condado de Santa Bárbara (SBCEO, por sus siglas en inglés) autoriza a los estudiantes a utilizar la tecnología de propiedad o proporcionada por SBCEO según sea necesario para fines educativos. El uso de la tecnología SBCEO es un privilegio permitido a discreción de SBCEO y está sujeto a las condiciones y restricciones establecidas en las políticas de la Junta, las regulaciones administrativas y este Acuerdo de Uso Aceptable. SBCEO se reserva el derecho de suspender el acceso en cualquier momento, sin previo aviso, por cualquier motivo.

SBCEO espera que todos los estudiantes usen la tecnología de manera responsable para evitar posibles problemas y responsabilidades. SBCEO puede imponer restricciones razonables sobre los sitios, el material y / o la información a la que los estudiantes pueden acceder a través del sistema.

Cada estudiante que esté autorizado a usar la tecnología SBCEO y / o el padre / guardián del estudiante, según corresponda, firmará este acuerdo de uso aceptable como una indicación de que ha leído y comprendido el acuerdo.

Definiciones

La tecnología SBCEO incluye, pero no se limita a, computadoras, la red informática de SBCEO, incluidos servidores y tecnología de redes informáticas inalámbricas (WiFi), internet, correo electrónico, unidades USB, puntos de acceso inalámbricos (enrutadores), puntos de acceso, tabletas, iPads, teléfonos inteligentes y dispositivos inteligentes, teléfonos, teléfonos celulares, asistentes digitales personales, biper, reproductores MP3, tecnología portátil, cualquier dispositivo de comunicación inalámbrica, incluidas radios de emergencia, y / o futuras innovaciones tecnológicas, ya sea que se acceda dentro o fuera del sitio o a través de SBCEO o personalmente equipo o dispositivos propios.

Obligaciones y responsabilidades del estudiante y / o padre / guardián

Se espera que los estudiantes y / o padres / guardianes utilicen la tecnología SBCEO de manera segura, responsable y solo con fines educativos. El estudiante y / o padre / guardián en cuyo nombre se emite la tecnología SBCEO es responsable de su uso adecuado en todo momento. Los estudiantes no compartirán la información de su cuenta de servicios en línea asignada, contraseñas u otra información utilizada para fines de identificación y autorización, y deberán usar el sistema solo bajo la cuenta a la que han sido asignados.

Se espera que los estudiantes y / o padres / guardianes se encarguen de toda la tecnología proporcionada por SBCEO. El cuidado adecuado incluye:

- Mantener el equipo en un lugar fresco y seco, y fuera de condiciones de calor extremo o mojado o húmedo.
- No alterar el equipo de ninguna manera.
- Si el equipo está roto o no funciona correctamente, notifique inmediatamente al departamento o al maestro que entregó el equipo.

Usos prohibidos

Los estudiantes tienen prohibido usar la tecnología SBCEO para propósitos inapropiados, que incluyen, entre otros, el uso de la tecnología SBCEO para:

1. Acceder, publicar, exhibir o utilizar material discriminatorio, calumnioso, difamatorio, obsceno, sexualmente explícito o perturbador.
2. Acosar, incomodar, intimidar o amenazar a otros estudiantes, personal u otras personas ("ciberacoso").
3. Revelar, usar o difundir información de identificación personal (como nombre, dirección, número de teléfono, número de Seguro Social u otra información personal) de otro estudiante, miembro del personal u otra persona con la intención de amenazar, intimidar, acosar, o ridiculizar a esa persona.
4. Infringir los derechos de autor, licencia, marca comercial, patente u otros derechos de propiedad intelectual.
5. Interrumpir o dañar intencionalmente la tecnología SBCEO u otras operaciones de SBCEO (como destruir el equipo SBCEO, colocar un virus en las computadoras SBCEO, agregar o eliminar un programa de computadora sin permiso de un maestro u otro personal de SBCEO; cambiar la configuración en computadoras compartidas).
6. Instalar *software* no autorizado.
7. Evitar filtros o *firewalls* para "piratear" el sistema para manipular datos de SBCEO / otros usuarios o intentar acceder a sitios no autorizados o evitar el filtro web a través de un proxy web.
8. Participar o promover cualquier práctica que no sea ética o que viole cualquier ley o política de la Junta, reglamento administrativo o práctica de SBCEO.
9. Tome fotos o videos de otros estudiantes, personal o cualquier otra persona. La posesión, reenvío o carga de fotos o videos no autorizados a cualquier sitio web, área de almacenamiento de red o persona está estrictamente prohibida.
10. No se permiten juegos por Internet, transmisión en vivo y video llamadas a menos que lo asigne un educador.

Privacidad

Dado que el uso de la tecnología SBCEO está destinado a fines educativos, los estudiantes no deben tener ninguna expectativa de privacidad en el uso de la tecnología SBCEO.

SBCEO reserva el derecho de monitorear y registrar todo uso de la tecnología SBCEO, incluido, entre otros, el acceso a Internet o las redes sociales, las comunicaciones enviadas o recibidas de la tecnología SBCEO u otros usos. Tal monitoreo / grabación puede ocurrir en cualquier momento sin previo aviso para cualquier propósito legal, incluyendo, pero no limitado a, retención y distribución de registros y / o investigación de actividades inapropiadas, ilegales o prohibidas. Los estudiantes deben saber que, en la mayoría de los casos, su uso de la tecnología SBCEO (como búsquedas en la web y correos electrónicos) no se puede eliminar ni borrar.

Todas las contraseñas creadas o utilizadas en cualquier tecnología SBCEO son propiedad exclusiva de SBCEO. La creación o el uso de una contraseña por parte de un estudiante con tecnología SBCEO no crean una expectativa razonable de privacidad.

Dispositivos de propiedad personal

Si un estudiante utiliza un dispositivo de propiedad personal para acceder a la tecnología SBCEO, deberá cumplir con todas las políticas de la Junta, los reglamentos administrativos y este Acuerdo de Uso Aceptable. Cualquier uso de un dispositivo de propiedad personal puede someter el contenido del dispositivo y cualquier comunicación enviada o recibida en el dispositivo a la divulgación de conformidad con una citación legal o una solicitud de registros públicos.

Reportar

Si un estudiante se da cuenta de algún problema de seguridad (como cualquier compromiso de la confidencialidad de cualquier información de inicio de sesión o cuenta) o el uso indebido de la tecnología SBCEO, deberá informar inmediatamente dicha información al maestro u otro personal de SBCEO.

Consecuencias de la infracción

Las violaciones de la ley, la política de la Junta o este acuerdo pueden resultar en la revocación del acceso de un estudiante a la tecnología SBCEO y / o disciplina, hasta e incluyendo la suspensión o expulsión. Además, las violaciones de la ley, la política de la Junta o este acuerdo pueden informarse a las agencias de aplicación de la ley según corresponda.

Reconocimiento del estudiante (según corresponda)

He recibido, leído, entendido y acepto cumplir con este acuerdo de uso aceptable y otras leyes aplicables y las políticas y regulaciones de SBCEO que rigen el uso de la tecnología SBCEO. Entiendo que no hay ninguna expectativa de privacidad al usar la tecnología SBCEO. Además, entiendo que cualquier violación puede resultar en la pérdida de privilegios de usuario, acción disciplinaria y / o acción legal apropiada.

Nombre: _____ Grado: _____
(Por favor escribir con letra de molde)

Escuela: _____

Firma: _____ Fecha: _____

Reconocimiento del padre o guardián legal (según corresponda)

Si el estudiante es menor de 18 años, un padre / guardián también debe leer y firmar el acuerdo.

Como padre / guardián del estudiante mencionado anteriormente, he leído, entiendo y acepto que mi hijo/a cumplirá con los términos del acuerdo de uso aceptable. Al firmar este acuerdo, doy permiso para que mi hijo/a use la tecnología SBCEO y / o acceda a la red informática de la escuela e Internet. Entiendo que, a pesar de los mejores esfuerzos de SBCEO, es imposible que la escuela restrinja el acceso a todos los materiales ofensivos y controvertidos. Estoy de acuerdo en eximir de responsabilidad, indemnizar y eximir de responsabilidad a la escuela, SBCEO y al personal de SBCEO contra todos los reclamos, daños y costos que puedan resultar del uso de la tecnología SBCEO por parte de mi hijo/a o del fallo de cualquier medida de protección tecnológica utilizada por SBCEO. Además, acepto la responsabilidad total de supervisar el uso que mi hijo/a haga de su cuenta de acceso si dicho acceso no se realiza en el entorno escolar.

Nombre: _____ Fecha: _____
(Por favor escribir con letra de molde)

Firma: _____

INSTRUCTIONS

POLICY -- STUDENT USE OF TECHNOLOGY

BP 6163.4

The County Board intends that technological resources provided by the County Education Office be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning. All students using these resources shall receive instruction in their proper and appropriate use.

County Education Office staff are expected to review the technological resources and online sites that will be used in the classroom or assigned to students in order to ensure that they are appropriate for the intended purpose and the age of the students.

The County Superintendent or designee shall notify students and parents/guardians about authorized uses of County Education Office technology, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with County Education Office regulations and Acceptable Use Agreement.

District technology includes, but is not limited to, computers, the district's computer network including servers and wireless computer networking technology (wi-fi), the Internet, email, USB drives, wireless access points (routers), hotspots, tablet computers, iPads, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through district-owned or personally owned equipment or devices.

Before a student is authorized to use the County Education Office technological resources, the student and/or parent/guardian shall sign and return the Acceptable Use Agreement. In that agreement, the student and/or parent/guardian shall agree not to hold the County Education Office or any County Education Office staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the County Education Office and County Education Office staff for any damages or costs incurred.

The County Education Office reserves the right to monitor student use of technology within the jurisdiction of the district without advance notice or consent. Students shall be informed that their use of district technology, including, but not limited to, computer files, email, text messages, instant messaging, and other electronic communications, is not private and may be accessed by the County Education Office for the purpose of ensuring proper use. Students have no reasonable expectation of privacy in use of the district technology. Students' personally owned devices shall not be searched except in

cases where there is a reasonable suspicion, based on specific and objective facts, that the search will uncover evidence of a violation of law, district policy, or school rules.

Whenever a student is found to have violated Board policy or the County Education Office's Acceptable Use Agreement, the administrator or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the County Education Office's equipment and other technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board policy.

The County Superintendent or designee, with input from students and appropriate staff, shall regularly review and update this policy, the accompanying Acceptable Use Agreement, and other relevant procedures to enhance the safety and security of students using the County Education Office's technological resources and to help ensure that the County Education Office adapts to changing technologies and circumstances.

Internet Safety

The County Superintendent or designee shall ensure that all County Education Office computers with Internet access have a technology protection measure that protects against Internet access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. (20 USC 7131, 47 USC 254, 47 CFR 54.520). A technology protection measure, compliant with the Children's Internet Protection Act, has been in place since 2001.

To reinforce these measures, the County Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services and may have teacher assistants, student aides, and volunteers assist in this supervision.

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)

The County Education Office's Acceptable Use Agreement shall establish expectations for appropriate student conduct when using the Internet or other forms of electronic communication, including, but not limited to, prohibitions against:

1. Accessing, posting, submitting, publishing, or displaying harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs
2. Intentionally uploading, downloading, or creating computer viruses and/or maliciously attempting to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking"
3. Distributing personal identification information, including the name, address, telephone number, Social Security number, or other personally identifiable information, of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person

The County Superintendent or designee shall provide age-appropriate instruction regarding appropriate online behavior, safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting personal identification information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyber bullying, and how to respond if subjected to cyber bullying.

Legal Reference:

EDUCATION CODE

49073.6 Student records; social media
 51006 Computer education and resources
 51007 Programs to strengthen technological skills
 60044 Prohibited instructional materials

PENAL CODE

313 Harmful matter
 502 Computer crimes, remedies
 632 Eavesdropping on or recording confidential communications
 653.2 Electronic communication devices, threats to safety

UNITED STATES CODE, TITLE 15

6501-6506 Children's Online Privacy Protection Act

UNITED STATES CODE, TITLE 20

7101-7122 Student Support and Academic Enrichment Grants
 7131 Internet safety

UNITED STATES CODE, TITLE 47

254 Universal service discounts (E-rate)

CODE OF FEDERAL REGULATIONS, TITLE 16

312.1-312.12 Children's Online Privacy Protection Act

Student Use of Technology – Board Policy 6163.4

3

CODE OF FEDERAL REGULATIONS, TITLE 47

54.520 Internet safety policy and technology protection measures, E-rate discounts

COURT DECISIONS

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

Management Resources:

CSBA PUBLICATIONS

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

FEDERAL TRADE COMMISSION PUBLICATIONS

How to Protect Kids' Privacy Online: A Guide for Teachers, December 2000

WEB SITES

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

American Library Association: <http://www.ala.org>

California Coalition for Children's Internet Safety: <http://www.cybersafety.ca.gov>

Center for Safe and Responsible Internet Use: <http://csriu.org>

Federal Communications Commission: <http://www.fcc.gov>

Federal Trade Commission, Children's Online Privacy Protection:

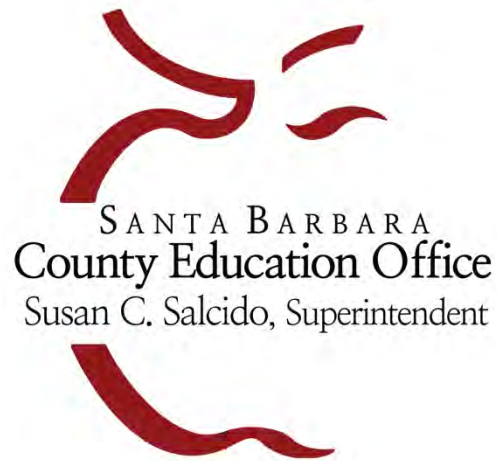
<http://www.ftc.gov/privacy/privacyinitiatives/childrens.html>

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

ADOPTED BY COUNTY BOARD:

March 4, 2010

Revised: February 2, 2012, December 11, 2020



Crisis Preparedness, Intervention, and Response

5.0 CRISIS PREPAREDNESS, INTERVENTION, & RESPONSE

The SBCEO Safety Plan provides guidelines for developing, evaluating, and maintaining school-wide or program specific crisis response plans. The protocols and resources found in this section are intended to be coordinated with School-Site or District Safety Plans.

RESOURCES

- 5.1 Safe Ingress/Egress
- 5.2 Crisis Preparedness: Evacuation
 - 5.2.1 Evacuation Protocol
 - 5.2.2 Off-Campus Assembly Site Information
- 5.3 Crisis Preparedness: Earthquake
 - 5.3.1 Earthquake Protocol
 - 5.3.2 Earthquake Preparedness Resources
- 5.4 Crisis Preparedness: Fire
 - 5.4.1 Fire Protocol
- 5.5 Crisis Preparedness: Lockdown
 - 5.5.1 Lockdown Protocol
- 5.6 Cal EMA Active Shooter Guidelines
- 5.7 Emergency Response Supplies
 - 5.7.1 Shelter in Place Emergency Response Kit
 - 5.7.2 Grab and Go Emergency Response Kit
 - 5.7.3 First Aid Kit Checklist
 - 5.7.4 Interant Staff Emergency Supplies
- 5.8 Communication Protocols
 - 5.8.1 On Campus Locator
 - 5.8.2 Be Prepared to Call the Police/ 9-1-1
 - 5.8.3 Parent/Student Reunification

5.1 SAFE INGRESS/EGRESS

School-Site Safety Plans will provide appropriate identification of safe routes of ingress/egress to include daily school operations and response to an emergency or crisis. When evaluating School-Site or individual program crisis response plans, additional planning or consideration should be given for individuals with disabilities or particular needs that may require accommodation during a crisis, and for programs or individuals who may be out in the community when a crisis occurs (see Site Specific Resources and Plans for more guidance). To ensure proper mobility and access is provided within this SBCEO Safety Plan for individuals covered in the Americans with Disabilities Act of 1990, programs will be prepared to:

- Identify the population of individuals with disabilities.
- Determine if proper signage and equipment are provided.
- Train staff to assist individuals with disabilities.
- Coordinate with emergency response personnel.

Routes should be reviewed, practiced, and maintained on a regular basis as a part of general crisis preparedness.

5.2 CRISIS PREPAREDNESS: EVACUATION

Evacuation consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned On Campus or Off Campus Assembly Sites.

Evacuation is appropriate for—but not limited to—the following emergencies:

- Fire
- Peacetime Bomb Threat
- Chemical Accident
- Explosion or Threat of an Explosion
- Following an Earthquake (at Incident Commander's signal)
- Other similar occurrences that might make the building uninhabitable
- At the onset of an active shooter/lockdown alert, when Incident Commander/Administrator has ascertained that leaving is the best option

SBCEO CAMPUS

All SBCEO campus Site-based Safety Teams will develop Evacuation Response Plans that:

- Establish and practice safe evacuation routes and assembly areas.
- Maintain Classroom Emergency Response Kits (see Emergency Response Kit Checklists).
- Establish communication protocol with staff, parents, and community.
- Review and revise procedures as necessary after every drill or emergency.

SBCEO PROGRAMS OPERATING ON A DISTRICT CAMPUS

All SBCEO programs or classrooms housed on a district campus are required to adhere to the campus safety plan and participate in all evacuation preparedness activities conducted by campus administration. Special considerations or requirements for students in SBCEO programs should be communicated to campus administration and included in the campus safety plan. SBCEO programs should review and rehearse evacuation procedures at least as often as directed by campus administration, but may elect to conduct additional practice as needed to accommodate the needs of students and staff in the program including those with disabilities covered under the Americans with Disabilities Act of 1990.

RESOURCES

5.2.1 Evacuation Protocol

5.2.2 Off-Campus Assembly Site Information

5.2.1 EVACUATION PROTOCOL

1. SIGNAL FOR EVACUATION IS GIVEN (ALARM)

- a. Administrator, Office Staff, Designee, or Law Enforcement will issue evacuation.
- b. Signal for On Campus Assembly or Off Campus Assembly will be given.

2. IMPLEMENT EVACUATION PLAN

- a. Use designated routes only.
- b. Verify all students are out of the classroom and close the door (do not lock).
- c. Take Emergency Response Kit – Grab and Go.
- d. Stay calm and quite, walk to signaled Assembly Site.

3. GATHER AT ASSEMBLY SITE

- a. Take role and report to Incident Commander.
- b. If injuries are present:
 - i. Report extent and emergency response needs to Incident Commander.
 - ii. Attend to minor injuries as possible to the extent of your capability and training.
 - iii. Keep students calm and wait quietly until All Clear Signal is given.

4. RETURN TO CLASS VIA DESIGNATED ROUTES

- a. Take role and account for all students.
 - i. Report any discrepancy to Incident Commander.
- b. Follow Communication Protocol when interacting with families and community.

5. IN THE CASE IT IS UNSAFE TO RETURN TO THE CLASSROOM

- a. Follow the Parent/Student Reunification System (Communication Section).

5.2.2 OFF-CAMPUS ASSEMBLY SITE

Include this sheet in your Grab and Go Emergency Response Kit. Share this information and Parent/Student Reunification System (COMMUNICATION) with parents/guardians in preparation for a crisis.

Primary Off-Campus Assembly Site

Organization	
Address	
Cross Street	
Contact	
Phone Number	

Secondary Off-Campus Assembly Site

Organization	
Address	
Cross Street	
Contact	
Phone Number	

5.3 CRISIS PREPAREDNESS: EARTHQUAKE

Schools are required to develop an Earthquake Emergency Procedure System (EC 35297) that includes (but may not be limited to):

- A school building disaster plan.
- Drop, Cover, and Hold Training and Protocol.
- Evacuation Procedure.

To ensure students and staff react instinctively and correctly during a disaster, schools must conduct drills of the Earthquake Emergency Procedure System according to the following schedule (EC 35297):

- **Elementary & Middle Schools** – at least once every quarter.
- **Secondary Schools** – at least once every semester.

SBCEO CAMPUS

All SBCEO operated campuses will adhere to the above referenced requirements to prepare for and respond to an earthquake. Site-based safety teams will develop Earthquake Emergency Procedure Systems to fit their needs. Teams will be responsible for (but not limited to):

- Establishing and practicing safe evacuation routes and defining safe assembly areas.
- Maintaining Classroom Emergency Response Kits (see Emergency Response Kit Checklist).
- Establishing communication protocol (with staff, with parents, with community).
- Training staff and students on Drop, Cover, & Hold On Protocol.
- Reviewing and revising procedures as necessary after every drill or emergency.

SBCEO PROGRAMS OPERATING ON A DISTRICT CAMPUS

All staff and students of SBCEO programs or classrooms housed on a district campus are required adhere to the campus Earthquake Emergency Procedure System and participate in all earthquake preparedness activities conducted by campus administration. Special considerations or requirements for students in SBCEO programs should be communicated to campus administration and included in the campus safety plan. SBCEO programs should review and rehearse earthquake response and evacuation procedures at least as often as directed by campus administration, but may elect to conduct additional practice as needed to accommodate the needs of students and staff in the program including those with disabilities covered under the Americans with Disabilities Act of 1990.

RESOURCES

5.3.1 Earthquake Protocol

5.3.2 Earthquake Preparedness Resources

5.3.1 EARTHQUAKE PROTOCOLS

EARTHQUAKE VIBRATIONS FELT (OR SIGNAL GIVEN)

1. SIGNAL FOR **DROP, COVER & HOLD** IS GIVEN.
 - a. **DROP** to the floor/ground.
 - b. Take **COVER** under a sturdy desk, table, or other furniture. Face away from windows. **COVER** head/neck with arms.
 - c. If outdoors, move away from power lines, trees, etc. that have potential of falling. Assume a tuck position and **COVER** head/neck with arms.
 - d. **HOLD ON** to furniture and be prepared to move with it.
 - e. **HOLD ON** to this position until shaking stops (or signal is given).
2. AFTER **SHAKING STOPS, LISTEN FOR EVACUATION SIGNAL AND FOLLOW EVACUATION PROCEDURE.** DO NOT REENTER BUILDINGS.
3. FOLLOW SCHOOL BUILDING DISASTER PLAN.

5.3.2 ADDITIONAL RESOURCES FOR EARTHQUAKE PREPAREDNESS

The Great California Shake Out

<http://www.shakeout.org/california/>

The website includes resources for schools and organizations to develop Earthquake Emergency Procedure Systems, to instruct students and staff on Drop, Cover, & Hold On protocol. It includes links to training materials, posters, games, information, legal citations, and much more. The group also organizes a state-wide Drop, Cover, & Hold On drill on an annual basis. Schools can sign up to participate and download Drill Kits on the website.

Drop! Cover! Hold On!

<http://www.dropcoverholdon.org/>

Website includes graphics, posters, and resources for communicating and practicing the procedure for Drop, Cover, & Hold On.

5.4 CRISIS RESPONSE: FIRE

Fire preparedness, including the provision of a dependable and operative fire alarm system and the implementation of fire drills, is mandatory for every public, private, or parochial school building having an occupant capacity of 50 or more pupils or more than one classroom (EC 32001). Drills where response to fire protocol are rehearsed and reviewed must be held according to the following schedule as defined by CR Title 5, Sect. 550:

- **Elementary & Middle Schools** – at least once every calendar month.
- **Secondary Schools** – at least twice every school year.

SBCEO CAMPUS

All staff and students on SBCEO operated campuses will adhere to the above referenced requirements to prepare for and respond to a fire on or around the campus. Site-based safety teams will develop fire response plans that:

- Establish and practice safe evacuation routes and assembly areas.
- Maintain Classroom Emergency Response Kits (see Emergency Response Kit Checklist).
- Establish communication protocol (with staff, with parents, with community).
- Maintain a record of fire drills.
- Review and revise procedures as needed following every drill or emergency.

SBCEO PROGRAMS OPERATING ON A DISTRICT CAMPUS

All staff and students in SBCEO programs or classrooms housed on a district campus are required adhere to the campus safety plan and participate in all fire preparedness activities conducted by campus administration. Special considerations or requirements for students in SBCEO programs should be communicated to campus administration and included in the campus safety plan. SBCEO programs should review and rehearse evacuation procedures at least as often as directed by campus administration, but may elect to conduct additional practice as needed to accommodate the needs of students and staff in the program including those with disabilities covered under the Americans with Disabilities Act of 1990.

RESOURCES

5.4.1 Fire Protocol

5.4.1 FIRE PROTOCOL

FIRE IS DETECTED WITHIN THE FACILITY

1. SIGNAL FOR EVACUATION IS GIVEN (ALARM)

- a. Administrator, Office Staff, Designee, or Law Enforcement will issue evacuation signal.
- b. Signal for On Campus Assembly or Off Campus Assembly will be given.

2. IMPLEMENT EVACUATION PLAN

- a. Use designated routes only.
 - i. Identify alternate routes/procedures for students outside of classrooms.
- b. Verify all students are out of the classroom and close the door (do not lock).
- c. Take Emergency Response Kit – Grab and Go.
- d. Stay calm and quite, walk to signaled assembly area.

3. GATHER AT ASSEMBLY SITE

- a. Take role and report to Incident Commander or Administrator.
- b. If injuries are present:
 - i. Report extent and emergency response needs to Incident Commander or Administrator.
 - ii. Attend to minor injuries as possible to the extent of your capability and training.
- c. Keep students calm and wait quietly until All Clear Signal is given.

4. RETURN TO CLASS VIA DESIGNATED ROUTES

- a. Take role and account for all students.
 - i. Report any discrepancy to Incident Commander or Administrator.
- b. Follow Communication Protocol when interacting with families and community.

5. IN THE CASE IT IS UNSAFE TO RETURN TO THE CLASSROOM

- a. Follow the Parent/Student Reunification System.

FIRE IS DETECTED IN SURROUNDING AREA

INCIDENT COMMANDER WILL ASSESS THE NEED TO SIGNAL ALARM AND IMPLEMENT EVACUATION PLAN.

5.5 CRISIS PREPAREDNESS: LOCKDOWN

A campus wide lockdown protocol is necessary to maintain the safety of all individuals on campus and in the surrounding community.

A lockdown may be called for:

- An out of control student or individual who is threatening the safety of students, staff, or himself/herself
- Individual(s) with a weapon
- An intruder
- Hazardous chemical outside the building
- Extreme weather related event

A lockdown can be initiated by:

- Campus administrator
- Law enforcement
- District administrator
- Pre-identified office staff

Lockdown drills will be initiated by the district under the advisement of local law enforcement:

- **Elementary Schools** – at least twice a year.
- **Secondary Schools** – at least once a year.

SBCEO CAMPUS

All SBCEO Site-Based Safety Teams will develop Lockdown Plans that :

- Establish protocol for calling and responding to a Lockdown.
- Maintain Classroom Emergency Response Kits.
- Establish a communication protocol (with staff, with parents, with community).
- Establishes routine drills, evaluation, and revision.

SBCEO PROGRAMS OPERATING ON A DISTRICT CAMPUS

All SBCEO programs or classrooms house on a district campus are required to adhere to the campus safety plan and participate in all lockdown drill activities conducted by campus administration. Special considerations or requirements for students in SBCEO programs should

be communicated to campus administration and included in the campus safety plan. SBCEO programs should review and rehearse lockdown procedures at least as often as directed by campus administration, but may elect to conduct additional practice as needed to accommodate the needs of students and staff in the program including those with disabilities covered by the Americans with Disabilities Act of 1990.

RESOURCES

5.5.1 Lockdown Protocol

5.5.1 LOCKDOWN PROTOCOL

1. **LOCKDOWN** signal is given by designated individual (administrator, law enforcement, office staff)
2. **INDOORS:**
 - a. Quickly get all individuals into the closest room.
 - b. Immediately close and lock door.
 - c. Get students to **SAFE CORNER** of the room where they cannot be seen from doors/windows.
 - i. If in a bathroom: get in a stall, lock the door, stand on the toilet, stay quiet.
 - d. Turn out all lights (including computer monitors).
 - e. Stay still and quiet.
3. **OUTDOORS:**
 - a. Stop, drop, and remain still.
4. Remain in safe area until directed by law enforcement officers or designated administrator/staff gives a signal to evacuate.
 - a. Do not open your door – law enforcement, administrators, or designees will have keys to unlock your door or will give the all-clear signal over the intercom.
5. Follow **EVACUATION PROTOCOL** or directives by law enforcement.
 - a. Remember to take the Grab-and-Go Emergency Kit upon evacuation.



Cal OES

GOVERNOR'S OFFICE
OF EMERGENCY SERVICES

ACTIVE SHOOTER AWARENESS GUIDANCE

September 2016
Cal OES Law Enforcement Division

www.caloes.ca.gov

Latest Update includes Access and Functional Needs (AFN) Considerations

ABOUT THIS UPDATE

On December 2, 2015, terrorists attacked the Inland Regional Center in San Bernardino, California. Because the center serves individuals with intellectual and developmental disabilities, initial reports indicated the attack was an assault on the disabled. Though it was later learned not to be the case; the thought of an attack on individuals with disabilities raised serious concerns. Paramount among those concerns was the general recognition that there was a lack of guidance and training regarding the access and functional needs (AFN) considerations associated with an active shooter attack. To address this important issue, the California Governor's Office of Emergency Services' (Cal OES) Office of Access and Functional Needs (OAFN) spearheaded the development of an active shooter awareness guidance.

The guidance, which is the first-of-its-kind, was created by bringing together a work group consisting of representatives from law enforcement, the California State Council on Developmental Disabilities, emergency managers, the California Specialized Training Institute and other disability stakeholders.

The guidance informs the following three audiences regarding how to promote the safety and security of individuals with disabilities and persons with an AFN during an active shooter attack:

1. Workforce management

Workforce management has a primary responsibility for the safety and security of their staff. As individuals with disabilities and AFN are employed throughout the workforce, management needs to understand how best to integrate their needs into emergency planning, such as evacuation procedures and crisis communication during an active shooter attack.

2. Individuals with disabilities and access and functional needs (AFN)

The current mantra taught for personal protection during an active shooter attack is "Run, Hide, Fight". While reasonable and appropriate, each of those steps has AFN-related implications. Persons with disabilities and AFN should ensure their individual needs are integrated into their organization's emergency evacuation plan, develop a "buddy system" for assistance evacuating or concealing themselves to avoid an attacker and think creatively about how to use personal assistive devices (e.g., canes, crutches, wheelchairs) as weapons if needed during an active shooter attack.

3. Law enforcement/first responders

Law enforcement and first responders called upon to respond to an active shooter incident may encounter individuals with disabilities or persons with AFN among the survivors. These persons may not be able to hear, physically comply with or cognitively understand direct commands. Law enforcement and first responders need to be informed regarding what to expect and how to communicate effectively with individuals with disabilities and AFN during and after an active shooter event.

This updated version of the Active Shooter Guidance includes AFN considerations that will yield a safer, more resilient whole community.

TABLE OF CONTENTS

Profile of an Active Shooter 5

The Active Shooter Environment.....5

Taking Action in an Active Shooter Situation..... 6

 1. Run (evacuate) 6

 2. Hide 9

 3. Fight (taking action against the active shooter)..... 11

Communication with Law Enforcement 13

Communicating Effectively during an Active Shooter Situation 14

Future Active Shooter Awareness Training and Contact Information..... 17

PROFILE OF AN ACTIVE SHOOTER

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area. In most cases, active shooters use firearms(s) and there is no pattern or method to their selection of victims.

Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Other times, individuals at the site of an attack take action to mitigate the threat (though this is advised only as a last resort).

THE ACTIVE SHOOTER ENVIRONMENT

The active shooter environment is complex and dynamic. Individuals threatened by an active shooter(s) have to function with little to no warning in a manner that promotes safety and security for themselves and possibly others. This can be extraordinarily challenging without prior training and preparation. Active shooter environments have the potential to push individuals to their physical, emotional and mental limits and can create intense feelings such as fear, panic, disbelief, grief and anger.

The human response to danger evokes a wide array of reactions commonly understood as “Fright, Flight or Fight”. A person may be frightened to such a degree that they are frozen and unable to move, others immediately take flight in order to get away from danger or hide, and others may instinctually fight back by confronting the active shooter. It is possible for any one individual to experience all of these reactions over the course of an incident and there is no right or wrong instinct.

Sensory considerations are also relevant as individuals may be dealing with blaring fire or security alarms, flashing lights, water from sprinkler systems, the sounds of gunfire and screaming associated with an active shooter environment.

Understanding the realities of the active shooter environment before an event is important because it enables individuals to prepare themselves in advance to react decisively and thoughtfully. Doing so not only increases their chances for survival; it increases the likelihood that persons who are able to do so will be empowered to assist those around them either through a “buddy system” or less formally as needed.

TAKING ACTION IN AN ACTIVE SHOOTER SITUATION

When an Active Shooter is in the vicinity, individuals should quickly determine the most reasonable way to protect their own life. Typically, the best response to an active shooter situation will be for individuals to either: Run (Evacuate); Hide; or Fight (Take action against the active shooter within their ability).

1. Run (evacuate)

The absolute best, most ideal response to an active shooter situation will be to evacuate the premises and get out of harm's way or get to a safe location. While evacuation sounds like a simple or straightforward approach to ensuring personal safety, doing so under the duress and chaos of an active shooter situation can be difficult. It is important to plan ahead to increase the likelihood that people will be able to use their best judgment, assess an accessible escape path and attempt to evacuate the premises.

Everyone should understand when evacuating during an active shooter scenario, individuals need to:

- Evacuate regardless of whether others agree to follow;
- Leave all non-lifesaving belongings behind;
- Help others escape, (if possible use "buddy system");
- Prevent individuals from entering an area where the active shooter may be;
- Keep their hands visible;
- Follow the instructions of any law enforcement or first responders; and
- Not attempt to move wounded people.

Workplace management

Managers have the primary responsibility for ensuring their staff is prepared to evacuate places of work during emergencies. Management is responsible for:

- **Evacuation planning.** Management needs to ensure that the workplace has emergency preparedness and/or evacuation plans. Plans should define how staff will evacuate quickly, effectively and safely. Plans need to be communicated to all staff and practiced/exercised regularly (including tabletop exercises and physical drills). Management needs to ensure that staff members are familiar with evacuation/exit routes from all areas of the building (i.e. each floor of a multi-story building, including common

areas). Plans should integrate accommodations for individuals with disabilities or persons with access and functional needs. Accommodations could include assistive devices, evacuation chairs and keeping aisles clear of clutter or items that may impede evacuees from leaving the premises.

- The buddy system. Management (and/or evacuation lead personnel) should coordinate closely with staff to understand and include the assistance/accommodation that may be needed by individuals with disabilities or access and functional needs during an active shooter situation. Establishing a “buddy system” whereby disabled and non-disabled colleagues work together to ensure the safe evacuation of all workers is an integral step in the process of planning to survive an active shooter attack.
- **Situational awareness.** Management need to ensure that everyone is accounted for inside and outside of the workplace at all times. This includes visitors, teleworkers, employees working in the community, etc. Management should ensure staff members are trained to update their calendars and keep supervisors aware of time away from the workplace (paid time off, jury duty, illness, etc.). Management should work to identify accommodation needs and incorporate those needs into emergency plans.
- **Cross-training.** Management should implement cross-training as part of the organization’s emergency management process to ensure as many employees as possible are familiar with and trained on evacuation procedures. This should include the evacuation lead personnel, floor wardens, the facilities team, and property management.

Individuals with a disability or an access and functional need (AFN). Individuals with a disability or an AFN have the most awareness of their specific evacuation needs. As such, it is the responsibility of the individual (assisted as appropriate by his or her representative, behavioral therapist or personal care assistant) to:

- Inform management regarding any gaps or needs for accommodations that exist in their organization’s emergency preparedness or evacuation plans;
- Inform management when individual is expected to be away or out of the office for extended time to ensure the individual is accounted for during safety checks and roll calls;
- Establish a “buddy system” with coworkers. “Buddies” should educate partners concerning the respective physical, psychological and communi-

cation assistance needed to increase their safety during an active shooter attack. A back-up buddy system is also recommended;

- Have an escape route and safety plan in mind specific to their respective needs; and
- Practice escape routes and safety plan by locating exits and locking offices and conference rooms before and during drills and exercises.

Law enforcement/first responders. When law enforcement arrives on scene, their primary responsibility will be to eliminate the threat. Once the active shooter has been neutralized, they will facilitate the evacuation of survivors and treatment of the injured with first responders. During the post-shooting evacuation, law enforcement/first responders should be sure to:

- Take AFN considerations into account when entering the building. This means understanding that depending on any one individual's disability or AFN they may not understand or be able to follow commands to show their hands, to get on the ground or to move as directed. Individuals may exhibit behaviors that are counter-intuitive due to their disability or AFN, such as putting on headphones or laughing as a means of coping with the stress of the environment;
- Remember that individuals who may approach law enforcement for assistance could be unable to hear, have limited understanding of the circumstances, or require escorting;
- Ask individuals if they have a disability or AFN that they should be aware of and how they can assist them or accommodate their needs during evacuation;
- Give concrete, plain directions; and
- Use visual or gestural cues to assist individuals with disabilities and AFN during evacuation.

2. Hide

When evacuating the premises is not possible, individuals in an active shooter situation should hide for safety. Because active shooter situations typically last no longer than 10 – 15 minutes, hiding from the attacker(s) is a highly effective method for promoting individual security. Understanding that, depending on where people may be during an attack, there may or may not be many places to hide. Everyone should consider the following when thinking about potential areas for concealment:

- Hiding places should be out of the active shooter's view;
- An ideal hiding place will not trap the individual or restrict individual's options for movement; and
- The area should provide protection if shots are fired in individual's direction.

To minimize the chances of an individual's hiding place being found:

- Silence cell phones (turn off vibrate);
- Turn off any source of noise (i.e., computers, radios, televisions, assistive devices);
- Pull down shades or window coverings;
- Hide behind large or hard items (i.e., cabinets, desks); and
- Remain quiet.

To prevent an active shooter from entering an individual's hiding place:

- Lock the door;
- Turn off lights; and
- Blockade the door with heavy furniture.

Workplace management. Management should integrate hiding within their active shooter training protocols and provide explanation and demonstration to staff. Training should reiterate that being able to effectively conceal oneself could prevent injury or death during an active shooter situation. Management can create "safe rooms", train staff to identify potential weapons in those areas and encourage them to think creatively regarding concealment. The concealment protocols should be included in the emergency preparedness plan.

Individuals with a disability or an access and functional need (AFN). Depending on

their specific disability or AFN, it may be difficult for some individuals to hide. For example, individuals who use wheelchairs may find it challenging or impossible to hide under a desk or in a closet. Because each individual knows what will or will not work for them, persons with a disability or an AFN (assisted as appropriate, if needed, by their representative, behavioral therapist or personal care assistant) should:

- Plan ahead by identifying potential areas to hide throughout their workplace prior to an incident occurring;
- Coordinate with management and colleagues/"buddies" ahead of time regarding the type of assistance they can provide to help with concealment;
- Use assistive devices or durable medical equipment to secure hiding spot (such as parking and locking heavy wheelchairs in front of a door);
- Practice self-soothing techniques to remain calm and collected; and
- Look for improvised weapons that can be used aggressively within individual's ability.

Law enforcement/first responders. When it is time for individuals to vacate their places of concealment, law enforcement/first responders need to provide loud, clear, plain, concrete instruction announcing it is safe for persons to make their presence known. In doing so, they should consider that:

- Some individuals with a disability or an AFN may not be able to hear or understand verbal instructions;
- Depending on their disability or AFN, some individuals may require physical assistance to exit their place of hiding or being unconcealed;
- Law enforcement/emergency medical services (EMS) should always ask individuals with a disability or an AFN if they need assistance and seek instruction before grabbing or physically moving them; and
- Law enforcement/EMS should avoid separating individuals with a disability or an AFN from their personal care assistant, service animal, durable medical equipment, or assistive device(s).

3. Fight (taking action against the active shooter)

When evacuating the premises is not possible, hiding is not an option and an individual's life is in imminent danger, the last resort should be to disrupt and/or incapacitate the active shooter(s). Individuals choosing to take action and fight need to commit and act as aggressively as possible against the active shooter(s). This action should be decisive, without hesitation and encompass the following:

- Improvising weapons from nearby items (e.g. fire extinguisher);
- Yelling and throwing items;
- Fighting as best they can within their ability; and
- Having a "Not Today" attitude (deciding that today is not the day they are going to die).

Workplace management. When training staff on active shooter situations, it is important that management underscore the importance of thinking creatively and being committed when physically taking action against an active shooter.

Individuals with a disability or an access and functional need (AFN). Individuals with varying physical, emotional or developmental capabilities may be limited, completely or partially, in the degree to which they are able to fight an active shooter. However, individuals with a disability or AFN should consider using durable medical equipment or assistive devices as improvised weapons with which to attack an active shooter. For example, using a power chair to ram an active shooter; using a cane as a bat; or hitting an active shooter with a cast.

Law enforcement/first responders. Law enforcement and first responders entering an active shooter environment should take note to ensure they do not confuse someone taking action against an active shooter with an assailant.

When Law Enforcement Arrives

Law enforcement's role is to stop the active shooter as soon as possible, which means officers will proceed directly to the area in which the last shots were heard without stopping to help injured persons.

Officers will usually arrive in teams of four and may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets and other tactical equipment. They may be armed with rifles, shotguns and handguns. Officers will shout commands, provide non-verbal instruction and may push individuals to the ground for their safety.

Individuals in an active shooter situation can assist law enforcement during their response by doing the following:

- Putting down any items in their hands (e.g., cell phone, bags, jackets);
- If possible, immediately raising their hands and spreading fingers;
- Keeping hands visible at all times;
- Avoiding quick movements toward officers, such as holding on to them for safety;
- Avoiding pointing, screaming and/or yelling; and
- Avoiding asking officers for help or directions.

To avoid causing additional fear, stress or emotional strain; it is critical for individuals with a disability or AFN and their support or buddy system partner(s) to be aware of how law enforcement will respond to an active shooter incident. Ensuring everyone understands this is a collaborative process between workplace management, individuals with a disability or an access and functional need and law enforcement.

Workplace management. In training, it is important for management to explain to staff how law enforcement will respond to an active shooter incident. As a part of the explanation, management should indicate that during a response:

- There may be loud noises such as bangs, yelling and sirens;
- There may be officers in military-style gear;
- There may be smoke that obstructs vision or irritates the eyes and throat; and
- Individuals may be pushed to the ground by law enforcement for their safety.

Individuals with a disability or an access and functional need (AFN). Individuals with a disability or an AFN need to understand the importance of:

- Remaining calm;
- Staying put until cleared by law enforcement;
- Utilizing self-soothing techniques (if needed);
- Following officers' instructions; and
- Using a "Buddy System" if helpful.

Law enforcement/first responders. The more information responders have prior to entering an active shooter situation, the better. Situational awareness can be difficult to gather, but details matter – especially as they relate to who is inside the building. Knowing ahead of time whether there are individuals with a disability or an AFN on site and what type of disability or AFN they have can help officers ensure a safe and effective response.

Communication with Law Enforcement

Workplace management. Individuals with a disability or an access and functional need and law enforcement need to communicate before, during and after an active shooter attack. As part of being proactive with their emergency preparedness plan, property management or facilities managers should communicate their emergency plans with first responders and law enforcement regularly. Law enforcement should reach out to learn about the disability and AFN-related needs within the communities they serve. Management should institute a “roll call” system into their emergency preparedness plan as a means to accounting for all staff once they have reached a safe location or assembly point.

Individuals with a disability or an access and functional need (AFN). Individuals need to know that, once they have reached a safe location, they will be held in that area by law enforcement until the situation is under control and all witnesses have been identified and interviewed. As such, no one should leave until law enforcement authorities have instructed them to do so.

Law enforcement and workplace management should also work together to help ensure everyone understands that, when possible, persons in an active shooter incident should communicate the following information to 911 operators:

Location of the active shooter(s);

- Number of shooters, if more than one;
- Physical description of shooter(s);
- Number and type of weapons held by the shooter(s);
- Number of potential victims at the location; and
- Identify any AFN needs and locations.

Communicating Effectively during an Active Shooter Situation

When communicating with individuals with a disability or AFN during active shooter situations, it is important to always ask the person how you can best assist. Asking the individual before assisting maintains their safety, independence, and health, as they are the expert when it comes to their individual needs. Active shooter situations are rapid, complex events and becoming familiar with tips for effective communication can help ensure a safer and more effective response.

The following section outlines tips for communicating effectively with individuals with a disability or AFN. The tips are adapted and modified from the Texas Center for Disability Studies.

Blind/Low Vision

- Announce your presence, speak out, state the nature of the emergency, and then enter the area.
- Avoid shouting and speak directly to the individual.
- Offer assistance but allow the individual to explain what help is needed and avoid grabbing or attempting to guide them without first asking permission.
- When assisting, offer the individual your arm. As you walk, advise them of any obstacles (i.e. stairs, doorways, narrow passages, ramps, etc.).
- If leading more than one individual, ask them to help guide the person behind them.
- Once you have reached a safe location, provide a brief orientation of where the individual is located and ask if any further assistance is needed.

Cognitive Disabilities

Signs to look for that may indicate elevated stress levels:

- Fleeting eye contact;
- Repetitive or self-stimulating behaviors (rocking, hand-flapping; repeating words/sounds/phrases, wiggling fingers in front of the eyes, twirling/spinning, and/or jumping);
- Self-injurious behaviors (slapping, head banging, biting, hair pulling);
- Fear/panic;

- Non-responsiveness;
- Aggression;
- Running away; and
- Covering ears or screeching.

To enhance communication during times of elevated stress:

- Make eye contact;
- Be patient;
- Speak slowly, use plain and concrete language;
- Give one-step direction – wait two seconds and repeat;
- Be mindful of your body language (non-verbal cues);
- Do not touch; and
- Model the expected response (hands up, fingers apart, etc.).

Deaf or Hard of Hearing

- If possible, flick the lights when entering an area or room to get the individual's attention.
- Establish eye contact with the individual, not with the interpreter or "buddy", if one is present.
- Use facial expressions and have gestures as visual cues.
- Keep your face visible at all times and keep instructions in the present tense using basic vocabulary.
- Once individual is in a safe location, offer pencil and paper for written communication if no interpreter or "buddy" is present.

Mental/Behavioral Health

- Speak slowly and in a calm tone.
- Keep communication straightforward, clear and brief.
- If the person exhibits confusion, avoid giving multiple commands. Instead, ask or state one command at a time.
- Try to avoid interrupting a person who may be disoriented; just let them know that you have to move quickly.
- Have a forward leaning body position to show interest and concern.

Service Animals

- Evacuate the owner and the animal together. Avoid separating them whenever possible.
- If an animal is wearing a harness or vest, it is on duty. If you are asked to take the animal while assisting the individual, hold the leash and not the harness (if applicable).
- Service animals are not registered and there is no proof that the animal is a service animal. If the person tells you it is a service animal, treat it as such. However, if the animal is out of control or presents a threat to the individual or others, remove it from the scene.
- The animal may not be specially trained as a service animal. People with psychiatric and emotional disabilities may have a companion animal. Be understanding and treat the animal as a service animal.

Physical Disabilities

- Ask the individual how you can help before beginning any assistance.
- Ask the individual if he/she is able to stand or walk with or without the use of a mobility device.
- If the conversation will take more than a few minutes, sit or kneel to speak to the person at eye level.

Pregnant Women

- If the pregnant woman is otherwise healthy, she can be included in evacuation plans.
- Be as calming as possible as expectant mothers may become anxious during emergencies.
- Provide reassurance of assistance and meeting identified needs.
- Provide fluids once she has arrived to a safe location.

FUTURE ACTIVE SHOOTER AWARENESS TRAINING



Contact Information:

Cal OES Law Enforcement Branch

3650 Schriever Avenue

Mather, CA 95655

(916) 845-8700

For more information, visit us online

www.caloes.ca.gov

Read the latest news from Cal OES

www.oesnews.com

5.7 EMERGENCY RESPONSE SUPPLIES

Every school campus is equipped with required disaster response supplies and equipment to be used across campus during an emergency. The maintenance of these supplies and equipment and their management during an emergency are the responsibility of the school administration and School Site Safety Team. All staff must be aware of the campus-wide plan for emergency response including the location of disaster supplies and equipment and protocols for distribution.

Every classroom or office space accessed by students or staff will include Classroom Emergency Kits to be used during campus Lockdown or Evacuation.

EMERGENCY RESPONSE KIT CHECKLISTS

- 5.7.1 Shelter in Place Emergency Response Kit
- 5.7.2 Grab and Go Emergency Response Kit
- 5.7.3 First Aid Kit Checklist
- 5.7.4 Interant Staff Emergency Supplies

RESOURCES AND WEBSITES:

[American Red Cross Website](#)

[Federal Emergency Management Agency \(FEMA\) Website](#)

5.7.1 SHELTER IN PLACE KIT CHECKLIST

The Shelter In Place Emergency Response Kit should include supplies and materials to be used when the emergency does not allow individuals to safely leave the classroom. Kits should be stored in a secure cabinet and checked (expiration dates, contents, etc.) and resupplied at least 2-times a year (e.g. the start of every school year and at mid-year) or following an emergency.

1.	First Aid Kit (see First Aid Kit checklist)		
2.	5 gallon bucket with lid or trash can with lid (for elimination)		
3.	Water – 2-3 Gallons		
4.	Food – non-perishable		
5.	Utensils – can opener, plates, forks		
6.	Flashlight (crank or wall socket rechargeable)		
7.	Whistle		
8.	Emergency Blankets		
9.	Medication – clearly labeled with name and dosage, copy of Med. Admin. sheets (Include both students and staff, secure in locked cabinet)		
10.	Class Roster with Emergency Contact Information (Include both students and staff)		
11.	Copy of School Site Plan		
12.	School Map		
13.	Entertainment – books, puzzles, games, etc.		
14.	Diapers, wipes, item of comfort if appropriate		

15.	Sanitation and personal hygiene items (toilet paper, towel, non-latex gloves, sanitary napkins, disinfecting wipes, trash bags, etc.)		
16.	Extra Clothing		
17.	Visual cues for non-verbal students, Deaf/Hard of Hearing students, or students with limited communication		
18.	Auditory cues for visually impaired students		
19.	Plastic tarp, rope, heavy gloves, magazines (to use as splints)		
	* All classrooms should be equipped with a Fire Extinguisher		
	*Grab and Go Kit can be included as a part of Shelter In Place Kit		
Date Checked & Initials			

*Be prepared to turn in a copy of this checklist at Year End Checkout

5.7.2 GRAB AND GO KIT CHECKLIST

The Grab and Go Emergency Response Kit should include supplies and materials to be used when classrooms are following Evacuation Procedures. Kits should be stored in a secure, easy to grab location and checked (expiration dates, contents, etc.) and resupplied at least 2-times a year (e.g. the start of every school year and at mid-year) or following an emergency. A person (or people) responsible for grabbing the bag(s) must be assigned as a part of your classroom evacuation plan.

1.	First Aid Kit (see First Aid Kit checklist)		
2.	Soft-sided bag (or multiple bags if needed)		
3.	Water –1-2 Gallons		
4.	Food – non-perishable (utensils if needed)		
5.	Flashlight (crank or wall socket rechargeable)		
6.	Emergency Blankets		
7.	Medication – clearly labeled with name and dosage, copy of Med. Admin sheets (Include both students and staff, secure in locked cabinet)		
8.	Class Roster with Emergency Contact Information (Include both students and staff)		
9.	Copy of School Site Plan		
10.	School Map and Off-Campus Assembly Site list		
11.	Entertainment – easily portable books, puzzles, games, etc.		
12.	Visual cues for non-verbal students, Deaf/Hard of Hearing students, or students with limited communication		
13.	Auditory cues for visually impaired students		
14.	*Cell phones or 2-way radios should be included upon evacuation		
Date Checked & Initials			

*Be prepared to turn in a copy of this checklist at Year End Checkout

5.7.3 FIRST AID KIT CHECKLIST

A First Aid Kit should be kept in your classroom at all times and should be included as a part of your Secure in Place Emergency Kit and your Grab and Go Emergency Kit. Kits should be checked and resupplied at least 2-times a year (e.g. the start of every school year and at mid-year) or following an emergency. The following was adapted from the American Red Cross website (<http://www.redcross.org>). Amounts will vary depending on the size of your classroom.

1.	Container – hard or soft-sided to secure items		
2.	2- 4 absorbent compress dressing (5"x9")		
3.	25 -50 adhesive bandages (assorted sizes)		
4.	1-2 adhesive cloth tape (10 yds x 1")		
5.	5-8 antibiotic ointment packets		
6.	2-4 antiseptic wipe packets		
7.	1 -2 breathing barriers (w/ 1-way valve)		
8.	1-2 instant cold compress		
9.	2-4 pair nonlatex gloves		
10.	2-4 hydrocortisone ointment packets (approx. 1g. ea)		
11.	Scissors		
12.	1-2 roller bandages (3" wide)		
13.	1-2 roller bandages (4" wide)		
14.	5-8 sterile gauze pads (3"x3")		
15.	5-8 sterile gauze pads (4"x4")		
16.	Oral thermometer (non-mercury/nonglass)		
17.	2-4 triangular bandages		
18.	Tweezers		

19.	First aid instruction booklet		
Date Checked & Initials			

*Be prepared to turn in a copy of this checklist at Year End Checkout

5.7.4 ITINERANT STAFF EMERGENCY SUPPLIES

Itinerant Staff, those who travel or work out of multiple offices, classrooms, or locations, should ensure they have access to emergency supplies at all locations. The checklist below provides supplies for a kit that is portable enough to include in materials already being transported between locations which should be kept with staff at all times. In addition, it outlines the supplies that should be stored in offices or workspaces that have the potential to be closed off from the rest of the school during a lockdown or crisis.

ITINERANT GRAB AND GO KIT:

The following items can be stored in a small container and should be taken with staff to each worksite.

1.	Small First Aid Kit – (see First Aid Kit Checklist – reduce amounts)		
2.	Class/Caseload Roster with Emergency Contact Information		
3.	Copy of School Site Plan		
4.	School Map and Off-Campus Assembly Site		
5.	Food – non-perishable		
Date Checked & Initials			

ITINERANT SHELTER IN PLACE KIT:

The following items should be stored in offices or workspaces used by itinerant staff.

1.	Itinerant Grab and Go Kit		
2.	Water – 1-2 gallons depending on number of individuals in office		
3.	5 gallon bucket with lid or trash can with lid (for elimination)		
4.	Flashlight (crank or wall socket rechargeable)		
5.	Emergency Blanket		

6.	Whistle		
7.	Entertainment (books, puzzles, etc.)		
8.	Sanitation and personal hygiene items (toilet paper, disinfecting wipes, towels, non-latex gloves, sanitary napkins, diapers/wipes, trash bags, etc. as appropriate)		
9.	Fire Extinguisher		
Date Checked & Initials			

5.8 COMMUNICATION PROTOCOL

When a crisis presents at a school, clearly defined lines of communication keep information under control and participants calm. School districts, school-site administrators, or program administrators will establish a communication protocol for all staff to follow that may include (but not be limited to) the following practices:

1. BEFORE A CRISIS

- a. Establish lines of communication with local law enforcement.
- b. Establish Roles (Who can signal a lockdown? Who can give the all clear signal? Etc.).
- c. Notify all parents/guardians of crisis response and communication protocols.
- d. Keep student and staff information updated and current (see Emergency Contact List).
- e. Practice drills and disaster plans regularly.
 - i. Inform parents/guardians prior to drill.
 - ii. Inform community neighbors prior to a drill.
- f. Have a copy of your School Site Safety Plan available.
- g. Fill out Classroom Locator form to keep along with a map next to your phone.

2. DURING A CRISIS

- a. Call 9-1-1 in an emergency.
- b. Listen for instructions and follow communication according to Safety Plan.
- c. Leave phone lines clear for emergency response personnel.
- d. Keep talking to a minimum – only communicate critical information.

3. AFTER A CRISIS

- a. Make contact with the Program Administrator/Coordinator as soon as possible.
- b. Establish specific information to be shared with parents/guardians, community members, etc.
- c. Implement the Parent/Student Reunification System.
- d. The Program Administrator/Coordinator will contact other district staff (Superintendent, Assistant Superintendent, Communications Director, etc.) as appropriate.
- e. Refer all media inquiries to Communications Director at SBCEO.

PROTOCOLS AND FORMS:

- 5.8.1 On Campus Locator
- 5.8.2 Be Prepared to Call the Police/ 9-1-1
- 5.8.3 Parent/Student Reunification
- 5.8.4 Emergency Contact List

5.8.1 ON CAMPUS CLASSROOM LOCATOR

Fill this form out and keep it next to your phone along with a map of campus to use to describe your specific location when calling in an emergency.

Name of School:
Address:
Room Number:
Building Number/Name:
Name of Staff:
Street Closest to Room:
Closest Parking/Fire Lane Access:
Nearby Landmarks:
Directions from School Office:
Other Descriptors/Indicators:

5.8.2 BE PREPARED TO CALL THE POLICE IN AN EMERGENCY DIAL 9-1-1 FROM ANY WIRED OR WIRELESS PHONE

**You may be required to get an outside line prior to dialing 9-1-1*

Important: If you're not sure whether the situation is a true emergency, officials recommend calling 911 and letting the call-taker determine whether you need emergency help.

When you call 911, be prepared to answer the call-taker's questions (use the On Campus Classroom Locator when appropriate), which may include:

- The location of the emergency, including the street address.
- The phone number you are calling from.
- The nature of the emergency.
- Details about the emergency, such as:
 - A physical description of a person who may have committed a crime.
 - A description of any fire that may be burning.
 - A description of injuries or symptoms being experienced by a person having a medical emergency.

5.8.3 PARENT/STUDENT REUNIFICATION SYSTEM

School districts, school sites, or programs will establish a system for reunifying parents/guardians and their students as a part of their School Safety Plan. This system will include safety measures for ensuring students are released to parents/guardians in a safe, orderly, and organized manner.

SBCEO CAMPUS

All staff and students on an SBCEO operated campus will establish a Parent/Student Reunification System for their site in accordance with their own Site Safety Plan. This system may include:

- Clear communication of the location of the established assembly areas and procedure of reunification to parents/guardians in preparation for a crisis.
- Procedures for ensuring facility or assembly areas are safe for students and allow appropriate provisions while students wait.
- Evaluation of ingress/egress of cars or individuals during pick-up process.
- Establishment of Roles.
- Requirement for parents/guardians to bring proof of identification or other procedure prior to students being released.

SBCEO PROGRAMS OPERATING ON A DISTRICT CAMPUS

All staff and students of SBCEO programs and classrooms that are housed on district campuses will adhere to the district protocol for Parent/Student Reunification. Consideration for specific needs of students and staff in these programs must be given regarding issues such as mobility, ability to communicate, or other needs and must be communicated to the School Site Safety Team to be included in the School Site Safety Plan.

EMERGENCY CONTACT LIST/REUNIFICATION

Teacher: _____

Room # _____

Name	Age	Gender	Parent/Guardian	Phone 1	Phone 2	Emergency Contact	Released To

Page ____ of ____

Updated: ____/____/____

EMERGENCY CONTACT LIST

Teacher: _____

Room # _____

Name	Age	Gender	Grade	Parent/Guardian	Phone 1	Phone 2	Emergency Contact

Page ____ of ____

Updated: ____/____/____



Suicide Prevention And Response

6.0 SUICIDE PREVENTION AND RESPONSE

Suicide is a community health issue that reaches the students, families, and staff of our schools:

- Suicide is the third leading cause of death for youth 1—24 in the United States.*
- In recent years more young people have died from suicide than from cancer, heart disease, HIV/AIDS, congenital birth defects and diabetes combined.*
- For every young person who dies by suicide, between 100-200 attempt suicide.*
- Males are four times as likely to die by suicide as females-although females attempt suicide three times as often as males.*

SBCEO in partnership with local mental health support agencies and organizations, is prepared to identify and respond to the needs of our students in an effective and timely manner.

Prevention is addressed through:

- The encouragement of open discussion:
 - SafeTALK trained staff are identified to students and staff as people who are available to listen to their needs.
- The provision of help:
 - ASIST trained staff are identified to students and staff as professionals available for support and guidance.
- The training of adults:
 - Teachers and staff are provided basic suicide prevention training and information.
 - School psychologists and staff involved in student mental health are provided in depth (ASIST) training.
- The training of students:
 - Suicide prevention information/curriculum presented to students through their Health curriculum.
 - Identification of individuals on campus who are available and trained to help.

PROTOCOLS AND FORMS

6.1 Suicide Prevention

6.2 Keep Safe – Risk Assessment

6.3 Response to Suicide

RESOURCES AND WEBSITES

- 6.4 Keep Safe Resources and Hotlines
- 6.5 Board Policies on Suicide Prevention

**M.Heron, D.L. Hoyert (2009, April) Deaths: Final Data for 2009 National Vital Statistics Reports, 57 (14)*

6.1 SUICIDE PREVENTION

Take any suicidal talk or behavior seriously.

It's not just a warning sign that the person is thinking about suicide

– it's a cry for help.

BE AWARE of WARNING SIGNS

A suicidal person is in so much pain that they can see no other option. Suicide is a desperate act to escape pain. This does not mean that the person wants to die; they just cannot see another option. We can play a role in suicide prevention by:

Suicide Risk Factors

- Being aware of people's actions
 - Care-less, moody, withdrawing, alcohol/drug misuse,
- Change in eating/sleeping habits
 - Neglect of personal appearance, difficulty concentrating, making final arrangements.
- Hearing what they are saying
 - Alone, burden, no purpose, escape, self-loathing.
- Sense Feelings
 - Desperate, hopeless, numb, ashamed, and not tolerating praise or rewards.
- Learn their life situations
 - Abuse, rejection, losses, bullied, exposure to other suicides.

ASK

If you think you spot warning signs the best way to find out is to ASK. Open, direct and honest talk about suicide will make a difference. You may feel uncomfortable, that is natural. Anyone who talks about suicide or shows other warning signs needs help. Help seeking is encouraged by open, direct and honest talk about suicide. The sooner they get help, the better. Following are ways to start a conversation about suicide:

- *Recently I have noticed some differences in you and were wondering how you are doing.*
- *Sometimes when people are absent a lot, alone and withdrawing from friends they are depressed and may be thinking about suicide. Are you thinking about suicide?*
- *Let's talk about this. I am listening.*

The best way to help is by listening. Let them know that they are not alone and that you care. You can support them in getting help. Remain calm.

Refer to the Keep Safe – Risk Assessment handout for additional support in determining the level of intervention required to keep someone safe.

6.2 KEEP SAFE – RISK ASSESSMENT

If someone tells you they are thinking of suicide, it is important to determine if they are in immediate danger.

Questions to ask:

1. Do you have a suicide plan?
2. Do you have what you need to carry out your plan?
3. Do you know when you would do it?
4. Do you intend to commit suicide?

Risk Level

- **Low**-Some suicidal thoughts. No suicide plan. Says they won't commit suicide.
- **Moderate**- Suicidal thoughts. Vague plan that isn't very lethal. Says he or she won't commit suicide.
- **High**- Suicidal thoughts. Specific plan that is highly lethal. Says he or she won't commit suicide.
- **Severe**- Suicidal thoughts. Specific plan that is highly lethal. Says they will commit suicide.

If a suicide attempt seems imminent:

Call the CRISIS TEAM HOTLINE (1-888-334-2777)

or

Dial 9-1-1

- If you can safely **remove the means**, do so as long as it does not put you in danger.
- Refer to the Keep Safe Numbers of people and agencies that are available to help with suicide.

Get professional help:

- Do everything you can to get the suicidal person to the help they need.
- Use the Keep Safe Resources and National Suicide Hotlines.
- Go with them to the school counselor or psychologist.
 - If no counselor or psychologist is on campus, call the psychologist or your administrator to get support.

- If it is a student, stay with them until a caregiver (usually parent) comes and agrees to provide appropriate supervision.
 - Follow up with the psychologist assigned to your site.
- Encourage the person to see a mental health professional.
- Follow up, be proactive, and continue your support over the long haul.

6.3 RESPONSE TO SUICIDE

If a suicide occurs that impacts you or your students:

- Contact your administrator who will:
 - Assess assistance needs with you.
 - Work to develop factual information to be provided to students and staff as needed.
 - Plan for the reactions of staff and students.
 - Plan for support on campus.
 - Direct media requests to SBCEO Public Information Officer.

Keys to Healing:

Acknowledging both the death and the suicide facilitates healthy grieving. You may need assistance in going through that process. **Open talk** is an important step in healing for you and your students.

- Attend to pain and distress:
 - Personally take time to experience, express and explore the pain of the loss.
 - Listen to your students as they do the same.
- Seek Support:
 - Those directly and indirectly affected by the suicide require sensitivity to the need for support and solitude. They need to be able to ask for what is needed.
 - Ask for help in providing necessary support.
- Give healing time:
 - Grief takes time and patience. Stay away from the impatient “get over it”.
- Take an active role in recovery:
 - Make choices that face the loss, seek support, and strengthen positive relationships.

Additional Prevention:

Be aware of those around you and what they are telling you.

Remember:

One of the risk factors for suicide is exposure to suicide.

Refer to the [Suicide Prevention](#) handout for direction in providing support.

Employee Assistance Program:

An Employee Assistance Program (EAP) is available to all employees as a resource to assist employees and their family members in managing issues that affect daily life. The EAP is designed to help address various issues, such as but not limited to family or marital conflict, alcohol or drug dependence, stress, and depression. Legal and financial services may be accessed through EAP including college planning, consumer debt and budgeting assistance, complex tax issues, credit counseling, insurance, investments, and financial aspects of retirement and estate planning or loss of wage-earner due to death, divorce, or retirement. The plan is free, confidential, and provides up to five sessions per household unit, per problem area, per benefit year, with an individual qualified to assist employees. Employees, their eligible dependents, and anybody living in an employee's household can utilize EAP. The EAP benefits renew each year effective October 1 which means the family unit is eligible for 5 new sessions per benefit year.

The EAP can be contacted toll-free at (800) 321-2843, 24 hours a day, 365 days a year.

Online access is also available at www.holmangroup.com.

User Name: *holmangroup* Password: *SBE2630*

6.4 KEEP SAFE RESOURCES AND HOTLINES

California Department of Education

- A list of current suicide prevention & response resources can be found on the CDE website by following this link <http://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp>

California Suicide & Crisis Hotlines

- <http://suicidehotlines.com/california.html>
- 1-800-SUICIDE or 1-800-784-2433
- 1-800-273-TALK or 1-800-273-8255

Glendon Associates

- Suicide Prevention Resources: Crisis and Suicide Prevention Hotlines, Restriction of Means, Resource Sites, Military & Teen Suicide resources
- <http://www.glendon.org/>

National Suicide Prevention Lifeline

- <http://www.suicidepreventionlifeline.org/>
- 1-800-273-8255
- For Deaf or Hard of Hearing TTY Users: Use your preferred relay service or dial 711 then 1-800-273-825

Santa Barbara County Behavioral Wellness

- <http://www.countyofsb.org/admhs/>
- 1-888- 868-1649 (24 hour access line)

Santa Barbara County Family Service Agency

- <http://fsacares.org/>
- 1-805-965-2178 Santa Barbara Administration Office

Santa Barbara County 2-1-1 Helpline

- Information and referrals to housing, food, drug and alcohol abuse prevention and treatment, health facilities, counseling, mental health services, senior issues, financial & legal assistance, child care, child and elder abuse services, recreation, and disaster relief.
- <https://www.countyofsb.org/ceo/211.sbc#:~:text=Santa%20Barbara%20County's%202%2D1.%2C%20legal%20assistance%2C%20child%20care%2C>

Santa Barbara SAFTY Mobile Crisis Team/ Hotline

- Safe Alternatives for Treatment of Youth (SAFTY) is a 24-hour 7-days- a-week crisis service that specializes in providing immediate response and support for individuals age 21 and younger. The service is operated by Casa Pacifica.
- https://www.casapacifica.org/programs_services/santa_barbara_county/Safe_Alternatives_for_Treating_Youth_SAFTY/
- 1-888-334-2777

The Trevor Project

- Ask For Help: <http://www.thetrevorproject.org/site/AskforHelp>
- 1-866-488-7386

POLICY - SUICIDE PREVENTION

The County Superintendent of Schools and the County Board recognize that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior and its impact on students and families, the County Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the district, the County Superintendent or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, suicide prevention experts, local health agencies, mental health professionals, and community organizations.

Such measures and strategies shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other County Education Office employees who interact with students
2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others
3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students
4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the suicide problem among youth, the County Education Office's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis

5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
6. Crisis intervention procedures for addressing suicide threats or attempts
7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

The County Superintendent and County Board shall review, and update as necessary, this policy at least every five years. (Education Code 215)

Legal Reference:

EDUCATION CODE

215 Student suicide prevention policies
215.5 Suicide prevention hotline contact information on student identification cards
216 Suicide prevention online training programs
32280-32289 Comprehensive safety plan
49060-49079 Student records
49602 Confidentiality of student information
49604 Suicide prevention training for school counselors

GOVERNMENT CODE

810-996.6 Government Claims Act

PENAL CODE

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

5698 Emotionally disturbed youth; legislative intent
5850-5883 Children's Mental Health Services Act

COURT DECISIONS

Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS

Preventing Suicide: Guidelines for Administrators and Crisis Teams, 2015

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012

Preventing Suicide: A Toolkit for High Schools, 2012

WEB SITES

American Association of Suicidology: <http://www.suicidology.org>

American Foundation for Suicide Prevention: <http://afsp.org>

American Psychological Association: <http://www.apa.org>

American School Counselor Association: <http://www.schoolcounselor.org>

California Department of Education, Mental Health: <http://www.cde.ca.gov/ls/cg/mh>

California Department of Health Care Services, Suicide Prevention Program: <http://www.dhcs.ca.gov/services/MH/Pages/SuicidePrevention.aspx>

Centers for Disease Control and Prevention, Mental Health: <http://www.cdc.gov/mentalhealth>

National Association of School Psychologists: <http://www.nasponline.org>

National Institute for Mental Health: <http://www.nimh.nih.gov>

Trevor Project: <http://thetrevorproject.org>

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration: <http://www.samhsa.gov>

ADOPTED BY COUNTY BOARD: February 6, 2020



STUDENTS

AR 5141.52

ADMINISTRATIVE REGULATION – SUICIDE PREVENTION

If issued student identification cards shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number. (Education Code 215.5)

Staff Development

Suicide prevention training shall be provided to teachers, and other County Education Office employees who interact with students. The training shall be offered under the direction of a County Education Office counselor/psychologist and/or in cooperation with one or more community mental health agencies.

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth
2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors
3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent
4. Protective factors that may help to decrease a student's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community

5. Instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health
6. School and community resources and services, including resources and services that meet the specific needs of high-risk groups
7. Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, including, but not limited to, appropriate protocols for monitoring the student while the immediate referral of the student to medical or mental health services is being processed
8. County Education Office procedures for responding after a suicide has occurred

Instruction

The County Education Office's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum at appropriate secondary grades and shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide
2. Develop coping and resiliency skills and self-esteem
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent
4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

Intervention

Students shall be encouraged to notify a teacher, principal, school mental health professional, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, the staff member shall promptly notify the

principal or school mental health professional, who shall implement district intervention protocols as appropriate.

Although any personal information that a student discloses to a school employee shall generally not be revealed, released, referenced, or discussed with third parties, the school mental health professional may report to the principal or student's parents/guardians when there is reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or others within the school community. In addition, the school mental health professional may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. (Education Code 49602)

School employees shall act only within the authorization and scope of their credential or license. An employee is not authorized to diagnose or treat mental illness unless specifically licensed and employed to do so. (Education Code 215)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
4. Removing other students from the immediate area as soon as possible

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

The County Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the County Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the County Superintendent or designee shall consider whether it is necessary, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

For any student returning to school after a mental health crisis, the principal or designee and/or school mental health professional may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school and determine the need for ongoing support.

Postvention

In the event that a student dies by suicide, the County Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the County Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

The County Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. The County Superintendent or designee shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school psychologist or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the County Education Office's designated spokesperson who shall not divulge confidential information. The County Education Office's response shall not sensationalize suicide and shall focus on the County Education Office's postvention plan and available resources.

After any suicide or attempted suicide by a student, the County Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

APPROVED BY COUNTY SUPERINTENDENT: February 6, 2020



Community Partnerships

7.0 COMMUNITY PARTNERSHIPS

SBCEO operates in partnership with a number of organizations and groups found in the communities surrounding our schools and programs. A number of these partnerships act to promote and maintain the safety of all individuals on a school campus and neighboring communities by:

- Providing consultation to schools on the development of safe and secure practices.
- Responding to emergencies or natural disasters occurring on or around campus.
- Providing services and support both during and following a crisis or emergency.
- Providing consultation, assessment, and evaluation of mental health needs of individuals.
- Responding to mandated reporting of suspected child abuse.
- Developing comprehensive plans for intervention and response to at-risk children.

The following section outlines the nature of these partnerships and provides protocols for interacting with various agencies and resources for additional service or support.

COMMUNITY PARTNERSHIPS

7.1 Law Enforcement

7.1.1 Crime Reporting Form

7.1.2 Bomb Threat Information Form

7.1.3 Protocol for Police Interviewing/Taking Custody of Student on School Campus

7.2 SB County Probation - Juvenile Services Division

7.3 Santa Barbara County Department of Behavioral Wellness

7.4 Child Welfare Services

7.5 Community Volunteers

7.5.1 SBCEO Volunteer Packet

7.5.2 SBCEO TB Information and Risk Assessment Packet

RESOURCES AND WEBSITES

- [SBCEO Juvenile Court and Community Schools](#)
- [Juvenile Probation](#)
- [Probation Office Locations](#)

COMMUNITY MENTAL HEALTH ORGANIZATIONS

LOCAL

211 Helpline

fsacares.org/2-1-1-helpline

CMH Child and Adolescent Mental Health Services

<http://www.countyofsb.org/admhs/admhs.aspx?id=37334>

Council on Alcoholism and Drug Abuse (CADA)

<http://cadasb.org/youth-services.aspx>

CALM – Child Abuse Listening Mediation

<http://calm4kids.org/>

Casa Pacifica Centers for Children and Families

<http://www.casapacifica.org/>

Family Service Agency (FSA)

<http://fsacares.org/>

Hospice of Santa Barbara, INC.

<http://www.hospiceofsantabarbara.org/>

Santa Maria Valley Youth and Family Services

http://smvyfc.org/?page_id=210

STATE

California Department of Alcohol & Drug Programs

www.adp.ca.gov

California Department of Managed Care

www.hmohelp.ca.gov

California Department of Mental Health (now part of the **California Department of State Hospitals**) <http://www.dsh.ca.gov/>

California Institute for Mental Health

www.cimh.org

[The California Association of Mental Health Peer Run Organizations](http://www.camhpro.org) (CAMHPRO)

California County Superintendents Educational Services Association (CCSESA) – Regional K-12 Student Mental Health Initiative (SMHI) <http://www.regionalk12smhi.org/>

NATIONAL

NAMI California

www.namicalifornia.org

National Alliance on Mental Illness

nami.org

National Institute of Mental Health (NIMH)

<http://www.nimh.nih.gov/index.shtml>

The Partnership at Drugfree.org

www.drugfree.org

Substance Abuse & Mental Health Services Administration (SAMHSA)

www.samhsa.gov

U.S. Department of Health and Human Services (HHS)

www.hhs.gov

7.1 LAW ENFORCEMENT

SBCEO has partnered with local law enforcement to improve the safety of our programs and campuses and to prepare to respond to emergencies. Law enforcement agencies have been consulted in the development of this SBCEO Safety Plan and continue to provide information, consultation, training, and support to our programs and other local districts that may include, but not be limited to:

- Consultation regarding safe ingress/egress of individuals on campus.
- Inspection of school buildings to ensure fire safety, identify potentially unsafe areas on campus, and review evacuation and campus lockdown plans.
- Response to any suspected or observed criminal activity.
- Notification of crisis, emergency, or other dangerous situation in the community that could/should require evacuation or campus lockdown.
- Emergency Response.

PROTOCOLS AND FORMS

7.1.1 Crime Reporting Form

7.1.2 Bomb Threat Information Form

7.1.3 Protocol for Police Interviewing/Taking Custody of Student on School Campus

RESOURCES AND WEBSITES

- [County of SB Law Enforcement](#)
- [Santa Barbara County Sheriff](#)
- [Santa Barbara County Department of Behavioral Wellness](#)

7.1.1 CRIME REPORTING FORM

Complete this form after calling 9-1-1 in an emergency or when calling Law Enforcement about a crime.

Name of Person Completing Report:		
Time:	Date:	Location:
Race:	Gender:	Approximate Age:
Height	Weight	Build
Hair Color/Length:	Eye Color:	Complexion:
Physical Characteristics (circle all that apply):		
Scars:(Describe)_____		
Tattoo: (Describe) _____		
Facial Hair: (Describe) _____		
Other Marks: _____		

Clothing (Describe – color, quality, markings, and articles of clothing ie..pants, shorts, jacket, long sleeves, short sleeves, etc.)

Hat _____ Shoes _____ Jewelry/Watch _____

Glasses _____

Weapons (describe):

Was it brandished?

Suspect Remarks/Language:

What did the suspect say:

Did they use names? Specific locations?

Voice (circle all that apply): high-pitched persistent loud soft deep
raspy

Language (circle all that apply): excellent poor fair profane

Means of Escape:

On foot: (walking, running) _____

Bike: (describe) _____

Vehicle: Make _____ Model _____ License Plate # _____

Other: (skateboard, etc.)

Direction:

7.1.2 BOMB THREAT INFORMATION FORM

Be calm and courteous; do not interrupt the caller; quietly notify an administrator; call 9-1-1 as soon as possible.

Name of Person Receiving the Call:		
Time:	Date:	Length of Call:
Caller ID #		
Caller Is (circle all that apply): male female adult youth		
Caller's Voice Characteristics (circle all that apply): high-pitched persistent loud soft deep raspy		
Caller's Language (circle all that apply): excellent poor fair profane		
Caller's Manner (circle all that apply): irrational rational angry calm sober drunk emotional incoherent		

voice is familiar	laughing	nervous
-------------------	----------	---------

Background Noises (circle all that apply):

street animals music voices

work place noises

Sample Questions to Ask Caller:

1. When will it go off?

2. How much time is left before it goes off?

3. What is your name?

4. What kind of bomb?

5. Where are you now?

6. How do you know so much about the bomb?

7. Why did you plant the bomb?

7.1.3 PROTOCOL FOR POLICE INTERVIEWING/TAKING CUSTODY OF STUDENTS ON A SCHOOL CAMPUS

Absent extenuating circumstances, police will avoid, if possible, interviewing students at a school for non-school-related issues. Extenuating circumstances include officers entering school premises in “hot pursuit” of a suspect, ongoing investigation of a serious nature of felony, a child abuse investigation, or in response to an emergency or crime being committed on school property.

School staff shall only call a peace officer when there is a real and immediate physical threat to pupils, teachers, or public safety, or when mandated by existing law. A peace officer shall not arrest or discipline pupils for violations of school rules or for low-level misconduct. Counselors and other school officials shall handle bullying, harassment, disruptiveness, vandalism, drug and alcohol abuse, and other nonviolent incidents.

A peace officer shall not interview a pupil on a school campus during school hours absent a real and immediate physical threat to pupils, teachers, or public safety. When a threat necessitates that a peace officer interview a pupil on a school campus, the peace officer shall do all of the following:

1. INITIAL CONTACT

- a. Notify the principal immediately when he or she arrives on campus.
- b. Provide identification, show proper credentials, and cite the legal authority for his or her actions when deployed to a school campus to question or detain a pupil. If the peace officer refuses to cite the legal authority for the interview, the principal or designee of the principal shall document the refusal, consult with the legal counsel of the school district, and receive approval from the legal counsel before allowing the interview to proceed.

2. PRELIMINARY DISCUSSION

- a. The principal or designee & officer shall discuss and determine need for interview at school site and obtain consent from the principal before proceeding.
- b. For a student identified as receiving special education services, the principal or designee will consult the Individual Education Plan (IEP) to determine if any accommodation is warranted.

- c. For a student identified as an English Language Learner, principal or designee will determine if a translator is warranted.

3. PRIVACY

- a. Student should be routinely summoned to the school administration office to maintain privacy, except in an emergency or other circumstance justifying other action.
- b. The matter will be handled so as to maintain confidentiality of the student.
- c. Conduct the interview in a private location outside of instructional time.

4. INTERVIEWS

- a. Upon arrival of the student to the principal or designee's office, the principal or designee will notify the pupil's parent or guardian before the interview and ask for his or her consent before commencing the interview.
- b. It is the responsibility of the law enforcement officer to advise the pupil of his or her constitutional rights, including the right to remain silent, and explain to the pupil that anything he or she says can be used against him or her in court or otherwise.
- c. Law enforcement shall allow the pupil to have his or her parent or guardian present during the interview, or, if the parent or guardian is unavailable or if the pupil prefers, a school employee of the pupil's choosing shall be present during questioning.
- d. Law enforcement shall not restrain or handcuff the pupil during the interview.

5. ARRESTS/CUSTODY IN CASES NOT INVOLVING CHILD ABUSE/NEGLECT

- a. Upon release of a student by an principal or designee to the custody of a law enforcement officer, immediate steps to notify the student's parent/guardian (within 1 hour) will be taken by law enforcement or school staff as determined by the principal or designee and law enforcement officer.

6. CUSTODY INVOLVING CHILD ABUSE

- a. In cases of suspected or confirmed child abuse/neglect, the principal or designee shall not contact the parent/guardian, but shall provide the officer with the address and telephone number of the parent/guardian to assist in compliance with legal notification upon release of the student.

7.2 SANTA BARBARA COUNTY PROBATION – JUVENILE SERVICES DIVISION

SBCEO provides educational services in two (2) juvenile probation operated programs through their Juvenile Court and Community School programs (JCCS):

- Los Robles School located at the Los Prietos Boys Camp (LPBC)
- Dos Puertas School located in the Santa Maria Juvenile Justice Center

In addition, SBCEO operates a community school that specifically targets at-promise juveniles from two school districts, Santa Maria-Bonita School District and Santa Maria Joint Unified School District

- Peter B. FitzGerald Community School

SBCEO participates in a number of community efforts targeting juvenile crime and at-promise students through collaboration with partner agencies in efforts to improve school attendance and overall success of students. The school calendar and curriculum offer students the opportunity to recover credit deficiencies and increase their potential for graduation.

(Adapted from the Santa Barbara County Comprehensive Multi-Agency Juvenile Justice Plan)

7.3 SANTA BARBARA COUNTY DEPARTMENT OF BEHAVIORAL WELLNESS

SBCEO maintains a relationship with Santa Barbara County Department of Behavioral Wellness (BeWell) in an effort to provide education, services, and support to students, staff, and families. BeWell representatives have been consulted in developing programs and support services for students in both SBCEO and local district programs.

Behavioral Wellness serves “children 0-15 who are Medi-Cal beneficiaries with serious emotional disturbance and/or substance use disorders” as well as Transition-Age Youth (TAY) between the ages of 16-25 (taken from [County of SB Website](#)). This provision often takes place within the school setting for students attending SBCEO run programs and requires the coordination and collaboration of both agencies.

In addition BeWell both provides and partners with other local service agencies to provide schools, students and their families, and community members:

- Individual and Family Counseling.
- Drug and Alcohol Abuse Prevention.
- Crisis Response Team Support.
- Other Family Resources.

PROTOCOLS AND FORMS

- 6.1 Suicide Prevention
- 6.2 Keep Safe – Risk Assessment
- 6.3 Response to Suicide

RESOURCES AND WEBSITES

- [County of Santa Barbara Department of Behavioral Wellness](#)

7.4 CHILD WELFARE SERVICES

A division of Santa Barbara County Department of Social Services, Child Welfare Services acts to:

- Assess and investigate allegations of child abuse or neglect.
- Offer voluntary or court-ordered services to families to ensure child safety in the home and to strengthen the family.
- Arrange placements and services for children for whom a safe return home is not possible.

CHILD ABUSE REPORTING

As mandated reporters, all employees of SBCEO in positions as child care custodians are required to report known or suspected child abuse or neglect in accordance with Penal Code Sections 11165 *et. seq.* and procedures established by the County Superintendent of Schools. (*Adapted from BP 5002*). Child Welfare Services (CWS) acts to assess and investigate all such reported incidents and provide services and support to children and families to ensure the safety and welfare of all children. (*Adapted from www.countyofsb.org*)

PROTOCOLS AND FORMS

1.4.1 Child Abuse Reporting Protocol

RESOURCES AND WEBSITES

- [County of SB Child Welfare Services](#)
- [Child Abuse Prevention Council of Santa Barbara](#)

7.5 Community Volunteers

Volunteers are the lifeline of public schools. Their contributions make a huge difference in the lives of children every day, whether they help grade papers, read to students, tutor those who need extra help, listen to oral reports, run copies, chaperone field trips, or do the thousands of tasks both large and small that join to comprise a school day.

The California State PTA created the following code of ethics for volunteers to help as guiding principles.

1. I will keep confidential matters confidential.
2. I understand I am a Mandated Reporter of suspected child abuse and will follow reporting protocol.
3. I will interpret the word “volunteer” to mean that I have agreed to work for no monetary compensation, but I will still do my work according to the standards of the paid staff.
4. I will take to my work an attitude of open-mindedness. I will bring a willingness to be trained and an attitude of interest and attention.
5. Though I may have assets that my coworkers do not have, I will use these to enrich the project on which we are working together.
6. And while I may lack assets my co-workers have, I will not let this make me feel inadequate, and will still try to help develop good team work.
7. I will find out how to best serve the activity for which I’ve volunteered, and will offer as much as I’m sure I can give, but no more.
8. I must live up to my promise, and therefore will be careful that my agreement is so simple and clear it cannot be misunderstood.
9. I will work with a professional attitude because I have an obligation to my task, to those who direct it, to my colleagues, to the students for whom it is done, and to the public.

SBCEO PROCEDURE FOR VOLUNTEERS

1. Speak to Site Supervisor regarding volunteer opportunities.
2. Complete a Volunteer/Intern Application.
3. Provide verification of TB clearance.
4. Obtain Livescan if volunteer is working with students.

5. Additional items and/or safety measures may be required of volunteers including but not limited to, COVID 19 testing and wearing face coverings.
6. An SBCEO staff member will provide volunteers with an orientation to the site.

PROTOCOLS AND FORMS

- 7.5.1 SBCEO Volunteer Packet (includes Application and Livescan forms)
- 7.5.2 SBCEO TB Information and Risk Packet



Application for Classroom Volunteers, Interns, and Student Teachers

Applicant's Full Name:	
Best Daytime Telephone:	
Home Address:	
Are you 18 years or older?	
SBCEO Program/Site:	
Name of SBCEO employee with whom you are seeking an assignment (if known):	

Person to contact in case of an emergency:

Name:	
Relationship:	
Telephone:	

I am interested in being considered for the following type of assignment (either a drop-down list or check mark):

Classroom Volunteer

Intern

Student Teacher

Desired hours per week?	
Desired days of the week?	
Dates to and from that you plan to volunteer, intern, or student teach?	
Special Skills and background experience that might be useful in your assignment:	
For Student Teachers - Name of University/Program:	

I certify that all statements made in this application are true and complete to the best of my knowledge. If the applicant is a minor, the signature of their parent or guardian is required. By signing below, the parent or guardian is granting permission for their child/ward to volunteer in the SBCEO program.

Signature

Date

Relationship to Applicant

For Department Use Only:

Date of Interview:	
Interviewed by:	
Accepted Placement:	Y/N
Program Placement:	
Program Supervisor:	
Days/Hours of Assignment:	
SBCEO employee overseeing assignment:	
Approved by:	

For Human Resources Use Only:

All pre-assignments have been completed:	Date:
--	-------

ED Code:

35021. (a) Notwithstanding any other law, any person, except a person required to register as a sex offender pursuant to Section 290 of the Penal Code, may be permitted by the governing board of any school district to perform the duties specified in Section 44814 or 44815, or to serve as a non-teaching volunteer aide under the immediate supervision and direction of the certificated personnel of the district to perform non instructional work which serves to assist the certificated personnel in performance of teaching and administrative responsibilities. With respect to this non instructional work, the non-teaching volunteer aide shall serve without compensation of any type or other benefits accorded to employees of the district, except as provided in Section 3364.5 of the Labor Code.

35021.1. A school district or county office of education may request that a local law enforcement agency conduct an automated records check of a prospective non-teaching volunteer aide in order to ascertain whether the prospective non-teaching volunteer aide has been convicted of any sex offense as defined in Section 44010.

Application for Volunteer/Intern/Student Teacher – January 2023



Volunteer Code

Volunteers are the lifeline of public schools. Their contributions make a significant difference in the lives of children every day, whether they help grade papers, read to students, tutor those who need extra help, listen to oral reports, make copies, chaperone field trips, clean up on campus, or do any of the thousands of tasks both large and small that support students and programs. The following are intended to provide volunteers with guidelines for ethical practice.

1. I will keep confidential matters ***confidential***. Confidential matters include all information related to students. I will not take photos or make recordings of students.
2. I have agreed to work without monetary compensation but will do my work according to the standards of the paid staff.
3. I will take to my work an attitude of open-mindedness.
4. I will bring a willingness to be trained and an attitude of interest and attention.
5. I will use my strengths to enrich the work in which I engage alongside SBCEO employees.
6. I will engage in professional relationships that result in meaningful and respectful teamwork.
7. I will seek input for how to best engage in the activity for which I have volunteered.
8. I will ask questions if I am not clear about how to complete the tasks that I have been assigned.
9. I will maintain a professional attitude with those who direct my work, with my colleagues, with students and their families, and with the public.

By signing below on behalf of their minor child/ward, a parent or guardian is affirming that their child/ward has read the Volunteer Code and has agreed to abide by it.

POLICY AND PROCEDURES FOR

Classroom Volunteers, Interns & Student Teachers

Teachers who wish to have a volunteer, intern, or student teacher (hereinafter “volunteers”) in their classroom must follow this policy and procedure. This policy and procedure applies to individuals with ongoing, regularly scheduled assignments (as opposed to a one-time event).

1. Notify and obtain approval from your program manager before an individual works or volunteers in your program/classroom.
2. The Application for Classroom Volunteers, Interns, and Student Teachers must be approved by your program manager BEFORE the volunteer/intern/student teacher can begin their assignment in your classroom.
3. Under no circumstances may volunteers work with students in a classroom, school environment or home setting without the presence and/or supervision of an SBCEO employee.

Pre-Assignment Requirements

BEFORE working in your program, the volunteer/intern/student teacher is required to complete the following:

1. Fingerprinting by using the SBCEO Live Scan form.
2. Submitting to Human Resources either:
 - a) documentation that they have taken and received a negative result on a Tuberculosis (TB) skin test or
 - b) a TB risk assessment form (available from HR) completed by their healthcare provider.
 - Volunteers are responsible for their own TB test/risk assessment.
 - TB tests/risk assessments are not paid for by SBCEO.
 - TB tests/risk assessments are not required for volunteers who are only participating in a one-day event.
3. A volunteer for any preschool is required to provide documentation to Human Resources that they have the following current immunizations (medical evidence may be retained only by Human Resources):
 - Pertussis (Whooping Cough)
 - Measles
 - Influenza (Flu) optional
4. COVID-19 Policies
 - Show proof of COVID-19 vaccination, if applicable.
 - Comply with any and all SBCEO policies and procedures related to COVID-19.
4. Complete mandated trainings.



Santa Barbara County Education Office

4400 Cathedral Oaks Rd, PO Box 6307, Santa Barbara, CA 93160-6307
Telephone: (805) 964-4711 • FAX: (805) 964-4713 • sbceo.org

Susan C. Salcido, Superintendent of Schools

To: All New Employees & Volunteers

From: Human Resources Department

Re: Tuberculosis Clearance

All SBCEO employees, including substitutes and temporary employees, shall be required to provide a tuberculosis certificate of clearance by skin test, blood test or tuberculosis risk assessment form at least once every four years. Employees may not work without a valid TB clearance on file.

Effective January 1, 2015, all persons initially employed by a school district who have not been screened for tuberculosis (TB) in the past 60 days, must have a TB Risk Assessment by a Physician, Physician Assistant, Nurse Practitioner, or Registered Nurse of the employee's choice.

If no risk factors are identified, a Certificate of Completion must be submitted to Human Resources. If you previously worked for a school district and have obtained a TB Clearance within the last four years we can accept a copy of that clearance.

If risk factors are identified, a TB skin test or blood test will be performed. If either test is positive, a chest x-ray will be taken. Once the Physician, Physician Assistant, Nurse Practitioner or Registered Nurse performing these examinations determines the individual is free from infectious tuberculosis, they will provide evidence that must be submitted to Human Resources. The Certificate of Completion or evidence of TB clearance must be signed within 60 days prior to the date of hire and the x-ray done within 6 months prior to the date of hire.

Providers of TB Risk Assessments

This list of clinics is provided for your convenience; you may use a provider not listed. TB testing schedules are subject to change. Please call ahead.

Buellton Medical Center 185 W Hwy 246, Buellton	686-8555	By appointment	TB Risk Assessment \$25	TB Test \$25	X-Ray Exam (Referred out)
Grover Beach Health Services Clinic 286 S. 16 th Street, Grover Beach	473-7050	By appointment	TB Risk Assessment \$20	TB Test \$28	X-Ray Exam (Referred out)
Akeso Occupational Health formerly Industrial Medical Group 3070 Skyway Drive, #106, Santa Maria	922-8282	Mon-Fri (except Thu) 7:30 a.m. – 4:30 p.m.	TB Risk Assessment \$20	TB Test \$20	X-Ray Exam \$85
Paso Robles Health Clinic 723 Walnut Drive, Paso Robles	237-3050	By appointment	TB Risk Assessment \$20	TB Test \$28	X-Ray Exam (Referred out)

San Luis Obispo Public Health Department 2191 Johnson Avenue, San Luis Obispo	781-5506	By appointment	TB Risk Assessment \$20	TB Test \$28	X-Ray Exam (Referred out)
Sansum-Santa Barbara Occupational Medicine 101 S. Patterson Avenue, Goleta	898-3311	By appointment	TB Risk Assessment \$26	TB Test \$26	X-Ray Exam \$75

Rev. 4.22



California School Employee Tuberculosis (TB) Risk Assessment Questionnaire



(for pre-K, K-12 schools and community college employees, volunteers and contractors)

- Use of this questionnaire is required by California Education Code sections 49406 and 87408.6, and Health and Safety Code sections 1597.055 and 121525-121555.^
- The purpose of this tool is to identify adults with infectious tuberculosis (TB) to prevent them from spreading disease.
- Do not repeat testing unless there are new risk factors since the last negative test.
- Do not treat for latent TB infection (LTBI) until active TB disease has been excluded:
For individuals with signs or symptoms of TB disease or abnormal chest x-ray consistent with TB disease, evaluate for active TB disease with a chest x-ray, symptom screen, and if indicated, sputum AFB smears, cultures and nucleic acid amplification testing. A negative tuberculin skin test (TST) or interferon gamma release assay (IGRA) does not rule out active TB disease.

Name of Person Assessed for TB Risk Factors: _____

Assessment Date: _____ Date of Birth: _____

History of Tuberculosis Disease or Infection (Check appropriate box below)

☐ Yes

- If there is a documented history of positive TB test or TB disease, then a symptom review and chest x-ray (if none performed in the previous 6 months) should be performed at initial hire by a physician, physician assistant, or nurse practitioner. If the x-ray does not have evidence of TB, the person is no longer required to submit to a TB risk assessment or repeat chest x-rays.

☐ No (Assess for Risk Factors for Tuberculosis using box below)

TB testing is recommended if any of the 3 boxes below are checked

☐ One or more sign(s) or symptom(s) of TB disease

- TB symptoms include prolonged cough, coughing up blood, fever, night sweats, weight loss, or excessive fatigue.

☐ Birth, travel, or residence in a country with an elevated TB rate for at least 1 month

- Includes countries other than the United States, Canada, Australia, New Zealand, or Western and North European countries.
- Interferon gamma release assay (IGRA) is preferred over tuberculin skin test (TST) for non-US-born persons.

☐ Close contact to someone with infectious TB disease during lifetime

Treat for LTBI if TB test result is positive and active TB disease is ruled out

^The law requires that a health care provider administer this questionnaire. A health care provider, as defined for this purpose, is any organization, facility, institution or person licensed, certified or otherwise authorized or permitted by state law to deliver or furnish health services. A Certificate of Completion should be completed after screening is completed (page 3).

5/06/20

California School Employee Tuberculosis (TB) Risk Assessment User Guide

(for pre-K, K-12 schools and community college employees, volunteers and contractors)

Background

California law requires that school staff working with children and community college students be free of infectious tuberculosis (TB). These updated laws reflect current federal Centers for Disease Control and Prevention (CDC) recommendations for targeted TB testing. Enacted laws, AB 1667, effective on January 1, 2015, SB 792 on September 1, 2016, and SB 1038 on January 1, 2017, require a TB risk assessment be administered and if risk factors are identified, a TB test and examination be performed by a health care provider to determine that the person is free of infectious tuberculosis. The use of the California School Employee TB Risk Assessment and the Certificate of Completion, developed by the California Department of Public Health (CDPH) and California TB Controllers Association (CTCA) are also required.

AB 1667 impacted the following groups on 1/1/2015:

1. Persons employed by a K-12 school district, or employed under contract, in a certificated or classified position (California Education Code, Section 49406)
2. Persons employed, or employed under contract, by a private or parochial elementary or secondary school, or any nursery school (California Health and Safety Code, Sections 121525 and 121555).
3. Persons providing for the transportation of pupils under authorized contract in public, charter, private or parochial elementary or secondary schools (California Education Code, Section 49406 and California Health and Safety Code, Section 121525).
4. Persons volunteering with frequent or prolonged contact with pupils (California Education Code, Section 49406 and California Health and Safety Code, Section 121545).

SB 792 impacted the following group on 9/1/2016:

Persons employed as a teacher in a child care center (California Health and Safety Code Section 1597.055).

SB 1038 impacted the following group on 1/1/2017:

Persons employed by a community college district in an academic or classified position (California Education Code, Section 87408.6).

Testing for latent TB infection (LTBI)

Because an interferon gamma release assay (IGRA) blood test has increased specificity for TB infection in persons vaccinated with BCG, IGRA is preferred over the tuberculin skin test (TST) in these persons. Most persons born outside the United States have been vaccinated with BCG.

Previous or inactive tuberculosis

Persons with a previous chest radiograph showing findings consistent with previous or inactive TB should be tested for LTBI. In addition to LTBI testing, evaluate for active TB disease.

Negative test for LTBI does not rule out TB disease

It is important to remember that a negative TST or IGRA result does not rule out active TB disease. In fact, a negative TST or IGRA in a person with active TB can be a sign of extensive disease and poor outcome.

Symptoms of TB should trigger evaluation for active TB disease

Persons with any of the following symptoms that are otherwise unexplained should be medically evaluated: cough for more than 2-3 weeks, fevers, night sweats, weight loss, hemoptysis.

Most patients with LTBI should be treated

Because testing of persons at low risk of LTBI should not be done, persons that test positive for LTBI should generally be treated once active TB disease has been ruled out. However, clinicians should not be compelled to treat low risk persons with a positive test for LTBI.

Emphasis on short course for treatment of LTBI

Shorter regimens for treating LTBI have been shown to be more likely to be completed and the 3 month 12-dose regimen has been shown to be as effective as 9 months of isoniazid. Use of these shorter regimens is preferred in most patients. Drug-drug interactions and contact to drug resistant TB are typical reasons these regimens cannot be used.

Repeat risk assessment and testing

If there is a documented history of positive TB test or TB disease, then a symptom review and chest x-ray should be performed at initial hire. Once a person has a documented positive test for TB infection that has been followed by a chest x-ray (CXR) that was determined to be free of infectious TB, the TB risk assessment (and repeat x-rays) is no longer required.

Repeat risk assessments should occur every four years (unless otherwise required) to identify any additional risk factors, and TB testing based on the results of the TB risk assessment. Re-testing should only be done in persons who previously tested negative, and have new risk factors since the last assessment.

Please consult with your local public health department on any other recommendations and mandates that should also be considered.

Certificate of Completion Tuberculosis Risk Assessment and/or Examination

To satisfy **job-related requirements** in the California Education Code, Sections 49406 and 87408.6 and the California Health and Safety Code, Sections 1597.055, 121525, 121545 and 121555.

First and Last Name of the person assessed and/or examined:

Date of assessment and/or examination: _____mo./_____day/_____yr.

Date of Birth: _____mo./_____day/_____yr.

The above named patient has submitted to a tuberculosis risk assessment. The patient does not have risk factors, or if tuberculosis risk factors were identified, the patient has been examined and determined to be free of infectious tuberculosis.

X _____

Signature of Health Care Provider completing the risk assessment and/or examination

Please print, place label or stamp with Health Care Provider Name and Address (include Number, Street, City, State, and Zip Code):



Site Specific Resources and Plans

8.0 SITE SPECIFIC RESOURCES AND PLANS

The wide range of environments and individual needs of students requires that each SBCEO program develop site specific plans for maintaining the safety of students and staff. The following documents and protocol support staff in developing comprehensive safety plans, including plans for responding to a crisis, for their individual programs and locations that take into consideration any protocol already established by their host district and the protocol established by this SBCEO Safety Plan.

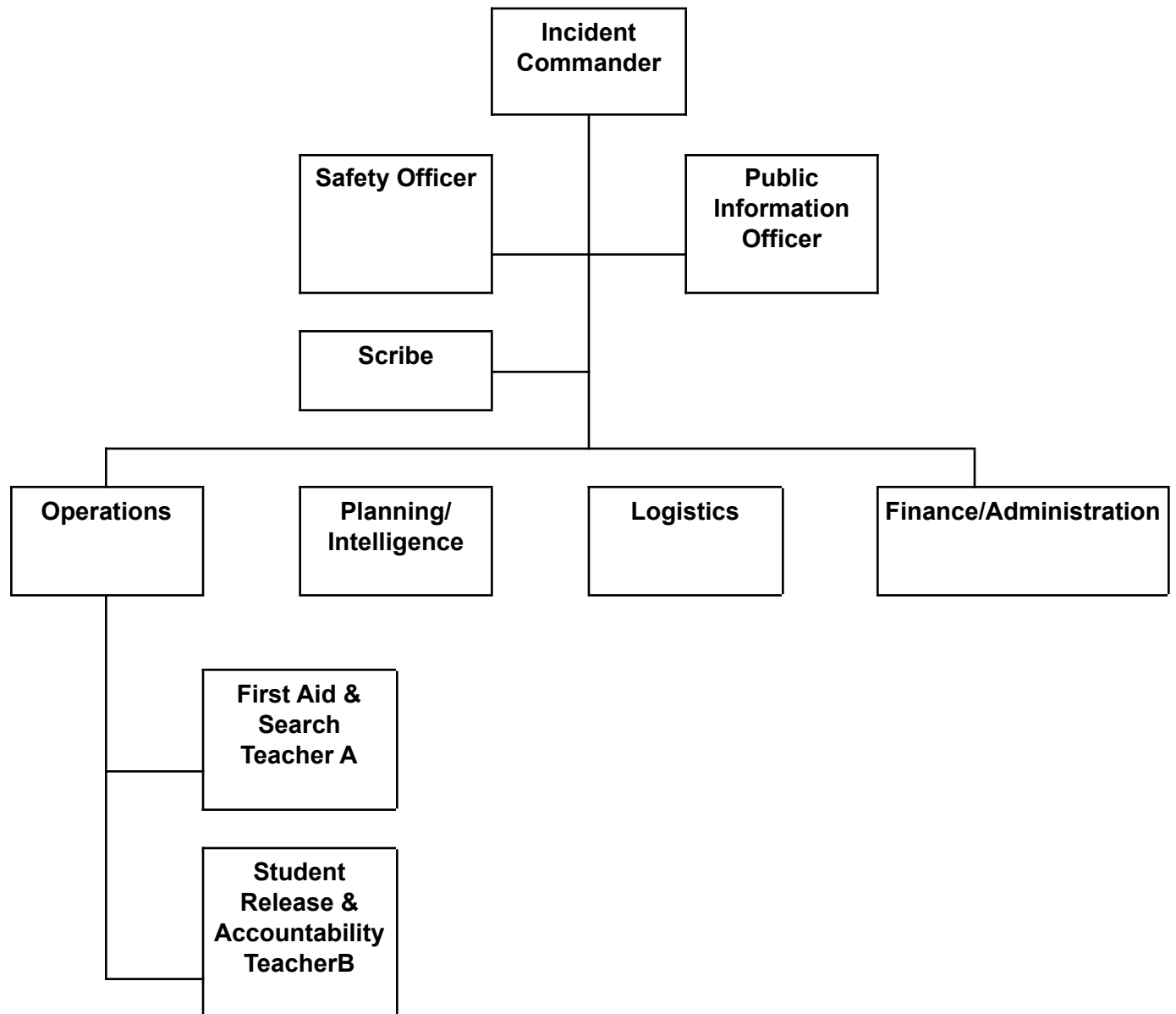
PROTOCOLS AND FORMS

- 8.1 Incident Command Flow Chart*
 - 8.1.1 Incident Command Team Responsibilities
- 8.2 Emergency Plan Site Flowchart
- 8.3 Emergency Drill Dates-Samples*
- 8.4 Emergency Response Kit Inventory
- 8.5 Emergency Staff Assignment Chart
- 8.6 Schoolwide Dress Code Policy*
- 8.7 School Site Safety Plan*
- 8.8 Student Emergency Cards*
- 8.9 Staff Emergency Cards*

*To be provided by school site/district.

8.1 Incident Command Flow Chart

Incident Command System



8.1.1 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.

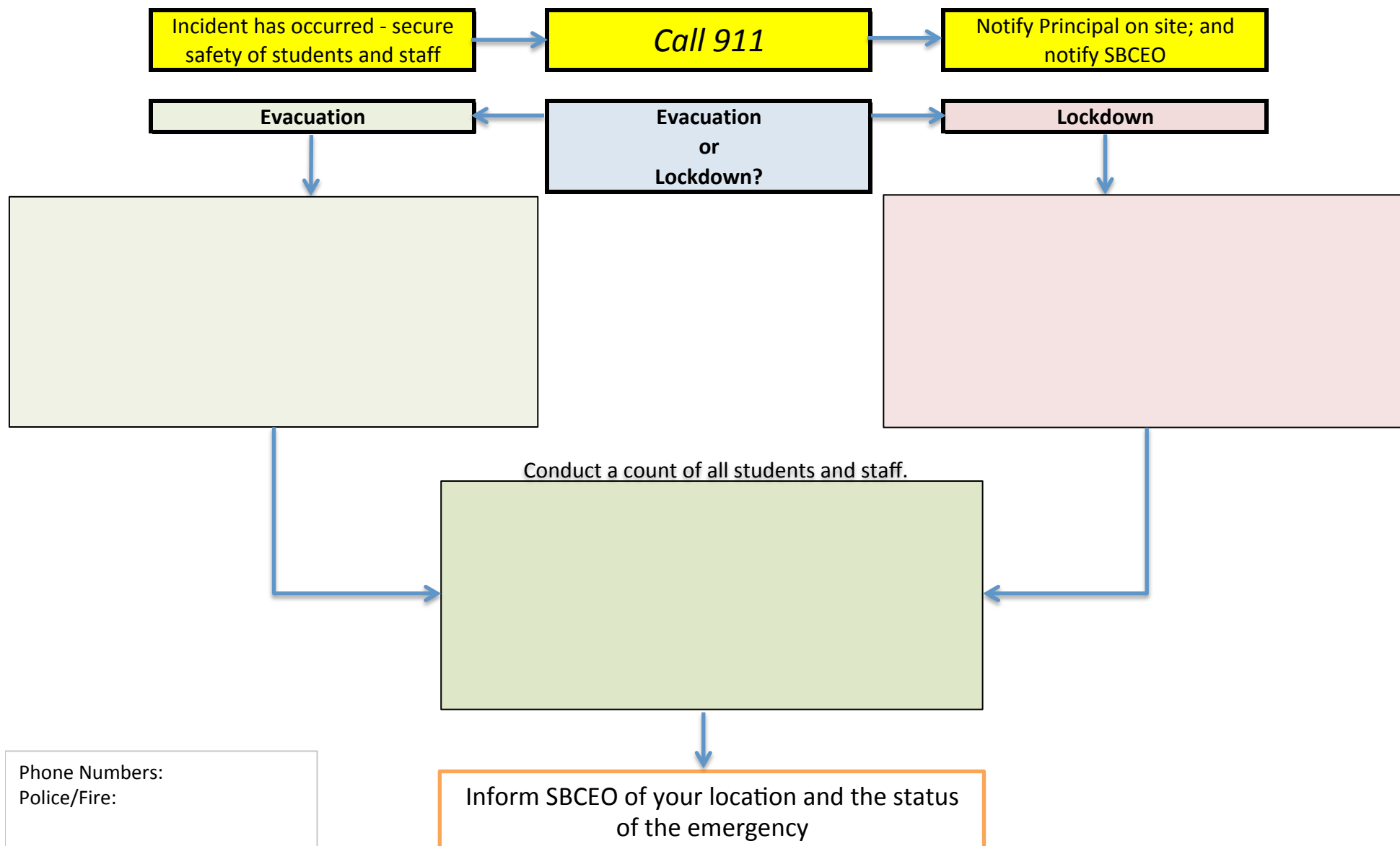
Finance & Administration

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.

Teacher: _____

School Year: _____

Instructions: Fill this flowchart in with your emergency plan. Incorporate your school site's procedures. Fill in details that will be most helpful for you (phone numbers, etc).



Teacher: _____

School Site: _____

School Year: _____

DRILL DATES

Type of Drill <i>(Earthquake, Fire, Lockdown)</i>	PLANNED DATES	ACTUAL DATES	Check Classroom Plan: Revise Plan as needed

<u>Date</u>	Type of Drill	<u>Completed</u>		
	Earthquake Drill		<input type="checkbox"/>	
	Fire Drill		<input type="checkbox"/>	
	Lockdown Drill		<input type="checkbox"/>	
	Fire Drill		<input type="checkbox"/>	
	Earthquake Drill		<input type="checkbox"/>	
	Fire Drill		<input type="checkbox"/>	
	Fire Drill		<input type="checkbox"/>	
	Lockdown Drill		<input type="checkbox"/>	
	Fire Drill		<input type="checkbox"/>	
	Fire Drill		<input type="checkbox"/>	
	Fire Drill		<input type="checkbox"/>	
	Earthquake Drill		<input type="checkbox"/>	
	Fire Drill		<input type="checkbox"/>	
	Fire Drill		<input type="checkbox"/>	
	Fire Drill		<input type="checkbox"/>	
	Earthquake Drill		<input type="checkbox"/>	
	Fire Drill		<input type="checkbox"/>	
<u>Total Drills for School Year</u>				
Earthquake drills are once each quarter in elementary school and once each semester in secondary school.				
Fire drills must be conducted at least once every calendar month at the elementary level, at least four times every school year at the intermediate levels, and at least twice every school year at the secondary level.				

8.4 EMERGENCY RESPONSE KITS INVENTORY

Name: _____

Site: _____

Please answer the following questions:

1. Do you have a Classroom Emergency Kit? _____
2. If Yes, was it issued by your *school site* or by *SBCEO*?

Use the following lists to inventory the supplies and materials that should be included in your classroom Emergency Response Kits. Indicate as appropriate the **quantity in the kit (#)**, **presence in the kit (ü)**, or **N/A for not applicable to your program**.

FIRST AID KIT

This kit is dedicated to your Emergency Response Kits and is not to be used for everyday first aid needs. Quantities will vary depending on the size of your program.

	Item	Qty. in Kit
1.	Container to secure items (hard or soft sided)	
2.	2-4 absorbent compress dressings (5"x9")	
3.	25-50 adhesive bandages (assorted sizes)	
4.	1-2 adhesive cloth tape (10yds. x 1")	
5.	5-8 antibiotic ointment packets	
6.	2-4 antiseptic wipe packets	
7.	1-2 breathing barriers (w/ 1-way valve)	
8.	1-2 instant cold compress	
9.	2-4 pair non-latex gloves	

10.	2-4 hydrocortisone ointment packets (approx. 1g. ea.)	
11.	Scissors	
12.	1-2 roller bandages (3" wide)	
13.	1-2 roller bandages (4" wide)	
14.	5-8 sterile gauze pads (3"x3")	
15.	5-8 sterile gauze pads (4"x4")	
16.	Oral thermometer (non-mercury/non-glass)	
17.	2-4 triangular bandages	
18.	Tweezers	
19.	First aid instruction booklet	

GRAB AND GO KIT

To be used when classrooms are following Evacuation Procedures. Can be stored as a part of Secure in Place Kit but must be easily accessible and mobile.

	Item	Qty. in Kit
1.	Soft-sided bag(s), rolling cart, or other mobile container.	
2.	Water – 1-2 gallons	
3.	Food – non-perishable (utensils if needed)	
4.	Flashlight (crank or wall socket rechargeable)	
5.	First Aid Kit (see First Aid Kit Checklist)	
6.	1-2 Emergency Blankets	

7.	Medication – clearly labeled with name and dosage, copy of Med. Admin sheets (include both students and staff, secure in a locked cabinet)	
8.	Class roster with Emergency Contact Information (include both students and staff)	
9.	Copy of your School Site Safety Plan	
10.	School Map and Off-Campus Assembly Site List	
11.	Entertainment – easily portable books, puzzles, games	
12.	Visual cues for non-verbal students, deaf/hard of hearing students, or students with limited communication	
13.	Auditory cues for visually impaired students	
14.	Writing utensil	
	*Cell phones or 2-way radios should be included upon evacuation	

SECURE IN PLACE KIT

To be used when an emergency does not allow individuals to safely leave the classroom. Items included in the Grab and Go Kit can be counted as part of the Secure in Place Kit quantity.

	Item:	Qty. in Kit
1.	5 gallon bucket with lid, trash can with lid (for elimination if no bathroom attached to classroom)	
2.	Water – 2-3 gallons	
3.	Food – non-perishable	
4.	Utensils – can opener, plates, forks, etc.	

5.	Flashlight (crank or wall socket rechargeable)	
6.	Whistle	
7.	First Aid Kit (see below for contents)	
8.	2-3 Emergency Blankets	
9.	Medication – clearly labeled with name and dosage, copy of Med. Admin sheets (include both students and staff, secure in a locked cabinet)	
10.	Class roster with Emergency Contact Information (include both students and staff)	
11.	Copy of your School Site Safety Plan	
12.	School Map	
13.	Entertainment – books, puzzles, games	
14.	Sanitary and personal items – toilet paper, diapers/wipes, towel, non-latex gloves, sanitary napkins, disinfecting wipes, trash bags, etc.	
15.	Extra clothing, items of comfort	
16.	Visual cues for non-verbal students, deaf/hard of hearing students, or students with limited communication	
17.	Auditory cues for visually impaired students	
	*All classrooms should be equipped with a Fire Extinguisher	

SECURE IN PLACE KIT

To be used when an emergency does not allow individuals to safely leave the classroom. Items listed are in addition to those included in the Grab and Go Kit.

	Item:	Qty. in Kit
1.	5 gallon bucket with lid, trash can with lid (for elimination if no bathroom attached to classroom)	
2.	Water (additional 1-2 gallons)	
3.	Food – non-perishable (additional canned goods)	
4.	Utensils – can opener, plates, forks, etc.	
5.	Emergency Blankets (additional 1-2)	
6.	Whistle	
14.	Sanitary and personal items – toilet paper, diapers/wipes, towel, non-latex gloves, sanitary napkins, disinfecting wipes, trash bags, etc.	
15.	Extra clothing, items of comfort	
	*All classrooms should be equipped with a Fire Extinguisher	

<u>Staff Name</u>	<u>Staff Assignment</u>
<u>EVACUATION STAFF ASSIGNMENTS</u>	
<u>LOCKDOWN STAFF ASSIGNMENTS</u>	