

# Evergreen School District

## Tom Matsumoto Elementary School Comprehensive School Safety Plan

Effective Dates: 2022-2023

Principal/Administrator: Kristi Frankina

<b>Plan Developed By</b>	<b>Title</b>
Kristi Frankina	Principal
Stephanie Hinman	Classified Employee/SSC Member
Ranjani Rallapalli	Teacher/SSC Member
Kori Hambleton	Teacher/SSC Member
Erika Byrum	Teacher/SSC Member
Kousy Dass	Parent/SSC Member
Scott Manivong	Parent/SSC Member
Charlene Anderson	Parent/SSC Member
Karthick Murukesan	Parent/SSC Member
Simon Liu	Parent/SSC Member

Public Meeting Date: 10/11/2023

Date Adopted by School Site Council: 10/25/2023

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## Committee Members

Name of Members	Principal	Classified Employee	Teacher Re. of Cert. Employees	Parent or Community Member	Law Enforcement	Secondary Students	Other
Kristi Frankina	X						
Stephanie Hinman		X					
Ranjani Rallapalli			X				
Erika Byrum			X				
Kori Hambleton			X				
Kousy Dass				X			
Charlene Anderson				X			
Karthick Murukesan				X			
Scott Manivong				X			
Simon Liu				X			
Captain Todd Trayer					X		

## **Vision/Mission Statement**

### School Vision Statement

Tom Matsumoto Elementary is a community that fosters empowered contributors to society through:

Critical thinking, problem solving, and perseverance

Communication and collaboration

Empathy, respect, and mindfulness

We aspire to create an environment where students develop personal accountability while growing academically, socially, and emotionally.

### School Mission Statement

As a community of unique individuals, the mission of Tom Matsumoto Elementary School is to ensure that each child will experience optimal social, emotional, academic and physical success through a challenging and progressive, 21st Century educational program in a safe, inclusive, and healthy learning environment.

## Data Analysis

Data Source	2020-21	2021-22	2022-23
California Health Kids Survey	X		X
Suspensions	X	X	X
Expulsions			
Local Crime data	X	X	X
Other Community data	X	X	X
Youth Truth Survey			
School Climate	X	X	X

**Conclusions from Data:**

The data show the students at Tom Matsumoto Elementary School to be both a physically and mentally healthy community of learners. Our students continue to perform well on both district and state standardized testing, and we have very few discipline problems inside or outside of our classrooms.

There were 100 crime incidents within 1 mile of Matsumoto in the last 6 months, according to CrimeMapping.com. Of those incidents, 14% were disturbing the peace, 20% were different kinds of theft, 1% were drug and alcohol related, and 15% were of a violent nature including weapons, assault and sex crimes.

Suspension rates at Tom Matsumoto are low. An emphasis on strategies to help students work and socialize with others reduces the escalation of events to the level of a safety concern. The staff at Matsumoto, including volunteers, district social workers, social work interns, and noon duty supervisors, work together to create a climate that is safe and nurturing for all. Children are counseled by teachers and administration to understand the motivations of their actions. Students share in this responsibility as they are asked to be reflective.

Working in tandem with our community, the staff at Matsumoto continues to monitor the surroundings to ensure the safety of students, staff, and community. Should something need to be reported to our families, we have the capability to email or send a phone message to our students' families. Our families report to the principal when there are questionable activities going on at Tom Matsumoto in the evenings and on the weekends. We all report crimes and suspicious persons when we see them and notify the San Jose Police Department.

We take pride in creating and maintaining a positive school climate. Project Cornerstone is now in its 17th year at Matsumoto. The program continues with strong participation from student families. Each month, parent volunteers are participating in monthly Project Cornerstone ABC training. After the trainings, parents get familiar with their reading and go into the classroom to teach students about being upstanders. They introduce to students developmental assets that will be beneficial to them. These dedicated parents help to provide students with valuable lessons to respect themselves and others. They teach ways for students to solve their problems and provide students with opportunities to share their stories. The program reinforces positive interactions and life skills to frontload students with ways to deal with adversity. Our students receive a quality education. They have responsible, caring parents and all are committed to success in life and in their relationship with others.

A leadership team consisting of a parent, teachers, classified staff, and administration worked together to analyze implementation of the school wide expectations. These expectations are visible across the campus. Staff have worked together to develop and teach expected behaviors across contexts on campus.

The staff continues to support a mindset of personal achievement. Teachers honor and help students set personal goals for progress and achievement. Improving students' self-esteem, independence, and pride continue to be our goal for each student.

Students actively participate in improving the climate with the continuation of the Student Council. This elected group of students helps with spirit events for the school to participate in during the school day.

Areas of concern mentioned in our student and community safety surveys included arrival and pick-up traffic, facility and grounds conditions, and security fencing around the perimeter.

**Conclusions from Parent, Teacher and Student Input:**

According the student, staff, and community safety survey results:

- \*83% of students feel safe or very safe at school.
- \*3.78 % decrease in students reporting that they often or sometimes see bullying on campus.
- \*75% of students minimally or never hear put downs about learning.
- \*100% of staff know the rules and expectations.

Informal meetings with parents highlight the need to strengthen our Walk 'n Roll program, in order to alleviate the traffic in the morning and afternoon. Parents have raised concerns about space for parents to wait for their children that walk and increasing the presence of traffic enforcement.

Active involvement by staff and community members will be a continuing practice to educate students in appropriate behaviors. The leadership team is working to improve support for students that continue to have behavior difficulties, with the Tier 1 supports. Staff have implemented the Second Step Curriculum weekly in classes. Students are using the vocabulary learned across the campus. We will look for opportunities to train families on behavioral support/positive parenting strategies.

Children reported that teachers engage them and provided them with the tools necessary to accomplish the work. Children also feel that they are respected and are given the opportunity to voice their point of view.

- 83% of students feel safe or very safe at school.
- 80% of students are familiar or very familiar with school rules
- 94% of students do not hear ADULTS at school making fun of differences such as race, religion, learning disabilities, and other factors.
- 23% of students hear or see acts of bullying at your school.
- 98% of students know the fire drill and earthquake drill very well or well.

Improving our rewards system for PBIS and teaching the lessons from Second Step will improve knowledge of bullying and give students strategies for handling conflict in constructive ways.

There was a rise in reports of concerns regarding facility safety by all stakeholder groups. When reviewing the comments, 10% of them were regarding improvements to the facilities and grounds. Another 11% were comments about intruder prevention. When looking at the staff survey, 16% of staff reported seeing trespassers; a decrease of 12% from last year.

Communications with all families is possible through the use of PowerSchool and ParentSquare. Parents can be contacted via phone or email. It is important for the school to reiterate to parents to keep their information up to date so that we can reach them with communications.

Overall, from the student, staff, and parent input, it is apparent that we agree on the following:

- We need to improve the arrival and pick up procedures in order to improve the traffic around the school.
- We need to review the safety of facilities such as the blacktop paving and track paving.
- We need to investigate ways to secure all students inside of campus, including the classrooms that face Cortona.

**Other:**

The surveys and discussions with staff, students, and parent communities have been informative in preparing for next steps. Matsumoto's top priority is safety for our students.

**List Data Sources Reviewed and How the Data Determined the Goals: surveys, focus groups, discipline, and attendance.**

Parents completed an online survey regarding climate and safety; staff collaborated in grade level teams to determine areas of need for the physical and structural areas of our school and completed an online survey regarding school climate and safety; students in grades 3-6 participated in the Safety Survey issued by the District; Crime data from crimemapping.com; discipline referrals, suspension data.

**Areas of Pride and Strength (include school programs and practices that promote a positive learning environment).**

School Motto: A Curious HERD!

Community Service Projects

Project Cornerstone: Expect Respect Training, Project Cornerstone Assets

Student Council

Enrichment Classes

Student Handbooks

Student Recognition for Mustang Merits

Monthly School Wide Rallies

Assemblies

PBIS Tier 1 & 2 – Positive Behavioral Interventions and Supports

School Website/Peachjar

ParentSquare

Mustang Weekly Newsletter

STEAM Workshops

Back to School Night

Open House

Parenting Classes

Parent/Teacher Conferences

Book Fair

School Fundraisers

School Site Council Meetings

Parent Teacher Association Meetings

Family Movie Nights

Family Fun Nights

Talent Show/

ELAC Meetings

Growth on iReady diagnostic assessments, due to rigorous expectations

Access to district Social Workers and Social Work Interns

**Areas we wish to Change:**

I. We need to review the safety of facilities such as the blacktop paving and track paving.

II. We need to improve the arrival and pick up procedures in order to improve the traffic around the school.

III. We need to investigate ways to secure all students inside of campus, including the classrooms that face Cortona.



## Goals Strategies and Activities

### Component I – People and Programs

#### Goal

Students at Tom Matsumoto Elementary School will be encouraged to participate in school-wide activities and be aware of school-wide procedures, rules, and instructional strategies.

All parents will be encouraged to participate in school-wide activities and be more involved in their child’s educational experience.

#### Measurable Objective:

By March 2024, there will be less than 5 student reports of bullying will be documented in incident management.

By March 2024, all parents will participate in one or more activities at Matsumoto as recorded by sign-in sheets.

#### Action Steps:

##### 1.0 Social Emotional Learning

- a. Connect Expect Respect students (4-6) with Second Step Lessons. Provide monthly opportunities for students to create activities for peers to interact with one another.
- b. Explore establishing mentor students that connect with peers and model positive behavior expectations.
- c. Provide students and parents with more education on recognizing bullying, and strategies for dealing bullying behaviors.

##### 2.0 Implement Positive Behavior and Support Systems

- a. Review school wide behavior expectations in school wide rallies, at each rally provide an activity that reviews the hot spots based on referral data.
- b. Explore engaging students in creating video lessons for various areas of the school, especially areas with new or revised procedures.
- c. Revise the system of recognition for students that meet and exceed behavior expectations, so that it continues to effectively promote positive behavior.
- d. Provide community with lessons at home for school-wide expectations, that are connected to learning at school.

##### 3.0 Community Involvement

- a. Schedule forums to allow discourse and dialogue with families on current policies regarding behavior and climate on campus (e.g. Principal's Coffee, parent social).
- b. Communicate with parents weekly about school happenings and opportunities.
- c. Bring in guest speakers including community officers and elected officials to provide asset building opportunities, and continue to reinforce and foster tolerance and mutual respect, especially around online expectations.
- e. Explore ways that parents can be involved around the campus, (i.e. Career Day, guest teaching Second Step).
- f. Provide parents with expectations for volunteering, and strategies for working with students around the campus.

Who will take the lead?	School Site Council, PTA, Student Council/Expect Respect Coordinator, Administrative Team, PBIS Team, and Staff
Completion Date and Budget	February 2024
Resources Needed	Assemblies, Expect Respect materials, reward materials, school opportunities, school event materials, speakers, parents, community support, and time for the activities. Staff training to

assist with in-class activities such as discussions/role plays regarding behavior and treatment of others. All of these activities are funded through the General Fund and LCFF Supplemental Fund.

How we will Monitor and evaluate? Surveys; Student and teacher observations

**Component II – Place**

**Goal**

Create and maintain a secure campus, and increase communication around health procedures, safety drills, and safe transport to and from school.

**Measurable Objective:**

By March 2024, 87% of students will report that they feel safe at school. (This is a 4% increase from 2023.)

**Action Steps:**

1.0 Arrival and Dismissal Procedures a. Promote Walk 'n Roll and Walking Wednesdays, in order to reduce the number of cars present on campus. b. Implementing walking school buses, to spread out morning traffic in the neighborhood. c. Work with Walk 'n Roll to improve safe traffic around campus. d. Regular reminders of traffic safety in the Mustang Weekly. e. Promoting bike riding and use of new bike racks. f. Explore adding signs in the parking lot to improve flow of traffic.
2.0 Facility Improvements a. Work with MOT to have the blacktop evaluated and filed for safety. b. Work with MOT to review the track and have dangerous areas repaired.
3.0 Campus Security a. Explore adding fencing around the classrooms that face Cortona. b. Develop safe practices to increase safety of classrooms that face Cortona. c. Communicate safety procedures and practices to the community.

Who will take the lead?	School Site Council, Staff, Administration, Walk N' Roll parent volunteers, and City of San Jose's Walk n' Roll Program
Completion Date and Budget	February 2024
Resources Needed	Student incentives Staff and parent training Signage
How we will Monitor and evaluate?	Surveys; Administration, teacher, and student observations;

## Communication

<p>Method for Communicating Plan and Notifying Public: <i>Ed Code 32288</i></p>	<p><b>Date of Public Meeting:</b> 10/11/2023  <b>Site of Public Meeting:</b> Tom Matsumoto Elementary School via Zoom</p> <p>The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> <li>• Local Mayor</li> <li>• Representative of the local school employee organization</li> <li>• A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs</li> <li>• A representative of each teacher organization at the school site</li> <li>• A representative of the student body government</li> </ul> <p>All persons who have indicated they want to be notified</p> <p>The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> <li>• A representative of the local churches</li> <li>• Local civic leaders</li> <li>• Local business organizations</li> </ul> <p>In order to ensure compliance with this article, each School District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Ed Code 32281</p>
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	Name	Date
<b>Review of Progress for Last Year</b>	Kristi Frankina	10/11/2023
<b>Law Enforcement Review</b>	Eric Calderon	11/7/2023
<b>Site Council Approval</b>	Charlene Anderson	10/25/2023
<b>School Board Approval</b>	ESD Board	11/9/23

## Evaluation

### How was the previous plan monitored?

All school site plans, which include the safety information pertaining to a school site, are monitored and evaluated by the principal and the School Site Council. Each year, staff members along with the principal, review policy and protocol for disasters, which can take on many forms.

As we move through our drills, the principal and staff take a close look at what we are currently doing, see if anything needs to be changed or if people need to be relocated due to an increase or decrease in staffing. Monitoring takes place during the drill as observations are made and immediately after at a staff meeting attended by all teachers and staff. The staff has stated that they would like more clarification on Run-Hide-Defend so more training was provided.

### What progress was made on Component 1 (People and Programs)?

Teachers and administration implemented lessons from Second Step school-wide. In the classroom, students received weekly lessons reviewing important skills for personal mental well being, and positive social relationships. Classroom lessons were connected school-wide through Friday Announcements, and in reflective work when behavior struggles arose. The PBIS team and staff implemented school-wide expectations across the campus. Mustang Merits were used to identify improvement and behaviors that meet expectations. Students could use their Merits in the Merit Store, to earn mastery rewards, and on book machine tokens. Teachers and student created video lessons about expectations for behavior in different areas of the campus. The videos are housed in a google drive, where all teachers are able to access as needed. All students watched the videos at the beginning of the year, and in January as a reminder of expectations.

Community forums were minimally attended, and did not provide the community with the opportunity for involvement. Virtual parent nights provided parent education around parenting strategies, developmental topics, and supporting students at home. We partnered with various organizations including YWCA, Love and Logic, and Family & Children Services of Santa Clara County.

Project Cornerstone is implemented in most classrooms. The program remains a welcome way to connect parents to the classroom.

### What progress was made on Component 2? (Place / Physical Environment)

In partnership with Walk 'n Roll, a crosswalk was added on Cortona. Walk 'n Roll provided walking maps in the Spring, that will help with walking school bus implementation. The department of transportation completed a traffic study of the school at arrival and pick up time. In addition to recommending the additional cross walk, they recommended widening the lane on Cortona heading east. This will allow cars to wait in line to enter the bus loop lot, and cars to pass to continue to travel on Cortona. They also recommended the addition of quick build barriers down Cortona. This would prevent drivers from making a u-turn.

The district consulted with a firm to study the fencing around our campus. They recommended adding an 8 foot fence around the classrooms on Cortona.

ANNUAL REPORT ON THE STATUS OF THE PLAN (See Attached SARC)

## **Adopted Board Policies**

### **Alcohol and Other Drugs**

The Board of Trustees believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The Board desires to keep district schools free of alcohol and other drugs in order to help prevent violence, promote school safety and create a well-disciplined environment conducive to learning.

The Superintendent or designee shall select a performance measure that will be used to monitor and determine the effectiveness of the district's program in reducing drug and alcohol use.

The Superintendent or designee shall clearly communicate to all students, staff and parents/guardians the district's policies, regulations and school rules related to the use of alcohol and other drugs on school campuses or at school activities.

Staff should encourage students to participate as responsible partners in efforts to maintain a safe, constructive school climate.

The Board encourages the establishment of site-level advisory groups to assist in promoting alcohol- and drug-free schools.

#### **Instruction**

The district shall provide science-based preventative instruction which has been proven effective in helping students avoid the use of alcohol and other drugs.

All instruction and related materials shall consistently state that unlawful use of alcohol or other drugs is wrong and harmful. Instruction shall not include the concept of responsible use of drugs or alcohol when such use is illegal. (20 USC 7114, 7162; Health and Safety Code 11999.2)

The district shall offer staff development activities for staff who implement the comprehensive drug and alcohol prevention and intervention program.

#### **Enforcement/Discipline**

The Superintendent or designee shall take appropriate action to eliminate possession, use or sale of alcohol and other drugs and related paraphernalia on school grounds or at school sponsored activities.

Students possessing, using or selling alcohol or other drugs or related paraphernalia shall be subject to disciplinary procedures including suspension or expulsion and/or referral to law enforcement in accordance with law, Board policy and administrative regulation. In addition, such students may be referred to an appropriate counseling program, transferred to an alternative placement, and/or be restricted from extracurricular activities, including athletics.

#### **Legal Reference:**

##### **EDUCATION CODE**

- 44049 Known or suspected alcohol or drug abuse by student
- 44645 In-service training anabolic steroids
- 48900 Suspension or expulsion (grounds)
- 48900.5 Suspension, limitation on imposition; exception
- 48901 Smoking or use of tobacco prohibited
- 48901.5 Prohibition of electronic signaling devices
- 48902 Notification of law enforcement authorities; civil or criminal immunity
- 48909 Narcotics or other hallucinogenic drugs
- 48915 Expulsion; particular circumstances
- 49602 Confidentiality of pupil information

51202 Instruction in personal and public health and safety  
51203 Instruction on alcohol, narcotics and restricted dangerous drugs  
51210 Areas of study  
51220 Areas of study, grades 7 to 12  
51260-51269 Drug education  
60041 Instructional materials  
60110-60115 Instructional materials on alcohol and drug education

**BUSINESS AND PROFESSIONS CODE**

25608 Alcohol on school property; use in connection with instruction

**HEALTH AND SAFETY CODE**

11032 Narcotics, restricted dangerous drugs and marijuana  
JI053-JI058 Standards and schedules  
11353.6 Juvenile Drug Trafficking and Schoolyard Act  
11357 Unauthorized possession of marijuana; possession in school or on school grounds  
11361.5 Destruction of arrest or conviction records  
JI372.7 Drug program fund; uses  
11802 Joint school-community alcohol abuse primary education and prevention program  
11998-11998.3 Drug and Alcohol Abuse Master Plans  
11999-11999.3 Alcohol and drug program funding; no unlawful use  
124175-124200 Adolescent family life program

**PENAL CODE**

13860-13864 Suppression of drug abuse in schools

**VEHICLE CODE**

13202.5 Drug and alcohol related offenses by person under age of 21, but aged 13 or over;

**WELFARE AND INSTITUTIONS CODE**

828 Disclosure of information re minors  
828.1 Disclosure of criminal records; protection of vulnerable staff & students

**UNITED STATES CODE, TITLE 20**

5812 National education goals  
7101-7184 Safe and Drug-Free Schools and Communities Act

**Instruction AR 5131.6(a)**

The curriculum of all elementary and secondary schools shall include instruction on the effects upon the human body, as determined by science, of tobacco, alcohol, narcotics, dangerous drugs as defined in Health and Safety Code 11032, and other dangerous substances. Instruction shall be sequential in nature and suited to meet the needs of students at their respective grade level. (Education Code 51203, 51260)

In grades 1-6, instruction in drug education should be given in health courses required by Education Code 51210. In grades 7-8, instruction in drug education shall be conducted in health courses and in any other appropriate area of study required by Education Code 51220. (Education Code 51260)

Instruction shall be provided by appropriately trained instructors who have demonstrated competencies, as determined by the principal or designee, in the following areas: (Education Code 51260)

1. The ability to interact with students in a positive way
2. Knowledge of the properties and effects of tobacco, alcohol, narcotics, dangerous drugs, and shared drug apparatus
3. Effective teaching skills and competency in helping students to express opinions responsibly and to become aware of their values as they affect drug-use decisions

The district shall offer staff development activities for staff who implement the comprehensive drug and alcohol prevention and intervention program.

School staff, students and parents/guardians shall be informed about early warning signs which may indicate alcohol and other drug use and about appropriate agencies offering intervention programs, counseling, referral and other student assistance programs. The Board strongly encourages any student who is using alcohol or drugs to discuss the matter with his/her parent/guardian or with any

staff member. Students who disclose their use of alcohol or other drugs when seeking help from an intervention or recovery program shall not be disciplined for such use.

### **Intervention**

District staff shall intervene whenever students use alcohol or other illegal drugs while on school property or under school jurisdiction. Staff members who have a reasonable suspicion that a student may be under the influence of alcohol or drugs shall immediately notify the principal or designee.

If the principal or designee, in his/her professional capacity or in the course of his/her employment, knows, observes or suspects that a student may be under the influence of alcohol or drugs, he/she may notify the parent/guardian. (Education Code 44049)

School staff shall not disclose confidential information provided during counseling by a student 12 years of age or older. A school counselor may report such information to the principal or parent/guardian only when he/she believes that disclosure is necessary to avert a clear and present danger to the health, safety or welfare of the student or other persons living in the school community. The school counselor shall not disclose such information to the parent/guardian if he/she believes that the disclosure would result in a clear and present danger to the student's health, safety or welfare. (Education Code 44049, 49602)

### **Tobacco**

The Board of Trustees recognizes that tobacco use presents serious health risks and desires to provide support and assistance in reducing the number of students who begin or continue to use tobacco. The Superintendent or designee shall establish a comprehensive program that includes consistent enforcement of laws prohibiting tobacco possession and use by students, tobacco-use prevention education including youth development activities, and intervention and cessation activities and/or referrals.

### **Prohibition Against Tobacco Use**

Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. Prohibited products include, but are not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. (Education Code 48900, 48901)

Students' possession or use of nicotine delivery devices, such as electronic cigarettes, is also prohibited.

These prohibitions do not apply to a student's possession or use of his/her own prescription products. (Education Code 48900, 48901)

### **Instruction**

The district shall provide science-based preventative instruction which has been proven effective in helping students avoid the use of alcohol and other drugs.

The district shall offer staff development activities for staff who implement the comprehensive drug and alcohol prevention and intervention program.

The Superintendent or designee shall select a performance measure that will be used to monitor and determine the effectiveness of the district's program in reducing drug and alcohol use.

### **Legal Reference:**

#### **EDUCATION CODE**

48900 Suspension or expulsion (grounds)

48900.5 Suspension, limitation on imposition; exception

48901 Smoking or use of tobacco prohibited

51202 Instruction in personal and public health and safety

60041 Instructional materials, portrayal of effects of tobacco use

#### **HEALTH AND SAFETY CODE**

104350-104495 Tobacco-use prevention education

119405 Unlawful to sell or furnish electronic cigarettes to minors



**PENAL CODE**

308 Minimum age for tobacco possession

**CODE OF REGULATIONS, TITLE 17**

6800 Definition, health assessment

6844-6847 Child Health and Disability Prevention program; health assessments

**UNITED STATES CODE, TITLE 20**

7111-7117 Safe and Drug-Free Schools and Communities Act

**CODE OF FEDERAL REGULATIONS, TITLE 21**

1140.1-1140.34 Unlawful sale of cigarettes and smokeless tobacco to minors

**ATTORNEY GENERAL OPINIONS**

88 Ops.Cal.Atty.Gen. 8 (2005)

**Tobacco-Use Prevention Education Program****Prevention Instruction**

The district shall provide developmentally appropriate tobacco-use prevention instruction for students at selected grade levels from K-8. Such instruction shall be aligned with state content standards and the state curriculum framework for health education and with any requirements of state and/or federal grant programs in which the district participates.

The district's tobacco-use prevention program shall provide students in grades 6-8 instruction which addresses the following topics: (Health and Safety Code 104420)

1. Immediate and long-term undesirable physiologic, cosmetic, and social consequences of tobacco use
2. Reasons that adolescents say they smoke or use tobacco
3. Peer norms and social influences that promote tobacco use
4. Refusal skills for resisting social influences that promote tobacco use

As appropriate, the district shall provide or refer students in grades 7-8 to tobacco-use intervention and cessation activities. (Health and Safety Code 104420)

In addition to targeting students who currently use tobacco, the district's program shall target students most at risk for beginning to use tobacco as identified through a local needs assessment.

The district shall provide or refer every pregnant and parenting minor enrolled in the district to tobacco-use prevention services. Such services may be integrated with existing programs for pregnant and parenting minors and shall include: (Health and Safety Code 104460)

1. Referral to perinatal and related support services
2. Outreach services and assessment of smoking status
3. Individualized counseling and advocacy services
4. Motivational messages
5. Cessation services, if appropriate
6. Incentives to maintain a healthy lifestyle
7. Follow-up assessment
8. Maintenance and relapse prevention services

**Intervention/Cessation Services**

The district may provide or refer students to counseling, intensive education.. and. Other intervention services to assist in the cessation of tobacco use. When appropriate, such intervention services may be provided as an alternative to suspension for tobacco possession.

**Program Planning**

The district's tobacco-use prevention and intervention program shall be based on an assessment of tobacco-use problems in district schools and the community, an examination of existing services and activities in the community, and a determination of high-risk student populations that are most in need of district services.

The Superintendent or designee also shall coordinate the district's tobacco-use prevention and intervention program with other district efforts to reduce students' use of illegal substances and to promote student wellness.

The Superintendent or designee shall select anti-tobacco programs based on the model program designs identified by the California Department of Education (CDE) and may modify the model to meet district needs. (Health and Safety Code 104420)

The Superintendent or designee shall not accept for distribution any materials or advertisements that promote the use or sale of tobacco products. He/she also shall not accept tobacco-use prevention or intervention funds or materials from the tobacco industry or from any entity that has received funding from the tobacco industry.

### **Program Evaluation**

To evaluate the effectiveness of the district's program and ensure accountability, the Superintendent or designee shall administer an appropriate student survey at selected grade levels in order to assess student attitudes toward tobacco and student use of tobacco.

The results of program evaluations shall be used to refine program goals and objectives and make changes as needed to strengthen program implementation.

Regulation approved: March 21, 2013

### **EVERGREEN SCHOOL DISTRICT**

San Jose, California

## **Behavioral Interventions for Special Education Students**

A special education student's behavior shall be subject to the disciplinary measures applicable to all students for such infractions unless it is a serious behavior problem as defined below.

More serious behavioral problems shall be addressed through the systematic use of behavioral and emergency interventions as provided below.

### **Definitions**

Serious behavioral problems are behaviors which are self-injurious, assaultive or cause property damage, and other severe behavior problems that are pervasive and maladaptive for which instructional/behavioral approaches specified in the student's individualized education program (IEP) are found to be ineffective.

Behavioral intervention is a systematic implementation of procedures that result in lasting positive changes in the individual's behavior. "Behavioral intervention" means the design, implementation and evaluation of individual or group instructional and environmental modifications, including programs of behavioral instruction, to produce significant improvements in human behavior through skill acquisition and the reduction of problematic behavior. Behavioral interventions are designed to provide the individual greater access to a variety of community settings, social contacts and public events and ensure the individual's right to placement in the least restrictive environment, pursuant to the student's IEP. The use of behavioral interventions shall not cause pain or trauma, shall respect the individual's human dignity and personal privacy, and shall assure his/her physical freedom, social interaction and individual choice.

Behavior intervention plan is a written document which is developed when the student exhibits a serious behavior problem that significantly interferes with the implementation of the student's IEP.

Behavioral intervention case manager is a designated certificated school district/county staff member or other qualified personnel contracted by the district or county office, and trained in behavior analysis with emphasis on positive behavioral interventions.

Behavioral emergency is the demonstration of a serious behavior problem which has not previously been observed and for which a behavioral intervention plan has not been developed, or for which a previously designed behavioral intervention is not effective.

### **Functional Analysis Assessment**

When a special education student's serious behavioral problem significantly interferes with implementing the goals and objectives of his/her IEP, the student's IEP team shall determine whether the instructional/behavioral approaches specified in the student's IEP have proven ineffective. If the IEP team finds that these approaches have been ineffective, a functional analysis assessment shall be conducted.

Before a functional analysis assessment begins, parents/guardians shall be notified and consent obtained pursuant to Education Code 56321. No such assessment shall preclude a parent/guardian from requesting a functional analysis assessment on the basis of language and speech disorders or specific learning disabilities.

The functional analysis assessment shall be conducted by, or be under the supervision of, a person with documented training in behavior analysis with an emphasis on positive behavioral interventions. This staff shall:

1. Observe the targeted inappropriate behavior, its frequency, duration and intensity
2. Observe events immediately preceding the behavior
3. Observe the consequences of the behavior to determine the purpose it serves for the student
4. Analyze the environment in which the behavior most frequently occurs
5. Analyze records for medical and health factors which may influence behavior
6. Review the history of the behavior, including the effectiveness of interventions used in the past

The parent/guardian shall receive a complete written report of the assessment. The report shall include:

1. A description of the nature and severity of the targeted behavior(s) in objective and measurable terms
2. A description of the targeted behavior that includes baseline data and an analysis of the antecedents and consequences that maintain the behavior and a functional analysis of the behavior across all appropriate settings in which it occurs
3. A description of the rate of alternative behaviors, their antecedents and consequences
4. A proposed behavioral intervention plan for consideration by the IEP team.

#### **Behavioral Intervention Plan**

Within 10 business days after removing a student for more than 10 school days in a school year or commencing a removal that constitutes a change in placement, the district shall implement a behavioral intervention plan in accordance with 34 CFR 300.530, Board policy and administrative regulation.

Based on the functional assessment, the IEP team shall meet to determine whether a behavioral intervention plan is needed. If such a plan is needed, the IEP team shall be expanded to include a behavioral intervention case manager, qualified staff knowledgeable of the student's health needs, and others with expertise as deemed necessary by the parent/guardian, district or Special Education Local Plan Area (SELPA). This team shall develop a written behavioral intervention plan which includes:

1. A summary of relevant and determinative information gathered from the functional analysis assessment
2. An objective and measurable description of the targeted maladaptive behavior(s) and replacement positive behavior(s)
3. The student's goals and objectives specific to the behavioral intervention plan
4. A detailed description of interventions to be used and the circumstances for their use
5. Specific schedules for recording the frequency of intervention use and the frequency of the targeted and replacement behaviors, including specific criteria for discontinuing an intervention for lack of effectiveness or replacing it with a specified and identified alternative
6. Criteria by which the procedure will be faded or phased-out, or less intense/restrictive intervention schedules or techniques that will be used
7. Those behavioral interventions which will be used in the home, residential facility, work site or other noneducational settings
8. Specific dates when the IEP team will periodically review the efficacy of the program
9. The frequency of the consultation to be provided by the behavioral intervention case manager to the staff and parents/guardians who are responsible for implementing the plan

Based on the results of the functional analysis assessment, interventions specified in the plan may include:

1. Altering the identified antecedent event to prevent the occurrence of the behavior
2. Teaching the student alternative behaviors that produce the same consequences as the inappropriate behavior
3. Teaching the student adaptive behaviors which ameliorate negative conditions that promote the display of inappropriate behaviors

4. Manipulating the consequences for the display of inappropriate behaviors and alternative, acceptable behaviors, so that the alternative behaviors more effectively produce desired outcomes

Acceptable responses to targeted behavior may include, but are not limited to, one or more of the following:

1. The behavior is ignored, but not the student.
2. The student is verbally or verbally and physically redirected to an activity.
3. The student is provided with feedback.
4. The message of the behavior is acknowledged.
5. A brief physical prompt is provided to interrupt or prevent aggression, self-abuse or property destruction.

The behavioral intervention plan shall become a part of the student's IEP and shall be sufficiently detailed so as to direct the plan's implementation.

A copy of the behavioral intervention plan shall be provided to the person or agency responsible for implementation in noneducational settings.

At intervals scheduled by the IEP team, the behavioral intervention case manager, parent/guardian and others as appropriate shall evaluate the effectiveness of the behavioral intervention plan in accordance with law. This review may be conducted in meetings, by telephone conference, or by other means, as agreed upon by the IEP team.

If the IEP team determines that changes in the behavioral intervention plan are necessary, the teacher and behavioral intervention case manager shall conduct additional functional analysis assessments and, based on the outcomes, propose changes to the plan.

The parent/guardian and the behavioral intervention case manager or qualified designee may make minor modifications without an IEP team meeting. The parent/guardian shall be notified of the need for modification and shall be able to review the existing program evaluation data prior to implementing the modification. Parents/guardians shall be informed of their right to question any modification to the plan through the IEP procedures.

The IEP team also may include in the plan contingency schedules for altering specified procedures, their frequency or their duration, without reconvening the IEP team.

### **Emergency Interventions**

Emergency interventions not specified in a student's behavioral intervention plan shall be used only when necessary to control unpredictable, spontaneous behavior which poses clear and present danger of serious physical harm to the student or others and which cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. Emergency interventions shall not be used as a substitute for systematic behavioral intervention plans.

Only emergency interventions approved by the SELPA may be used. No emergency intervention shall be used for longer than is necessary to contain the behavior. Upon prolonged use of an emergency intervention, staff shall seek assistance of the principal or law enforcement agency, as applicable to the situation.

Parents/guardians shall be notified within one school day whenever emergency intervention is used or serious property damage occurs. A behavior emergency report shall immediately be completed, kept in the student's file, and forwarded to the Superintendent or designee for review. This report shall include:

1. The name and age of the student
2. The setting and location of the incident
3. The name of the staff or other persons involved
4. A description of the incident and the emergency intervention used
5. A statement of whether the student is currently engaged in a systematic behavioral intervention plan
6. Details of any injuries sustained by students or others, including staff, as a result of the incident

If the behavior emergency report is for a student who does not have a behavioral intervention plan, the Superintendent or designee shall, within two days, schedule an IEP team meeting to review the emergency report, determine the necessity for a functional analysis assessment, and determine the necessity for an interim behavioral intervention plan. The IEP team shall document the reasons for not conducting an assessment and/or not developing an interim plan.

If the behavior emergency report is for a student who has a behavioral intervention plan, any incident involving a previously unseen serious behavior problem or where a previously designed intervention is not effective shall be referred to the IEP team. The IEP team shall review the incident and determine whether the student's plan needs to be modified.

### **Prohibited Interventions**

The district prohibits any use of the following:

1. Any intervention designed or likely to cause physical pain
2. Releasing noxious, toxic or otherwise unpleasant sprays, mists or substances near the student's face
3. Any intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort or access to the bathroom
4. Any intervention that subjects the student to verbal abuse, ridicule, humiliation or excessive emotional trauma
5. Use of any material or objects which simultaneously immobilize all hands and feet, except that prone containment or similar techniques may be used by trained staff as a limited emergency intervention
6. Locked seclusion, unless in a facility otherwise licensed or permitted by law to use a locked room
7. Any intervention that precludes adequate supervision of the student
8. Any intervention that deprives the student of one or more of his/her senses
9. Force exceeding what is reasonable and necessary under the circumstances

### **Legal Reference:**

#### **EDUCATION CODE**

49001 Prohibition of corporal punishment  
56321 Notice of parental rights; consent of parents  
56500-56508 Procedural safeguards, including due process rights  
56520-56524 Behavioral Interventions

#### **CODE OF REGULATIONS, TITLE 5**

3001 Definitions  
3052 Designated positive behavioral interventions

#### **UNITED STATES CODE, TITLE 20**

1412 State eligibility  
1314 Procedural safeguards

#### **CODE OF FEDERAL REGULATIONS, TITLE 34**

300.1-300.818 Assistance to states for the education of students with disabilities

Regulation approved: March 21, 2013

### **EVERGREEN SCHOOL DISTRICT**

San Jose, California

## **Bullying**

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

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

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

### **Bullying Prevention**

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks

and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

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

### **Intervention**

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

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

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

### **Complaints and Investigation**

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level protocol.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

### **Discipline**

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

### **Legal Reference:**

#### **EDUCATION CODE**

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

48900-48925 Suspension or expulsion

48985 Translation of notices

#### **PENAL CODE**

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

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

653.2 Electronic communication devices, threats to safety

#### **UNITED STATES CODE, TITLE 47**

254 Universal service discounts (e-rate)

#### **COURT DECISIONS**

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

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

### **Child Abuse Prevention and Reporting**

The Board of Trustees recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

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

#### **Child Abuse Reporting**

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

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. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect. The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided.

#### **Legal Reference:**

##### **EDUCATION CODE**

32280-32288 Comprehensive school safety plans  
33308.1 Guidelines on procedure for filing child abuse complaints  
44690-44691 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

##### **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  
11164-11174.4 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

#### **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
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment
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
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student

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; administrators and employees of a licensed 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.

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

### **Reportable Offenses**

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

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.

Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim shall notify a peace officer.

### **Responsibility for Reporting**

The reporting duties of mandated reporters are individual and cannot be delegated to another person.

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.

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report.

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

### **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), sheriffs department, county probation department if designated by the county to receive such reports, or county welfare department.

Child Abuse Referral and Reporting Center  
373 W. Julian Street  
San Jose, CA 95110  
(408) 299-2071

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).

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

Reports of suspected child abuse or neglect shall include, if known:

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

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

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.

## 3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee.

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

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

Reporting the information to an employer, supervisor, principal, school counselor, coworker, or other person shall not be a substitute for making a mandated report to the appropriate agency.

## Training

Training of mandated reporters shall include identification and mandated reporting of child abuse and neglect.

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

### **Victim Interviews by Social Services**

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child.

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements:

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

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

### **Release of Child to Peace Officer**

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation,

### **Parent/Guardian Complaints**

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

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

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

### **Notifications**

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

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

The Superintendent or designee also shall notify all employees that:

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

Regulation approved: March 21, 2013

**EVERGREEN SCHOOL DISTRICT**

San Jose, California

**Comprehensive Safety Plan**

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

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

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

Each school shall forward its comprehensive safety plan to the Board for approval.

The comprehensive safety planes) shall be reviewed and updated by March 1 of each year.

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

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

**Tactical Response Plan**

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

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

**Public Access to Safety Plans**

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

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

**Legal Reference:****EDUCATION CODE**

200-262.4 Prohibition of discrimination  
32260-32262 Interagency School Safety Demonstration Act of 1985  
32270 School safety cadre  
32280-32289 School safety plans  
32290 Safety devices  
35147 School site councils and advisory committees  
35183 School dress code; uniforms  
35291 Rules  
35291.5 School-adopted discipline rules  
35294.10-35294.15 School Safety and Violence Prevention Act  
41510-41514 School Safety Consolidated Competitive Grant Program  
48900-48927 Suspension and expulsion  
48950 Speech and other communication  
49079 Notification to teacher; student act constituting grounds for suspension or expulsion  
67381 Violent crime

**PENAL CODE**

422.55 Definition of hate crime  
626.8 Disruptions  
11164-11174.3 Child Abuse and Neglect Reporting Act

**CALIFORNIA CONSTITUTION**

Article 1, Section 28(c) Right to Safe Schools

**CODE OF REGULATIONS, TITLE 5**

11987-11987.7 School Community Violence Prevention Program requirements  
11992-11993 Definition, persistently dangerous schools

**UNITED STATES CODE, TITLE 20**

7101-7165 Safe and Drug Free Schools and Communities  
7912 Transfers from persistently dangerous schools

**UNITED STATES CODE, TITLE 42**

12101-12213 Americans with Disabilities Act

**Development and Review of Comprehensive School Safety Plan**

The school site council shall consult with local law enforcement in writing and developing the comprehensive school safety plan. When practical, the school site council also shall consult with other school site councils and safety committees.

The school site council may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee. This committee shall be composed of the following members:

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

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

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

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

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

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

### **Content of the Safety Plan**

Each comprehensive safety plan shall include an assessment of the current status of school crime committed on campus and at school-related functions.

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

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

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

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

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

9. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for the closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus
10. Crisis prevention and intervention strategies, which may include the following:
  - a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate
  - b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)
  - c. Assignment of staff members responsible for each identified task and procedure
  - d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan
  - e. Coordination of communication to schools, Board of Trustees members, parents/guardians, and the media
  - f. Development of a method for the reporting of violent incidents
  - g. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling
11. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan

Regulation approved: March 21, 2013

**EVERGREEN SCHOOL DISTRICT**

San Jose, California

**Conduct**

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

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

Prohibited student conduct includes, but is not limited to:

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

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

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

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

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

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

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

(Education Code 48901.5)

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

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

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

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

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

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

**Legal Reference:**

**EDUCATION CODE**

- 200-262.4 Prohibition of discrimination
- 32280-32289 Comprehensive safety plan
- 35181 Governing board authority to set policy on responsibilities of students
- 35291-35291.5 Rules
- 44807 Duty concerning conduct of students
- 48900-48925 Suspension and expulsion
- 51512 Prohibition against electronic listening or recording device in classroom without permission

**CIVIL CODE**

- 1714.1 Liability of parents and guardians for willful misconduct of minor

**PENAL CODE**

- 288.2 Harmful matter with intent to seduce
- 313 Harmful matter
- 417.25-417.27 Laser scope or laser pointer
- 647 Use of camera or other instrument to invade person's privacy; misdemeanor
- 653.2 Electronic communication devices, threats to safety

**VEHICLE CODE**

- 23123-23124 Prohibitions against use of electronic devices while driving

**CODE OF REGULATIONS, TITLE 5**

- 300-307 Duties of students

**UNITED STATES CODE, TITLE 42**

- 2000h-2000h6 Title IX, 1972 Education Act Amendments

**COURTDECISIONS**

L'C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094  
LaVine v. Blaine School District, (2000, 9th Cir.) 257 F.3d 981  
Emmett v. Kent School District No. 415, (2000) 92 F.Supp. 1088  
Bethel School District No. 403 v. Fraser, (1986) 478 Us. 675  
New Jersey. T.L.O., (1985) 469 US. 325  
Tinker v. Des Moines Independent Community School District, (1969) 393 Us. 503

Policy adopted: March 21, 2013

**EVERGREEN SCHOOL DISTRICT**

San Jose, California

**Bus Conduct**

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

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

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

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

**Legal Reference:**

**EDUCATION CODE**

35160 Authority of governing boards  
39800 Transportation  
39839 Transportation of guide dogs, signal dogs, service dogs  
44808 Duty to supervise conduct of students  
48900 Grounds for suspension and expulsion  
48918 Expulsion procedures  
49060-49079 Student records  
49073-49079 Privacy of student records

**GOVERNMENT CODE**

6253-6270 California Public Records Act

**CODE OF REGULATIONS, TITLE 5**

14103 Authority of the driver

**CODE OF REGULATIONS, TITLE 13**

1200-1228 General provisions, school bus regulations

**UNITED STATES CODE, TITLE 20**

1232g Family Educational Rights and Privacy Act

**CODE OF FEDERAL REGULATIONS, TITLE 34**

99.1-99.67 Family Educational Rights and Privacy



## **Bus Rider Rules**

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

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

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

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

Regulation approved: March 21, 2013

**EVERGREEN SCHOOL DISTRICT**

San Jose, California

## **Discipline**

The Governing Board desires to provide a safe, supportive, and positive school environment conducive to student learning and to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, and parent involvement can minimize the need for discipline.

The Superintendent or designee shall approve, for each school, a complement of effective, age-appropriate strategies for correcting student behavior. Such strategies may include, but are not limited to, conferences with students and their parents/guardians; use of study, guidance, or other intervention-related teams; enrollment in a program teaching prosocial behavior or anger management; and participation in a restorative justice program. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as suspension and expulsion, shall be imposed only when required by law and when other means of correction have failed. (Education Code 48900.5)

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices.

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

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

Persistently disruptive students" may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

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

The Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

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

### **Corporal Punishment**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49001)

However, corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment. (Education Code 49001)

### **Legal Reference:**

#### **EDUCATION CODE**

32280-32288 School safety plans

35146 Closed sessions

35291 Rules

35291.5-35291.7 School-adopted discipline rules

37223 Weekend classes

44807.5 Restriction from recess

48900-48926 Suspension and expulsion

48980-48985 Notification ofparent/guardian

49000-49001 Prohibition ofcorporal punishment

49330-49335 Injurious objects

#### **CIVIL CODE**

1714.1 Parental liability for child's misconduct

#### **CODE OF REGULATIONS, TITLE 5**

307 Participation in school activities until departure ofbus

353 Detention after school

### **DISCIPLINE**

#### **Site-Level Rules**

In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

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

Each school shall file a copy of its rules with the Superintendent or designee.

Each school shall review its site-level discipline rules at least every four years.

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

### **Disciplinary Strategies**

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and his/her parents/guardians
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
3. Convening of a study, guidance, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians
4. When applicable, referral for a comprehensive psychosocial or psycho educational assessment, including for purposes of creating an individualized education program or a Section 504 plan
5. Enrollment in a program for teaching prosocial behavior or anger management
6. Participation in a restorative justice program
7. A positive behavior support approach with tiered interventions that occur during the school day on campus
8. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
9. Recess restriction as provided in the section below entitled "Recess Restriction"
10. Detention after school hours as provided in the section below entitled "Detention After School"
11. Community service as provided in the section below entitled "Community Service"
12. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
13. Reassignment to an alternative educational environment
14. Suspension and expulsion in accordance with law, Board policy, and administrative Regulation

### **Recess Restriction**

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

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

### **Detention After School**

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

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee notifies the parent/guardian.

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

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

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

### **School Investigations and Authority To Detain Students**

The principal or other district administrator/designee is responsible for conducting investigations to ensure that student actions are in accordance with district Policy and Regulations. In accordance with Education Code 48902, personnel are required to make appropriate referrals to law enforcement agencies when potential criminal misconduct is suspected.

Parents/guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership to help their children succeed in school (BP 5020(a) and Education Code 51100). As such, school administrators, to the greatest extent possible, shall include parents/guardians in any investigation and/or disciplinary proceeding. When conducting an investigation that may extend after the close of the school day, school administrators shall make every reasonable effort to notify parents.

The district works cooperatively with peace officers to ensure a safe and orderly school environment. Students may be detained after the close of the school day for a reasonable length of time depending on the nature of the investigation as long as the parent/guardian has been notified. In situations where the investigation has been completed and there is no perceived or imminent danger to the student or other students, a student will only be detained after school at the direct request of a peace officer.

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

### **Community Service**

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

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

### **Notice to Parents/Guardians and Students**

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

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

Regulation approved: March 21,2013

### **EVERGREEN SCHOOL DISTRICT**

San Jose, California

## **Emergencies and Disaster Preparedness Plan**

The Board of Trustees recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan.

The Superintendent or designee shall also develop and maintain emergency plans for each school site.

In developing the district and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators.

The Superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

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

School employees are considered disaster service workers and are subject to disaster service activities assigned to them.

**Legal Reference:**

**EDUCATION CODE**

- 32001 Fire alarms and drills
- 32049 Duty to equip school with first aid kit
- 32280-32289 School safety plans
- 32290 Safety devices
- 39834 Operating overloaded bus
- 46390-46392 Emergency average daily attendance in case of disaster
- 49505 Natural disaster; meals for homeless students; reimbursement

**GOVERNMENT CODE**

- 3100 Public employees as disaster service workers
- 8607 Standardized emergency management system

**CODE OF REGULATIONS, TITLE 5**

- 550 Fire drills
- 560 Civil defense and disaster preparedness plans

**CODE OF REGULATIONS, TITLE 19**

- 2400-2450 Standardized emergency management system

**UNITED STATES CODE, TITLE 42**

- 12101-12213 Americans with Disabilities Act

**Components of the Plan**

The Superintendent or designee shall ensure that district and school site plans address, at a minimum, the following types of emergencies and disasters:

1. Fire on or off school grounds which endangers students and staff
2. Earthquake or other natural disasters
3. Environmental hazards
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group
5. Bomb threat or actual detonation
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak

The Superintendent or designee shall ensure that the district's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:

1. Regular inspection of school facilities and equipment and identification of risks
2. Instruction and practice for students and employees regarding emergency plans, including:
  - a. Training of staff in first aid and cardiopulmonary resuscitation
  - b. Regular practice of emergency procedures by students and staff
3. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
  - a. The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
  - b. Individuals responsible for specific duties
  - c. Designation of the principal or designee for the overall control and supervision of activities at each school during the emergency, including authorization to use his/her discretion in situations which do not permit execution of prearranged plans
  - d. Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation
  - e. Assignment of responsibility for identification of injured persons and administration of first aid

4. Personal safety and security, including:
  - a. Identification of areas of responsibility for supervision of students
  - b. Procedures for evacuation of students and staff, including posting. Of evacuation routes
  - c. Procedures for release of students, including a procedure to release students when reference to the emergency card is not feasible
  - d. Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
  - e. Provision of a first aid kit to each classroom
  - f. Arrangements for students and staff with special needs
  - g. Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease
5. Closure of schools, including an analysis of:
  - a. The impact on student learning and methods to ensure continuity of instruction
  - b. How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians
6. Communication among staff, parents/guardians, the Board of Trustees, other governmental agencies, and the media during an emergency, including:
  - a. Identification of spokesperson(s)
  - b. Development and testing of communication platforms, such as hotlines, telephone trees, and web sites
  - c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand
  - d. Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians
7. Cooperation with other state and local agencies, including:
  - a. Development of guidelines for law enforcement involvement and intervention
  - b. Collaboration with the local health department, including development of a tracking system to alert the local health department to a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease
8. Steps to be taken after the disaster or emergency, including:
  - a. Inspection of school facilities
  - b. Provision of mental health services for students and staff, as needed

### **Fire Drills and Fires**

#### **Fire Drills**

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

The principal shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level.

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

#### **Fires**

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

1. The principal or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system.
2. The principal or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.

6. In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

**Legal Reference:**

**EDUCATION CODE**

17074.50-17074.56 Automatic fire detection, alarm and sprinkler systems

32001 Uniform fire signals

32040 Duty to equip school with first aid kit

**CODE OF REGULATIONS, TITLE 5**

550 Fire drills

Regulation approved: March 21, 2013

**EVERGREEN SCHOOL DISTRICT**

San Jose, California

**Bomb Threats**

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

**Receiving Threats**

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

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

**Response Procedure**

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

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

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

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

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

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

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

**Legal Reference:**

**EDUCATION CODE**

44810 Willful interference with classroom conduct

48900 Grounds for suspension or expulsion

51202 Instruction in personal and public health and safety

**PENAL CODE**

17 Felony, misdemeanor, classification of offenses

148.1 False report of explosive or facsimile bomb

245 Assault with deadly weapon or force likely to produce great bodily injury; punishment

594 Vandalism; penalty

**Earthquake Emergency Procedure System**

**Earthquake Preparedness**

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

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System.

The Superintendent or designee may work with the California Emergency Management Agency and the Seismic Safety Commission to develop and establish the earthquake emergency procedures.

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

Earthquake emergency procedures shall include, but not be limited to, all of the following:

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

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

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

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

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

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



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

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

### **Earthquake While Indoors at School**

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

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

### **Earthquake While Outdoors on School Grounds**

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

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

### **Earthquake While on the Bus**

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

### **Subsequent Emergency Procedures**

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

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

### **Legal Reference: EDUCATION CODE**

32280-32289 School safety plans

**GOVERNMENT CODE**

3100 Public employees as disaster service workers

8607 Standardized Emergency Management System

**CODE OF REGULATIONS. TITLE 19**

2400-2450 Standardized Emergency Management System

Regulation approved: March 21, 2013

**EVERGREEN SCHOOL DISTRICT**

San Jose, California

**Emergency Schedules**

In order to provide for the safety of students and staff, the Board of Trustees authorizes the Superintendent or designee to close a school site, change the regular school day schedule, or take any necessary action when hazardous environmental or weather conditions or other emergencies warrant.

When an emergency condition causes a school closure, reduction in attendance, or change in schedule pursuant to Education Code 41422 or 46392, thereby preventing the district from complying with the minimum number of instructional days or minutes required by law, the Superintendent or designee shall complete and submit to the Superintendent of Public Instruction the necessary forms for obtaining approval of the days of the closure, reduction in attendance, or change in schedule. The Superintendent or designee shall submit other relevant district records as may be required.

The Superintendent or designee shall establish a system for informing students and parents/guardians when school buses are not operating as scheduled, the school day schedule is changed, or the school is closed. The district's notification system shall include, but is not limited to, notifying local television and radio stations, posting on district web site(s), sending email and text messages, and/or making telephone calls.

Whenever the school day schedule changes after students have arrived at school, the Superintendent or designee shall ensure that students are supervised in accordance with the procedures specified in the district's emergency and disaster preparedness plan.

The Superintendent or designee may provide a means to make up lost instructional time later during the year. Students and parents/guardians shall receive timely advanced notice of any resulting changes in the school calendar or school day schedule.

**Legal Reference:**

**EDUCATION CODE**

41420 Required length of school term

41422 Schools not maintained for 175 days

46010 Total days of attendance

46100-46192 Attendance; maximum credit; minimum day

46390 Calculation of ADA in emergency

46391 Lost or destroyed ADA records

46392 Decreased attendance in emergency situation

**VEHICLE CODE**

34501.6 School buses; reduced visibility

Policy adopted: March 21, 2013

**EVERGREEN SCHOOL DISTRICT**

San Jose, California

**Employee Security**

The Board of Trustees desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing them with necessary assistance and support when emergency situations occur.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. The Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. In addition, the Superintendent or designee may initiate legal proceedings against any individual to recover damages for injury caused by the willful misconduct of that individual to the person or property of an employee or another person on district premises.

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques, and crisis resolution.

An employee may use reasonable force as is necessary to protect himself/herself from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects upon the person or within control of a pupil.

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

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

**Legal Reference:**

**EDUCATION CODE**

32210-32212 Willful disturbance, public schools or meetings

32225-32226 Communication devices

35208 Liability insurance

35213 Reimbursement for loss, destruction or damage of school property

44014 Report of assault by pupil against school employee

44807 Duty concerning conduct of students

48201 Transfer of student records

48900-48926 Suspension or expulsion

49079 Notification to teacher; student who has engaged in acts re: grounds suspension or expulsion

49330-49335 Injurious objects

**CIVIL CODE**

51.7 Freedom from violence or intimidation

**CODE OF CIVIL PROCEDURE**

527.8 Workplace violence safety

**GOVERNMENT CODE**

995-996.4 Defense of public employees

3543.2 Scope of representation

**PENAL CODE**

71 Threatening public officers and employees and school officials

240-246.3 Assault and battery, including:

241.3 Assault against school bus drivers

241.6 Assault on school employee includes board member

243.3 Battery against school bus drivers

243.6 Battery against school employee includes board member

245.5 Assault with deadly weapon; school employee includes board member

290 Registration of sex offenders

601 Trespass by person making credible threat

626-626.11 School crimes

646.9 Stalking  
12403.7 Weapons approved for self defense  
WELFARE AND INSTITUTIONS CODE  
827 Juvenile court proceedings; reports; confidentiality  
828.1 District police or security department, disclosure of juvenile records

**COURT DECISIONS**

City of San Jose v. William Garbett, (2010) 190 Cal. App. 4th 526

Policy adopted: March 21, 2013

**EVERGREEN SCHOOL DISTRICT**

San Jose, California

**Hate-Motivated Behavior**

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

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

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

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

**Grievance Procedures**

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

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

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

**Legal Reference:**

**EDUCATION CODE**

200-262.4 Prohibition of discrimination  
32282 School safety plans  
48900.3 Suspension for hate violence  
48900.4 Suspension or expulsion for threats or harassment

**PENAL CODE**

422.55 Definition of hate crime  
422.6 Crimes, harassment

**CODE OF REGULATIONS, TITLE 5**

4600-4687 Uniform Complaint Procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs

Policy adopted: March 21, 2013

## EVERGREEN SCHOOL DISTRICT

San Jose, California

### HIV/Aids Prevention Instruction

The Board of Trustees recognizes that accurate information about family life and human sexuality may contribute to a decreased risk for sexually transmitted diseases or unintended pregnancies. The Board also recognizes that Human Immunodeficiency Virus (RN) and Acquired Immune Deficiency Syndrome (AIDS) pose a public health crisis and that education is a necessary component for helping to slow the spread of this disease. The Board therefore desires to provide a well-planned sequence of instruction on comprehensive sexual health and mv/AIDS prevention.

The district's curriculum shall be based on medically accurate and factual information and shall help students understand the biological, psychological and social aspects of human sexuality. The district's program shall comply with the requirements of law and administrative regulation and shall respect the rights of parents/guardians to supervise their children's education on these subjects and parents/guardians to impart values regarding human sexuality to their children.

#### **Parent/Guardian Notification and Excuse**

At the beginning of each school year, or at the time of a student's enrollment, parents/guardians shall be notified about instruction in comprehensive sexual health education and liN/AIDS prevention education, as well as research on student health behaviors and risks, planned for the coming year. The notice shall advise parents/guardian: (Education Code 48980,51938)

1. That written and audiovisual educational materials to be used in comprehensive sexual health and liN/AIDS prevention education are available for inspection.
2. That parents/guardians may request in writing that their child not receive comprehensive sexual health or HIV/AIDS prevention education.
3. That parents/guardians have a right to request a copy of Education Code 51930-51938.
4. Whether the comprehensive sexual health or mV/AIDS prevention education will be taught by district personnel or outside consultants.

If the district chooses to use outside consultants or to hold an assembly with guest speakers to teach the comprehensive sexual health or HIV/AIDS prevention education, the notification shall include: (Education Code 51938)

1. The date of the instruction.
2. The name of the organization or affiliation of each guest speaker.
3. Information stating the right of the parent/guardian to request a copy of Education Code 51933-51934.

If the arrangements for instruction by outside consultants or guest speakers are made after the beginning of the school year, the district shall notify parents/guardians by mail or another commonly used method of notification no fewer than 14 days before the instruction is given. (Education Code 51938)

Upon written request, a parent/guardian may excuse his/her child from participating in comprehensive sexual health or HIV/AIDS prevention education or from participating in questionnaires or surveys regarding health behaviors and risks. Students so excused by their parents/guardians shall be given an alternative educational activity. (Education Code 51240, 51939)

A student shall not be subject to disciplinary action, academic penalty, or other sanction if the student's parent/guardian declines to permit the student to receive the instruction. (Education Code 51939)

#### **Legal Reference:**

##### **EDUCATION CODE**

220 Prohibition of discrimination

48980 Notice at beginning of term

51202 Instruction in personal and public health and safety

51210.8 Health education curriculum

51240 Excuse from instruction due to religious beliefs

51513 Materials containing questions about beliefs or practices

51930-51939 Comprehensive Sexual Health and HIV/AIDS Prevention Education Act

##### **HEALTH AND SAFETY CODE**

Comprehensive School Safety Plan

1255.7 Parents surrendering physical custody of a baby

**PENAL CODE**

243.4 Sexual battery

261.5 Unlawful sexual intercourse

271.5 Parents voluntarily surrendering custody of a baby

**UNITED STATES CODE, TITLE 20**

1232h Protection of student rights

7906 Sex education

**Instruction and Materials**

The Superintendent or designee shall ensure that the district's sexual health and HIV/AIDS prevention instruction and materials are: (Education Code 51933, 51934):

1. Age appropriate  
Age appropriate refers to topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group.
2. Factually and medically accurate and objective  
Medically accurate means verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists.
3. Available on an equal basis to a student who is an English learner, consistent with the existing curriculum and alternative options for an English learner, as otherwise provided in the Education Code
4. Appropriate for use with students of all races, genders, sexual orientations, and ethnic and cultural backgrounds, and students with disabilities
5. Accessible to students with disabilities, including, but not limited to, the provision of a modified curriculum, materials, and instruction in alternative formats and auxiliary aids
6. Not teaching or promoting religious doctrine
7. Not reflecting bias or promoting prejudice against students in protected categories of discrimination pursuant to Education Code 220

Other district courses that may include subject matter related to that which is presented in either HIV/AIDS prevention or comprehensive sexual health instruction, shall not be subject to the requirements of Education Code 51930-51939 pertaining to instructional content, teacher training, and parental notification and consent, if such courses contain: (Education Code 51932)

1. Solely a description or illustration of human reproductive organs that may appear in a textbook adopted pursuant to law on physiology, biology, zoology, general science, personal hygiene, or health
2. Instruction or materials that discuss gender, sexual orientation, or family life and do not discuss human reproductive organs and their function

**Additional Requirements for HIV/AIDS Prevention Instruction**

HIV/AIDS prevention instruction shall be offered at least once in junior high or middle school and once in high school. (Education Code 51934)

Instruction shall accurately reflect the latest information and recommendations from the United States Surgeon General, the federal Centers for Disease Control and Prevention, and the National Academy of Sciences. The district's curriculum shall satisfy the criteria listed in items #1-7 in the section entitled "Instruction and Materials" above and shall also include: (Education Code 51931, 51934)

1. Information on the nature of HIV/AIDS and its effects on the human body
2. Information on the manner in which HIV is and is not transmitted, including information on activities that present the highest risk of HIV infection
3. Discussion of methods to reduce the risk of HIV infection, including:
  - a. Emphasis that sexual abstinence, monogamy, the avoidance of multiple sexual partners, and abstinence from intravenous drug use are the most effective means for HIV/AIDS prevention
  - b. Statistics based upon the latest medical information citing the failure and success rates of condoms and other contraceptives in preventing sexually transmitted HIV infection

- c. Information on other methods that may reduce the risk of HIV transmission from intravenous drug use
4. Discussion of the public health issues associated with HIV/AIDS
5. Information on local resources for HIV testing and medical care
6. Development of refusal skills to assist students in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities
7. Discussion about societal views on HIV/AIDS, including stereotypes and myths regarding persons with HIV/AIDS and emphasizing compassion for persons living with HIV/AIDS

#### **Additional Requirements for Sexual Health Instruction**

The district's sexual health education curriculum shall satisfy the criteria listed in items #1-7 in the section entitled "Instruction and Materials" above as well as the following criteria: (Education Code 51931, 51933)

1. Instruction and materials shall encourage a student to communicate with his/her parents/guardians about human sexuality.
2. Instruction and materials shall teach respect for marriage and committed relationships.
3. Beginning in grade 7, instruction and materials shall teach that abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy, teach that abstinence from sexual activity is the only certain way to prevent sexually transmitted diseases, and provide information about the value of abstinence while also providing medically accurate information on other methods of preventing pregnancy and sexually transmitted diseases.
4. Beginning in grade 7, instruction and materials shall provide information about sexually transmitted diseases. This instruction shall include how sexually transmitted diseases are and are not transmitted, the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods of reducing the risk of contracting sexually transmitted diseases, and information on local resources for testing and medical care for sexually transmitted diseases.
5. Beginning in grade 7, instruction and materials shall provide information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception.
6. Beginning in grade 7, instruction and materials shall provide students with skills for making and implementing responsible decisions about sexual conduct.
7. Beginning in grade 7, instruction and materials shall provide students with information on the law concerning surrendering physical custody of a minor child 72 hours or younger, pursuant to Health and Safety Code 1255.7 and Penal Code 271.5.

#### **Professional Development**

The district's instruction shall be provided by instructors trained in the appropriate courses who are knowledgeable of the most recent medically accurate research on human sexuality, pregnancy, and sexually transmitted diseases. (Education Code 51932, 51933, 51934)

The Superintendent or designee shall cooperatively plan and conduct in-service training for all district personnel who provide HIV/AIDS prevention education, through regional planning, joint powers agreements, or contract services. (Education Code 51935)

In developing and providing in-service training, the Superintendent or designee shall cooperate and collaborate with the teachers who provide HIV/AIDS prevention education and with the California Department of Education (CDE). (Education Code 51935)

The district shall periodically conduct in-service training to enable district personnel to learn new developments in the scientific understanding of HIV/AIDS. In-service training shall be voluntary for district personnel who have demonstrated expertise or received in-service training from the CDE or federal Centers for Disease Control and Prevention. (Education Code 51935)

The Superintendent or designee may expand HIV/AIDS in-service training to cover the topic of comprehensive sexual health education for district personnel teaching sexual health education to learn new developments in the scientific understanding of sexual health. (Education Code 51935)

#### **Use of Consultants or Guest Speakers**

The Superintendent or designee may contract with outside consultants with expertise in comprehensive sexual health or HIV/AIDS prevention education, including those who have developed multilingual curricula or curricula accessible to persons with disabilities, to deliver the instruction or to provide training for district personnel. The Superintendent or designee shall ensure that any instruction provided by an outside speaker or consultant complies with Board policy, administrative regulation, and Education Code 51930-51939. (Education Code 51933, 51934, 51936)

#### **Parent/Guardian Notification**

At the beginning of each school year, or at the time of a student's enrollment, parents/guardians shall be notified about instruction in comprehensive sexual health education and HIV/AIDS prevention education, as well as research on student health behaviors and risks, planned for the coming year. The notice shall advise parents/guardians: (Education Code 48980,51938)

1. That written and audiovisual educational materials to be used in comprehensive sexual health and HIV/AIDS prevention education are available for inspection
2. That parents/guardians may request in writing that their child not receive comprehensive sexual health or HIV/AIDS prevention education
3. That parents/guardians have a right to request a copy of Education Code 51930-51939
4. Whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by district personnel or outside consultants

If the district chooses to use outside consultants or to hold an assembly with guest speakers to teach the comprehensive sexual health or HIV/AIDS prevention education; the notification shall include: (Education Code 51938)

- a. The date of the instruction
- b. The name of the organization or affiliation of each guest speaker
- c. Information stating the right of the parent/guardian to request a copy of Education Code 51933-51934

If the arrangements for instruction by outside consultants or guest speakers are made after the beginning of the school year, the district shall notify parents/guardians by mail or another commonly used method of notification no fewer than 14 days before the instruction is given. (Education Code 51938)

Parents/guardians shall be asked to sign and return to the school an acknowledgment that they have received the notification. If a parent/guardian wishes to excuse his/her child from instruction, he/she must provide a separate written request, as specified in Board policy.

Regulation adopted: March 21,2013

#### **EVERGREEN SCHOOL DISTRICT**

San Jose, California

### **Married/Pregnant/Parenting Students**

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

The Board of Trustees recognizes that early marriage, pregnancy or parenting may disrupt a student's education and increase the chance of a student dropping out of school. The Board therefore desires to provide instruction and services designed to assist in pregnancy prevention. The Board also desires to support male and female expectant and parenting students to attain strong academic and parenting skills and to promote the healthy development of their children.

Married, expectant and parenting students shall have the same educational and extracurricular opportunities as all students. Participation in special programs or schools shall be voluntary.

For school-related purposes, married students under the age of 18 are emancipated minors and have all the rights and privileges of students who are 18, even if the marriage has been dissolved.

#### **Expectant and Parenting Students**

The Board is committed to providing to expectant and parenting students and their children a comprehensive, continuous, community-linked program that reflects the cultural and linguistic diversity of the community.



The Superintendent or designee shall collaborate with the County Superintendent of Schools and other community agencies and organizations to ensure that appropriate educational and related support services are available to meet the needs of expectant and parenting students their children.

Expectant and parenting students retain the right to participate in any comprehensive school or educational alternative programs. School placement and instructional strategies for participating students shall be based on the needs and learning styles of individual students. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the individual student and/or child.

In addition to providing a quality education program for expectant and parenting students, the district's program shall provide parenting education and life skills instruction, special school nutrition supplements for pregnant and lactating students, and a child care and development program on or near the school site for the children of enrolled students. The district's program may provide other support services authorized by Education Code 54746 as necessary to meet the needs of students and their children.

**Legal Reference:**

**EDUCATION CODE**

- 2551.3 Determination of state aid for pregnant minors program
- 17293 School facilities for pregnant/parenting teen programs
- 48220 Compulsory education requirement
- 48410 Persons exempted from continuation classes
- 49553 Nutrition supplements for pregnant/lactating students
- 49558 Confidentiality of applications and records for free or reduced price meals
- 51220.5 Parenting skills and education
- 51745 Independent study
- 52610.5 Enrollment of pregnant and parenting students in adult education
- 54740-54749.5 California School Age Families Education Program (Cal-SAFE)

**FAMILY CODE**

- 7002 Description of emancipated minor
- 7050 Purposes for which emancipated minor considered an adult

**HEALTH AND SAFETY CODE**

- 124175-124200 Adolescent and Family Life Act
- UNITED STATES CODE, TITLE 20
- 1681-1688 Title IX, Education Act Amendments

**CODE OF FEDERAL REGULATIONS, TITLE 34**

- 106.40 Marital or parental status

The Superintendent or designee may grant a student a leave of absence due to pregnancy, childbirth or abortion for as long as it is deemed medically necessary. At the conclusion of the leave, the student shall be reinstated to the status she held when the leave began.

A pregnant or parenting student also may request exemption from attendance because of a physical or mental condition or because of personal services that must be rendered to a dependent. (Education Code 48410)

Regulation approved: March 21,2013

**EVERGREEN SCHOOL DISTRICT**

San Jose, California

**Nondiscrimination/Harassment**

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

Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and 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.

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

The Superintendent or designee may provide age-appropriate training and information to students, parents/guardians, and employees regarding discrimination, harassment, intimidation, and bullying, including, but not limited to, the district's nondiscrimination policy, what constitutes prohibited behavior, how to report incidents, and to whom such reports should be made.

In providing instruction, guidance, supervision, or other services to district students, employees and volunteers shall carefully guard against segregating or stereotyping students.

The principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.

Students who engage in discrimination, harassment, intimidation, bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

#### **Grievance Procedures**

The following position is designated Coordinator for Nondiscrimination to handle complaints regarding discrimination, harassment, intimidation, or bullying, and to answer inquiries regarding the district's nondiscrimination policies:

Director, Educational Services  
3188 Quimby Road  
San Jose, CA 95148  
(408) 270-6800

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the Coordinator, the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying shall report the incident to the Coordinator or principal, whether or not the victim files a complaint.

In addition, the employee shall immediately intervene when safe to do so. (Education Code 234.1)

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the Coordinator shall immediately investigate the complaint in accordance with the site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

Within 30 days of receiving the district's report, the complainant may appeal to the Board if he/she disagrees with the resolution of the complaint. The Board shall make a decision at its next regular meeting and its decision shall be [mal.

The district's policy shall also be posted on the district web site or any other location that is easily accessible to students.

When required pursuant to Education Code 48985, complaint forms shall be translated into the student's primary language.

#### **Legal Reference: EDUCATION CODE**

200-262.4 Prohibition of discrimination  
48900.3 Suspension or expulsion for act of hate violence  
48900.4 Suspension or expulsion for threats or harassment  
48904 Liability of parent/guardian for willful student misconduct  
48907 Student exercise of free expression  
48950 Freedom of speech  
48985 Translation of notices  
49020-49023 Athletic programs  
51500 Prohibited instruction or activity  
51501 Prohibited means of instruction  
60044 Prohibited instructional materials

**CIVIL CODE**

1714.1 Liability of parents/guardians for willful misconduct of minor

**PENAL CODE**

422.55 Definition of hate crime  
422.6 Crimes, harassment

**CODE OF REGULATIONS, TITLE 5**

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 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

**CODE OF FEDERAL REGULATIONS, TITLE 34**

100.3 Prohibition of discrimination on basis of race, color or national origin  
104.7 Designation of responsible employee for Section 504  
106.8 Designation of responsible employee for Title IX  
106.9 Notification of nondiscrimination on basis of sex

**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

**Procedures**

1. The principal or designee shall promptly investigate all complaints of discrimination/harassment. In so doing, he/she shall talk individually with:
  - a. The student who is complaining.
  - b. The person accused of discrimination/harassment.
  - c. Anyone who saw the discrimination/harassment take place.
  - d. Anyone mentioned as having related information.
2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the discrimination/harassment, and put his/her complaint in writing.
3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
  - a. The Superintendent or designee.
  - b. The parent/guardian of the student who complained.
  - c. The parent/guardian of the person accused of discriminating/harassing someone.
  - d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth.
  - e. Child protective agencies responsible for investigating child abuse reports.
  - f. Legal counsel for the district.
4. When the student who complained and the person accused of discrimination/harassment so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or

trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided.

5. The principal or designee shall tell the student who complained that he/she has the right to file a fon

Regulation approved: March 21, 2013 July 2003

**EVERGREEN SCHOOL DISTRICT**

San Jose, California

### Safe Routes To School Program

District strategies to improve student safety along routes to school and to promote walking, bicycling, and other forms of active transport to school by students may include:

1. Education activities that promote safety and awareness, such as:
  - a. Instructing students about pedestrian, bicycle, and personal safety
  - b. Instructing students about the health and environmental benefits of walking, bicycling, and other forms of active transport to school
2. Encouragement strategies designed to generate interest in active transport to school, such as:
  - a. Organizing or facilitating "walking school buses" and/or "bicycle trains" whereby students walk: or bike to school in groups escorted by parents/guardians or other volunteers as needed
  - b. Organizing special events and activities, such as Walk: or Bike to School Day, International Walk: to School Month, or year-round competitions
  - c. Publicizing the district's efforts in order to build support of parents/guardians and the community, including providing information about the district's safe routes to school program in parent/guardian communications and in any notifications about transportation options
3. Enforcement strategies to, deter unsafe behaviors of drivers, pedestrians, and bicyclists, such as:
  - a. Partnering with local law enforcement to help ensure that traffic laws are obeyed in the vicinity of schools and to implement appropriate measures such as placement of speed feedback monitors, ticketing, and/or driver safety campaigns
  - b. Monitoring to ensure that students who bicycle to school or who use skateboards, skates, or nonmotorized scooters wear helmets in accordance with Vehicle Code 21212
4. Engineering strategies that address the design, implementation, operation, and maintenance of traffic control devices or physical measures, such as:
  - a. Working with local government agencies, parents/guardians, school staff, and others as appropriate to gather data about environmental conditions and hazards along routes to school
  - b. Working with local government agencies to make operational and physical improvements that reduce or eliminate hazards, such as reducing motor vehicle traffic speeds in the area and establishing safer and fully accessible crosswalks, walkways, trails, and bikeways
  - c. Assessing the adequacy, accessibility, and safety of bicycle parking at schools and making modifications as needed, such as increasing the number of or relocating bicycle racks and/or equipment storage areas
  - d. Considering safe routes to school when making decisions about siting and designing of new schools

**Legal Reference:**

**EDUCATION CODE**

32283 Comprehensive safety plan

45450-45451 Crossing guards

**GOVERNMENT CODE**

65352.2 General planning; communication between cities, counties and school districts

**STREETS AND HIGHWAYS CODE**

2333.5 Safe routes to schools construction program

**VEHICLE CODE**

21200-21212 Operation of bicycles, especially:

21212 Helmet required for bicycle, nonmotorized scooter, skateboard, skates

21949-21971 Pedestrian rights and duties

**UNITED STATES CODE, TITLE 23**

148 Highway safety improvement program

**UNITED STATES CODE, TITLE 42**

1751 Note Local wellness policy

Regulation approved: March 21, 2013

**EVERGREEN SCHOOL DISTRICT**

San Jose, California

**Safety**

The Board of Trustees recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. The Superintendent or designee shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

Staff shall be responsible for the proper supervision of students during school hours, during school-sponsored activities, and while students are using district transportation to and from school

The Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety, as well as injury and disease prevention.

**Crossing Guards/Safety Patrol**

To assist students in safely crossing streets adjacent to or near school sites, the Board may employ crossing guards and/or establish a safety patrol at any district school. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.

**Legal Reference:**

**EDUCATION CODE**

8482-8484.6 After School Education and Safety Program

17280-17317 Building approvals (Field Act)

17365-17374 Fitness of school facilities for occupancy

32001 Fire alarms and drills

32020 School gates; entrances for emergency vehicles

32030-32034 Eye safety

32040 First aid equipment

32225-32226 Two-way communication devices in classrooms

32240-32245 Lead-free schools

32250-32254 CDE school safety and security resources unit

32280-32289 Safety plans

44807 Duty of teachers concerning conduct of students

44808 Exemption from liability when students are not on school property

44808.5 Permission for students to leave school grounds; notice (high school)

45450-45451 Crossing guards  
48900 Hazing  
49300-49307 School safety patrol  
49330-49335 Injurious objects  
49341 Hazardous materials in school science laboratories  
51202 Instruction in personal and public health and safety

**GOVERNMENT CODE**

810-996.6 California Tort Claims Act

**HEALTH AND SAFETY CODE**

115725-115735 Playground safety  
115775-115800 Wooden playground equipment  
115810-115816 Playground safety and recycling grants

**PENAL CODE**

245.6 Hazing

**PUBLIC RESOURCES CODE**

5411 Purchase of equipment usable by physically disabled persons

**VEHICLE CODE**

21100 Rules and regulations; crossing guards  
21212 Use of helmets  
42200 Fines and forfeitures, disposition by cities  
42201 Fines and forfeitures, disposition by counties

**CODE OF REGULATIONS, TITLE 5**

202 Exclusion of students with a contagious disease  
570-576 School safety patrols  
5531 Supervision of social activities  
5552 Playground supervision  
5570 When school shall be open and teachers present  
14103 Bus driver; authority over pupils

**COURT DECISIONS**

Wiener v. Southcoast Childcare Centers, (2004) 32 Cal.4th 1138  
Kahn v. East Side Union High School District, (2003) 31 Cal.4th 990  
Hoyem v. Manhattan Beach City School District, (1978) 22 Cal. 3d 508  
Dailey v. Los Angeles Unified School District, (1970) 2 Cal 3d 741

Each principal or designee shall establish school rules for the safe and appropriate use of school equipment and materials and for student conduct consistent with law, Board policy, and administrative regulation. Copies of the rules shall be distributed to parents/guardians and shall be readily available at the school at all times.

**Release of Students**

Students shall be released during the school day only to the custody of an adult if:

1. The adult is the student's custodial parent/guardian.
2. The adult has been authorized on the student's emergency card as someone to whom the student may be released when the custodial parent/guardian cannot be reached, and the principal or designee verifies the adult's identity.
3. The adult is an authorized law enforcement officer acting in accordance with law.
4. The adult is taking the student to emergency medical care at the request of the principal or designee.

**Supervision of Students**

Every teacher shall hold students accountable for their conduct on the way to and from school, on the playgrounds, and during recess.

The principal or designee shall require all individuals supervising students to remain alert in spotting dangerous conditions, promptly report any such conditions to the principal or designee, and file a written report on such conditions as appropriate.

In arranging for appropriate supervision on playgrounds, the principal or designee shall:

1. Where playground supervision is not otherwise provided, provide for certificated employees to supervise the conduct and safety, and direct the play, of students who are on school grounds before and after school and during recess and other intermissions (5 CCR 5552)
2. Clearly identify supervision zones on the playground and require all playground supervisors to remain outside at a location from which they can observe their entire zone of supervision .
3. Consider the size of the playground area, the number of areas that are not immediately visible, and the age of the students to determine the ratio of playground supervisors to students

The Superintendent or designee shall ensure that teachers, teacher aides, playground supervisors, yard aides, and volunteers who supervise students receive training in safety practices and in supervisory techniques that will help them to forestall problems and resolve conflicts. Such training shall be documented and kept on file.

#### **Student Safety Patrols**

School safety patrols shall be used only at those locations where the nature of traffic will permit their safe operation. The locations where school safety patrols are used should be determined jointly with the local law enforcement agency.

A school safety patrol shall be composed of students of the school who are selected by the principal and shall serve only with written consent from their parent/guardian. Patrol members shall be at least 10 years old and at least in the fifth grade.

Patrol members shall be under the supervision and control of the principal or designee and shall receive training in proper procedures, including, but not limited to, the operations specified in 5 CCR 573-574. Whenever on duty, patrol members shall wear the standard uniform required by 5 CCR 576.

#### **Playground Safety**

Any new playground or any replacement of equipment or modification of components inside an existing playground shall conform to standards set forth by the American Society for Testing and Materials and the guidelines set forth by the U.S. Consumer Product Safety Commission.

Any playground installed between January 1, 1994, and December 31, 1999, shall conform to these standards not later than 15 years after the date of installation.

#### **Laboratory Safety**

The principal of each school offering laboratory work shall develop procedures for laboratory safety and designate a trained certificated employee to implement and regularly review these procedures.

#### **Eye Safety Devices**

The Superintendent or designee shall provide schools with eye safety devices for use whenever students, teachers, or visitors are engaged in or observing an activity or using hazardous substances likely to cause injury to the eyes. Eye safety devices may be sold to students for an amount not to exceed their actual cost to the district.

#### **Protection Against Insect Bites**

To help protect students against insect bites or stings that may spread disease or cause allergic reactions, students shall be allowed to apply insect repellent provided by their parents/guardians, under the supervision of school personnel, and in accordance with the manufacturer's directions, when engaging in outdoor activities.

Regulation approved: March 21, 2013

#### **EVERGREEN SCHOOL DISTRICT**

San Jose, California

#### **Students**

#### **Sexual Harassment**

The Board of Trustees is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits

retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint processes.

### **Instruction/Information**

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and 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
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable

### **Complaint Process**

Any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity (e.g., by a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation.

The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

### **Disciplinary Actions**

Any student who engages in sexual harassment or sexual violence at school or at a school sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

### **Confidentiality and Record-Keeping**

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

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in the schools.

### **Legal Reference:**

#### **EDUCATION CODE**

- 200-262.4 Prohibition of discrimination on the basis of sex
- 48900 Grounds for suspension or expulsion
- 48900.2 Additional grounds for suspension or expulsion; sexual harassment
- 48904 Liability of parent/guardian for willful student misconduct
- 48980 Notice at beginning of term

#### **CIVIL CODE**

- 51.9 Liability for sexual harassment; business, service and professional relationships
- 1714.1 Liability of parents/guardians for willful misconduct of minor

#### **GOVERNMENT CODE**

- 12950.1 Sexual harassment training

#### **CODE OF REGULATIONS, TITLE 5**

- 4600-4687 Uniform complaint procedures
- 4900-4965 Nondiscrimination in elementary and secondary education programs

#### **UNITED STATES CODE, TITLE 20**

- 1681-1688 Title IX, discrimination

#### **UNITED STATES CODE, TITLE 42**



1983 Civil action for deprivation of rights  
2000d-2000d-7 Title VI, Civil Rights Act of 1964  
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

**CODE OF FEDERAL REGULATIONS, TITLE 34**

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

**COURT DECISIONS**

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567  
Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130  
Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736  
Davis v. Monroe County Board of Education, (1999) 526 U.S. 629  
Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274  
Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143-F.3d 473  
Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

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, when made on the basis of sex and under any of the following conditions: (Education Code 212.5; 5 CCR4916)

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

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or 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

**School-Level Complaint Process/Grievance Procedure**

Complaints of sexual harassment, or any behavior prohibited by the district's Nondiscrimination/Harassment policy - BP 5145.3, shall be handled in accordance with the following procedure:

1. **Notice and Receipt of Complaint:** Any student who believes he/she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the district Coordinator for Nondiscrimination/Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Coordinator/Principal, whether or not the victim files a complaint.

In any case of sexual harassment involving the Coordinator/Principal to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Superintendent or designee.

2. **Initiation of Investigation:** The Coordinator/Principal shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The district shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/she has been subjected to harassment, the student's parent/guardian, an employee who received a complaint from a student, or any employee or student who witnessed the behavior.

If the Coordinator/Principal receives an anonymous complaint or media report about alleged sexual harassment, he/she shall determine whether it is reasonable to pursue an investigation considering the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment.

3. **Initial Interview with Student:** When a student or parent/guardian has complained or provided information about sexual harassment, the Coordinator/Principal shall describe the district's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/her complaint in writing. If the student requests confidentiality, he/she shall be informed that such a request may limit the district's ability to investigate.
4. **Investigation Process:** The Coordinator/Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

The Coordinator/Principal shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Coordinator/Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place.

When necessary to carry out his/her investigation or to protect student safety, the Coordinator/Principal also may discuss the complaint with the Superintendent or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/or child protective services, and district legal counsel or the district's risk manager.

5. **Interim Measures:** The Coordinator/Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.
6. **Optional Mediation:** In cases of student-on-student harassment, when the student who complained and the alleged harasser so agree, the Coordinator/Principal may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/she shall be advised of the right to end the informal process at any time.
7. **Factors in Reaching a Determination:** In reaching a decision about the complaint, the Coordinator/Principal may take into account:
  - a. Statements made by the persons identified above
  - b. The details and consistency of each person's account
  - c. Evidence of how the complaining student reacted to the incident
  - d. Evidence of any past instances of harassment by the alleged harasser
  - e. Evidence of any past harassment complaints that were found to be untrue

To judge the severity of the harassment, the Coordinator/Principal may take into consideration:

- a. How the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The identity, age, and sex of the harasser and the student who complained, and the relationship between them

- d. The number of persons engaged in the harassing conduct and at whom the harassment was directed
- e. The size of the school, location of the incidents, and context in which they occurred
- f. Other incidents at the school involving different students

8. **Written Report on Findings and Follow-Up:** No more than 30 days after receiving the complaint, the Coordinator/Principal shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator/Principal shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If it is determined that harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/guardians of the student who complained and the student who was accused, and the Superintendent or designee.

In addition, the Coordinator/Principal shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Coordinator/Principal shall make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

#### **Enforcement of District Policy**

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. 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 harassment and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding sexual harassment
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/guardians and the community
5. Taking appropriate disciplinary action

In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

#### **Notifications**

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

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, including school web sites (Education Code 231.5)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

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#### **EVERGREEN SCHOOL DISTRICT**

San Jose, California

The Board of Trustees prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff
3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 – Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

**Legal Reference:**

**EDUCATION CODE**

200-262.4 Prohibition of discrimination on the basis of sex

**GOVERNMENT CODE**

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950.1 Sexual harassment training

**LABOR CODE**

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

**CODE OF REGULATIONS, TITLE 2**

7287.8 Retaliation

7288.0 Sexual harassment training and education

**CODE OF REGULATIONS, TITLE 5**

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

**UNITED STATES CODE, TITLE 42**

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

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

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

**CODE OF FEDERAL REGULATIONS, TITLE 34**

106.9 Dissemination of policy

**COURT DECISIONS**

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4/h 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth (1998) 118 S.O. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Oncale v. Sundowner Offshore Servo Inc., (1998) 118 S.Ct. 998

Meritor Savings Bank, FSB V. Vinson et al., (1986) 447 U.S. 57

**Definitions**

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 work or educational setting when: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.

2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. The conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs, or activities available at or through the district.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Prohibited sexual harassment may also include any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

### **Training**

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position. (Government Code 12950.1)

The district's training and education program for supervisory employees shall include information and practical guidance regarding the federal and state laws on the prohibition against and the prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment. The training shall also include all of the content specified in 2 CCR 7288.0 and practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1; 2 CCR 7288.0)

In addition, the Superintendent or designee shall ensure that all employees receive periodic training regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures.

### **Notifications**

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year or whenever a new employee is hired
3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC

7. The protection against retaliation provided by 2 CCR 7287.8 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

Regulation approved: March 21,2013

**EVERGREEN SCHOOL DISTRICT**

San Jose, California

**Student Disturbances**

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

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

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

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

**Legal Reference:**

**EDUCATION CODE**

- 32210 Willful disturbance of public school or meeting
- 32211 Threatened disruption or interference with classes
- 32280-32288 School safety plans
- 35160 Authority of governing boards
- 38000-38005 Security patrols
- 44810 Willful interference with classroom conduct
- 44811 Disruption of classwork or extracurricular activities
- 48900 Grounds for suspension or expulsion
- 48907 Student exercise of free expression
- 51512 Prohibited use of electronic listening or recording device

**PENAL CODE**

- 243.5 Assault or battery on school property
- 403-420 Crimes against the public peace, especially:
  - 415 Fighting; noise; offensive words
  - 415.5 Disturbance of peace of school
  - 416 Assembly to disturb peace; refusal to disperse
- 626-626.10 Crimes on school grounds
- 627-627.7 Access to school premises
- 653b Loitering about schools or public places

**Prohibited Activities**

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

1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight

2. Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school (Education Code 48907)

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

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

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

#### **Extension of Class Period and/or Dismissal of School**

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

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

#### **Vandalism and Graffiti**

The Board of Trustees desires to enhance student learning by striving to provide an environment where students and staff can feel safe and secure and can take pride in their school. To that end, the Superintendent or designee shall develop strategies for preventing graffiti and vandalism on school grounds, including collaborating with local law enforcement and city and county officials, as appropriate, to help develop a coordinated response to graffiti and vandalism in the community.

Students and staff are encouraged to report any graffiti or vandalism to the principal or designee for investigation. The principal or designee shall determine whether the incident necessitates an investigation pursuant to the district's sexual harassment, hate-motivated behavior, or nondiscrimination grievance procedure.

As appropriate, the principal or designee may contact local law enforcement in instances when the graffiti is repetitive, identifies particular targets or groups, identifies the perpetrator, and/or contains incitements to violence, threats, or intimidation. Photographs or other evidence of the vandalism or graffiti shall be preserved as necessary for investigation by the district or law enforcement and as evidence in any district disciplinary proceedings.

The principal or designee shall ensure that graffiti on school grounds is removed and covered as soon as possible, and if practicable before the beginning of the school day.

A student who commits an act of vandalism or graffiti on school grounds shall be subject to disciplinary action, including, but not limited to, suspension or expulsion in accordance with Board policy and administrative regulation. If reparation for damages is not made, the district also may withhold the student's grades, diploma, and/or transcripts in accordance with law.

#### **Legal Reference:**

##### **EDUCATION CODE**

48900 Grounds for suspension or expulsion

48904 Willful misconduct, limit of liability of parent or guardian

48904.3 Withholding grades, diplomas, or transcripts of pupils causing property damage or injury

**CIVIL CODE**

- 51.7 Right to be free from violence
- 52.1 Discrimination liability
- 1714.1 Liability of parent or guardian for act of willful misconduct by a minor

**GOVERNMENT CODE**

- 53069.5 Reward for information

**PENAL CODE**

- 594 Vandalism
- 594.1 Aerosol containers of paint
- 594.2 Intent to commit vandalism or graffiti
- 594.6 Vandalism or graffiti, community service
- 640.5 Graffiti; facilities or vehicles of governmental entity
- 640.6 Graffiti

**CODE OF REGULATIONS, TITLE 5**

- 305 Student responsible for care of property

Policy adopted: March 21, 2013

**EVERGREEN SCHOOL DISTRICT**

San Jose, California

**Supplemental School Counseling Program for Students in Grades 7-8**

The Board has adopted the Supplemental School Counseling Program in order to provide supplemental counseling services to all students in grades 7-8 delivered by personnel who hold a valid pupil personnel services credential. In accordance with law and as specified in administrative regulations, the district's program shall provide for an individualized review of student records, an opportunity for a counselor to meet with students to discuss educational and vocational options, and specialized counseling services for students identified as at risk of not passing the high school exit examination.

**Personal Counseling**

Counseling staff may identify and work with students whose personal problems may prevent them from reaching their potential. As appropriate, students shall be informed about agencies that offer qualified professional assistance with substance abuse, physical or emotional problems, or other personal problems.

Counselors shall respect student confidentiality as appropriate and shall consult with the Superintendent or designee or with the district's legal counsel whenever unsure of how to respond to a student's personal problem. Parent/guardian consultation and consent shall be obtained as appropriate.

**Legal Reference:**

**EDUCATION CODE**

- 221.5 Prohibited sex discrimination
- 37254 Supplemental instruction based on failure to pass exit exam by end of grade 12
- 41505-41508 Pupil Retention Block Grant
- 48431 Establishing and maintaining high school guidance and placement program
- 49600-49604 Educational counseling
- 51250 School age military dependents
- 51513 Personal beliefs
- 52378-52380 Supplemental School Counseling Program

**REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS**

- 48431.6 Tenth grade counseling program

**PENAL CODE**

- 11166-11170 Reporting known or suspected cases of child abuse

**CODE OF REGULATIONS, TITLE 5**

- 4930-4931 Counseling

**UNITED STATES CODE, TITLE 10**

- 503 Military recruiter access to directory information



## **UNITED STATES CODE. TITLE 20**

1232g Family Educational Rights and Privacy Act

7908 Armed forces recruiter access to students and student recruiting information

## **CODE OF FEDERAL REGULATIONS. TITLE 34**

99.1-99.67 Family educational rights and privacy

A counselor shall review the academic and behavior record of qualified students in grades 7-8, and meet with each student and, if practicable, his/her parent/guardian to explain the records. At the meeting, the counselor shall also explain the student's educational options, the coursework and academic progress needed for satisfactory completion of middle school or high school and passage of the high school exit examination, and the availability of career technical education. If such services are available to district students, the educational options discussed shall include college preparatory and vocational programs, including regional occupational centers and programs and any other available alternatives. (Education Code 53278)

The Superintendent or designee shall identify students in grades 7-8 (Education Code 53278)

1. Who are at risk of not graduating with the rest of their class
2. Who are not earning credits at a rate that will enable them to pass the high school exit examination
3. Who do not have sufficient training to allow them to fully engage in their chosen career
4. Other students who could benefit from, or are in need of, such services.

The district shall provide the following services:

1. For students in grade 7 who are deemed to be at the far below basic level in English language arts or mathematics pursuant to the California Standards Test administered in grade 6, the district shall provide a list of coursework and experience necessary to assist them to successfully transition to high school and to meet all graduation requirements, including passing the high school exit examination. (Education Code 53278)
2. For students in grade 7 detailed in item #1 above, a copy of the list of coursework and experience shall be provided to the student and his/her parent/guardian. The list shall also be included in the student's cumulative record. (Education Code 53278)
3. Individual Conference: For students in grade 7 who have been provided the list of coursework and experience detailed in item #1 above, the district shall offer and schedule an individual conference with each student, his/her parent/guardian, and the school. During the conference, the counselor shall apprise the student and his/her parent/guardian of the following: (Education Code 53278)
  - a. Consequences of not passing the high school exit examination
  - b. Available programs, courses, and career technical education options needed for satisfactory completion of middle or high school
  - c. The student's cumulative records and transcripts
  - d. The student's performance on standardized and diagnostic assessments
  - e. Available remediation strategies, high school courses, and alternative education options
  - f. Information about postsecondary education and training
  - g. As applicable, the student's score on the English language arts or mathematics portion of the California Standards Test administered in grade 6

The individual conference shall be scheduled, to the extent feasible, within the following timeline: (Education Code 53278)

For students in grade 7, the conference shall occur before January of that year in which the student is in grade 7.

The Superintendent or designee shall annually submit reports to the California Department of Education describing the number and percentage of students receiving various program services. (Education Code 52380)

### **Notifications**

Beginning with grade 7, parents/guardians shall be notified at least once before career counseling and course selection so that they may participate in the counseling sessions and decisions. (Education Code 221.5)

### **Nondiscrimination**

No counselor shall unlawfully discriminate against any student. In addition, when exploring the possibility of careers and courses leading to such careers, counseling staff shall not differentiate career, vocational, or higher education opportunities on the basis of the sex of the student. (Education Code 221.5; 5 CCR 4930)

For appraising or counseling students, the district shall not use testing or other materials that permit or require impermissible or unlawful differential treatment of students. (5 CCR 4931)

Regulation approved: March 21, 2013

**EVERGREEN SCHOOL DISTRICT**  
San Jose, California

### **Suspension and Expulsion/due Process**

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

To correct the behavior of any student who is subject to discipline, the Superintendent or designee shall, to the extent allowed by law, first use alternative disciplinary strategies specified in AR 5144.1 - Discipline. (Education Code 48900.5)

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

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

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

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

#### **Due Process**

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

#### **Removal from Class by a Teacher and Parental Attendance**

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

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

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

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

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

At the meeting with the student's parent/guardian, the principal or designee shall explain the district's and school's discipline policies, including the disciplinary strategies that may be used to achieve proper student conduct.

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

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

### **Supervised Suspension Classroom**

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

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

### **Decision Not to Enforce Expulsion Order**

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law and administrative regulation. (Education Code 48917)

### **Legal Reference:**

#### **EDUCATION CODE**

212.5 Sexual harassment  
233 Hate violence  
1981 Enrollment of students in community school  
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  
48660-48667 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

#### **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 Discharge or discrimination against employee for taking time off to appear in school on behalf Of a child

## **PENAL CODE**

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

417.27 Laser pointers

422.55 Hate crime defined

422.6 Interference with exercise of civil rights

422.7 Aggravating factors for punishment

422.75 Enhanced penalties for hate crimes

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

626.9 Gun-Free School Zone Act of 1995

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

868.5 Supporting person; attendance during testimony of witness

## **WELFARE AND INSTITUTIONS CODE**

729.6 Counseling

## **UNITED STATES CODE, TITLE 18**

921 Definitions, firearm

## **UNITED STATES CODE, TITLE 20**

1314(K) Placement in alternative educational setting

7151 Gun-free schools

## **COURTDECISIONS**

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

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

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

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

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182

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

## **ATTORNEY GENERAL OPINIONS**

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

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

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

## **Definitions**

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

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Board of Trustees for students of the same grade level.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

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

Day means a calendar day unless otherwise specifically provided.. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(u))

### **Notice of Regulations**

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

### **Grounds for Suspension and Expulsion**

Any student, including a student with disabilities, may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense. (Education Code 48900(a))

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))

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

9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 489000))
11. Disrupted school 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. (Education Code 48900(k))
12. Knowingly received stolen school property or private property. (Education Code 48900(1))
13. Possessed an imitation firearm. (Education Code 48900(m)) Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
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. (Education Code 48900(n))
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(P))
17. Engaged in, or attempted to engage in, hazing. (Education Code 48900(q))

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

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

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

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 (items #20-22 below), that has any of the effects described above on a reasonable student.

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

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

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

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

A student in grades 4-8 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

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

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

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

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

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

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including, but not limited to, the following: (Education Code 48900)

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

Removal from Class by a Teacher and Parental Attendance A teacher may suspend any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above. (Education Code 48910)

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

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

A student 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 (Education Code 48910)

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 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. (Education Code 48910)

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 (Education Code 48913)

Pursuant to Board policy, a teacher may require the parent/guardian of a student whom the teacher has removed to attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

This notice shall also:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date
2. State that if the parent/guardian does not have a means of transportation to school, he/she may ride the school bus with the student
3. Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1

### **Suspension by Superintendent, Principal, or Designee**

The Superintendent, principal, or designee may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above. A student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)

However, the Superintendent, principal, or designee may impose a suspension upon a first offense if he/she determines that 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. (Education Code 48900.5)

In addition, the Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915)

1. Possessing, as verified by a district employee, 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 or designee's concurrence
2. Brandishing a knife as defined in Education Code 48915(g)
3. Unlawfully selling a controlled substance listed in Health and Safety Code 1105311058
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
5. Possessing an explosive as defined in 18 USC 921

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the 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 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. (Education Code 48903, 48911, 48912)

The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903)

Suspensions shall be initiated according to the following procedures:

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



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

2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

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

In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

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

Although the parent/guardian is required to respond without delay to a request for a Conference about his/her child's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend the conference. (Education Code 48911)

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

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

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

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

### **Suspension by the Board**

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 4907349079. (Education Code 35146, 48912)

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

### **Supervised Suspension Classroom**

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

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

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

### **Authority to Expel**

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

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion." (Education Code 48915)

For all other grounds listed above under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee, only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

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

### **Mandatory Recommendation for Expulsion**

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

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

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

### **Mandatory Recommendation and Mandatory Expulsion**

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the firearm from a certificated school employee, with the principal or designee's concurrence

However, possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation of expulsion and mandatory expulsion.

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 1105311058
4. 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
5. Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

### **Student's Right to Expulsion Hearing**

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed one of the acts listed under "Grounds for Suspension and Expulsion." (Education Code 48918(a))

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

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

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

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

After a determination that one of the grounds listed above under "Grounds for Suspension and Expulsion" has occurred, the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion. The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian.

### **Rights of Complaining Witness**

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

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

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

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

### **Written Notice of the Expulsion Hearing**

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

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).
5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

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

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

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

### **Additional Notice of Expulsion Hearing for Foster Youth**

At least 10 days prior to a hearing to determine if a student who is a foster youth as defined under Education Code 48853.5 should be expelled for an offense not requiring a mandatory recommendation for expulsion, the Superintendent or designee shall notify the student's attorney and a representative of an appropriate county child welfare agency. If the hearing is pursuant to an offense requiring a mandatory expulsion recommendation, the Superintendent or designee may provide the same notification. The notice shall be provided by the most costeffective method possible, including by email or a telephone call. (Education Code 48918.1)

### **Conduct of Expulsion Hearing**

1. **Closed Session:** Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the

parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

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

2. **Record of Hearing:** A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))
3. **Subpoenas:** Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

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

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

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

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

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

5. - **Testimony by Complaining Witnesses:** The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
  - a. Any complaining witness shall be given five days' notice before being called to testify.
  - b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel; present during his/her testimony.
  - c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
  - d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.

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

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

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

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

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated. The Superintendent or designee shall place the student in a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs after consulting with district staff, including the student's teachers, and with the student's parent/guardian. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

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

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (Education Code 48917, 48918)

#### **Final Action by the Board**

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 489180))

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

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

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

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

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

#### **Written Notice to Expel**

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

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

#### **Decision Not to Enforce Expulsion Order**

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

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

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

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 489180)
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

### **Right to Appeal**

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

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

### **Notification to Law Enforcement Authorities**

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

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

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

### **Post-Expulsion Placements**



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

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

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #20-22 under "Grounds for Suspension and Expulsion" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

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

### **Readmission After Expulsion**

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
2. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 4907349079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)
7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

### **Maintenance of Records**

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

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

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

### **Outcome Data**

The Superintendent or designee shall maintain the following data: (Education Code 48900.8, 48916.1)

1. The number of students recommended for expulsion
2. The specific grounds for each recommended expulsion
3. Whether the student was subsequently expelled
4. Whether the expulsion order was suspended
5. The type of referral made after the expulsion
6. The disposition of the student after the end of the expulsion period

In addition, the Superintendent or designee shall disaggregate student data collected based on race, color, nationality, religion, disability, and other categories protected from discrimination under the law.

### **Suspension and Expulsion/due Process (Students With Disabilities)**

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

#### **Suspension**

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

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

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

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

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

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

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

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

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

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

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504.

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1314(k)(1)(D); 34 CFR 300.530)

### **Manifestation Determination**

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

1. **Notice:** On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504.
2. **Manifestation Determination Review:** Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action.

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

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability.

3. **Determination that Behavior is a Manifestation of the Student's Disability:** When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior.

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan.

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

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

### **Due Process Appeals**

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b).

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

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

### **Readmission**

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

### **Decision Not to Enforce Expulsion Order**

The Board of Trustee'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.

### **Notification to Law Enforcement Authorities**

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

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

### **Report to County Superintendent of Schools**

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

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

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability.

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred:

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

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

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior.

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

**Legal Reference:**

**EDUCATION CODE**

35146 Closed sessions re: suspensions  
35291 Rules of governing board  
48203 Reports of severance of attendance of disabled students  
48900-48925 Suspension and expulsion  
49076 Access to student records  
56000 Special education; legislative findings and declarations  
56320 Educational needs; requirements  
56321 Development or revision of individualized education program  
56329 Independent educational assessment  
56340-56347 Individualized education program teams  
56505 State hearing

**PENAL CODE**

245 Assault with deadly weapon  
626.2 Entry upon campus after written notice of suspension or dismissal without permission  
626.9 Gun-Free School Zone Act  
626.10 Dirks, daggers, knives, razors, or stun guns

**UNITED STATES CODE. TITLE 18**

930 Weapons  
1365 Serious bodily injury

**UNITED STATES CODE. TITLE 20**

1412 State eligibility  
1314 Procedural safeguards

**UNITED STATES CODE. TITLE 21**

812 Controlled substances

**UNITED STATES CODE. TITLE 29**

706 Definitions  
794 Rehabilitation Act of 1973, Section 504

**CODE OF FEDERAL REGULATIONS. TITLE 34**

104.35 Evaluation and placement  
104.36 Procedural safeguards  
300.1-300.818 Assistance to states for the education of students with disabilities, especially:  
300.530-300.537 Discipline procedures

**COURT DECISIONS**

Schaffer v. Weast, (2005) 546 u.s. 549  
Parents of Student W. v. Puyallup School District, (1994) 31 F.3d 1489  
MP. v. Governing Board of Grossmont Union High School District, (1994) 858 F.Supp. 1044  
Honig v. Doe, (1988) 484 u.s. 305

Regulation approved: March 21, 2013

**EVERGREEN SCHOOL DISTRICT**

San Jose, California

**Uniform Complaint Procedures**

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The district shall investigate and seek to resolve any complaints

alleging failure to comply with such laws and/or alleging unlawful discrimination, harassment, intimidation, or bullying in accordance with the uniform complaint procedures:

The district shall use the uniform complaint procedures to resolve any complaint alleging unlawful discrimination, harassment, intimidation, or bullying in district programs and activities based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

Uniform complaint procedures shall also be used to address any complaint alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs.

The Board prohibits any form of retaliation against any complainant in the complaint process. Participation in the complaint process shall not in any way affect the status, grades, or work assignments of the complainant.

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

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with the uniform complaint procedures, whenever all parties to a complaint agree to try resolving the problem through mediation, the Superintendent or designee shall initiate that process. The Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations.

In investigating complaints, the confidentiality of the parties involved and the integrity of the process shall be protected. As appropriate for any complaint alleging discrimination, harassment, intimidation, or bullying, the Superintendent or designee may keep the identity of a complainant confidential to the extent that the investigation of the complaint is not obstructed.

The district's Williams uniform complaint procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to the following:

1. Sufficiency of textbooks or instructional materials
2. Emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff
3. Teacher vacancies and misassignments

**Legal Reference:**

**EDUCATION CODE**

200-262.4 Prohibition of discrimination

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32289 School safety plan, uniform complaint procedures

35186 Williams uniform complaint procedures

37254 Intensive instruction and services for students who have not passed exit exam

41500-41513 Categorical education block grants

48985 Notices in language other than English

49010-49013 Student fees

49060-49079 Student records

49490-49590 Child nutrition programs

52160-52178 Bilingual education programs

52300-52490 Career technical education

52500-52616.24 Adult schools

52800-52870 School-based program coordination

54000-54028 Economic impact aid programs

54100-54145 Miller-Unruh' Basic Reading Act  
54400-54425 Compensatory education programs  
54440-54445 Migrant education  
54460-54529 Compensatory education programs  
56000-56867 Special education programs  
59000-59300 Special schools and centers  
64000-64001 Consolidated application process

**GOVERNMENT CODE**

11135 Nondiscrimination in programs or activities funded by state  
12900-12996 Fair Employment and Housing Act

**PENAL CODE**

422.55 Hate crime; definition  
422.6 Interference with constitutional right or privilege

**CODE OF REGULATIONS, TITLE 5**

3080 Application of section  
4600-4687 Uniform complaint procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs

**UNITED STATES CODE, TITLE 20**

6301-6577 Title 1 basic programs  
6601-6777 Title 11 preparing and recruiting high quality teachers and principals  
6801-6871 Title 111 language instruction for limited English proficient and immigrant students  
7101-7184 Safe and Drug-Free Schools and Communities Act  
7201-7283g Title V promoting informed parental choice and innovative programs  
7301-7372 Title V rural and low-income school programs

Except as the Governing Board may otherwise specifically provide in other Board policies, the uniform complaint procedures shall be used only to investigate and resolve complaints alleging violations of federal or state laws or regulations governing specific educational programs, the prohibition against requiring students to pay fees, deposits, or other charges for participating in educational activities, and unlawful discrimination, harassment, intimidation, or bullying, as specified in accompanying Board policy.

The district's uniform complaint procedures policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning uniform complaint procedures shall be translated into that language. (Education Code 234.1, 48985)

**Compliance Officers**

The following compliance officer(s) shall receive and investigate complaints and shall ensure district compliance with law:

Director, Educational Services  
3188 Quimby Rd  
San Jose, CA 95148  
408-270-6800

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

**Notifications**

The Superintendent or designee shall annually provide written notification of the district's uniform complaint procedures to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

The notice shall:

1. Identify the person(s), position(s), or unites) responsible for receiving complaints

2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable
3. Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies
4. Include statements that:
  - a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
  - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
  - c. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying.
  - d. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 days of receiving the district's decision.
  - e. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.
  - f. Copies of the district's uniform complaint procedures are available free of charge.

### **Procedures**

The following procedures shall be used to address all complaints which allege that the district has violated federal or state laws or regulations governing educational programs or has committed unlawful discrimination.

All complaints shall be investigated and resolved within 60 days of the district's receipt of the complaint. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633.

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

#### **Step 1: Filing of Complaint**

Any individual, public agency, or organization may file a written complaint of the district's alleged noncompliance with federal or state laws or regulations governing educational programs. (5 CCR 4630)

A complaint concerning unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation, or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged discrimination, harassment, intimidation, or bullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. However, upon written request by the complainant, the Superintendent or designee may extend the filing period for up to 90 calendar days. (5 CCR 4630)

A complaint alleging noncompliance with the law regarding the prohibition against requiring students to pay student fees, deposits, and charges maybe filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. (Education Code 49013)

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

#### **Step 2: Mediation**

Within three days of receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.



Before initiating the mediation of a complaint alleging discrimination, harassment, intimidation, or bullying, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (5 CCR 4631)

**Step 3: Investigation of Complaint**

Within 10 days of receiving the complaint, the compliance officer shall provide the complainant and/or his/her representative an opportunity to present the complaint and any evidence, or information leading to evidence, to support the allegations in the complaint. The compliance officer also shall collect all documents and interview all witnesses with information pertinent to the complaint.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

**Step 4: Response**

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below, within 60 days of the district's receipt of the complaint. (5 CCR 4631)

**Step 5: Final Written Decision**

The district's decision shall be in writing and sent to the complainant. (5 CCR 4631)

The district's decision shall be written in English and, when required by Education Code 48985, in the complainant's primary language.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered
2. The conclusion(s) of law
3. Disposition of the complaint
4. Rationale for such disposition
5. Corrective actions, if any are warranted
6. Notice of the complainant's right to appeal the district's decision within 15 days to the CDE and procedures to be followed for initiating such an appeal

In addition, any decision concerning a discrimination, harassment, intimidation, or bullying complaint based on state law shall include a notice that the complainant must wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. (Education Code 262.3)

If investigation of a complaint results in discipline to a student or an employee, the decision shall simply state that effective action was taken and that the student or employee was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges is found to have merit, the district shall provide a remedy to all affected students and parents/guardians, which, where applicable, shall include reasonable efforts to ensure full reimbursement to them. (Education Code 49013)

### **Appeals to the California Department of Education**

If dissatisfied with the district's decision, the complainant may appeal in writing to the CDE. (Education Code 49013; 5 CCR 4632)

The complainant shall file his/her appeal within 15 calendar days of receiving the district's decision and the appeal shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's uniform complaint procedures
7. Other relevant information requested by the CDE

The CDE may directly intervene in a complaint without waiting for action by the district when one of the conditions listed in 5 CCR 4650 exists, including when the district has not taken action within 60 calendar days of the date the complaint was filed with the district.

### **Civil Law Remedies**

A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints alleging discrimination, harassment, intimidation, and bullying based on state law, a complainant shall wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided the district has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief and to discrimination complaints based on federal law. (Education Code 262.3)

Board approved: November 14, 2013

Regulation revised: June 13, 2013, July 1, 2013, September 20, 2013

Regulation approved: March 21, 2013

### **EVERGREEN SCHOOL DISTRICT**

San Jose, California

## **Weapons and Dangerous Instruments**

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

### **Possession of Weapons**

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

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

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

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

#### **Advance Permission for Possession of a Weapon for Educational Purposes**

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

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

#### **Possession of Pepper Spray**

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

#### **Reporting of Dangerous Objects**

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

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

#### **Legal Reference:**

##### **EDUCATION CODE**

35291 Governing board to prescribe rules for discipline of the schools  
48900 Grounds for suspension/expulsion  
48902 Notification of law enforcement authorities  
48915 Required recommendation for expulsions  
48916 Readmission  
49330-49335 Injurious objects

##### **PENAL CODE**

245 Assault with deadly weapon  
417.4 Imitation firearm; drawing or exhibiting  
626.9 Gun-Free School Zone Act of 1995  
626.10 Dirks, daggers, knives, razor or stun gun; bringing or possessing in school  
653k Switchblade knife  
16100-17350 Definitions  
22810-23025 Tear gas weapon (pepper spray)  
25200-25225 Firearms, access to children  
30310 Prohibition against ammunition on school grounds

##### **UNITED STATES CODE, TITLE 20**

6301-7941 No Child Left Behind Act, especially:  
7151 Gun-Free Schools Act

Prohibited weapons and dangerous instruments include, but are not limited to: (Education Code 48915, 49330; Penal Code 626.10, 16100-17350, 30310)

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

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

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

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

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

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

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

Regulation approved: March 21, 2013

**EVERGREEN SCHOOL DISTRICT**

San Jose, California

**Additional Site Attachments**

What grade	How much do you find the following to be a problem at your child's school?									How often	Students at
Response	Bullying	Harassmen	Fights and	Student inte	Illegal wear	Graffiti and	People tres	Drug use	Alcohol use	Response	Race
6th Grade	I don't know	I don't know	I don't know	I don't know				I don't know	I don't know	Sometimes	I don't know
5th Grade	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Never	Never
Kindergarter	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I don't know	I never hear	I never hear	Never	I don't know
5th Grade	I hear other	I hear other	I never hear	I never hear	I never hear	I don't know	I don't know	I never hear	I never hear	Minimally	Never
6th Grade	I don't know	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Minimally	Never
3rd Grade	I don't know	I don't know	I don't know	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Minimally	Never
5th Grade	I see this ha	I don't know	I never hear	I never hear	I don't know	I never hear	I never hear	I never hear	I never hear	Sometimes	Sometimes
5th Grade	I see this ha	I never hear	I hear other	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Minimally	I don't know
4th Grade	I see this ha	I hear other	I see this ha	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	Often	Sometimes
3rd Grade	I see this ha	I don't know	I never hear	I don't know	I don't know	I never hear	I don't know	I don't know	I don't know	Sometimes	I don't know
6th Grade	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I don't know	Never
1st Grade	I hear other	I hear other	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Minimally	Never
4th Grade	I don't know	I don't know	I don't know	I don't know	I don't know	I see this ha	I see this ha	I don't know	I don't know	I don't know	I don't know
4th Grade	I see this ha	I see this ha	I hear other	I never hear	I never hear	I never hear	I see this ha	I never hear	I never hear	Sometimes	Sometimes
2nd Grade	I don't know	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Minimally	Never
1st Grade	I see this ha	I see this ha	I never hear	I never hear	I never hear	I never hear	I see this ha	I never hear	I never hear	Minimally	I don't know
5th Grade	I see this ha	I see this ha	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Sometimes	Never
4th Grade	I see this ha	I see this ha	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	Often	Sometimes
3rd Grade	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Never	Never
5th Grade	I see this ha	I hear other	I never hear	I never hear	I never hear	I never hear	I never hear	I don't know	I never hear	Sometimes	Minimally
1st Grade	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Never	Never
4th Grade	I hear other	I don't know	I hear other	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Sometimes	Sometimes
5th Grade	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	or see this happening at n	
2nd Grade	I don't know	I don't know	I don't know	I don't know	I never hear	I never hear	I don't know	I never hear	I never hear	I don't know	Never
4th Grade	I never hear	I never hear	I see this ha	I never hear	I never hear	I see this ha	I never hear	I don't know	I don't know	I don't know	I don't know
3rd Grade	I see this ha	I don't know	I never hear	I never hear	I never hear	I see this ha	I never hear	I never hear	I never hear	I don't know	I don't know
1st Grade	I hear other	I never hear	I never hear	I never hear	I never hear	I hear other	I never hear	I never hear	I never hear	Minimally	Never
6th Grade	I hear other	I see this ha	I don't know	I never hear	I don't know	I see this ha	I don't know	I don't know	I don't know	Sometimes	Sometimes
2nd Grade	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Never	Never
5th Grade	I hear other	I don't know	I hear other	students talk about this happening at my school.						I don't know	I don't know







my child's school get put down because of their...					How often do you hear ADULTS at your child's				How familiar are you with the follow		
Gender or	Learning di	Clothing or	Religion or	Sexual orie	Race	Religion	Sexual orie	Learning di	Classroom	School-wid	Cyberbullyi
I don't know	Minimally		I don't know	Never	I don't know	I don't know	I don't know	I don't know	Not familiar	Not familiar	Not familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Not familiar	Not familiar	Not familiar
I don't know	I don't know	Never	Never	Never	Never	Never	Never	Never	Familiar	Somewhat f	Somewhat f
I don't know	Minimally	Minimally	Never	I don't know	Never	Never	Never	Never	Familiar	Familiar	Familiar
Never	Never	Never	Never	Never	Never	Never	Never	I don't know	Very familiar	Very familiar	Very familiar
Never	Minimally	I don't know	Never	I don't know	Never	Never	Never	Never	Somewhat f	Somewhat f	Somewhat f
Never	Never	Sometimes	Never	Never	I don't know	I don't know	I don't know	I don't know	Very familiar	Very familiar	Very familiar
I don't know	I don't know	I don't know	I don't know	I don't know					Familiar	Familiar	Familiar
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	Familiar	Familiar	Very familiar
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	Very familiar	Very familiar	Somewhat f
Never	Never	Never	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Familiar
Never	Never	Sometimes	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Somewhat f
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	Very familiar	Very familiar	Very familiar
Sometimes	Sometimes	Often	Sometimes	Minimally	Never	Never	Never	Never	Familiar	Familiar	Familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Not familiar	Not familiar	Not familiar
I don't know	I don't know	I don't know	I don't know	I don't know	Never	Never	Never	Never	Somewhat f	Somewhat f	Not familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	I don't know	I don't know	I don't know	I don't know	Familiar	Familiar	Familiar
Never	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	Not familiar	Not familiar	Not familiar
Never	I don't know	I don't know	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Somewhat f	Familiar	Somewhat f
I don't know	Sometimes	Sometimes	Sometimes	I don't know	Never	Never	I don't know	I don't know	Familiar	Familiar	Somewhat f
my school.											
Never	I don't know	Never	Never	Never	I don't know	Never	Never	I don't know	Somewhat f	Familiar	Familiar
I don't know	Minimally	Never	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	Somewhat f	Not familiar	Not familiar
I don't know	I don't know	Sometimes	Sometimes	I don't know	Never	Never	Never	Never	Familiar	Familiar	Somewhat f
Never	Minimally	Never	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Familiar
I don't know	I don't know	Sometimes	Sometimes	I don't know	I don't know	I don't know	I don't know	I don't know	Somewhat f	Somewhat f	Not familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Somewhat f	Somewhat f	Somewhat f
I don't know	I don't know	I don't know	I don't know	I don't know				I don't know	Somewhat f	Not familiar	Not familiar

Never	Never	Never	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Not familiar
I don't know	Minimally	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	Somewhat f:	Somewhat f:	Somewhat f:
I don't know	Minimally	Minimally	Minimally	Minimally	Minimally	I don't know	I don't know	I don't know	Familiar	Somewhat f:	Somewhat f:
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
I don't know	I don't know	I don't know	I don't know	I don't know	Never	Never	Never	Never	Somewhat f:	Somewhat f:	Somewhat f:
Never	Never	Never	Never	Never	Never	Never	Never	Never	Somewhat f:	Somewhat f:	Somewhat f:
Never	Minimally	Never	Never	Never	Minimally	Never	Minimally	Sometimes	Not familiar	Not familiar	Not familiar
I don't know	I don't know	Often	I don't know	I don't know	Never	Never	Never	Never	Familiar	Familiar	Familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Familiar	Familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Sometimes	Never	Never	Never	Never	Never	Never	Somewhat f:	Somewhat f:	Somewhat f:
I don't know	Sometimes	Never	Never	I don't know	Never	Never	I don't know	Never	Familiar	Familiar	Not familiar
Never	Sometimes	Minimally	Never	I don't know	Never	Never	Never	Never	Somewhat f:	Somewhat f:	Somewhat f:
Never	Never	Never	Never	Never	Never	Never	Never	Never	Somewhat f:	Somewhat f:	Somewhat f:
I don't know	I don't know	I don't know	I don't know	I don't know	Never	Never	Never	Never	Not familiar	Not familiar	Not familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
I don't know	Minimally	Sometimes	Never	I don't know	Minimally	Never	I don't know	Sometimes	Very familiar	Very familiar	Very familiar
I don't know	I don't know	I don't know	I don't know	I don't know	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Minimally	Sometimes	Sometimes	Minimally	Minimally	Never	Never	Never	Never	Somewhat f:	Somewhat f:	Somewhat f:
Minimally	Minimally	I don't know	I don't know		Never	Never	Never	Never	Very familiar	Familiar	Not familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Familiar
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	Familiar	Familiar	Somewhat f:
Never	Never	Never	I don't know	Never	Never	Never	Never	Never	Very familiar	Very familiar	Familiar
Never	I don't know	Never	I don't know	I don't know	Never	Never	Never	I don't know	Very familiar	Very familiar	Familiar
I don't know	Sometimes	Never	Never	I don't know	Never	Never	Never	Never	Very familiar	Familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Familiar
I don't know	I don't know	I don't know	Never	I don't know	Never	Never	I don't know	Never	Somewhat f:	Somewhat f:	Not familiar
Minimally	I don't know	Minimally	I don't know	I don't know	Never	Never	Never	Never	Somewhat f:	Somewhat f:	Somewhat f:
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	Not familiar	Not familiar	Not familiar

Minimally	Never	Never	Never	Never	Minimally	Minimally	Never	I don't know	Very familiar	Very familiar	Somewhat f:
I don't know	Often	I don't know	I don't know	I don't know	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Somewhat f:	Somewhat f:	Somewhat f:
I don't know	I don't know	I don't know	I don't know	I don't know	Never	Never	Never	Never	Somewhat f:	Somewhat f:	Somewhat f:
Never	Never	Sometimes	Never	Never	Sometimes	Never	Never	Never	Somewhat f:	Very familiar	Familiar
Never	Minimally	Never	Never	Never	Never	Never	Never	Never	Somewhat f:	Familiar	Not familiar
Never	Never	Never	I don't know	I don't know	Never	Never	Never	Never	Familiar	Familiar	Familiar
Never	I don't know	I don't know	Never	I don't know	I don't know	I don't know	I don't know	I don't know	Very familiar	Familiar	Somewhat f:
I don't know	I don't know	I don't know	I don't know	I don't know	Never	Never	Never	Never	Very familiar	Very familiar	Familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Somewhat f:	Somewhat f:	Somewhat f:
I don't know	I don't know	I don't know	I don't know	I don't know	Never	Never	Never	Never	Familiar	Familiar	Familiar
Never	Never	Minimally	Never	Never	Never	Never	Never	Never	Somewhat f:	Familiar	Somewhat f:
Minimally	Minimally	I don't know	Minimally	I don't know	Never	Never	Never	Never	Familiar	Familiar	Somewhat f:
Sometimes	Sometimes	Minimally	Often	Sometimes	Minimally	Sometimes	Sometimes	Sometimes	Familiar	Familiar	Familiar
Never	I don't know	I don't know	Never	I don't know	Never	Never	Never	Never	Familiar	Familiar	Familiar
I don't know	I don't know	I don't know	I don't know	I don't know	Never	Never	Never	Never	Somewhat f:	Somewhat f:	Somewhat f:
Minimally	Minimally	Never	Never	I don't know	Never	Never	I don't know	Never	Very familiar	Very familiar	Very familiar
Never	Minimally	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Not familiar

The rules a	How well do you understand the Emergency pr				The facilitie	I am aware	My child's s	What is something you would like to see improv	
Response	Fire Drill	Earthquake	Shelter in F	Run, Hide,	Response	Response	Response	Open-Ended Response	
Agree	Somewhat f	Somewhat f	Not familiar	Somewhat f	Agree	Agree	I don't know		
Strongly agr	Familiar	Familiar	Familiar	Familiar	Strongly agr	Agree	Strongly agr	Traffic safety rules	
Agree	Familiar	Familiar	Familiar	Familiar	Agree	Agree	Agree		
Agree	Familiar	Familiar	Familiar	Somewhat f	Agree	Disagree	Agree	none	
Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Agree		
Agree	Somewhat f	Somewhat f	Somewhat f	Somewhat f	Agree	Agree	Agree		
Agree	Familiar	Familiar	Familiar	Familiar	Agree	Disagree	Agree	Bullying	
Agree		Somewhat familiar			Agree	Agree	Agree		
Agree	Very familiar	Very familiar	Very familiar	Very familiar	Strongly disa	Agree	Strongly disa	There should be a surrounding compound around tl	
Strongly agr	Familiar	Familiar	Familiar	Familiar	Strongly agr	Agree	Agree		
Agree	Familiar	Familiar	Familiar	Familiar	I don't know	Disagree	Agree		
Agree	Familiar	Familiar	Familiar	Somewhat f	Agree	Agree	Agree	Displine bullies and their parents with stricter conse	
Strongly agr	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Agree	I don't know	Properly lock the facility after school including the l	
Mildly disag	Somewhat f	Somewhat f	Somewhat f	Somewhat f	Agree	Disagree	Mildly disag	Improvement on pick up procedures, too many peo	
Mildly disag	Familiar	Familiar	Familiar	Familiar	Agree	Disagree	I don't know		
Agree	Familiar	Somewhat f	Not familiar	Somewhat f	Agree	Disagree	Agree	Disability awareness need to be included in school p	
Strongly agr	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Agree	School district should give bus service to all student	
Agree	Familiar	Familiar	Familiar	Familiar	Agree	Disagree	Mildly disagree		
Strongly agr	Not familiar	Not familiar	Not familiar	Not familiar	I don't know	Disagree	I don't know	Armed security	
Agree	Familiar	Familiar	Familiar	Familiar	Agree	Agree	Agree	Na	
Agree	Familiar	Familiar	Familiar	Somewhat f	Agree	Agree	Agree		
Agree	Familiar	Familiar	Familiar	Familiar	Agree	Agree	Agree	More adults monitoring during recess/lunch	
Agree	Somewhat f	Not familiar	Not familiar	Not familiar	Agree	Agree	Agree	Better traffic management. People stop cars in the r	
Agree	Familiar	Familiar	Somewhat f	Somewhat f	Strongly disa	Agree	I don't know	It would be great if one of the teachers man the tw	
Agree	Very familiar	Very familiar	Somewhat f	Familiar	Agree	Disagree	Agree		
Strongly agr	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agr	Disagree	Strongly agree		
Agree	Familiar	Familiar	Familiar	Familiar	Agree	Disagree	Agree	Yard duties and teachers at recess are too quick to t	
Agree	Somewhat f	Somewhat f	Somewhat f	Somewhat f	Agree	Agree	I don't know	Watch & control unknown adults in campus. More t	
Mildly disag	Not familiar	Not familiar	Not familiar	Not familiar	Agree	Disagree	Agree	more information to parents	

Agree	Somewhat f	Somewhat f	Somewhat f	Somewhat f	Agree	Agree	Agree	When visitor signs-in at office, his/her license or ID
Agree	Very familiar	Familiar	Familiar	Familiar	Strongly agr	Agree	Strongly agr	Give more support to kids who don't feel included c
Agree	Familiar	Familiar	Familiar	Familiar	Agree	Agree	Agree	Parents should follow school rules & traffic rules wh
Strongly agr	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Agree	Good
Agree	Familiar	Familiar	Familiar	Familiar	Agree	Agree	Agree	
Agree	Somewhat f	Somewhat f	Somewhat f	Somewhat f	Strongly agr	Agree	Agree	None
Strongly disa	Somewhat f	Somewhat f	Somewhat f	Familiar	I don't know	Disagree	Mildly disag	When the kids go to the bathroom by themselves, r
Agree	Somewhat f	Somewhat f	Somewhat f	Somewhat f	Agree	Disagree	Agree	More training/focus on bullying for students. My cl
Strongly agr	Very familiar	Very familiar	Not familiar	Not familiar	Agree	Disagree	Strongly agr	Can you please fix the cracks.
Agree	Familiar	Familiar	Familiar	Familiar	Agree	Agree	Agree	
Agree	Familiar	Familiar	Familiar	Familiar	Agree	Disagree	Agree	Nothing
Agree	Familiar	Very familiar	Very familiar	Somewhat f	Strongly agr	Agree	Strongly agr	At the bus loop I have seen parents cut in front of tl
Agree	Familiar	Familiar	Familiar	Familiar	Strongly agr	Agree	Strongly agr	Limit entryways to school building
Agree	Not familiar	Not familiar	Not familiar	Not familiar	Strongly agr	Disagree	Agree	
Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Disagree	Agree	
Strongly agr	Somewhat f	Somewhat f	Somewhat f	Somewhat f	Strongly agr	Disagree	Strongly agree	
Strongly disa	Not familiar	Not familiar	Not familiar	Not familiar	Agree	Disagree	Agree	
Strongly agr	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agr	Agree	Strongly agree	
Strongly agr	Not familiar	Not familiar	Familiar	Familiar	Strongly agr	Agree	Agree	Teachers, Aides and Playground Supervision needs t
Strongly agr	Familiar	Familiar	Familiar	Familiar	Agree	Disagree	Agree	Honesty and transparency when incidents happen,
Agree	Somewhat f	Somewhat f	Somewhat f	Somewhat f	Strongly agr	Disagree	Agree	Maybe educating children on what to do if they see
Strongly agr	Familiar	Familiar	Familiar	Familiar	Agree	Agree	Strongly agr	Staff members assigned specific duties during safet
Agree	Familiar	Familiar	Familiar	Familiar	Agree	Agree	Agree	
Agree	Somewhat f	Not familiar	Somewhat f	Familiar	Agree	Disagree	Mildly disag	clarify bike lane around school
Agree	Very familiar	Very familiar	Very familiar	Familiar	Agree	Agree	Strongly agr	More crossing guards if possible. Still many cars ma
Strongly agr	Familiar	Familiar	Familiar	Familiar	Agree	Agree	Strongly agree	
Agree	Somewhat f	Somewhat f	Somewhat f	Somewhat f	I don't know	Agree	Agree	
Strongly agr	Familiar	Familiar	Familiar	Very familiar	Agree	Agree	Strongly agree	
Agree	Somewhat f	Somewhat f	Familiar	Somewhat f	Agree	Disagree	Mildly disag	Shaded areas for play and pickup
Agree	Somewhat f	Somewhat f	Somewhat f	Somewhat f	Agree	Disagree	Agree	Disciplinary action for those who are students who
Agree	Familiar	Familiar	Familiar	Familiar	Agree	Disagree	I don't know	Don't know

Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Agree	Secured fence around the classes that are across bu
Strongly agree	Somewhat familiar	Somewhat familiar	Somewhat familiar	Somewhat familiar	Disagree	Agree	Strongly disagree	Nothing at present.
Agree	Somewhat familiar	Somewhat familiar	Somewhat familiar	Somewhat familiar	Agree	Disagree	I don't know	
Agree	Somewhat familiar	Somewhat familiar	Not familiar	Very familiar	Strongly agree	Agree	Strongly agree	Street safety at morning drop off and pick up
Strongly agree	Familiar	Familiar	Familiar	Familiar	Strongly agree	Disagree	Strongly agree	
Agree	Very familiar	Very familiar	Familiar	Very familiar	Strongly agree	Agree	Agree	Students should not run on playstructure if they cou
Agree	Familiar	Familiar	Familiar	Familiar	Strongly agree	Agree	Agree	
Strongly agree	Familiar	Familiar	Familiar	Very familiar	Agree	Agree	Strongly agree	
Strongly agree	Familiar	Familiar	Familiar	Familiar	Strongly agree	Disagree	Strongly agree	
Agree	Familiar	Somewhat familiar	Somewhat familiar	Somewhat familiar	Agree	Agree	Agree	Vehicle movement and road crossing
Strongly agree	Familiar	Familiar	Familiar	Familiar	Disagree	Agree	Agree	Shade in the playground/blacktop area for outdoor,
Agree	Familiar	Familiar	Somewhat familiar	Somewhat familiar	Agree	Agree	Strongly agree	An adult at the boys restroom as I have heard that c
Agree	Familiar	Familiar	Familiar	Familiar	Disagree	Agree	Mildly disagree	
Agree	Familiar	Familiar	Familiar	Familiar	Agree	Agree	Agree	Nothing
Agree	Somewhat familiar	Somewhat familiar	Somewhat familiar	Somewhat familiar	Agree	Agree	Agree	
Agree	Not familiar	Not familiar	Not familiar	Not familiar	Agree	Disagree	I don't know	Maybe educating children on things to look for. For
Strongly agree	Familiar	Very familiar	Somewhat familiar	Very familiar	Agree	Agree	Agree	Bullying and intimidation at school. Answers above
Agree	Very familiar	Familiar	Not familiar	Familiar	Agree	Disagree	Strongly agree	

ved regarding safety at your school?

--	--	--

he entire school as the current fence ar

sequences. Procedures for active shoote  
ower playground. People come with dr  
ple are illegally parking to pick up their

otogram

s. This will help with the traffic.

middle of incoming/ outgoing traffic wt  
o exit points of the school during end o

ell kids not tattle, rather than dealing v  
eachers outside at pick up time for aft

card should be checked. Visitor Sign-out  
or to kids who feel insecure.  
when drop off & pick up students

make sure they go with the buddy.  
child has been bullied every year of his a

the line and other parents make a u turn

to speak up if they see or hear anything  
principal being respectful to parents ar  
a suspicious person nearby.  
y drills.

making a u-turn at the exit of the drive thr

break school rules more than 3x.



is loop leading to office

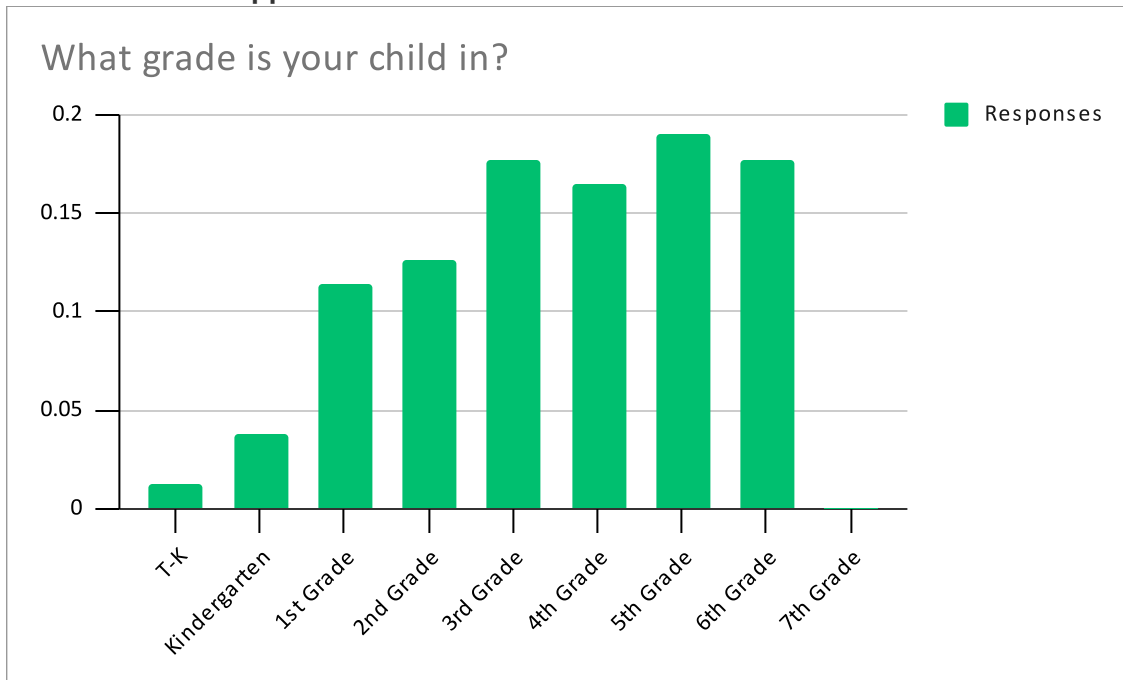
uld learn this it will be good for them.

/UV safety there is like no shade what s  
other boys show their private parts and

example sounds and strangers on cam  
are marked in discussion with my child

Matsumoto Community Safety Survey: Please answer these questions to the best of your ability based on you  
**What grade is your child in?**

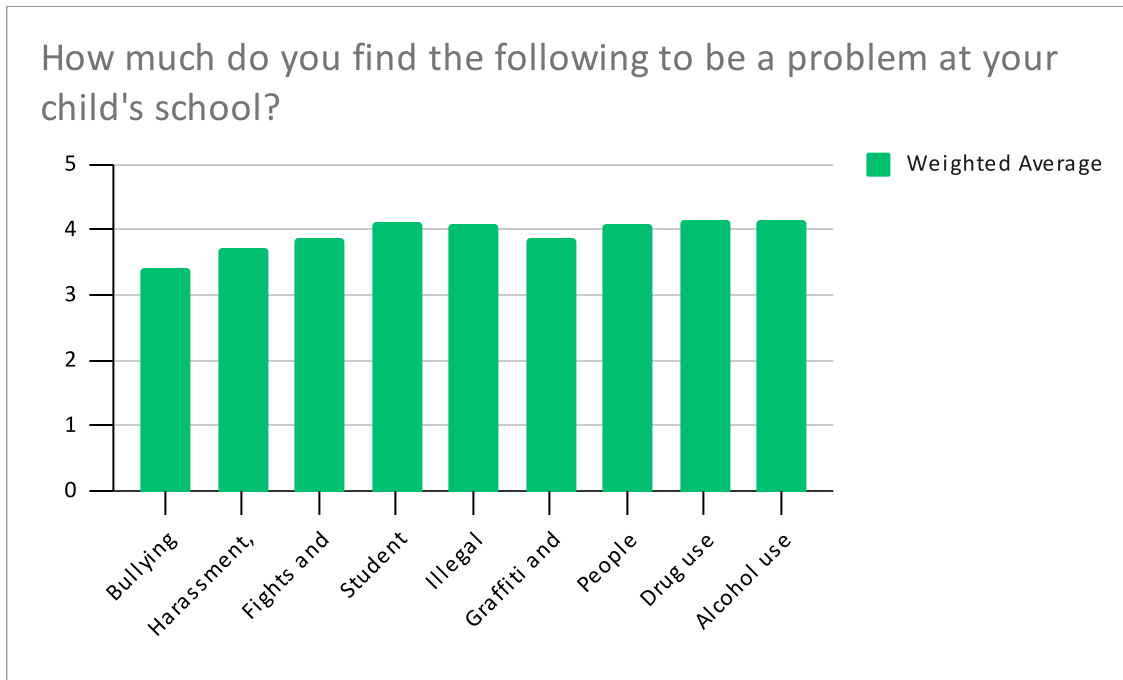
Answer Choices	Responses	
T-K	1.27%	1
Kindergarten	3.80%	3
1st Grade	11.39%	9
2nd Grade	12.66%	10
3rd Grade	17.72%	14
4th Grade	16.46%	13
5th Grade	18.99%	15
6th Grade	17.72%	14
7th Grade	0.00%	0
<b>Answered</b>		<b>79</b>
<b>Skipped</b>		<b>0</b>



r experience at our school. 2023-2024

Matsumoto Community Safety Survey: Please answer these questions to the best of your ability to  
**How much do you find the following to be a problem at your child's school?**

	I see this happening a lot at my school.		I see this happening sometimes at my school.	
Bullying	5.06%	4	22.78%	18
Harassment, and intimidation	5.06%	4	12.66%	10
Fights and assault	2.53%	2	5.06%	4
Student interest in gangs	1.28%	1	0.00%	0
Illegal weapons	1.30%	1	1.30%	1
Graffiti and vandalism	1.30%	1	7.79%	6
People trespassing on campus	2.60%	2	3.90%	3
Drug use	1.28%	1	0.00%	0
Alcohol use	1.28%	1	0.00%	0



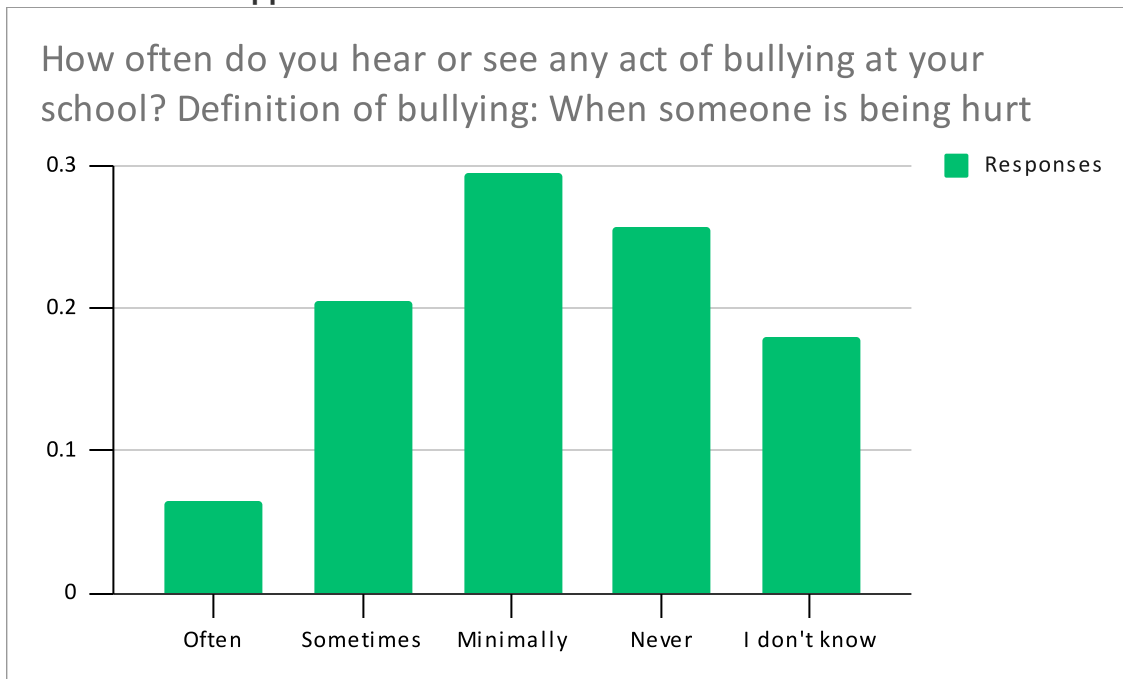
Based on your experience at our school. 2023-2024

	I hear other students talk about this happening at my school.		I never hear or see this happening at my school.		I don't
	17.72%	14	35.44%	28	18.99%
	12.66%	10	45.57%	36	24.05%
	10.13%	8	65.82%	52	16.46%
	0.00%	0	83.33%	65	15.38%
	2.60%	2	77.92%	60	16.88%
	5.19%	4	74.03%	57	11.69%
	2.60%	2	62.34%	48	28.57%
	0.00%	0	79.49%	62	19.23%
	0.00%	0	80.77%	63	17.95%

know	Total	Weighted Average
15	79	3.41
19	79	3.71
13	79	3.89
12	78	4.12
13	77	4.08
9	77	3.87
22	77	4.1
15	78	4.15
14	78	4.14
<b>Answered</b>	<b>79</b>	
<b>Skipped</b>	<b>0</b>	

Matsumoto Community Safety Survey: Please answer these questions to the best of your ability based on you  
**How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being hurt eit**

Answer Choices	Responses	
Often	6.41%	5
Sometimes	20.51%	16
Minimally	29.49%	23
Never	25.64%	20
I don't know	17.95%	14
<b>Answered</b>		<b>78</b>
<b>Skipped</b>		<b>1</b>



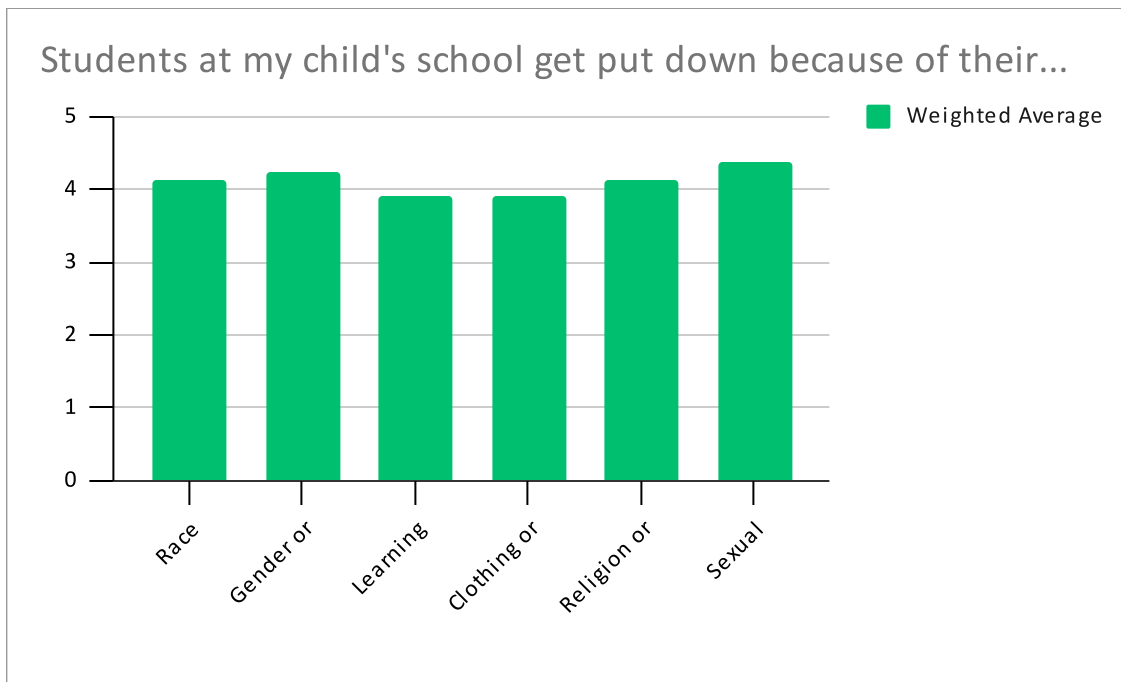
r experience at our school. 2023-2024

her by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time sto



Matsumoto Community Safety Survey: Please answer these questions to the best of your ability based on your  
**Students at my child's school get put down because of their...**

	Often		Sometimes		Minimally		Never	
Race	0.00%	0	8.97%	7	7.69%	6	46.15%	36
Gender or gender identification	0.00%	0	3.85%	3	7.69%	6	50.00%	39
Learning difficulties	1.28%	1	10.26%	8	17.95%	14	35.90%	28
Clothing or physical appearance	2.60%	2	12.99%	10	7.79%	6	44.16%	34
Religion or cultural practices	1.28%	1	6.41%	5	3.85%	3	55.13%	43
Sexual orientation	0.00%	0	2.60%	2	3.90%	3	45.45%	35

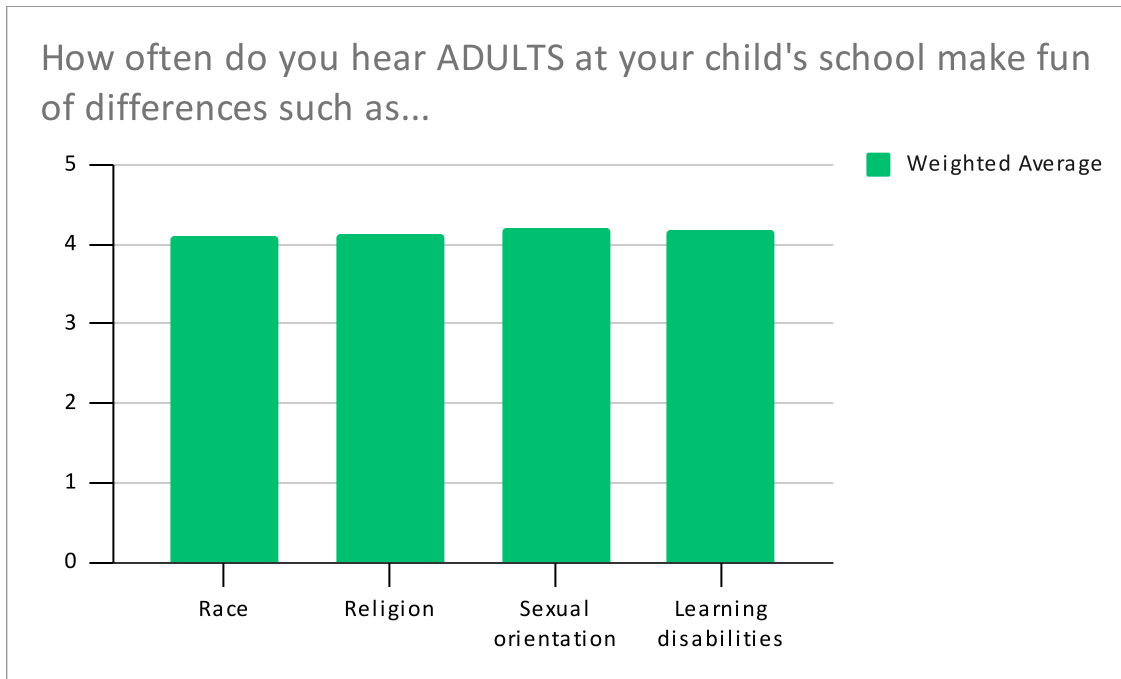


er experience at our school. 2023-2024

I don't know	Total	Weighted Average	
37.18%	29	78	4.12
38.46%	30	78	4.23
34.62%	27	78	3.92
32.47%	25	77	3.91
33.33%	26	78	4.13
48.05%	37	77	4.39
	<b>Answered</b>		<b>78</b>
	<b>Skipped</b>		<b>1</b>

Matsumoto Community Safety Survey: Please answer these questions to the best of your ability based on your experience.  
**How often do you hear ADULTS at your child's school make fun of differences such as...**

	Often		Sometimes		Minimally		Never		I don't know
Race	0.00%	0	1.32%	1	6.58%	5	73.68%	56	18.42%
Religion	0.00%	0	1.32%	1	1.32%	1	78.95%	60	18.42%
Sexual orientation	0.00%	0	1.32%	1	1.32%	1	72.37%	55	25.00%
Learning disabilities	0.00%	0	3.90%	3	0.00%	0	70.13%	54	25.97%

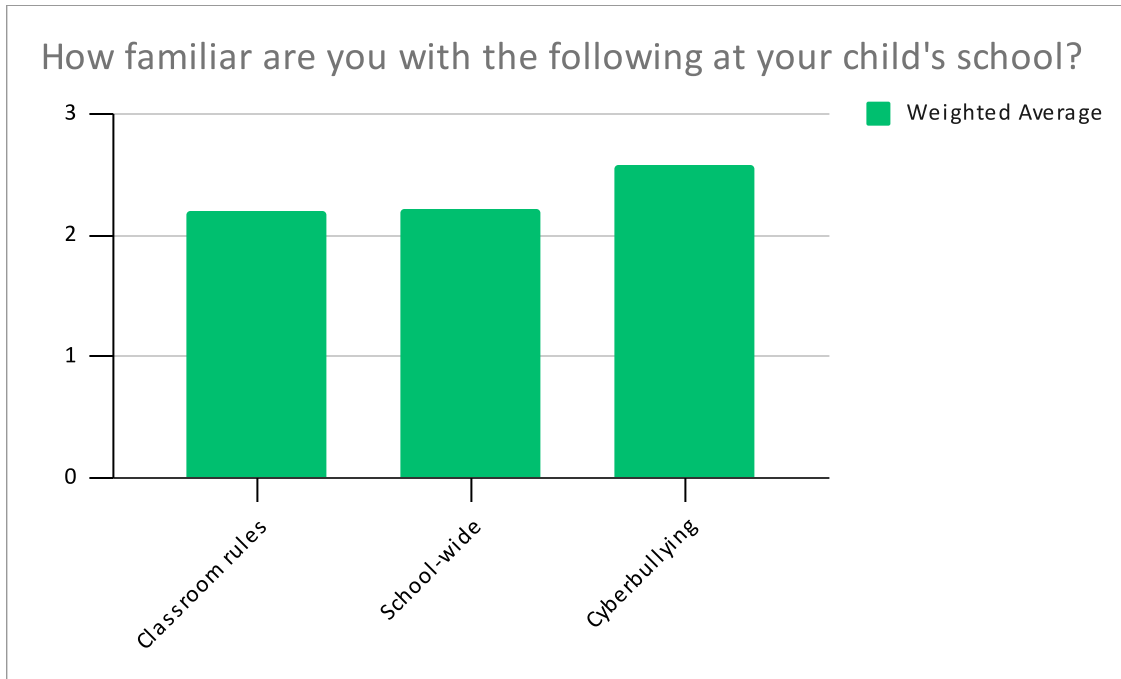


experience at our school. 2023-2024

know	Total	Weighted Average
14	76	4.09
14	76	4.14
19	76	4.21
20	77	4.18
<b>Answered</b>	<b>77</b>	
<b>Skipped</b>	<b>2</b>	

Matsumoto Community Safety Survey: Please answer these questions to the best of your ability based on your experience. **How familiar are you with the following at your child's school?**

	Very familiar		Familiar		Somewhat familiar
Classroom rules and consequences when those rules are broken.	29.49%	23	30.77%	24	30.77%
School-wide rules and consequences when those rules are broken.	25.64%	20	38.46%	30	24.36%
Cyberbullying rules and consequences when those rules are broken.	19.23%	15	25.64%	20	33.33%

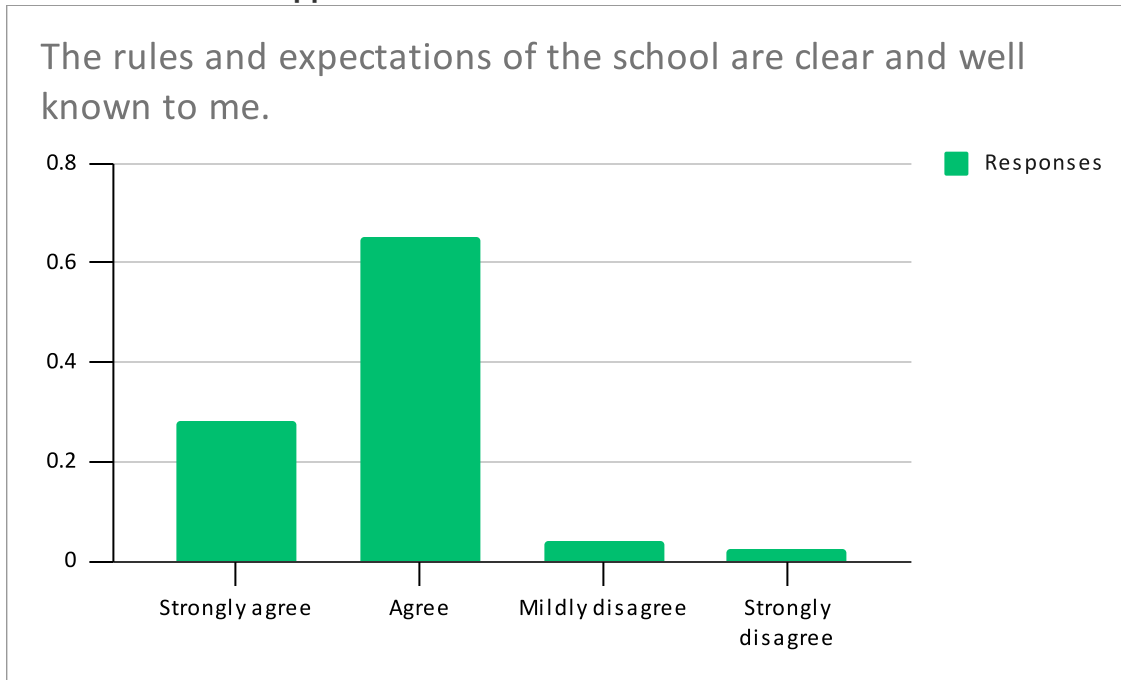


on your experience at our school. 2023-2024

at familiar	Not familiar at all	Total	Weighted Average	
24	8.97%	7	78	2.19
19	11.54%	9	78	2.22
26	21.79%	17	78	2.58
<b>Answered</b>				<b>78</b>
<b>Skipped</b>				<b>1</b>

Matsumoto Community Safety Survey: Please answer these questions to the best of your ability based on your e  
**The rules and expectations of the school are clear and well known to me.**

Answer Choices	Responses	
Strongly agree	28.21%	22
Agree	65.38%	51
Mildly disagree	3.85%	3
Strongly disagree	2.56%	2
<b>Answered</b>		<b>78</b>
<b>Skipped</b>		<b>1</b>

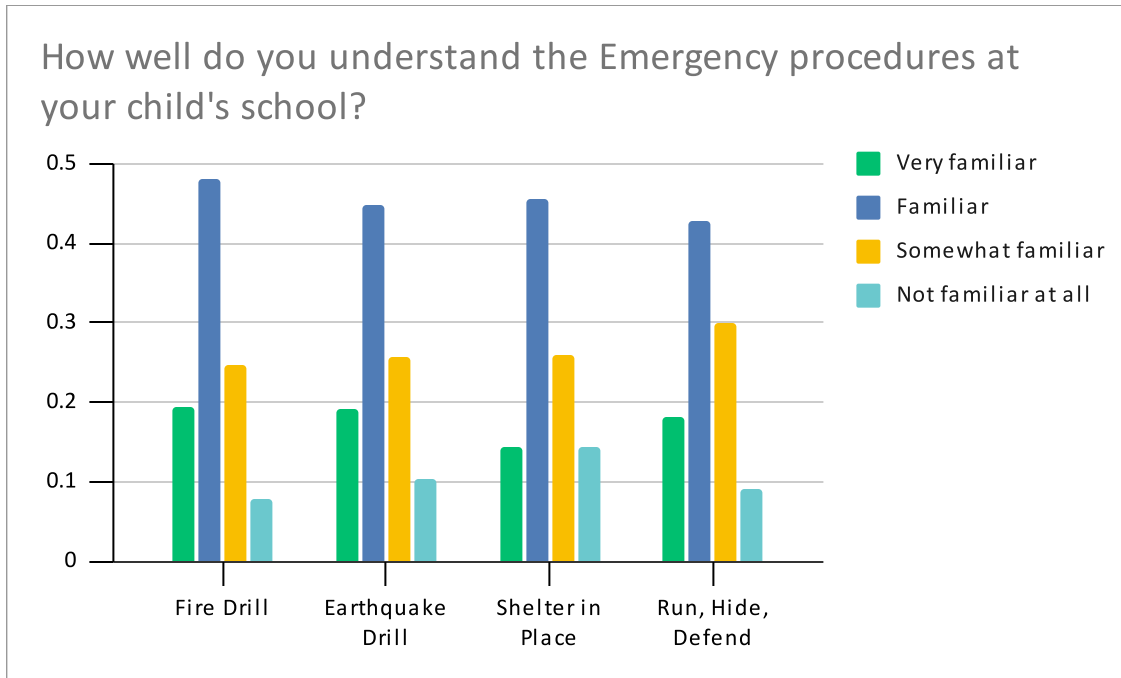


xperience at our school. 2023-2024



Matsumoto Community Safety Survey: Please answer these questions to the best of your ability based on yo  
**How well do you understand the Emergency procedures at your child's school?**

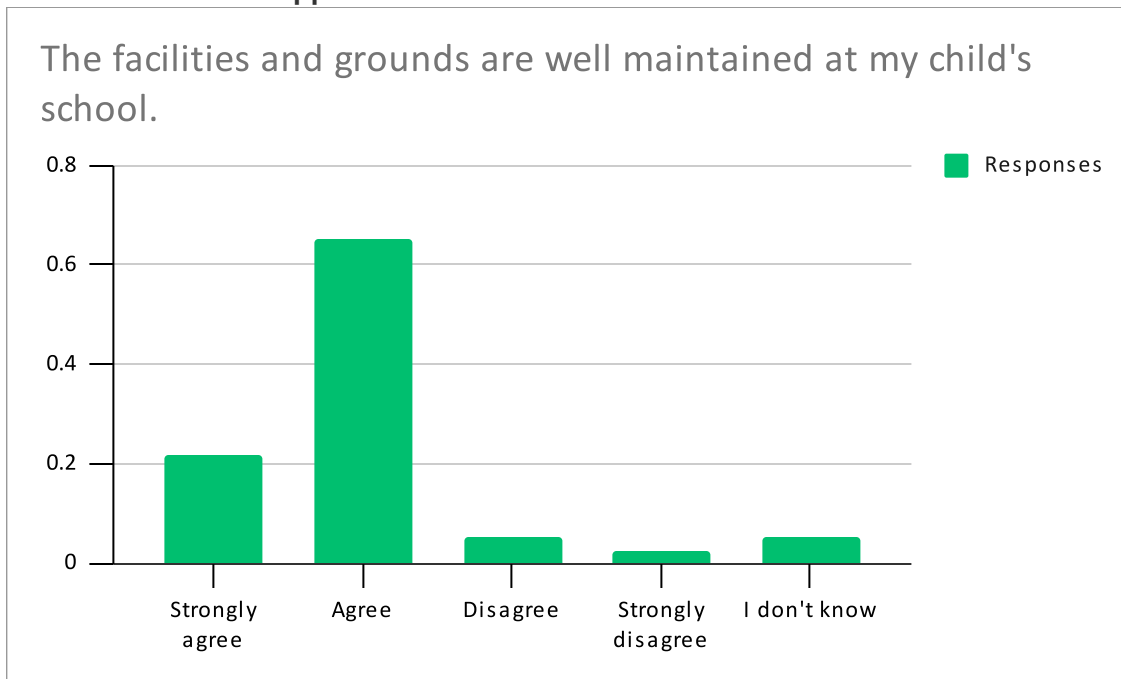
	Very familiar		Familiar		Somewhat familiar		Not familiar at all		Total
Fire Drill	19.48%	15	48.05%	37	24.68%	19	7.79%	6	77
Earthquake Drill	19.23%	15	44.87%	35	25.64%	20	10.26%	8	78
Shelter in Place	14.29%	11	45.45%	35	25.97%	20	14.29%	11	77
Run, Hide, Defend	18.18%	14	42.86%	33	29.87%	23	9.09%	7	77
								<b>Answered</b>	<b>78</b>
								<b>Skipped</b>	<b>1</b>



our experience at our school. 2023-2024

Matsumoto Community Safety Survey: Please answer these questions to the best of your ability based on your e  
**The facilities and grounds are well maintained at my child's school.**

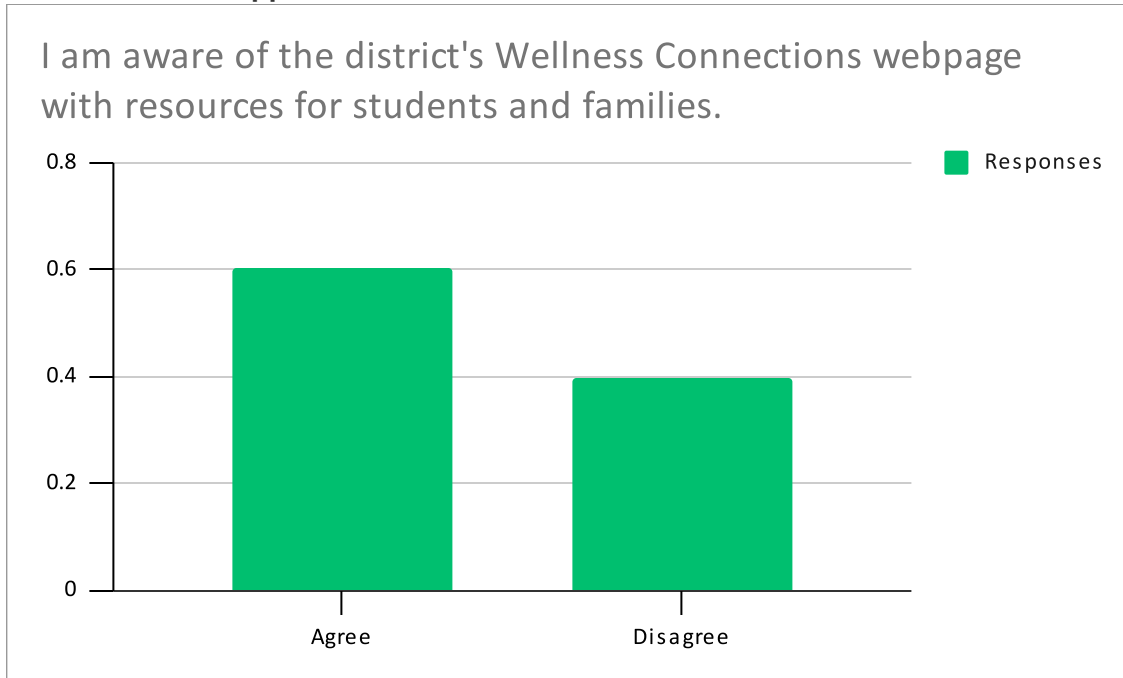
Answer Choices	Responses	
Strongly agree	21.79%	17
Agree	65.38%	51
Disagree	5.13%	4
Strongly disagree	2.56%	2
I don't know	5.13%	4
<b>Answered</b>		<b>78</b>
<b>Skipped</b>		<b>1</b>



xperience at our school. 2023-2024

Matsumoto Community Safety Survey: Please answer these questions to the best of your ability based on you  
**I am aware of the district's Wellness Connections webpage with resources for students and families.**

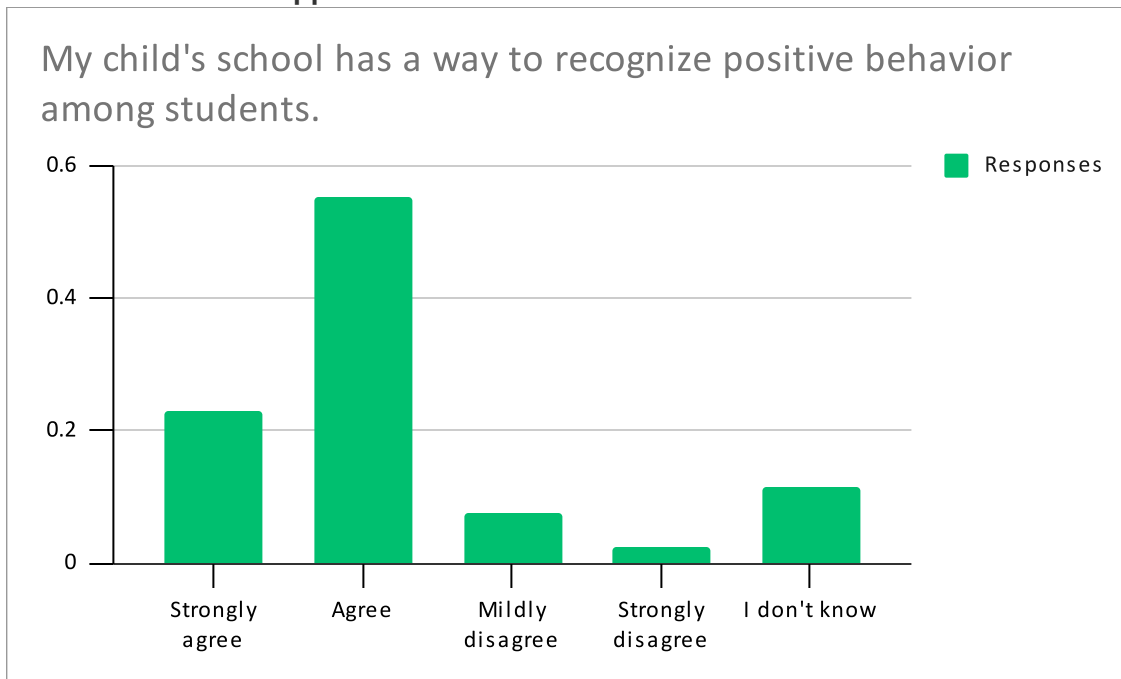
Answer Choices	Responses	
Agree	60.26%	47
Disagree	39.74%	31
<b>Answered</b>		<b>78</b>
<b>Skipped</b>		<b>1</b>



r experience at our school. 2023-2024

Matsumoto Community Safety Survey: Please answer these questions to the best of your ability based on your e  
**My child's school has a way to recognize positive behavior among students.**

Answer Choices	Responses	
Strongly agree	23.08%	18
Agree	55.13%	43
Mildly disagree	7.69%	6
Strongly disagree	2.56%	2
I don't know	11.54%	9
<b>Answered</b>		<b>78</b>
<b>Skipped</b>		<b>1</b>



xperience at our school. 2023-2024



Matsumoto Community Safety Survey: Please answer these questions to the best of your ability based on your  
**What is something you would like to see improved regarding safety at your school?**

**Answered**            **47**

**Skipped**            **32**

· experience at our school. 2023-2024



Tom Matsumoto Elementary

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# Emergency Procedures 2023-2024

To Be Placed In “Emergency Information”  
Clipboards

# Emergency Procedures

In the event of a disaster, the Santa Clara County Office of Emergency Services will be responsible for providing medical and health assistance and supplies to Tom Matsumoto Elementary School. All school employees are designated “disaster service workers” by law and must remain at the school until released by the principal or designee. LeCheryl Law has been designated as the administrative designees should Kristi Frankina be unavailable.

## **PRACTICE**

During the first week of school and periodically thereafter, teachers will practice emergency procedures with their class. An emergency map and a student roster must be posted on the wall next to the outside door of the classroom free from obstruction. A classroom backpack/fanny pack containing emergency supplies must be easily accessible.

Below are the procedures we follow in the event of a fire or earthquake disaster. The following pages contain a flow chart outlining procedures to be followed in a Run, Hide, Defend emergency. Evacuation drills will be held monthly (refer to master calendar).

## **FIRE**

An evacuation map must be posted in all rooms. Follow the evacuation route if it is safe to do so; if not safe, select an alternate route. Take the class list and emergency backpack when exiting the building. Close the door; do not lock it. Students move quickly and silently in an orderly manner to the designated area on the map. Upon arrival, teachers take roll and report missing or injured children to the principal. Remain in place until the “all clear” signal.

### **Fire Drill Procedures** (Close Classroom Door/ Turn Off Lights!)

1. The alarm will ring and students and staff immediately evacuate the classroom in a single file line. If your class is in the Forum during a fire, evacuate the building.
2. Teacher is the last to evacuate and takes with them the class list for attendance. The classroom door is closed.
3. Each class should follow the route on the evacuation map and line up as indicated.
4. Once at the evacuation site, teachers take attendance and account for missing students.
5. When the “all clear” signal is given, the students return to class in single file, quiet lines.

### **Earthquake Drill** (Leave Classroom Door Open/Turn Off Lights!)

1. Upon hearing the signal or feeling shaking, students and adults duck and cover. Drop to knees, clasp both hands behind the neck, and bury face in arms, close eyes and cover eyes with forearms.
2. Teachers take roll while in duck and cover position. Once roll is complete, and shaking has stopped, the teacher will turn off the lights, and leave all doors open.
3. An assigned contact person will come to your classroom and will act as a source of communication.
4. Contact person assists with injuries. No one is to leave the classroom until instructed to do so by the contact person.
5. When instructed to leave the classroom, send students in groups of 4-6 to your evacuation area. When all students are evacuated, the teacher evacuates to assigned area,

leaving the classroom door open. Teacher takes **Earthquake Procedures packet, first aid kit, and earthquake bin** (if stored in your room) to evacuation area.

6. Once at evacuation site, teachers take attendance and account for missing students.
7. Wait for further instructions or the “all clear” signal before returning to buildings.

**Release of Students:** When a parent or parent designee comes to pick-up a child, the parent or designated adult will sign the emergency sign form with the teacher. If the person picking up the child is not on the list, they will be directed to see the secretary at the Command Center.

**EMERGENCY RESPONSE TEAM:** The Emergency Response Team is made up of designated teachers and staff members. The ERT members are under the direction of the principal and are assigned special duties in the event of an emergency or crisis at school. Major duties of the ERT are as follows:

- Facilitate communication between staff and principal in the event the public address system is not operational.
- Facilitate the safe evacuation of staff and students from the buildings.
- Set up and run the Emergency Command Center.
- Set up and run the First Aid Station.

**Secretary:** Set up a Command Center and remain there as communication liaison. Maintain communication with District via 2-way radio (if the principal is not present); with principal/designee via walkie-talkie; with community agencies, e.g. police, fire, etc. Record all information and report it to the principal.

**Health Clerk:** Set up a First Aid Station. Remain at the station administering first aid with the assistance of additional ERT members. Keep a record of injuries and care provided.

**Custodians:** Turn off gas and electricity. Bring tool kit and emergency supplies and emergency food to the Command Center and remain for further assignments.

**Media Assistant:** Turn students over to classroom teacher or librarian and report to the Command Center for further assignments.

**Specialists:** Remain with your students until they have been evacuated. Deliver your students to their classroom teacher at their emergency number line and then report to the Command Center for further assignments.

ERT Assignments	
RESPONSIBILITY	STAFF
North Wing (Rooms 29-33)	Tom Vlahos, RM. 31
East Wing (Rooms 1-6), Room 7	Michaela Wells, RM 5
South Wing (Rooms 13-18)	Becky Santos, RM. 16
West Wing/ELD (Rooms 23-28)	Jill Shore, RM. 27
Rooms 8 –12 (Mod ‘A’) & Bathrooms	Stacy Alvarez, RM. 10
Rooms 19 – 22 & 34 - 37 (Mod ‘B’)	Laurie Bierman, RM. 19
Office/Faculty Rooms/Forum	Lisa Oshita - Office
Media Center/Attached Classes & Playground Bathrooms	Stephanie Hinman - Media Clerk

Command Team Members: Principal, Custodian, Office Staff

\*Initially when shaking is felt and/or an announcement has been made, students and staff will duck and cover and stay in place until told otherwise.

After the earthquake, the Command team will take walkie-talkies and check the safety of the evacuation areas. They notify the E. R. T. Members that it is safe to evacuate via radio. Each ERT member is responsible for securing the rooms and taking roll in their workspace (classroom) and handing over responsibility of their students (including the emergency packet) to a partner, then releasing rooms assigned to them, and checking for problems. Students should be evacuated and released 4 to 6 at a time until the entire class is released to the evacuation area. Initially, Kindergarten will report to flagpole or sidewalk, take roll, and then walk to the playground. (*Note: Send your most responsible students in the first group.*) Principal or a Command Team member will be stationed on the playground to receive the students.

**\*\*ERT Members Instruct Teachers:**

When students are out teachers need to:

- take attendance sheets out and take attendance when at the evacuation area
- leave doors open, lights off, windows covered

**When checking rooms:** If an injury is involved, try to determine the severity of the situation before reporting any problems to the Command Center via walkie-talkies. Use Emergency Channel on walkie-talkie.

All students found in bathrooms should be instructed to report to their classrooms' emergency evacuation area (the blacktop) to await their class. They are NOT to return to their classrooms.

If your class is in the Forum during an earthquake: STAY there until instructed to do otherwise. Move under the lunch tables if possible.

**FOLLOW ALL VERBAL DIRECTIONS EXACTLY. DO NOT MOVE YOUR STUDENTS UNTIL INSTRUCTED TO DO SO.**

ERT members will survey room assignments and area for damage/injury and then report the status of their assignments to the Command Center (in front of rooms 24 and 25). ERT members will receive further assignments upon arrival at the Command Center. Assignments may include the following:

- Set up First Aid Station and administer first aid.
- Check safety of evacuation routes.
- Check with teachers regarding injuries and missing children.
- Evacuate classroom 4-6 students at a time.
- Check safety of building to re-enter.
- Communicate with District on 2-way and listen to portable for Civil Defense announcements. Liaison between principal, staff, district, community agencies, etc.
- Turn off gas and electricity.
- Direct traffic if needed.

### Command Post Procedures

**Command Team:** Principal, Custodian, & Office Staff

**Principal:** (If Principal is not on campus, LeCheryl Law is in charge.)

- If Intercom is operative, notify Command Team to check evacuation areas. Say "ground has stopped shaking."
- Check the safety of 7-12, South Wing, and Portables. Check in with Custodian and Secretary to determine if it is safe to evacuate.
  - If there is a gas leak or other unsafe condition, have ERT members begin to release classes to the soccer field.
  - Teachers need to take attendance again.
- Radio ERT that it is safe to evacuate.
- Report to fire drill lines on playground to meet the first group of students.
- Report to Command Center located between Rooms 24 and 25 to receive status report from ERT members.
- If the building is questionable, two ERT members will be sent to check out concerns.

**Custodian:**



- Check to see the safety of the West Wing, playground, and North Wing.
- Radio the principal with the safety status.
- Check gas/electrical for leaks or irregularities. Radio the Command Center when this is complete.
  - Electric - **Red Button**- SHOW DO NOT TOUCH. Touch only if there is an electrical fire.
  - Water - Domestic Water line -- Turn off on school side. (Middle set of pipes.)
  - Gas - Wrench **parallel to pipe open**. Perpendicular closed. (By Garbage containers.)
- Bring emergency tool kit and earthquake/emergency supplies outside. (Stored in green bins in storage area outside of room 23)

#### Secretary:

- Check the safety of the Office, Forum, and Media Center.
- Take the district walkie-talkie.
- Radio the principal with safety status.
- Set up Command Center located between Rooms 24 and 25.
- Take status report of each wing and portable area as ERT members report via walkie-talkie.
- Once all staff and students are in their evacuation areas, a final update will be called into the district. Using Channel 1, give school name, your name, and the details of your situation.
  - Report status of
    - **People**
    - **Buildings**
    - **Evacuation Area**

#### Health Clerk:

- Check into Command Center.
- Prepare First Aid Station.
- When the all clear has been communicated, will Aquinosport wheelchair to the Command Center located between Rooms 24 and 25 on the playground.
- **Make sure all first aid problems** are referred to the Command Center.
- Masking tape (or labels) & permanent pen to mark an injured person's name, classroom, school (if necessary). Tape it on them.

#### RSP:

- Check into the Command Center.
- Check bathrooms in Forum and on the playground.
- Report to Command Center located between Rooms 24 and 25.

#### RSP Aide:

- Report to Command Center located between Rooms 24 and 25.

## OTHER EMERGENCIES

Emergency Situations:

- **Safe Place:** A student in crisis seeking immediate help or safety
- **Major Campus Emergency:** Major system wide emergency like an earthquake.
- **Shelter in Place:** Shelter in place, children inside, locked doors. (example: dangerous situation around campus, toxic spill)
- **Evacuation:** Immediate evacuation (example: bomb threat)
- **RUN, HIDE, and DEFEND:** Active threat on campus (example: active shooter on campus)

### SAFE PLACE

All Evergreen Schools, including Matsumoto, have been designated as a “Safe Place.” Project ***Safe Place*** is a network of public locations where youth in crisis can seek immediate help or safety. For students attending Matsumoto, we will continue to follow district procedures and policies. Please discuss with the Principal. If a youth not attending Matsumoto seeks assistance, employees may contact Bill Wilson Center and a staff person is dispatched to arrive within 15 minutes of receiving the call. Site employees need not question the youth about the problem. The Bill Wilson Center may be reached at 408-243-0222. Clearly state “This is a Safe Place Call” and follow instructions given.

## **MAJOR CAMPUS EMERGENCY**

In the event of a disaster, the Santa Clara County Office of Emergency Services will be responsible for providing medical and health assistance and supplies to Matsumoto School. All school employees are designated “disaster service workers” by law and must remain at the school until released by the principal or designee. In the event that the principal is unavailable, LeCheryl Law has been designated to serve as incident commander. Be sure to reference the **Campus Emergency Assignment Sheet**.

## **Shelter in Place INFORMATION**

Shelter in Place is a low-level lockdown that has been called because there is a situation/threat in the neighborhood that requires everyone to get inside. Staff and students can continue their day-to-day activities indoors.

In a Shelter in Place situation...

- All students and staff should go inside immediately. Close and lock ALL enAquinoces into the classroom or building where staff and students are located
- Administrators will keep staff and students updated as the information becomes available
- If the situation/threat escalates or heads towards the school, a lockdown may be activated

## **Evacuation INFORMATION**

If an evacuation is called...

- Everyone needs to get outside immediately
- Exit in a safe and timely manner
- Leave ALL backpacks, bags and large purses in the classroom (bring first aid fanny pack if safe to do so)
- Go to the pre-designated safe/staging areas. Wait for further directions
- Administrators will keep staff and students updated as information becomes available
- Everyone must stay outside until the “all clear” is sounded (30 second bell) by an administrator/designee

## **RUN, HIDE, and DEFEND INFORMATION**

Emergencies that might include an armed intruder or an intruder within the campus will activate the RUN, HIDE, and DEFEND response procedure. In the event of an armed intruder or intruder from within, our training calls for us to adopt a "survivor mentality." This means that, if at all possible, you and your students should evacuate the campus and report to one of our evacuation sites.

### **RUN, HIDE, DEFEND**

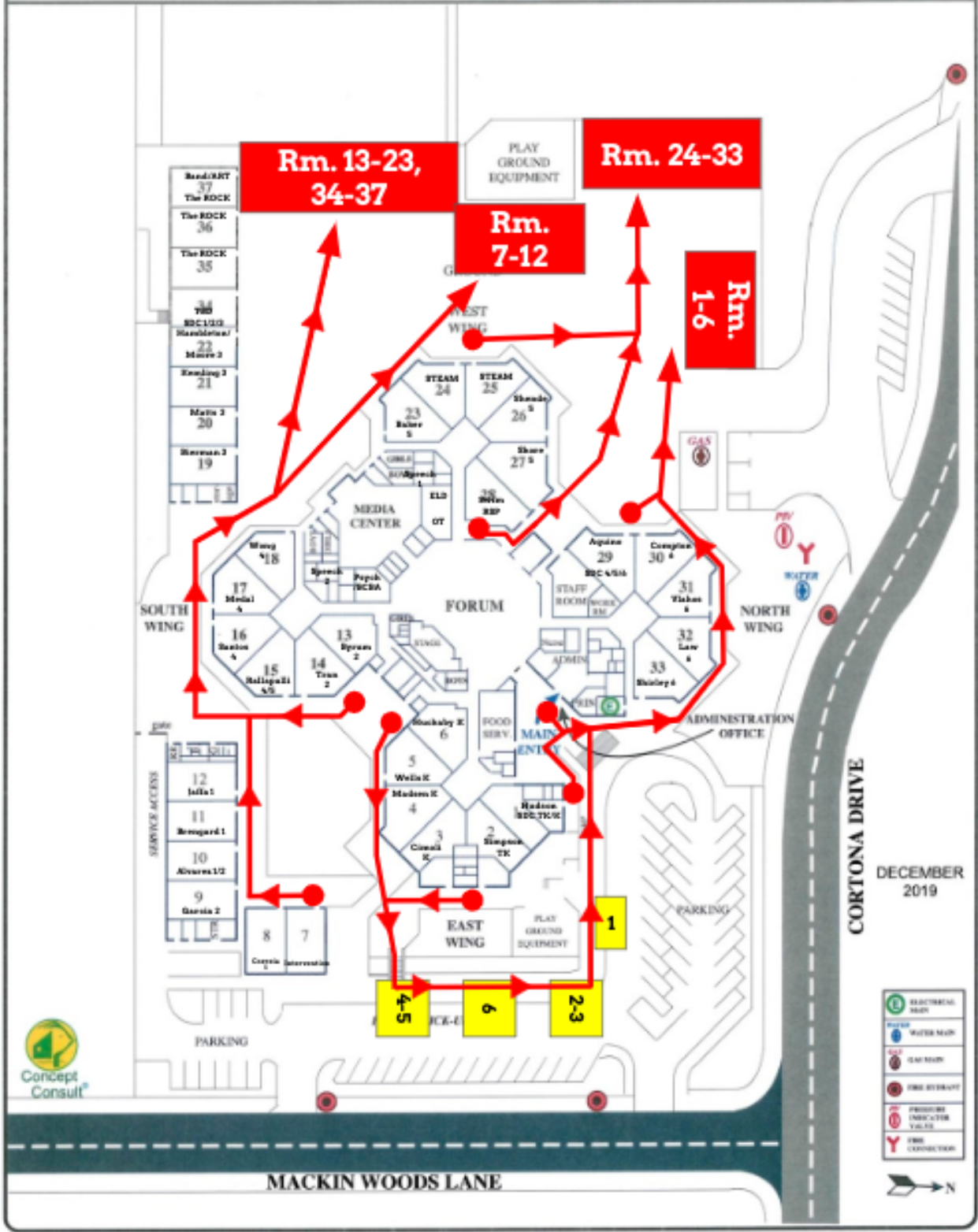
In the event of an active shooter(s) emergency at Matsumoto we will adhere to the procedures of RUN, HIDE, and DEFEND. The tactical decision made by each staff person to activate this procedure will differ, depending on the circumstances of the emergency. Any staff member may call a RUN, HIDE, and DEFEND procedure by notifying the office of the situation.

**Procedures are confidential for safety considerations.**

SITE MAP

TOM MATSUMOTO ELEMENTARY SCHOOL

4121 MACKIN WOODS LANE  
SAN JOSE, CA 95120



DECEMBER 2019

- ELECTRICAL MAIN
- WATER MAIN
- GAS MAIN
- FIRE BRANCH
- FRIGIDRE INDICATOR VALVE
- FIRE EXTINGUISHER



MACKIN WOODS LANE

CORTONA DRIVE

**PLEASE COMPLETE AND GIVE THIS SHEET TO YOUR ERT MEMBER.**

Teacher Name \_\_\_\_\_ Date \_\_\_\_\_ Room \_\_\_\_\_

Are all students present? \_\_\_\_\_ Missing? \_\_\_\_\_ Injured? \_\_\_\_\_

**ABSENT Students/Adults**

Name

**MISSING Students/Adults**

Name	Teacher	Last Known	Lost	Found

**INJURED Students/Adults**

Name	Teacher	Injury

**OTHER**

## Use Emergency Channel-9 on the Radio

ROOM	TEACHER	ERT MEMBER
Room 1	Hudson	Wells
Room 2	Simpson	
Room 3	Cimoli	
Room 4	Madsen	
Room 5	Wells	
Room 6	TK	
Room 7	Hromec	
Room 8	Correia	Alvarez
Room 9	Garcia	
Room 10	Alvarez	
Room 11	Brengard	
Room 12	Jaffa	
Room 13	Byrum	Santos
Room 14	Huckaby	
Room 15	Rallapalli	
Room 16	Santos	
Room 17	Medal	
Room 18	Wong	
Room 19	Bierman	Bierman
Room 20	Matts	
Room 21	Kemling	
Room 22	Hambleton/ Moore	
Room 34	Alam	
Room 35	The ROCK	
Room 36	The ROCK	
Room 37	Band/Art/The ROCK	
Room 23	Baker	
Room 24	STEAM Lab	
Room 25	STEAM Lab	
Room 26	Shende	
Room 27	Shore	
Room 28	RSP	
Specialist A	OT	
Specialist B	ELD	
Room 29	Aquino	Vlahos
Room 30	Compton	
Room 31	Vlahos	
Room 32	Law	
Room 33	Shirley	
Office		Oshita
Forum		
Library/ Media Center	Hinman, Speech, Intervetion	Hinman
Gas, Water, Electrical, Emergency Supplies		Custodian

ERT Report Form			
ROOM	Damages	Injury	Missing Individuals
Room 1			
Room 2			
Room 3			
Room 4			
Room 5			
Room 6			

ERT Report Form			
ROOM	Damages	Injury	Missing Individuals
Room 7			
Room 8			
Room 9			
Room 10			
Room 11			
Room 12			



ERT Report Form			
ROOM	Damages	Injury	Missing Individuals
Room 13			
Room 14			
Room 15			
Room 16			
Room 17			
Room 18			

ERT Report Form			
ROOM	Damages	Injury	Missing Individuals
Room 29			
Room 30			
Room 31			
Room 32			
Room 33			

ERT Report Form			
ROOM	Damages	Injury	Missing Individuals
Room 23			
Room 24			
Room 25			
Room 26			
Room 27			
Room 28			
Specialist A			
Specialist B			

ERT Report Form			
ROOM	Damages	Injury	Missing Individuals
Counseling			
RSP			
Library/ Media Center			
Speech			

ERT Report Form

ROOM	Damages	Injury	Missing Individuals
Room 19			
Room 20			
Room 21			
Room 22			
Room 34			
Room 35			
Room 36			
Room 37			

**Evergreen School District**  
**TOM MATSUMOTO CAMPUS EMERGENCY ASSIGNMENT SHEET**  
2023-2024

<b>Position</b>	<b>Staff Assigned</b>	<b>Backup Personnel</b>
<b>Incident Commander</b>	Kristi Frankina	1. Margarita Rodriguez 2. Pat Aquino
Safety Officer	Tom Vlahos	1. Suzanne Medal 2. Jill Shore
Public Information Officer	Nikki Matts	1. Ann Compton 2. Jill Shore
Liaison Officer	LeCheryl Law	1. Kelly Cimoli 2. Ranjani Rallapalli
<b>Operations Section Chief</b>	Michelle Correia	1. Ranjani Rallapalli 2. Erika Byrum
Site Facility Check/Security	1. Jessica Baker 2. Stacey Alvarez	1. Pat Aquino 2. Jill Shore
Search & Rescue Team Leader	1. Andrea Jaffa 2. Jessica Baker	1. Rebecca Santos 2. Suzanne Medal
S&R Team #1	1. Stephanie Hinman 2. Laurie Bierman	1. Nikki Matts 2. Michelle Correia
S&R Team #2	1. Susan Shirley 2. Rebecca Garcia	1. Teana Wong 2. Pat Aquino
Medical Team Leader	Margarita Rodriguez	1. Tom Vlahos 2. Suzanne Medal
Triage	1. Kori Hambleton/Leanna Moore 2. Michelle Correia	1. Rebecca Garcia 2. Pat Aquino
Treatment	Allicyn Brengard	1. Jessica Baker 2. Laurie Bierman
Psychological First Aid	Miriam Moran	1. Rebecca Santos 2. Kori Hambleton/Leanna Moore
Morgue	Jill Shore	1. Rebecca Kemling 2. Pat Aquino
Student Care Director	Margarita Rodriguez	1. Erika Byrum 2. Stephanie Hinman
Student Release Coordinator	Ann Compton	1. Rebecca Santos 2. Erika Byrum
<b>Planning Section Chief</b>	Shirley Madsen	1. Nikki Matts 2. Stacy Alvarez
Documentation	Michaela Wells	1. Mamata Shende 2. Stacy Alvarez
Situation Analysis	ERT	1. ERT 2. ERT
<b>Logistics Section Chief</b>	Lisa Oshita	1. Teana Wong 2. Kelly Cimoli
Supplies/Facilities	Margarita Rodriguez	1. Shirley Madsen 2. Shannon Simpson
Staffing	Ranjani Rallapalli	1. Shirley Madsen 2. Shannon Simpson
Communications	Mamata Shende	1. Shirley Madsen 2. Shannon Simpson
<b>Finance/Administration Section Chief</b>	Lisa Oshita	1. Michaela Wells 2. Pat Aquino
Timekeeping	Lisa Oshita	1. Michaela Wells 2. Pat Aquino
Purchasing	Lisa Oshita	1. Michaela Wells 2. Pat Aquino

This will help you ensure that you have coverage for all critical positions during a school emergency. Ensure that each position is assigned as early as possible in the school year and that all positions are assigned, even if you think that it will not be necessary to fill the positions during an actual emergency. To guard against the absence of key personnel when an emergency threatens, it is strongly recommended that backup personnel also be assigned and that key personnel are cross-trained in critical job requirements.

# Emergency Evacuation Sites

Confidential

1. ¿Cuál	¿En qué medida considera que lo siguiente es un problema en la escuela de su hijo?								¿Con qué f	Los estudia	
Response	Acoso	Acoso e int	Peleas y as	Interés de l	Armas ileg	Grafiti y var	Gente que	El consum	El consum	Response	Raza
T-K	No lo sé.	No lo sé.	Nunca escuc	No lo sé.	Nunca escuc	Nunca escuc	No lo sé.	No lo sé.	No lo sé.	No lo sé	No lo sé

antes de la escuela de mi hijo son rechazados por su...					¿Con qué frecuencia escucha a ADULTOS en				¿Qué tan familiarizado está con lo		
Género o ic	Dificultades	Vestimenta	Religión o	Orientación	Raza	Religión	Orientación	Dificultades	Reglas del	Reglas y cc	Reglas y cc
No lo sé	No lo sé	No lo sé	No lo sé	No lo sé	Nunca	Nunca	Nunca	Nunca	Algo familiar	Algo familiar	Algo familiar

Las reglas	¿Qué tan bien comprende los procedimientos			Las instalac	Estoy al tar	La escuela	¿Qué es algo que le gustaría que mejorara con	
Response	Simulacro	Simulacro	Refugiarse	Correr, esc	Response	Response	Response	Open-Ended Response
De acuerdo	Algo familiar	Algo familiar	No estoy fan	No estoy fan	De acuerdo	De acuerdo	De acuerdo	

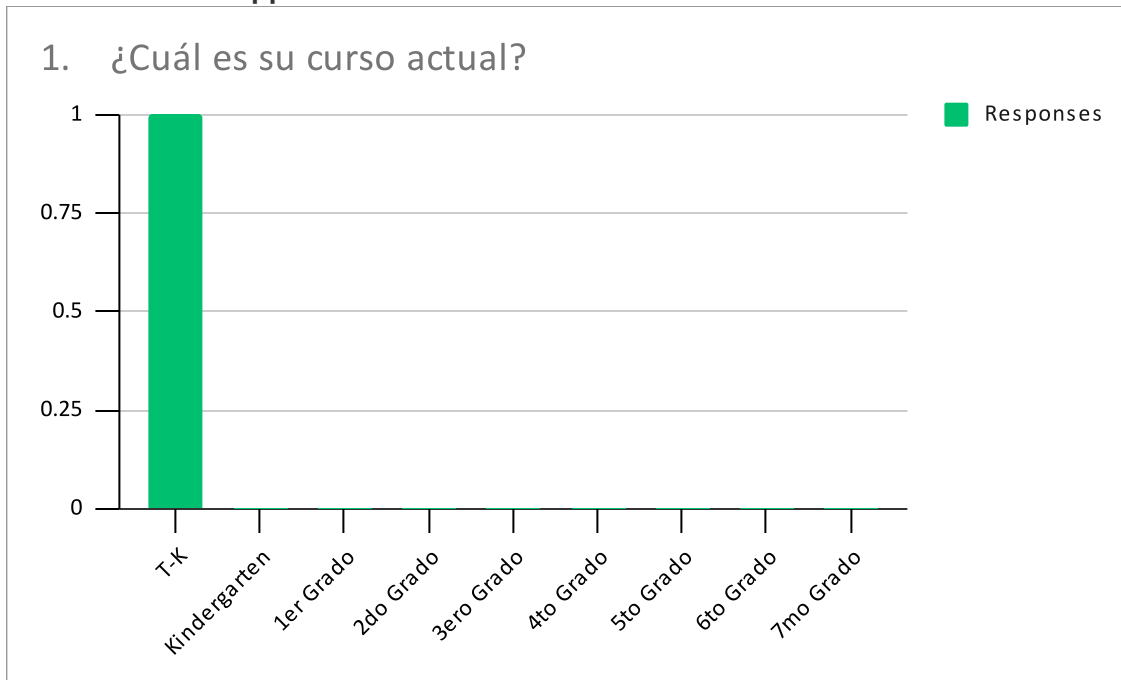


¿ respecto a la seguridad en su escuela?											


# Matsumoto Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024

## 1. ¿Cuál es su curso actual?

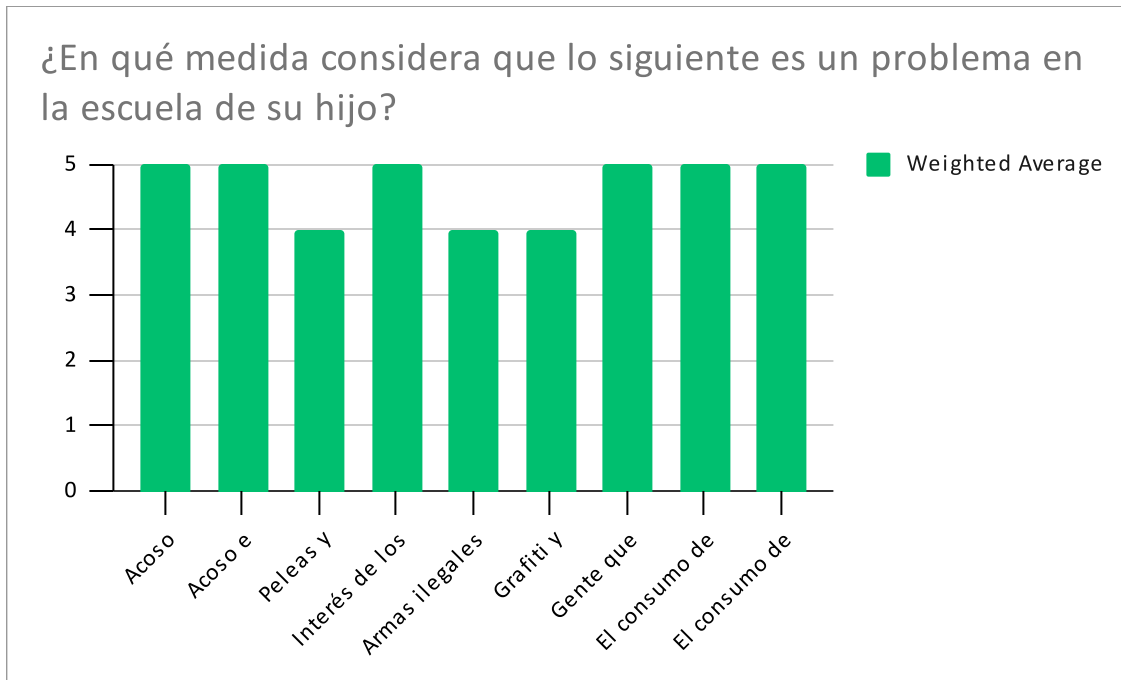
Answer Choices	Responses	
T-K	100.00%	1
Kindergarten	0.00%	0
1er Grado	0.00%	0
2do Grado	0.00%	0
3ero Grado	0.00%	0
4to Grado	0.00%	0
5to Grado	0.00%	0
6to Grado	0.00%	0
7mo Grado	0.00%	0
<b>Answered</b>		<b>1</b>
<b>Skipped</b>		<b>0</b>



Matsumoto Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024

¿En qué medida considera que lo siguiente es un problema en la escuela de su hijo?

	Veo que esto sucede mucho en mi escuela.	Veo que esto sucede a veces en mi escuela.
Acoso	0.00%	0
Acoso e intimidación	0.00%	0
Peleas y asalto	0.00%	0
Interés de los estudiantes en las pandillas	0.00%	0
Armas ilegales	0.00%	0
Grafiti y vandalismo	0.00%	0
Gente que entra sin derecho al campus	0.00%	0
El consumo de drogas	0.00%	0
El consumo de alcohol	0.00%	0



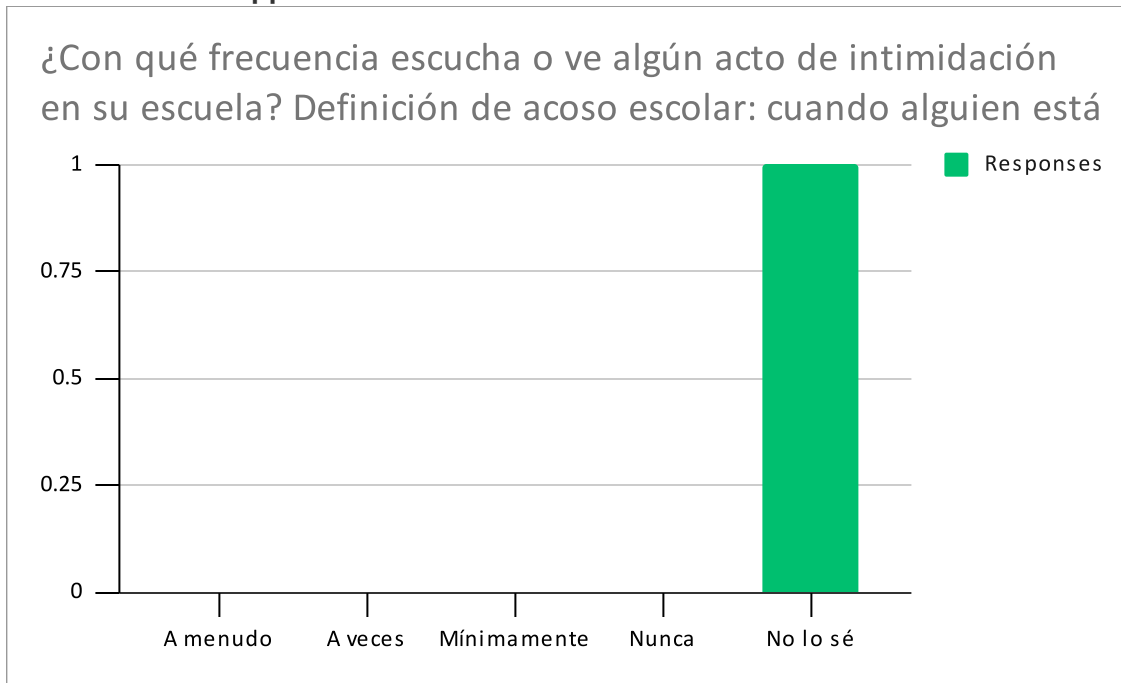
Escucho a otros estudiantes hablar de que esto está sucediendo en mi escuela.		Nunca escucho ni veo que esto suceda en mi escuela.	
0.00%	0	0.00%	0
0.00%	0	0.00%	0
0.00%	0	100.00%	1
0.00%	0	0.00%	0
0.00%	0	100.00%	1
0.00%	0	100.00%	1
0.00%	0	0.00%	0
0.00%	0	0.00%	0
0.00%	0	0.00%	0

No lo sé.	Total	Weighted Average
100.00%	1	5
100.00%	1	5
0.00%	0	4
100.00%	1	5
0.00%	0	4
0.00%	0	4
100.00%	1	5
100.00%	1	5
100.00%	1	5
	<b>Answered</b>	<b>1</b>
	<b>Skipped</b>	<b>0</b>

Matsumoto Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024

¿Con qué frecuencia escucha o ve algún acto de intimidación en su escuela? Definición de acoso escolar: cuando algu

Answer Choices	Responses	
A menudo	0.00%	0
A veces	0.00%	0
Mínimamente	0.00%	0
Nunca	0.00%	0
No lo sé	100.00%	1
<b>Answered</b>		<b>1</b>
<b>Skipped</b>		<b>0</b>



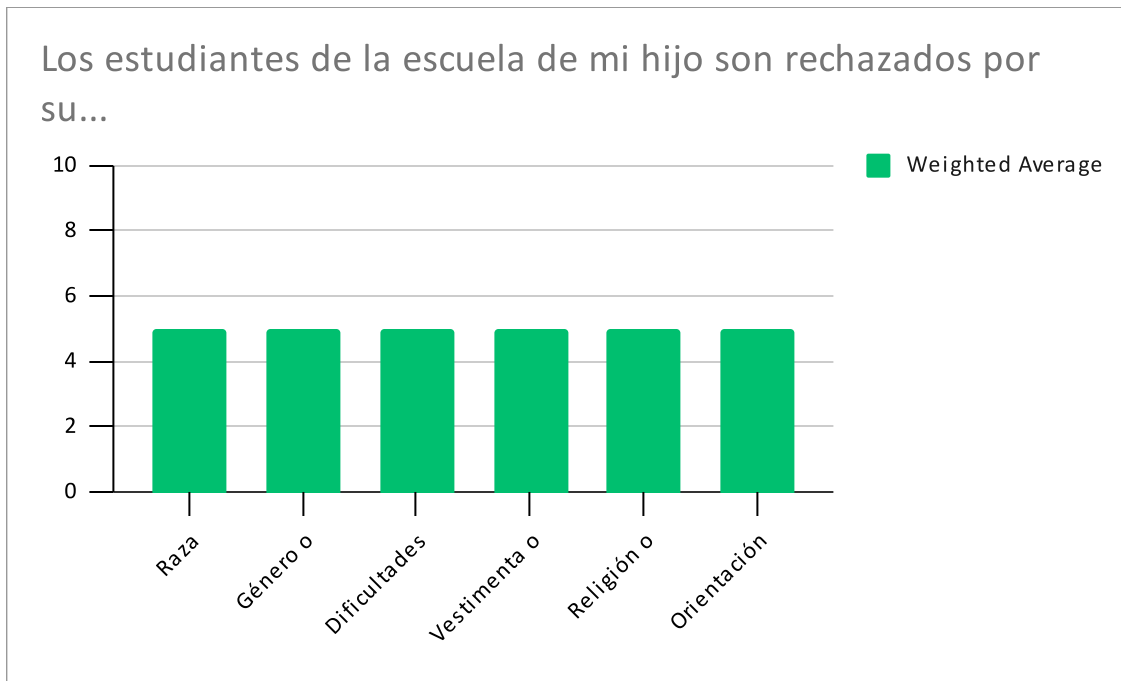
ien está siendo lastimado ya sea por palabras o acciones a propósito, generalmente más de una vez, se sien



Matsumoto Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024

Los estudiantes de la escuela de mi hijo son rechazados por su...

	A menudo		A veces		Mínimamente		Nunca	
Raza	0.00%	0	0.00%	0	0.00%	0	0.00%	0
Género o identificación de género	0.00%	0	0.00%	0	0.00%	0	0.00%	0
Dificultades de aprendizaje	0.00%	0	0.00%	0	0.00%	0	0.00%	0
Vestimenta o apariencia física	0.00%	0	0.00%	0	0.00%	0	0.00%	0
Religión o prácticas culturales	0.00%	0	0.00%	0	0.00%	0	0.00%	0
Orientación sexual	0.00%	0	0.00%	0	0.00%	0	0.00%	0

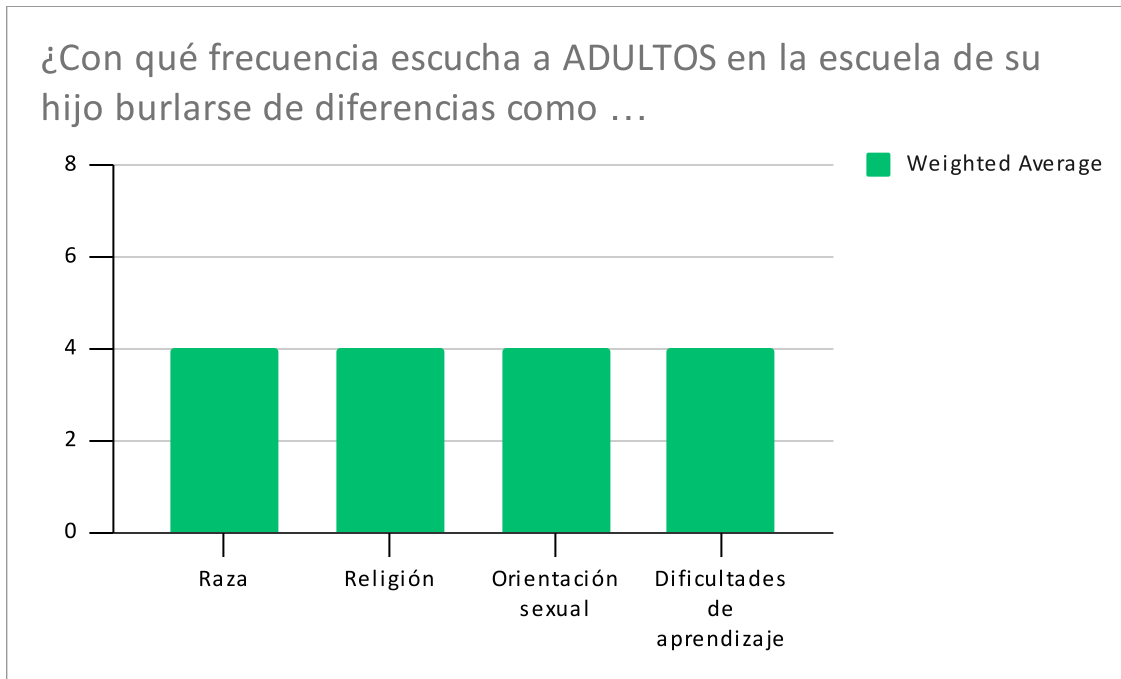


No lo sé	Total	Weighted Average
100.00%	1	5
100.00%	1	5
100.00%	1	5
100.00%	1	5
100.00%	1	5
100.00%	1	5
	<b>Answered</b>	<b>1</b>
	<b>Skipped</b>	<b>0</b>

Matsumoto Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024

¿Con qué frecuencia escucha a ADULTOS en la escuela de su hijo burlarse de diferencias como ...

	A menudo		A veces		Mínimamente		Nunca	
Raza	0.00%	0	0.00%	0	0.00%	0	100.00%	1
Religión	0.00%	0	0.00%	0	0.00%	0	100.00%	1
Orientación sexual	0.00%	0	0.00%	0	0.00%	0	100.00%	1
Dificultades de aprendizaje	0.00%	0	0.00%	0	0.00%	0	100.00%	1

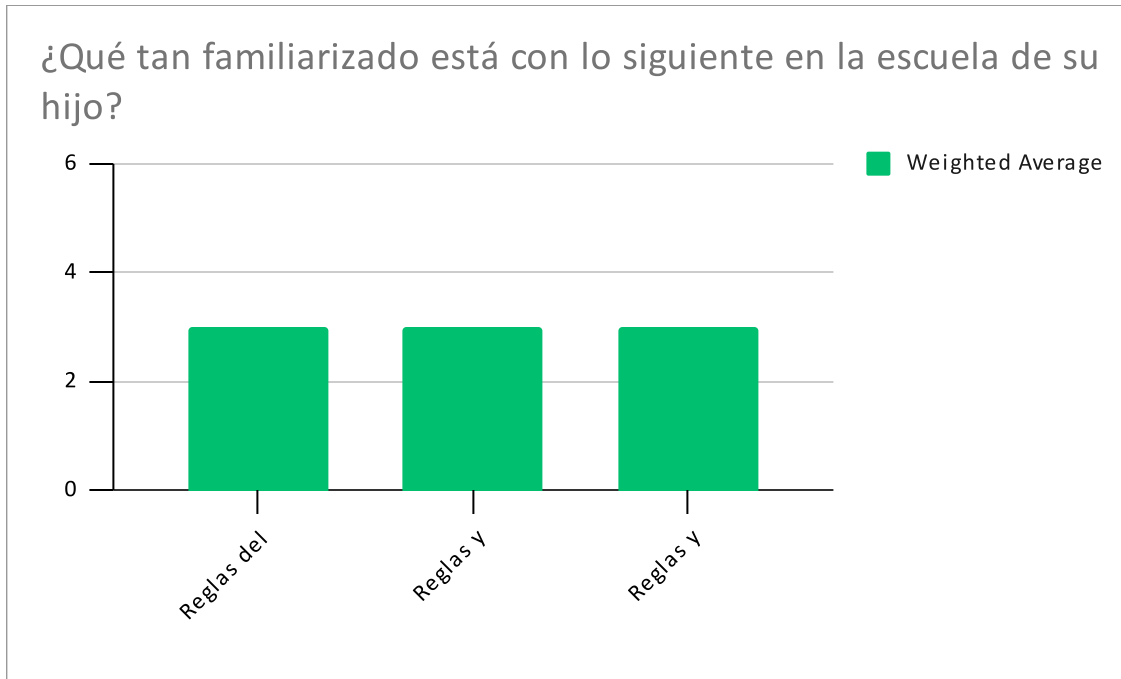


No lo sé	Total	Weighted Average	
0.00%	0	1	4
0.00%	0	1	4
0.00%	0	1	4
0.00%	0	1	4
	<b>Answered</b>	<b>1</b>	<b>4</b>
	<b>Skipped</b>	<b>0</b>	<b>0</b>

Matsumoto Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024

¿Qué tan familiarizado está con lo siguiente en la escuela de su hijo?

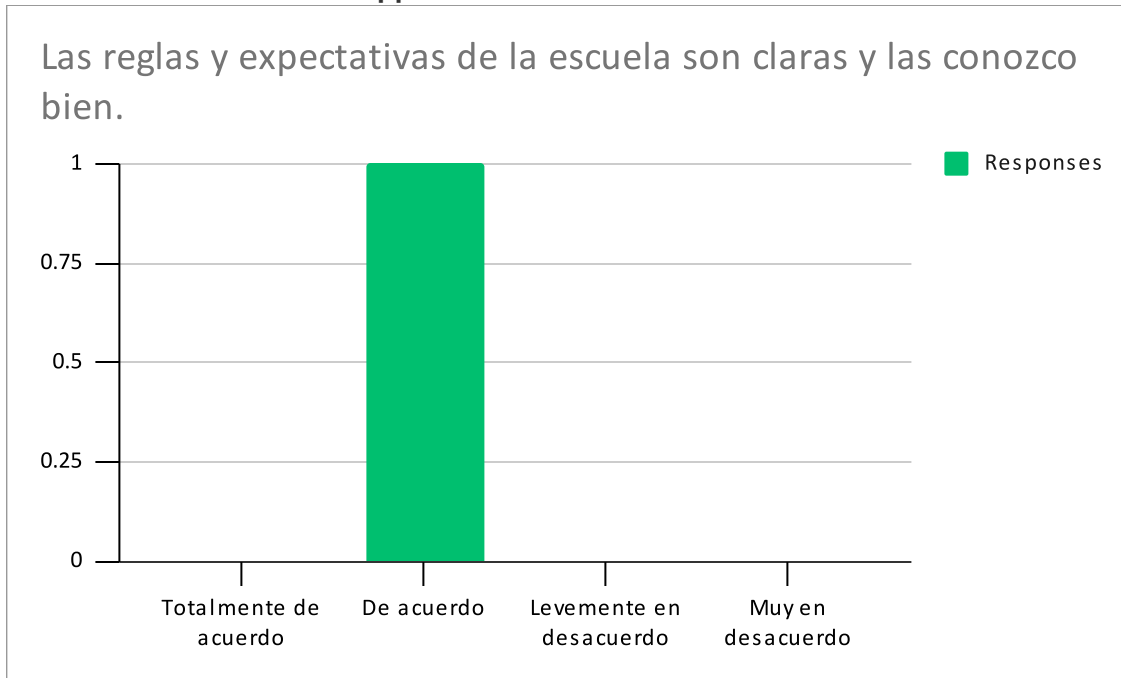
	Muy familiarizado	Familiarizado	Algo fam
Reglas del salón de clases y consecuencias cuando se rompen es	0.00%	0	100.00%
Reglas y consecuencias para toda la escuela cuando se rompen e	0.00%	0	100.00%
Reglas y consecuencias del ciberacoso cuando se rompen esas r	0.00%	0	100.00%



familiarizado	No estoy familiarizado en absoluto	Total	Weighted Average
1	0.00%	0	1
1	0.00%	0	1
1	0.00%	0	1
<b>Answered</b>			<b>1</b>
<b>Skipped</b>			<b>0</b>

Matsumoto Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024  
**Las reglas y expectativas de la escuela son claras y las conozco bien.**

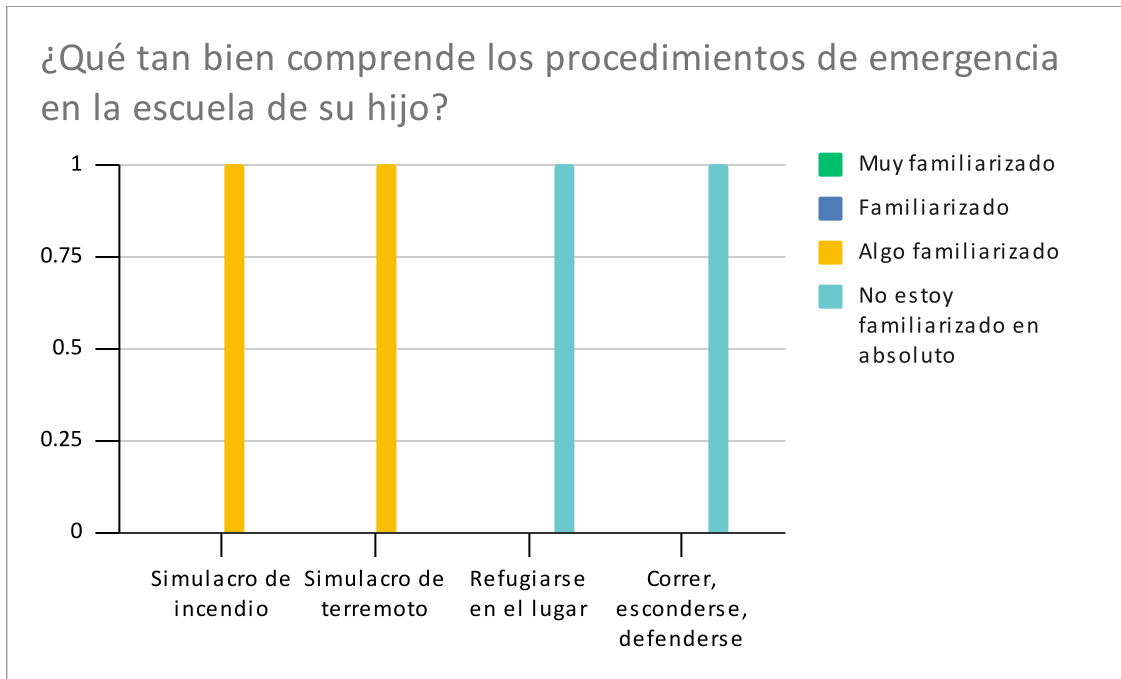
Answer Choices	Responses	
Totalmente de acuerdo	0.00%	0
De acuerdo	100.00%	1
Levemente en desacuerdo	0.00%	0
Muy en desacuerdo	0.00%	0
<b>Answered</b>		<b>1</b>
<b>Skipped</b>		<b>0</b>



Matsumoto Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024

¿Qué tan bien comprende los procedimientos de emergencia en la escuela de su hijo?

	Muy familiarizado	Familiarizado	Algo familiarizado	No estoy familiarizado
Simulacro de incendio	0.00%	0	0.00%	100.00%
Simulacro de terremoto	0.00%	0	0.00%	100.00%
Refugiarse en el lugar	0.00%	0	0.00%	100.00%
Correr, esconderse, defenderse	0.00%	0	0.00%	100.00%





zado en absoluto	Total
0	1
0	1
1	1
1	1
<b>Answered</b>	<b>1</b>
<b>Skipped</b>	<b>0</b>

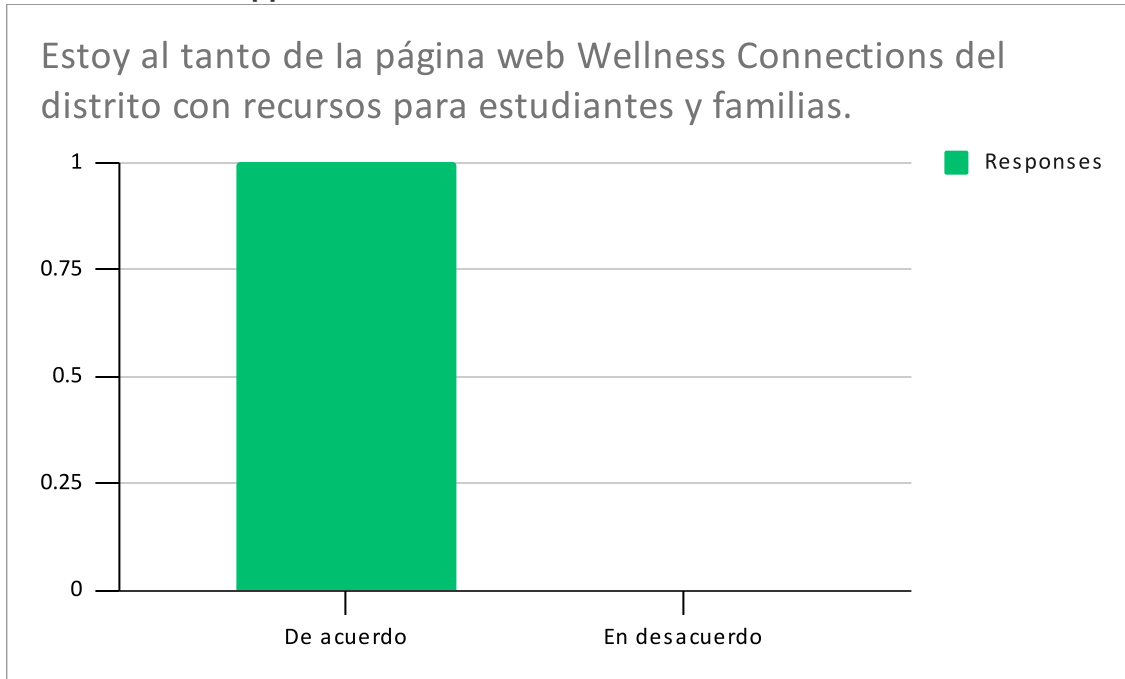
Matsumoto Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024  
**Las instalaciones y los terrenos están bien mantenidos en la escuela de mi hijo.**

Answer Choices	Responses	
Totalmente de acuerdo	0.00%	0
De acuerdo	100.00%	1
En desacuerdo	0.00%	0
Levemente en desacuerdo	0.00%	0
Muy en desacuerdo	0.00%	0
<b>Answered</b>		<b>1</b>
<b>Skipped</b>		<b>0</b>



Matsumoto Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024  
**Estoy al tanto de la página web Wellness Connections del distrito con recursos para estudiantes y familias.**

Answer Choices	Responses	
De acuerdo	100.00%	1
En desacuerdo	0.00%	0
<b>Answered</b>		<b>1</b>
<b>Skipped</b>		<b>0</b>



Matsumoto Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024  
**La escuela de mi hijo tiene una forma de reconocer el comportamiento positivo entre los estudiantes.**

Answer Choices	Responses	
Totalmente de acuerdo	0.00%	0
De acuerdo	100.00%	1
Levemente en desacuerdo	0.00%	0
Muy en desacuerdo	0.00%	0
No lo sé	0.00%	0
<b>Answered</b>		<b>1</b>
<b>Skipped</b>		<b>0</b>



Matsumoto Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024  
¿Qué es algo que le gustaría que mejorara con respecto a la seguridad en su escuela?

Answered	0
Skipped	1

How much do you find the following to be a problem at your school?									How often	Students at this school	
Bullying	Harassment	Fights and	Student inte	Illegal wear	Graffiti and	People tres	Drug use	Alcohol use	Response	Race	Gender or c
I hear stude	I hear stude	I never hear	I never hear	I never hear	I see this ha	I never hear	I never hear	I never hear	Sometimes	Sometimes	Minimally
I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Never	Never	Never
I hear stude	I never hear	I never hear	I never hear	I never hear	I hear stude	I never hear	I never hear	I never hear	Minimally	Minimally	Minimally
I never hear	I never hear	I see this ha	I never hear	I never hear	I never hear	I don't know	I never hear	I never hear	Never	Never	Never
I hear stude	I never hear	I hear stude	I never hear	I never hear	I hear stude	I never hear	I never hear	I never hear	Minimally	Never	Never
I hear stude	I hear stude	I never hear	I never hear	I never hear	I hear stude	I see this ha	I never hear	I never hear	Minimally	Minimally	Minimally
I hear stude	I hear stude	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Minimally	I don't know	I don't know
I see this ha	I see this ha	I never hear	I never hear	I never hear	I hear stude	I see this ha	I never hear	I never hear	Minimally	I don't know	I don't know
I see this ha	I see this ha	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Minimally	Never	Never
I never hear	I don't know	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Never	I don't know	I don't know
I see this ha	I see this ha	I never hear	I never hear	I never hear	I see this ha	I don't know	I never hear	I never hear	Sometimes	Sometimes	Minimally
I hear stude	I never hear	I hear stude	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Minimally	Never	Minimally
I see this ha	I see this ha	I see this ha	I never hear	I never hear	I see this ha	I never hear	I never hear	I never hear	Often	Minimally	Minimally
I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Never	Never	Never
I see this ha	I hear stude	I never hear	I never hear	I never hear	I see this ha	I see this ha	I never hear	I never hear	Sometimes	Sometimes	Sometimes
I hear stude	I hear stude	I never hear	I never hear	I never hear	I never hear	I hear stude	I never hear	I never hear	Minimally	I don't know	I don't know
I hear stude	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Sometimes	Minimally	Minimally
I don't know	I don't know	I don't know	I don't know	I don't know	I never hear	I never hear	I never hear	I never hear	Never	I don't know	I don't know
I see this ha	I don't know	I never hear	I never hear	I never hear	I see this ha	I never hear	I never hear	I never hear	Sometimes	I don't know	I don't know
I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Never	I don't know	I don't know
I hear stude	I hear stude	I never hear	I never hear	I never hear	I hear stude	I see this ha	I never hear	I never hear	Sometimes	Minimally	Minimally
I hear stude	I hear stude	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Minimally	Never	Never
I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Never	I don't know	I don't know
I see this ha	I see this ha	I never hear	I hear stude	I never hear	I see this ha	I see this ha	I hear stude	I never hear	Sometimes	Sometimes	Sometimes
I hear stude	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Minimally	Never	Never
I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Never	Never	Never
I see this ha	I hear stude	I don't know	I never hear	I never hear	I don't know	I never hear	I never hear	I never hear	Sometimes	Minimally	Never
I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Never	I don't know	I don't know
I hear stude	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Minimally	I don't know	I don't know
I see this ha	I see this ha	I see this ha	I never hear	I never hear	I don't know	I never hear	I never hear	I never hear	Sometimes	I don't know	I don't know



get put down because of their...				How often do you hear ADULTS at school make			How familiar are you with		Staff enforce	I think that	
Learning di	Clothing or	Religion or	Sexual orie	Race	Religion	Sexual orie	Learning di	School-wid	Cyberbullyi	Response	Response
Minimally	Minimally	Minimally	Never	Never	Never	Never	Never	Very familiar	Familiar	Agree	Agree
Never	Never	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Strongly agr	Agree
Minimally	Never	Never	Never	Minimally	Never	Minimally	Minimally	Very familiar	Familiar	Agree	Somewhat d
Minimally	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Strongly agr	I don't know
Minimally	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Strongly agr	Agree
Minimally	Minimally	Minimally	I don't know	Never	Never	Never	Never	Familiar	Familiar	Agree	Agree
I don't know	I don't know	I don't know	I don't know	Never	Never	Never	Never	Very familiar	Very familiar	Strongly agr	Agree
Minimally	Never	I don't know	I don't know	Never	Never	Never	Never	Very familiar	Familiar	Strongly agr	Strongly agr
Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Agree	Agree
I don't know	I don't know	I don't know	I don't know	Never	Never	Never	Never	Familiar	Familiar	Agree	Strongly agr
Minimally	Minimally	Minimally	I don't know	Never	Never	Never	Never	Very familiar	Very familiar	Agree	I don't know
Sometimes	Never	Minimally	Never	Never	Never	Never	Never	Very familiar	Very familiar	Strongly agr	Strongly agr
Sometimes	Sometimes	Minimally	Minimally	Never	Never	Minimally	Minimally	Very familiar	Familiar	Agree	Agree
Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Strongly agr	Agree
Sometimes	Sometimes	Sometimes	Sometimes	Never	Never	Never	Never	Very familiar	Very familiar	Strongly agr	Agree
I don't know	I don't know	I don't know	I don't know	Never	Never	Never	Never	Very familiar	Familiar	Strongly agr	Strongly agr
Minimally	Minimally	Minimally	Minimally	Never	Never	Never	Never	Very familiar	Familiar	Agree	Agree
Minimally	I don't know	I don't know	I don't know	Never	Never	Never	I don't know	Familiar	Somewhat f	Strongly agr	Strongly agr
I don't know	I don't know	I don't know	I don't know	Never	Never	Never	Never	Very familiar	Very familiar	Strongly agr	Strongly agr
I don't know	I don't know	I don't know	I don't know	Never	Never	Never	Never	Familiar	Somewhat f	Strongly agr	Strongly agr
Sometimes	Minimally	Minimally	Minimally	Never	Never	Never	Never	Familiar	Somewhat f	Agree	Agree
Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Strongly agr	Agree
I don't know	I don't know	I don't know	I don't know	Never	Never	Never	Never	Familiar	Somewhat f	Agree	Somewhat d
Sometimes	Sometimes	Minimally	Sometimes	Sometimes	Never	Minimally	Minimally	Very familiar	Very familiar	Agree	Disagree
Never	Never	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Agree	Agree
Never	Never	Never	Never	Never	Never	Never	Minimally	Very familiar	Very familiar	Agree	Agree
Minimally	Minimally	Never	Minimally	Never	Never	Never	Never	Familiar	Familiar	Agree	Agree
I don't know	I don't know	I don't know	I don't know	Never	Never	Never	Never	Somewhat f	Somewhat f	Agree	I don't know
I don't know	I don't know	I don't know	I don't know	Never	Never	Never	Never	Very familiar	Very familiar	Strongly agr	I don't know
I don't know	I don't know	I don't know	I don't know	Never	Never	Never	Never	Familiar	Familiar	Strongly agr	Agree



Never

Never

Never

Never

Never

Never

Never

Never

Very familiar

Very familiar

Strongly agree

Strongly agree

How satisfied are you with the level of support				The school	How well do you understand your schools Emergency				The school	I am aware	
Very satisfied	Satisfied	Somewhat	Unsatisfied	Response	Fire Drill	Earthquake Shelter in F	Run, Hide, Response	Response	Response	Response	
				Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Agree
				Agree	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Agree
isagree				Agree	Very familiar	Very familiar	Very familiar	Familiar	Strongly agree	Mildly disagree	Disagree
.				Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	I don't know	Agree
				Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Agree
				Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Disagree
				Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Strongly agree	Agree
ee				Agree	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Agree
				Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Disagree
ee				Agree	Familiar	Familiar	Familiar	Familiar	Agree	Agree	Agree
.				Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Mildly disagree	Agree
ee				Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Strongly agree	Agree
				Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Agree
				Agree	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Agree
ee				Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Agree
				Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Agree
				Agree	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Disagree
ee				Mildly disagree	Familiar	Familiar	Somewhat familiar	Somewhat familiar	Agree	I don't know	Disagree
ee				Mildly disagree	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Disagree	Agree
ee				Strongly agree	Familiar	Familiar	Familiar	Familiar	Strongly agree	Agree	Disagree
				Agree	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Agree
isagree				Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Strongly agree	Agree
				Mildly disagree	Very familiar	Very familiar	Familiar	Very familiar	Strongly agree	Disagree	Disagree
				Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Agree
				Agree	Familiar	Familiar	Familiar	Familiar	Strongly agree	Agree	Agree
				Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Strongly agree	Agree
				Agree	Familiar	Somewhat familiar	Somewhat familiar	Somewhat familiar	Mildly disagree	Agree	Agree
.				Agree	Not familiar	Not familiar	I don't know	I don't know	Agree	I don't know	Agree
.				Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	I don't know	Agree
				Agree	Familiar	Familiar	Familiar	Familiar	Agree	Agree	Agree

æe

Strongly agr Very familiar Very familiar Very familiar Very familiar Strongly agr Strongly agr Agree



Strongly agree


ow and parts are uneven (cement buckling causing trips and falls)

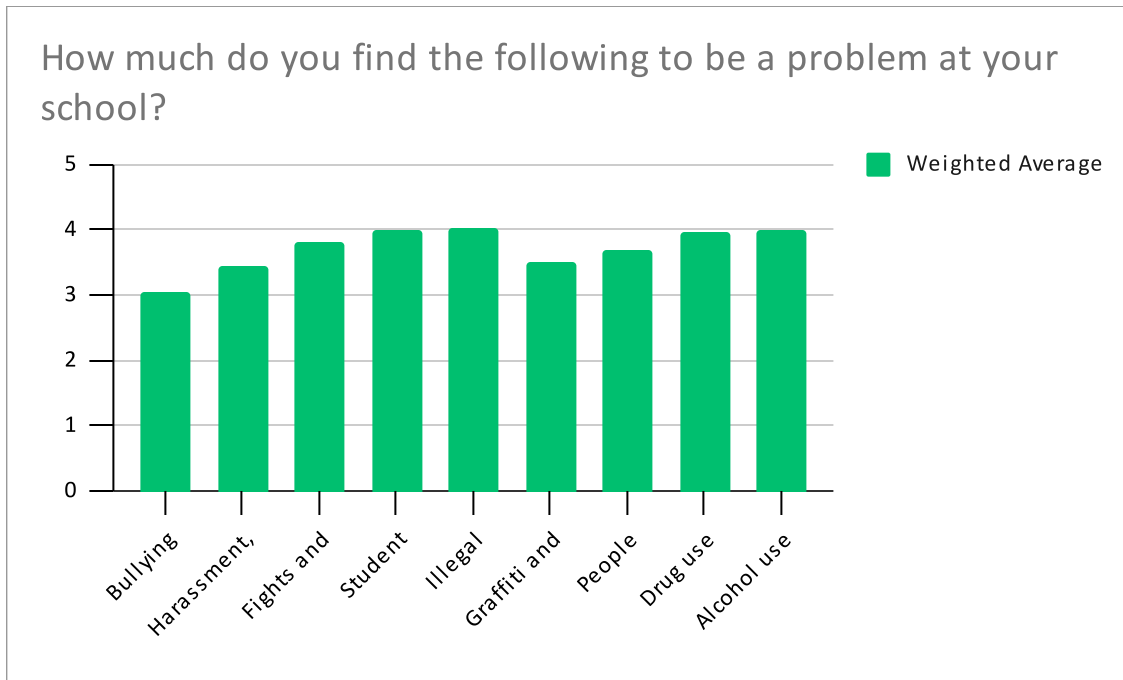
e to trip and fall

students are not needed those doors to enter the building.



Matsumoto Staff Safety Survey: Please answer these questions to the best of your ability based c  
**How much do you find the following to be a problem at your school?**

	I see this happening a lot at my school.		I see this happening sometimes at my school.	
Bullying	0.00%	0	29.03%	9
Harassment, and intimidation	0.00%	0	19.35%	6
Fights and assault	0.00%	0	9.68%	3
Student interest in gangs	0.00%	0	0.00%	0
Illegal weapons	0.00%	0	0.00%	0
Graffiti and vandalism	0.00%	0	19.35%	6
People trespassing on campus	3.23%	1	12.90%	4
Drug use	0.00%	0	0.00%	0
Alcohol use	0.00%	0	0.00%	0





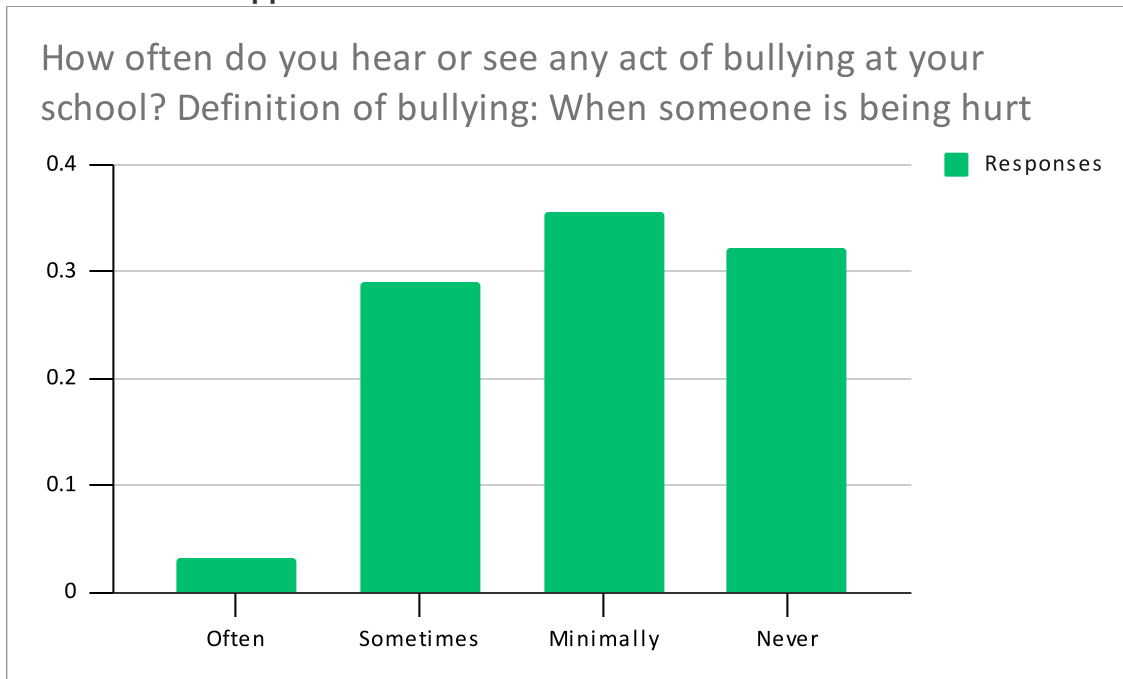
on your experience at our school. 2023-2024

I hear students talk about this happening at my school.		I never hear or see this happening at my school.		I don't know.	
38.71%	12	29.03%	9	3.23%	1
25.81%	8	45.16%	14	9.68%	3
6.45%	2	77.42%	24	6.45%	2
3.23%	1	93.55%	29	3.23%	1
0.00%	0	96.77%	30	3.23%	1
16.13%	5	58.06%	18	6.45%	2
3.23%	1	74.19%	23	6.45%	2
3.23%	1	96.77%	30	0.00%	0
0.00%	0	100.00%	31	0.00%	0

Total	Weighted Average
31	3.06
31	3.45
31	3.81
31	4
31	4.03
31	3.52
31	3.68
31	3.97
31	4
<b>Answered</b>	<b>31</b>
<b>Skipped</b>	<b>0</b>

Matsumoto Staff Safety Survey: Please answer these questions to the best of your ability based on your exper  
**How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being hurt eit**

Answer Choices	Responses	
Often	3.23%	1
Sometimes	29.03%	9
Minimally	35.48%	11
Never	32.26%	10
	<b>Answered</b>	<b>31</b>
	<b>Skipped</b>	<b>0</b>

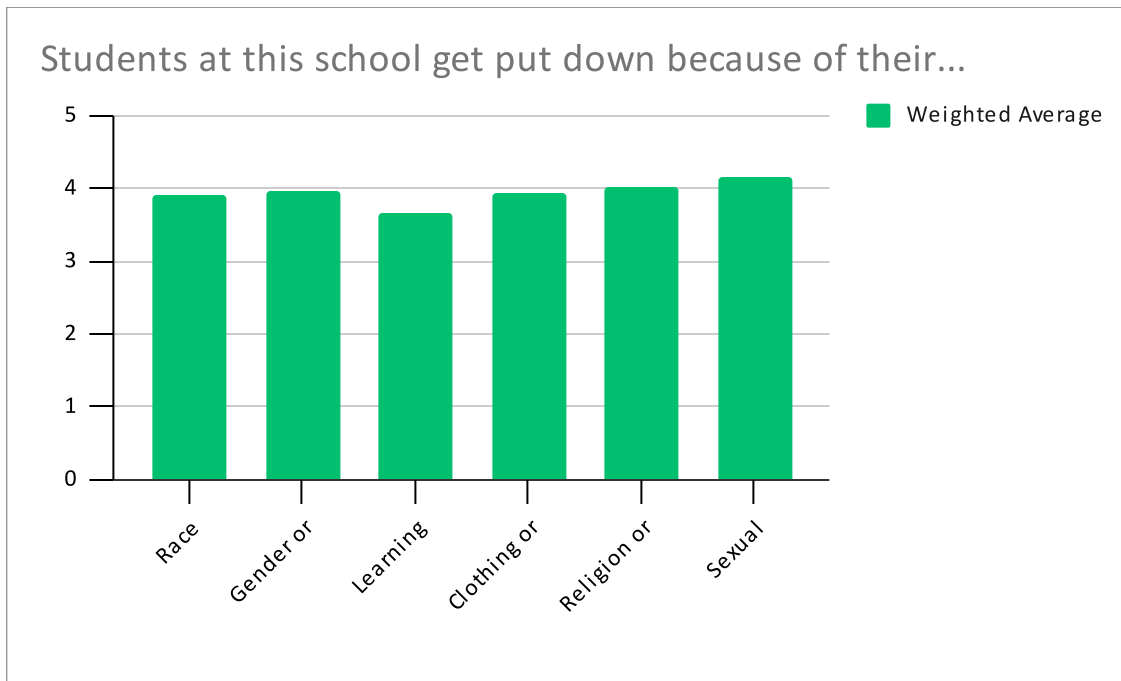


ience at our school. 2023-2024

her by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time sto

Matsumoto Staff Safety Survey: Please answer these questions to the best of your ability based on your experience.  
**Students at this school get put down because of their...**

	Often		Sometimes		Minimally		Never	
Race	0.00%	0	12.90%	4	19.35%	6	32.26%	10
Gender or gender identification	0.00%	0	6.45%	2	25.81%	8	32.26%	10
Learning difficulties	0.00%	0	16.13%	5	32.26%	10	22.58%	7
Clothing or physical appearance	0.00%	0	9.68%	3	19.35%	6	38.71%	12
Religion or cultural practices	0.00%	0	3.23%	1	25.81%	8	35.48%	11
Sexual orientation	0.00%	0	6.45%	2	12.90%	4	38.71%	12

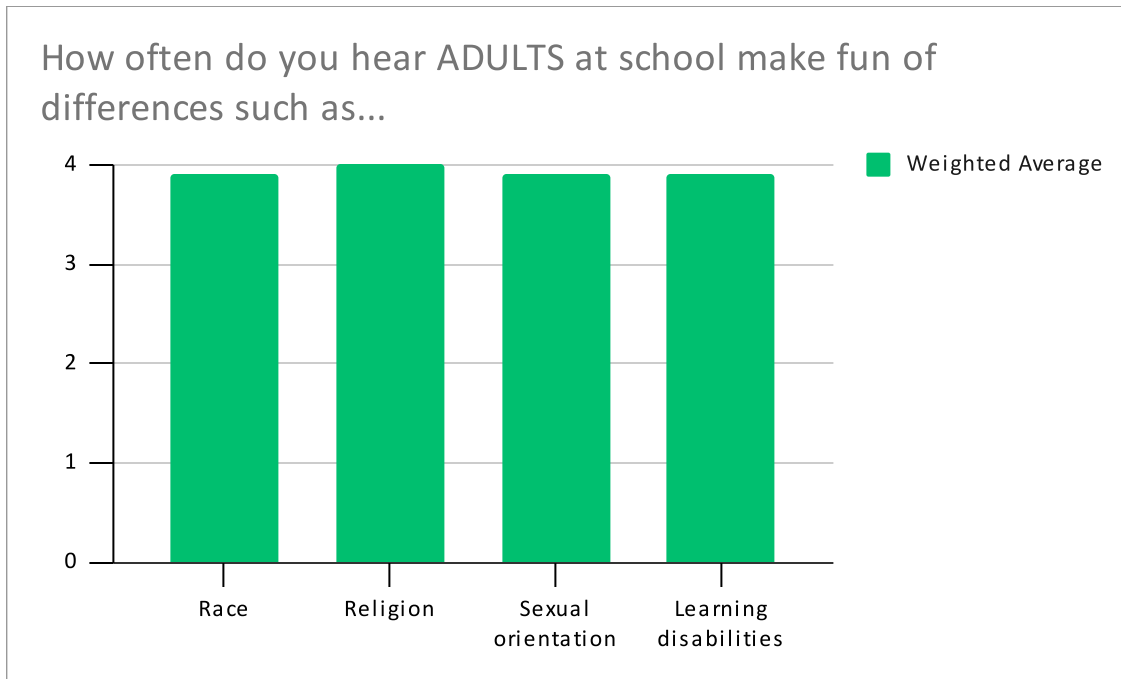


ience at our school. 2023-2024

I don't know.	Total	Weighted Average	
35.48%	11	31	3.9
35.48%	11	31	3.97
29.03%	9	31	3.65
32.26%	10	31	3.94
35.48%	11	31	4.03
41.94%	13	31	4.16
	<b>Answered</b>		<b>31</b>
	<b>Skipped</b>		<b>0</b>

Matsumoto Staff Safety Survey: Please answer these questions to the best of your ability based on your experience  
**How often do you hear ADULTS at school make fun of differences such as...**

	Often		Sometimes		Minimally		Never		I don't
Race	0.00%	0	3.23%	1	3.23%	1	93.55%	29	0.00%
Religion	0.00%	0	0.00%	0	0.00%	0	100.00%	31	0.00%
Sexual orientation	0.00%	0	0.00%	0	9.68%	3	90.32%	28	0.00%
Learning disabilities	0.00%	0	0.00%	0	12.90%	4	83.87%	26	3.23%



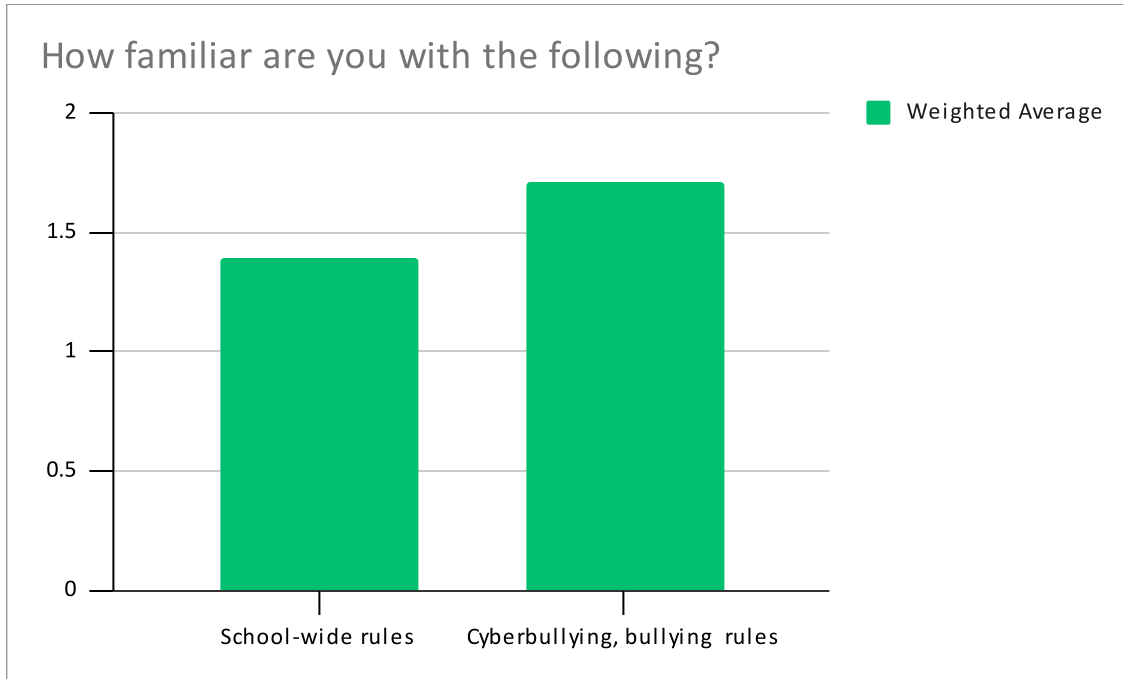
nce at our school. 2023-2024

know.	Total	Weighted Average
0	31	3.9
0	31	4
0	31	3.9
1	31	3.9
<b>Answered</b>	<b>31</b>	
<b>Skipped</b>	<b>0</b>	



Matsumoto Staff Safety Survey: Please answer these questions to the best of your ability based on your experience  
**How familiar are you with the following?**

	Very familiar		Familiar		Somewhat familiar		Not familiar at all	
School-wide rules	64.52%	20	32.26%	10	3.23%	1	0.00%	0
Cyberbullying, bullying rules	45.16%	14	38.71%	12	16.13%	5	0.00%	0

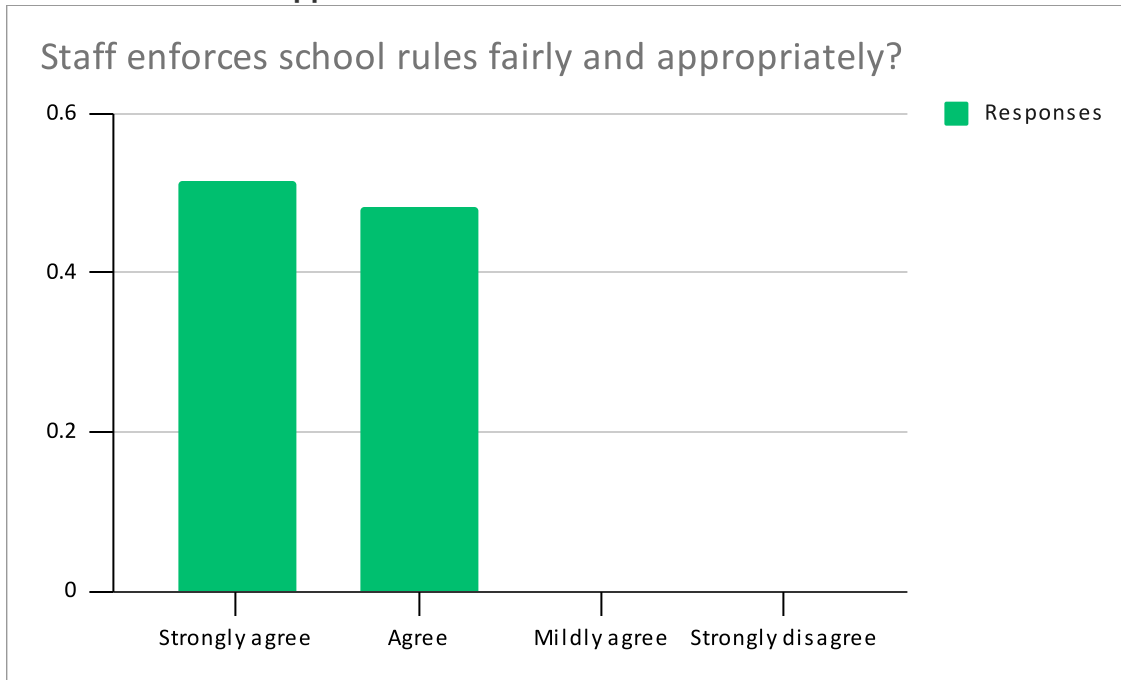


rience at our school. 2023-2024

Total	Weighted Average
31	1.39
31	1.71
<b>Answered</b>	<b>31</b>
<b>Skipped</b>	<b>0</b>

Matsumoto Staff Safety Survey: Please answer these questions to the best of your ability based on your experier  
**Staff enforces school rules fairly and appropriately?**

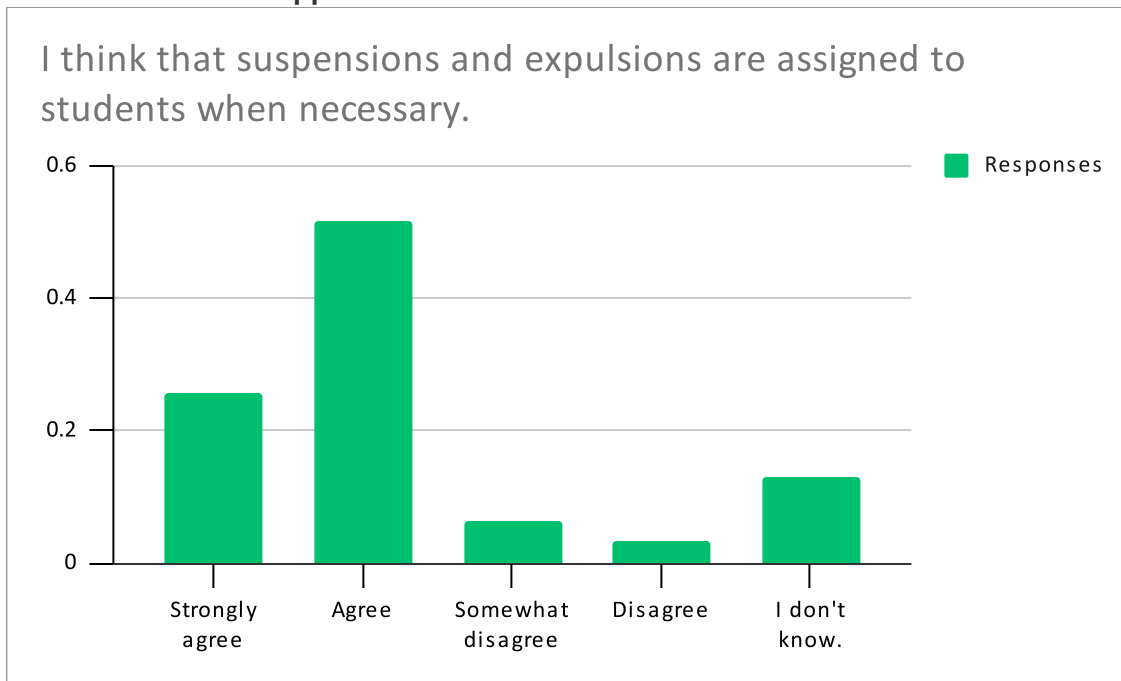
Answer Choices	Responses	
Strongly agree	51.61%	16
Agree	48.39%	15
Mildly agree	0.00%	0
Strongly disagree	0.00%	0
<b>Answered</b>		<b>31</b>
<b>Skipped</b>		<b>0</b>



ance at our school. 2023-2024

Matsumoto Staff Safety Survey: Please answer these questions to the best of your ability based on your experier  
**I think that suspensions and expulsions are assigned to students when necessary.**

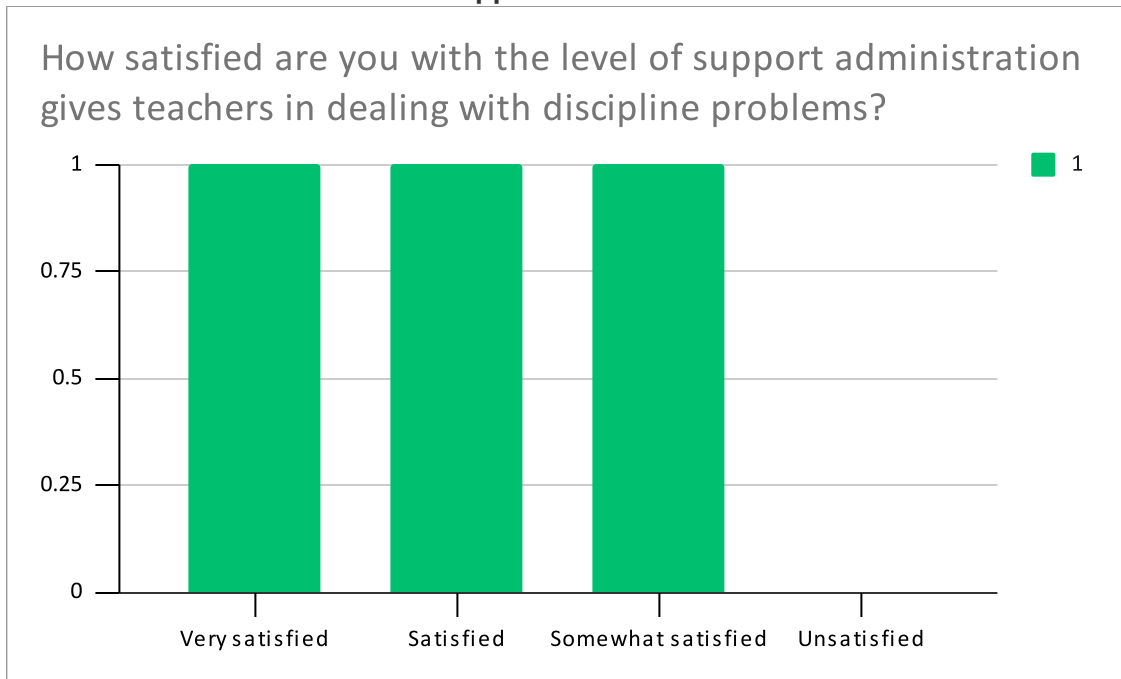
Answer Choices	Responses	
Strongly agree	25.81%	8
Agree	51.61%	16
Somewhat disagree	6.45%	2
Disagree	3.23%	1
I don't know.	12.90%	4
<b>Answered</b>		<b>31</b>
<b>Skipped</b>		<b>0</b>



ance at our school. 2023-2024

Matsumoto Staff Safety Survey: Please answer these questions to the best of your ability based on your experience.  
**How satisfied are you with the level of support administration gives teachers in dealing with discipline problems?**

	1	Total
Very satisfied	100.00%	23
Satisfied	100.00%	7
Somewhat satisfied	100.00%	1
Unsatisfied	0.00%	0
<b>Answered</b>		<b>31</b>
<b>Skipped</b>		<b>0</b>

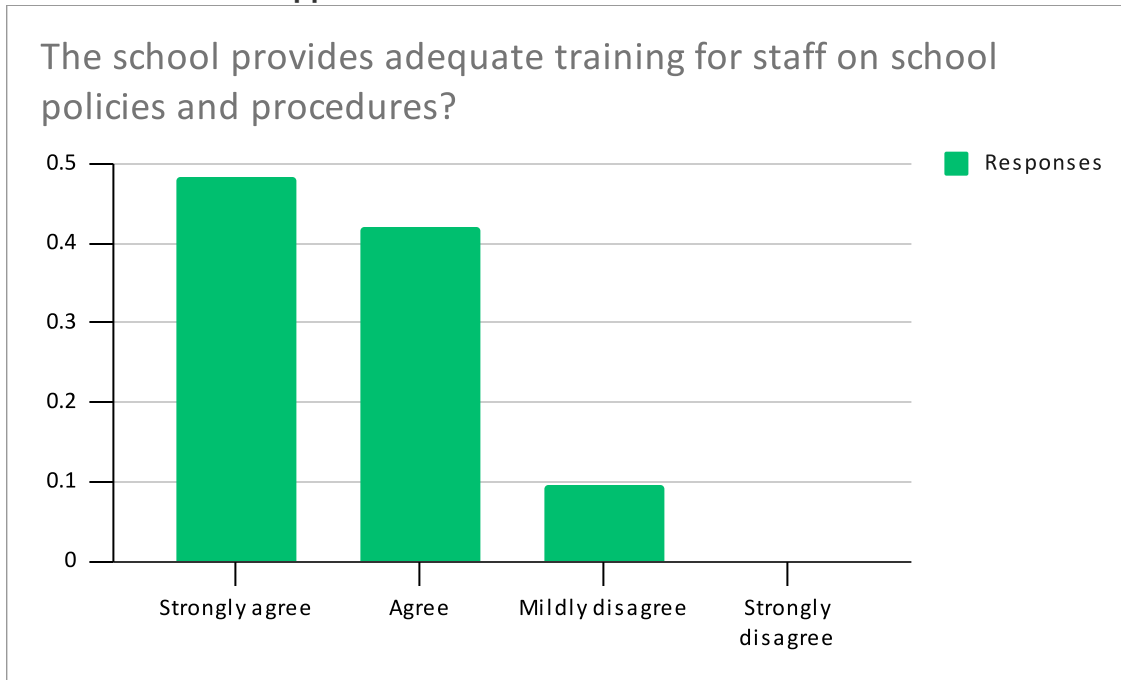


erience at our school. 2023-2024



Matsumoto Staff Safety Survey: Please answer these questions to the best of your ability based on your experier  
**The school provides adequate training for staff on school policies and procedures?**

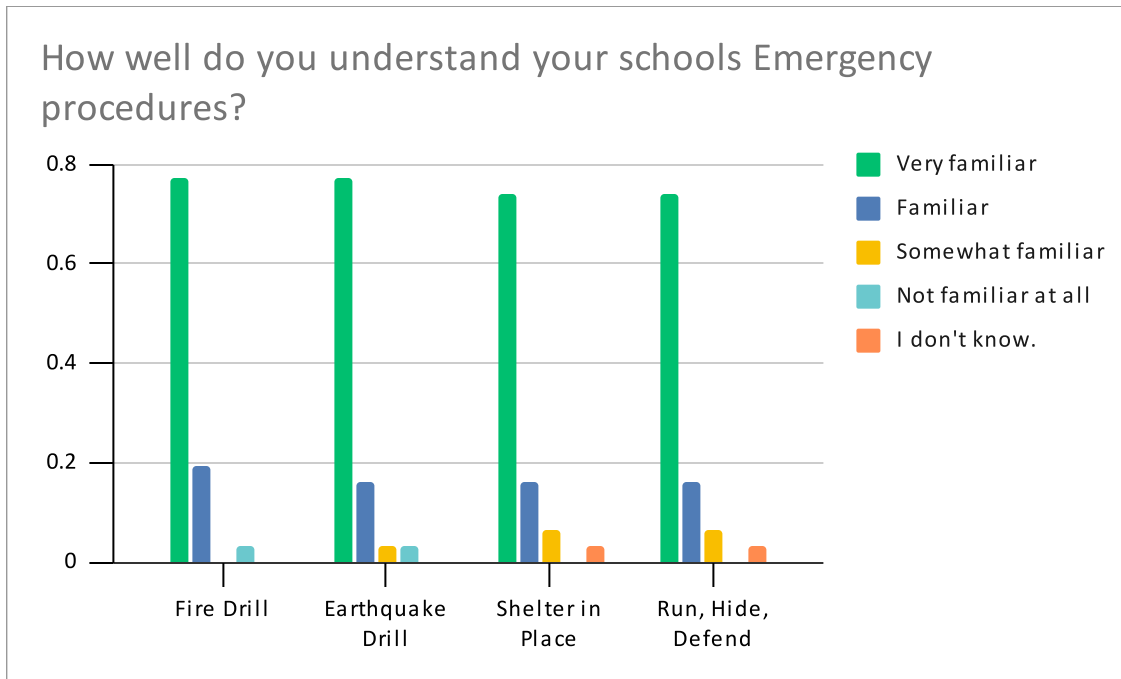
Answer Choices	Responses	
Strongly agree	48.39%	15
Agree	41.94%	13
Mildly disagree	9.68%	3
Strongly disagree	0.00%	0
<b>Answered</b>		<b>31</b>
<b>Skipped</b>		<b>0</b>



ance at our school. 2023-2024

Matsumoto Staff Safety Survey: Please answer these questions to the best of your ability based on your experience.  
**How well do you understand your schools Emergency procedures?**

	Very familiar	Familiar	Somewhat familiar	Not familiar at all	I don't know
Fire Drill	77.42% 24	19.35% 6	0.00% 0	3.23% 1	0.00% 0
Earthquake Drill	77.42% 24	16.13% 5	3.23% 1	3.23% 1	0.00% 0
Shelter in Place	74.19% 23	16.13% 5	6.45% 2	0.00% 0	3.23% 1
Run, Hide, Defend	74.19% 23	16.13% 5	6.45% 2	0.00% 0	3.23% 1

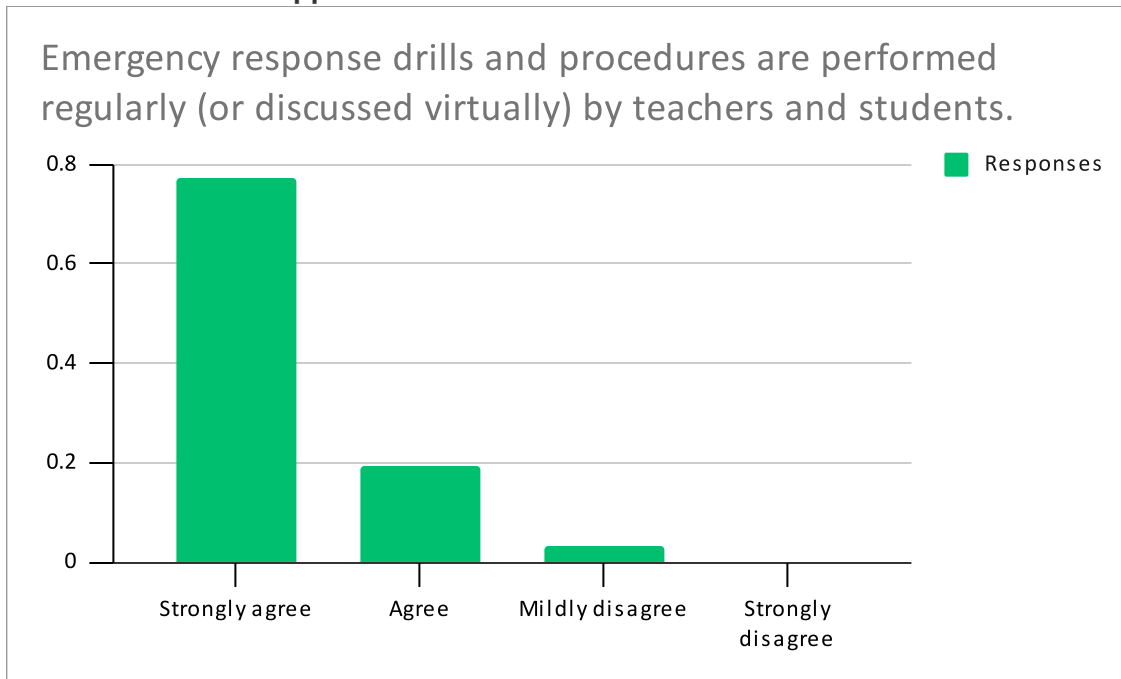


erience at our school. 2023-2024

know.	Total
0	31
0	31
1	31
1	31
<b>Answered</b>	<b>31</b>
<b>Skipped</b>	<b>0</b>

Matsumoto Staff Safety Survey: Please answer these questions to the best of your ability based on your experier  
**Emergency response drills and procedures are performed regularly (or discussed virtually) by teachers and students.**

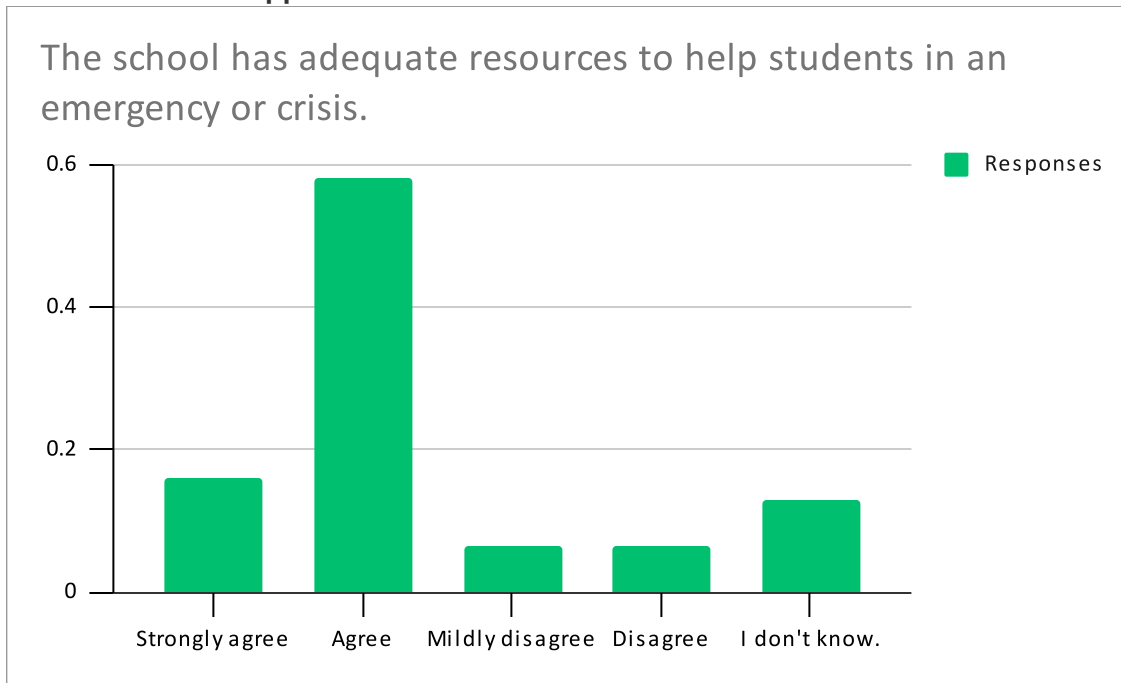
Answer Choices	Responses	
Strongly agree	77.42%	24
Agree	19.35%	6
Mildly disagree	3.23%	1
Strongly disagree	0.00%	0
<b>Answered</b>		<b>31</b>
<b>Skipped</b>		<b>0</b>



ance at our school. 2023-2024

Matsumoto Staff Safety Survey: Please answer these questions to the best of your ability based on your experience.  
**The school has adequate resources to help students in an emergency or crisis.**

Answer Choices	Responses	
Strongly agree	16.13%	5
Agree	58.06%	18
Mildly disagree	6.45%	2
Disagree	6.45%	2
I don't know.	12.90%	4
<b>Answered</b>		<b>31</b>
<b>Skipped</b>		<b>0</b>

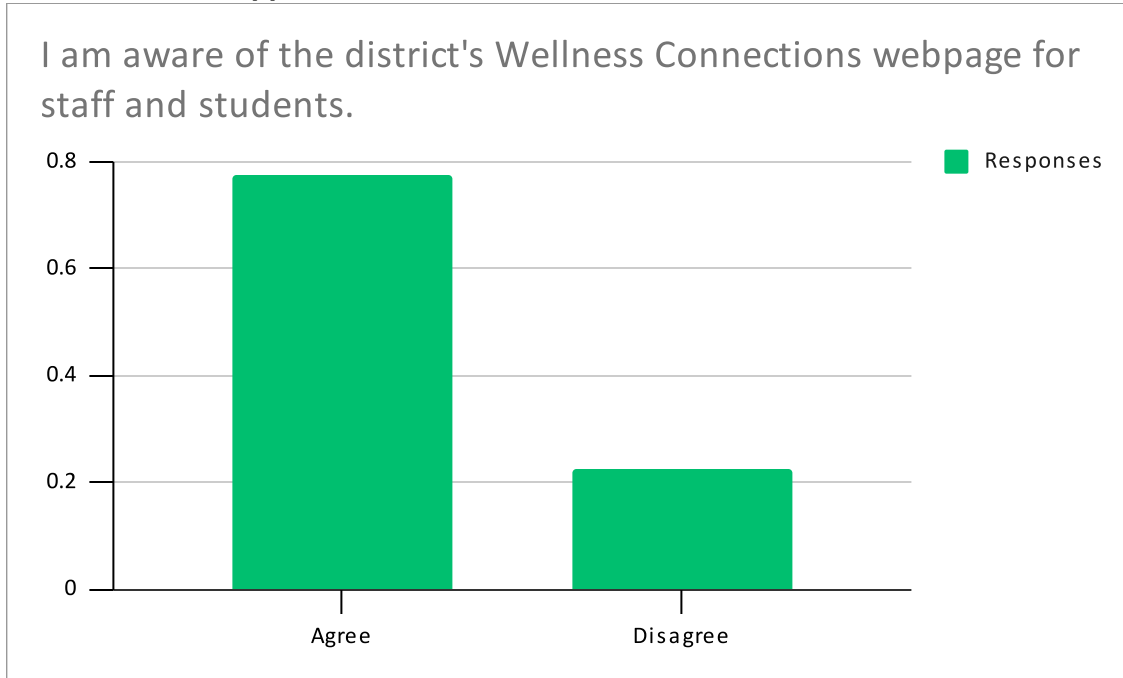


ence at our school. 2023-2024



Matsumoto Staff Safety Survey: Please answer these questions to the best of your ability based on your exper  
**I am aware of the district's Wellness Connections webpage for staff and students.**

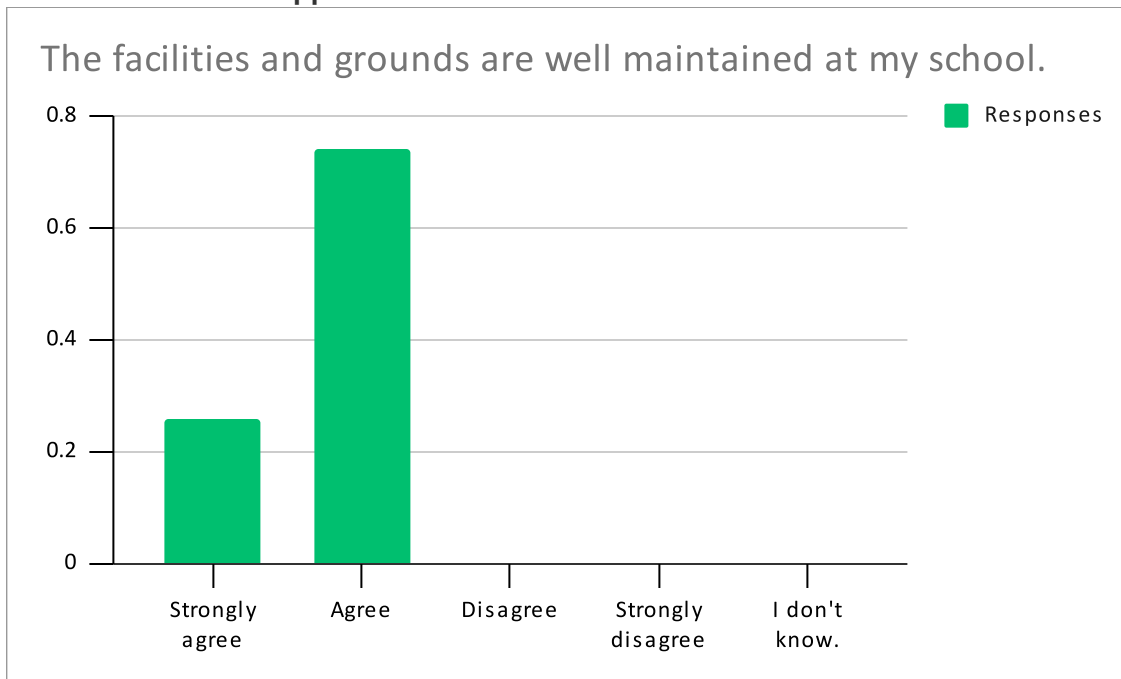
Answer Choices	Responses	
Agree	77.42%	24
Disagree	22.58%	7
<b>Answered</b>		<b>31</b>
<b>Skipped</b>		<b>0</b>



ience at our school. 2023-2024

Matsumoto Staff Safety Survey: Please answer these questions to the best of your ability based on your experier  
**The facilities and grounds are well maintained at my school.**

Answer Choices	Responses	
Strongly agree	25.81%	8
Agree	74.19%	23
Disagree	0.00%	0
Strongly disagree	0.00%	0
I don't know.	0.00%	0
<b>Answered</b>		<b>31</b>
<b>Skipped</b>		<b>0</b>



ance at our school. 2023-2024

Matsumoto Staff Safety Survey: Please answer these questions to the best of your ability based on your experience.  
**What is something you would like to see improved regarding safety at your school?**

**Answered**            **19**

**Skipped**            **12**

ience at our school. 2023-2024

**Positive Behavioral Interventions and Supports  
(PBIS)**

**Parent/Student Handbook**



## **PBIS Team Members**

Our PBIS team consists of an administrator, parents, classified staff, teachers, and specialists. The members on this team are dedicated to establishing and maintaining behavioral supports and positive school culture.

## **Overview**

The Tom Matsumoto staff believes that schools can only be successful when they help children to grow academically, socially, and emotionally. In order for this to happen, it is important that we establish a safe environment. It is our goal to create an atmosphere for learning by setting clear expectations and directly teaching students about our expectations. Using the PBIS program helps us to create a happy and safe environment for all of our students.

## **Mustang Code of Conduct**

Our Code of Conduct allows for students to connect their behavior to our school-wide behavior matrix. Our code of conduct is "A Curious HERD!"

- **C**urious
- **H**umble
- **E**quitable
- **R**esilient
- **D**ependable

## **Behavior Matrix**

Tom Matsumoto has developed a behavior matrix which includes our Code of Conduct (A Curious HERD!). Each expectation is broken down into different categories along with an explanation of how each expectation should look in a specific setting (see pages 6-8).

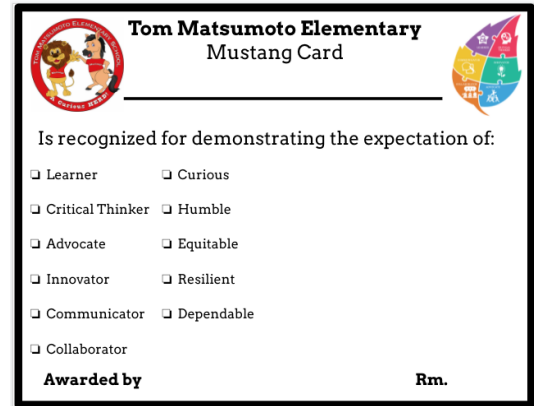
## **How Expectations are Taught**

The staff teaches the school's expected behaviors through lessons that are designed around our school-wide Behavior Matrix. During the first weeks of school, the expectations are taught through school tours and in class lessons using examples from classroom and non-classroom situations. Staff members model and role-play in order to teach the expected behaviors. We also provide students with practice opportunities. Expectations are reinforced through the year at assemblies, lunch time activities, and in the classroom.



## Tom Matsumoto's Mustang Cards (Reward System)

Another part of the PBIS system is the use of consistent positive reinforcement when observing desired behaviors. Staff members who observe students following the school's behavioral expectations will issue Mustang Cards. All students can earn Mustang Cards for demonstrating good behavior in every area of the school (classroom, forum, playground, etc.) and from any staff member including teachers, classified staff, lunch supervisors, and substitute teachers. The card will indicate a description of the rewarded behavior. Students will then be able to use these cards to earn rewards from the PBIS student store. Students who are curious, humble, equitable, resilient, and dependable can select meaningful items such as pins, medals, lanyards, pencils, and tokens from our book vending machine.



An important goal of an acknowledgement system is to increase the number of positive interactions between staff and students. Research shows us that positive reinforcement is one of the best ways to not only change unexpected behaviors, but also to maintain appropriate and positive behavior. In fact, research on effective teaching has found that teachers should engage in a rate of five positive interactions with students to every one negative interaction. The Tom Matsumoto staff is committed to making sure that all students who demonstrate positive behaviors will receive Mustang Cards. It is not enough just to teach expected behavior, we also need to regularly recognize and reward students for engaging in these desired behaviors.

By supporting the positive behavior programs at Tom Matsumoto, we are reminding your child their positive behavior matters as it creates a better learning environment for all.

## Documenting Behavior

Behavior documentation allows all of us to have ongoing communication about students' progress toward following expectations. Through the documentation, we are able to target lessons for students, classrooms, and building school-wide expectations.

- Green Light - Students receiving a referral for green light behaviors will be sent to the office discuss their positive behavior. Principal will follow up with a phone call or email home.

Tom Matsumoto Elementary Green Light Office Referral																					
Student Name:			Grade:																		
Teacher:	Referring Staff:																				
Location:	Date:	Time:																			
Reason for Referral																					
Caught being: <table border="0" style="width:100%"> <tr> <td><input type="checkbox"/> Curious</td> <td><input type="checkbox"/> Learner</td> <td><input type="checkbox"/> Helped someone in need</td> </tr> <tr> <td><input type="checkbox"/> Humble</td> <td><input type="checkbox"/> Communicator</td> <td><input type="checkbox"/> Submitted excellent work</td> </tr> <tr> <td><input type="checkbox"/> Equitable</td> <td><input type="checkbox"/> Collaborator</td> <td><input type="checkbox"/> Made improvement on goals</td> </tr> <tr> <td><input type="checkbox"/> Resilient</td> <td><input type="checkbox"/> Critical Thinker</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Dependable</td> <td><input type="checkbox"/> Advocate</td> <td></td> </tr> <tr> <td></td> <td><input type="checkbox"/> Innovator</td> <td></td> </tr> </table>				<input type="checkbox"/> Curious	<input type="checkbox"/> Learner	<input type="checkbox"/> Helped someone in need	<input type="checkbox"/> Humble	<input type="checkbox"/> Communicator	<input type="checkbox"/> Submitted excellent work	<input type="checkbox"/> Equitable	<input type="checkbox"/> Collaborator	<input type="checkbox"/> Made improvement on goals	<input type="checkbox"/> Resilient	<input type="checkbox"/> Critical Thinker		<input type="checkbox"/> Dependable	<input type="checkbox"/> Advocate			<input type="checkbox"/> Innovator	
<input type="checkbox"/> Curious	<input type="checkbox"/> Learner	<input type="checkbox"/> Helped someone in need																			
<input type="checkbox"/> Humble	<input type="checkbox"/> Communicator	<input type="checkbox"/> Submitted excellent work																			
<input type="checkbox"/> Equitable	<input type="checkbox"/> Collaborator	<input type="checkbox"/> Made improvement on goals																			
<input type="checkbox"/> Resilient	<input type="checkbox"/> Critical Thinker																				
<input type="checkbox"/> Dependable	<input type="checkbox"/> Advocate																				
	<input type="checkbox"/> Innovator																				
Needs: <input type="checkbox"/> A pat on the back <input type="checkbox"/> A sunshine call <input type="checkbox"/> Other: _____																					
Parent Signature: _____																					

- Yellow Light - Students receiving a referral for minor behaviors will:
  - 1st Incident: Warning and discussion with teacher
  - 2nd Incident: Reflection during recess and contact home
  - 3rd Incident: Reflection during recess in the buddy class and contact home.
  - 4th Incident: Yellow Office Referral

Tom Matsumoto Elementary Yellow Light Office Referral			
Student Name:			Grade:
Teacher:	Referring Staff:		
Location:	Date:	Time:	
Reason for Referral			
<input type="checkbox"/> Aggression <input type="checkbox"/> Disrespect <input type="checkbox"/> Cheating/Plagiarism <input type="checkbox"/> Hands-on <input type="checkbox"/> Defiance <input type="checkbox"/> Violate Tech Agreement <input type="checkbox"/> Bothering <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Property Misuse			
Classroom interventions	<input type="checkbox"/> Reflection <input type="checkbox"/> Loss of Activity	<input type="checkbox"/> Call/Email Home <input type="checkbox"/> Behavior Chart/CICO	
Needs: <input type="checkbox"/> Space and Time	<input type="checkbox"/> Phone Call Home <input type="checkbox"/> Reflection	<input type="checkbox"/> Restorative Work <input type="checkbox"/> Other:	
Parent Signature: _____			

- Red light - Students receiving a referral for a major behavior will:
  - Be directed to administration.
  - Administrator will contact the parent and fill out a Classroom/Office Referral Form. A consequence will be assigned for inappropriate behavior.

Tom Matsumoto Elementary Red Light Office Referral			
Student Name:			Grade:
Teacher:	Referring Staff:		
Location:	Date:	Time:	
Reason for Referral			
<input type="checkbox"/> Fighting <input type="checkbox"/> Cursing at adult <input type="checkbox"/> Extremely unsafe behavior <input type="checkbox"/> Causing harm to another <input type="checkbox"/> Theft <input type="checkbox"/> Harassment/bullying			
Classroom interventions	<input type="checkbox"/> Reflection <input type="checkbox"/> Loss of Activity	<input type="checkbox"/> Call/Email Home <input type="checkbox"/> Behavior Chart/CICO	
Needs: <input type="checkbox"/> Space and Time	<input type="checkbox"/> Phone Call Home <input type="checkbox"/> Reflection	<input type="checkbox"/> Restorative Work <input type="checkbox"/> Other:	
Parent Signature _____			

## **Parental Involvement**

In order for PBIS to be successful at Tom Matsumoto, we need your help. Below is a list of suggestions on how you can help support PBIS:

- Remind your child of the Tom Matsumoto expectations on a daily basis (before leaving for school is a great time to review these): A Curious HERD! Curious, Humble, Equitable, Resilient, Dependable
- Use the same language that is being used at school with your child. Develop a behavior matrix at home using the Tom Matsumoto Expectations. List all the routines in your home and then write the behaviors you want to see in that setting. Remember to keep it positive. A blank matrix is in this handbook for you to use.
- Ask your child if they received any Mustang Cards each week and how they earned them. Reinforce the positive behaviors that your child is showing at school.
- If you are contacted because your child has not followed the Code of Conduct, please review the behavior expectations at home.
- Attend Principal Coffees where the topics will be centered around PBIS.
- Please be aware of the weekly PBIS update as well as information in the Mustang Weekly and on our school website.
- Please read the Code of Conduct Pledge with your child. Sign and return the pledge to your child's teacher.

**PBIS School-Wide Expectations Matrix**  
**School: Matsumoto**  
**A Curious HERD!**

	<b>Curious</b>	<b>Humble</b>	<b>Equitable</b>	<b>Resilient</b>	<b>Dependable</b>
<b>Social-Emotional</b>	Practice mindfulness  Explore my passions  Consider many solutions	Consider the needs of others  Focus on my own learning	Respect others ideas, cultures, belongings, and differences	Help myself  Ask for help  Learn from failure  Keep trying	Be ready for learning  Be responsible for my part of learning  Actively participate  Be on time
<b>Health</b>	Keep a six foot space bubble	Properly wear a clean mask  Attend only if you are symptom free  Sneeze and cough into your elbow	Stay in your own learning space  Touch only your own property	Remind your friends to be healthy and safe	Properly wear a mask.  Wash your hands  Keep your learning area clean
<b>Digital Learning</b>	Ask related questions  Be creative in showing what I know  Offer troubleshooting advice	Wait my turn  Mute my mic  Use respectful language online	Allow for thinking time  Agree before making changes on shared documents  Actively listen to others  Take turns when speaking  Respect others original ideas (Cite your sources)	Raise your hand or use the chat to ask for help  Let your teacher know when you do not understand  Use feedback to improve your work  Try to solve your problems on your own before you ask for help  Do my own work	Have a charged and working device  Follow current lesson  Use equipment properly  Have materials ready

	<b>Curious</b>	<b>Humble</b>	<b>Equitable</b>	<b>Resilient</b>	<b>Dependable</b>
<b>Forum</b>	Be flexible.  Be aware of my surroundings.	Walk through the room.  Be considerate of students and adults.  Wait in line patiently.  Speak quietly.	Everyone does their part.  Be inclusive.  Respect others' personal space.  View displays without touching.	Keep a positive attitude.	Allow others to have their feelings.  Follow directions.  Clean up after yourself.  Raise my hand to ask for help.  Keep wing doors closed.
<b>Hallways/ Wings</b>	Be aware of my surroundings.	Walk through the area.  Be considerate of students and adults.  Wait in line patiently.  Speak quietly.	Respect others' personal space.  View displays without touching.		Keep wing doors closed.  Keep shared spaces clean and organized after use.
<b>Blacktop</b>	Be aware of my surroundings.	Move safely.  Be mindful of lines on the blacktop-game boundaries.  Use the play structure safely.	Take turns.  Include others in your activity.	Agree upon rules before you start playing.  Follow game rules and play fairly.  Ask an adult for help, after you try to solve your problem	Pick up your personal belongings and trash.  Use and return classroom equipment correctly.
<b>Field</b>	Stay below the trees on the hill	Consider and respect: -wildlife -neighbors -landscaping -peers  Walk on the field ramp	Respect others' game space  Make space for others	Tell an adult if your ball goes over the fence	Move quickly when you hear the whistle  Pick up belongings  Pick up litter

	<b>Curious</b>	<b>Humble</b>	<b>Equitable</b>	<b>Resilient</b>	<b>Dependable</b>
<b>STEAM Room</b>	Be flexible in your thinking  Keep an open mind to new ideas	There is more than one way/answer.  Students learn from each other's processes.  Properly secure tools to keep everyone safe	Appreciate and respect different ideas, opinions, approaches, and styles.	Adapt when something doesn't go as planned.	Be an active participant both during and after the lessons.  Put your materials away in the proper place
<b>Bathroom</b>	Be mindful of your time	Respect peoples' privacy  Use a quiet voice	Use supplies wisely  Keep the bathroom clean for others	Use the restroom, flush, wash and dry hands, then leave.	Report any problem to your teacher
<b>Office</b>	View displays without touching.	Enter with a staff member's permission  Wait behind counter to be acknowledged by a staff member  Use your manners	Sit quietly  Keep your hands to yourself	Speak clearly in a calm and firm manner	Be honest  Be direct and brief
<b>Library</b>	Ask the Librarian for help in locating material or for suggestions	Use a quiet, inside library voice  Follow directional arrows when in the library	Wait your turn to be able to talk or check out your materials		Only touch books that you are considering  Stay in student areas  Push in your chair
<b>Arrival/Dismissal</b>	Go home after school.	Enter or exit quickly in the designated area  Walk to school	Be patient and wait your turn	Use crosswalks and sidewalks	Follow directions from the staff  Arrive between 7:50 am and 8:00 am

# Mustangs at Home

Mustangs are a Curious HERD, everywhere they go. Using the same language at home can help reinforce what we do at school. Post this behavior matrix at home and review regularly with your student.

**Discuss what each of these expectations mean, and how your child would show those qualities at home. List specific actions that your child will do to demonstrate each of these expectations.**

Curious	Humble	Equitable	Resilient	Dependable

# Mustangs in the Classroom

<b>Curious</b>	<b>Humble</b>	<b>Equitable</b>	<b>Resilient</b>	<b>Dependable</b>



## Code of Conduct Pledge

Dear Tom Matsumoto Students,

At Tom Matsumoto, you will aim for excellence! By using the Positive Behavior Intervention Support approach, we will create a safe and more productive school. By following Tom Matsumoto's Code of Conduct everywhere you go, everyone will show their Mustang pride.

This year, we will learn, practice, and teach others respectful, responsible and safe behavior for all school activities. Students who make good choices will be recognized throughout the year. Take special care of this book and use it as a reminder of our expectations. This will help you to make good choices and show your Mustang pride.

### My Pledge

The expectations in our student handbook have been explained to me and I have received my PBIS handbook ([bit.ly/handbookTM](http://bit.ly/handbookTM)). As a good citizen of Tom Matsumoto Elementary School, I understand that I am responsible for showing Tom Matsumoto's Code of Conduct: A Curious HERD!

- Curious
- Humble
- Equitable
- Resilient
- Dependable



Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Student's Signature:

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Parent's Signature:

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3rd grade	Safe	I hear other	I never hear	I hear other	I hear other	I never hear	I see this ha	I never hear	I never hear	I never hear	Minimally
3rd grade	Very safe	I never hear	I don't know	I don't know	I never hear	I never hear	I don't know	I never hear	I never hear	I never hear	Never
3rd grade	Very safe	I never hear	I never hear	I don't know	I don't know	I never hear	I see this ha	I never hear	I don't know	Never	Never
3rd grade	Safe	I don't know	I never hear	I don't know	I never hear	I don't know	I don't know	I never hear	I don't know	Never	I don't know
3rd grade	Very safe	I don't know	I don't know	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I don't know
3rd grade	Very safe	I never hear	I don't know	I never hear	I never hear	I never hear	I don't know	I never hear	I never hear	I never hear	Never
3rd grade	Safe	I see this happening sometimes at my school.					I don't know.		I don't know		
3rd grade	Somewhat s	I see this happening sometimes at my school.					Sometimes		Never		
3rd grade	Safe	I don't know	I see this ha	I never hear	I never hear	I don't know	I don't know	I never hear	I never hear	Minimally	I don't know
3rd grade	Very safe	I see this ha	I see this ha	I don't know	I never hear	I never hear	I see this ha	I never hear	I never hear	I never hear	Sometimes
3rd grade	Somewhat s	I see this ha	I see this ha	I don't know	I never hear	I don't know	I never hear	I see this ha	I never hear	Sometimes	Minimally
3rd grade	Safe	I don't know	I never hear	I never hear	I never hear	I never hear	I don't know	I don't know	I don't know	Never	Never
3rd grade	Safe						I hear other	I don't know		Never	
3rd grade	Safe	I don't know	I see this ha	I hear other	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	Never
3rd grade	Safe	I don't know	I don't know	I never hear	I never hear	I never hear	I don't know	I never hear	I never hear	I never hear	Never
3rd grade	Very safe	I never hear	I see this ha	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Never
3rd grade	Safe	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I don't know
3rd grade	Very safe	I don't know	I don't know	I don't know	I never hear	I don't know	I don't know	I never hear	I never hear	I never hear	Sometimes
3rd grade	Safe	I never hear or see this happening at my school.					I don't know		I don't know		
3rd grade	Safe	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know
3rd grade	Safe	I see this ha	I never hear	I never hear	I don't know	I never hear	I don't know	I never hear	I hear other	I hear other	Sometimes
3rd grade	Safe	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Never
3rd grade	Safe	I never hear	I hear other	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Never
3rd grade	Safe	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Never
3rd grade	Very safe	I see this ha	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	Never
3rd grade	Safe	I don't know	I don't know	I don't know	I never hear	I hear other	I see this ha	I hear other	I hear other	I see this ha	I don't know
3rd grade	Safe	I don't know	I don't know	I never hear	I don't know	I never hear	I never hear	I don't know	I never hear	I never hear	Minimally
3rd grade	Safe	I hear other	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Minimally
3rd grade	Safe	I don't know	I never hear	I never hear	I never hear	I don't know	I don't know	I never hear	I never hear	I never hear	I don't know
3rd grade	Safe	I never hear	I never hear	I never hear	I don't know	I never hear	I never hear	I never hear	I never hear	I never hear	Minimally
3rd grade	Very safe	I see this ha	I never hear	I never hear	I never hear	I never hear	I see this ha	I never hear	I never hear	I never hear	Never

3rd grade	Very safe	I never hear	I see this ha	I don't know	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Never
3rd grade	Very safe	I see this ha	I never hear	I don't know	I don't know	I never hear	I never hear	I don't know	I don't know	Minimally	Minimally
3rd grade	Safe	I see this ha	I see this ha	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I don't know	Minimally
3rd grade	Safe	I see this ha	I hear other	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I don't know
3rd grade	Safe	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I don't know
3rd grade	Somewhat s	I never hear	I see this ha	I never hear	I never hear	I never hear	I never hear	I don't know	I don't know	I never hear	Never
3rd grade	Safe	I hear other	I see this ha	I never hear	I don't know	I never hear	I hear other	I don't know	I don't know	I don't know	I don't know
3rd grade	Very safe	I never hear	I never hear	I see this ha	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Never
3rd grade	Safe	I never hear	I don't know	I never hear	I don't know	I never hear	I never hear	I hear other	I never hear	I never hear	I don't know
		I never hear	I never hear	I never hear	I see this ha	I hear other	I never hear	I never hear	I never hear	I never hear	Never
3rd grade	Somewhat s	I never hear	I never hear	I don't know	I don't know	I never hear	I don't know	I never hear	I never hear	I never hear	Never
3rd grade	Safe	I see this ha	I don't know	I never hear	I never hear	I never hear	I never hear	I never hear	I don't know	I never hear	Minimally
3rd grade	Somewhat s	I see this ha	I never hear	I never hear	I don't know	I see this ha	I don't know	I don't know	I don't know	Sometimes	Never
3rd grade	Safe	I never hear	I never hear	I never hear	I never hear	I never hear	I don't know	I don't know	I never hear	I never hear	I don't know
3rd grade	Very safe	I don't know	I never hear	I never hear	I see this ha	I never hear	I never hear	I don't know	I don't know	I don't know	Never
	Very safe	I never hear	I see this ha	I never hear	I don't know	I never hear	I don't know	I never hear	I don't know	I never hear	Never
3rd grade	Safe	I never hear	I don't know	I never hear	I never hear	I never hear	I hear other	I never hear	I never hear	I never hear	Minimally
3rd grade	Safe	I never hear	I don't know	I don't know	I never hear	I don't know	I never hear	I never hear	I never hear	I don't know	Minimally
3rd grade	Safe	I don't know	I see this ha	I never hear	I don't know	I don't know	I see this ha	I never hear	I don't know	I never hear	Minimally
6th Grade	Somewhat s	I see this ha	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Minimally
5th Grade	Somewhat s	I hear other	I see this ha	I see this ha	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Minimally
4th Grade	Safe	I never hear	I see this ha	I hear other	I don't know	I don't know	I don't know	I never hear	I don't know	I don't know	Never
6th Grade	Very safe	I don't know	I hear other	I see this ha	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Minimally
6th Grade	Very safe	I never hear	I don't know	I see this ha	I don't know	I never hear	I never hear	I hear other	I never hear	I never hear	Never
4th Grade	Safe	I hear other	I never hear	I never hear	I hear other	I never hear	I never hear	I never hear	I never hear	I never hear	Sometimes
6th Grade	Safe	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I don't know
4th Grade	Safe	I never hear	I don't know	I never hear	I don't know	I never hear	I don't know	I never hear	I never hear	I don't know	Never
6th Grade	Safe	I see this ha	I see this ha	I hear other	I hear other	I never hear	I never hear	I never hear	I never hear	I never hear	Sometimes
4th Grade	Somewhat s	I see this ha	I see this ha	I see this ha	I see this ha	I hear other	I see this ha	I hear other	I never hear	I never hear	Minimally
4th Grade	Safe	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Never
4th Grade	Safe	I hear other	I see this ha	I hear other	I never hear	I never hear	I never hear	I never hear	I never hear	Sometimes	I don't know











6th Grade	Very safe	I hear other	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Minimally
6th Grade	Somewhat s	I see this ha	I hear other	I hear other	I never hear	I never hear	I hear other	I hear other	I hear other	I never hear	I never hear	Minimally
6th Grade	Safe	I hear other	I hear other	I don't know	I hear other	I don't know	I never hear	I never hear	I never hear	I never hear	I never hear	Minimally
6th Grade	Safe	I see this ha	I don't know	I never hear	I don't know	I never hear	I don't know	I don't know	I never hear	I never hear	I never hear	Minimally
6th Grade	Somewhat s	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know
6th Grade	Safe	I don't know									I don't know	Sometimes
6th Grade	Safe	I never hear	I never hear	I never hear	I hear other	I don't know	I never hear	I never hear	I never hear	I never hear	I never hear	Never
6th Grade	Somewhat s	I see this ha	I see this ha	I see this ha	I see this ha	I never hear	I see this ha	I see this ha	I never hear	I never hear	I never hear	Often
6th Grade	Safe	I hear other	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I don't know
6th Grade	Safe	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Never
6th Grade	Safe	I hear other	I never hear	I don't know	I never hear	I never hear	I see this ha	I don't know	I never hear	I never hear	I never hear	Minimally
6th Grade	Very safe	I don't know	I never hear	I never hear	I never hear	I never hear	I see this ha	I see this ha	I never hear	I never hear	I never hear	Never
6th Grade	Safe	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Minimally
6th Grade	Very safe	I see this ha	I hear other	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Sometimes
6th Grade	Very safe	I hear other	I hear other	I never hear	I never hear	I never hear	I never hear	I see this ha	I never hear	I never hear	I never hear	Minimally
6th Grade	Safe	I hear other	I don't know	I never hear	I don't know	I never hear	I don't know	I hear other	I don't know	I don't know	I don't know	Minimally
6th Grade	Safe	I don't know	I never hear	I never hear	I never hear	I never hear	I see this ha	I never hear	I never hear	I never hear	I never hear	Sometimes
6th Grade	Safe	I never hear	I see this ha	I see this ha	I hear other	I never hear	I see this ha	I never hear	I never hear	I never hear	I never hear	Minimally
6th Grade	Somewhat s	I see this ha	I don't know	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	I never hear	Sometimes
6th Grade	Very safe	I hear other	I see this ha	I never hear	I never hear	I never hear	I see this ha	I never hear	I never hear	I never hear	I never hear	Sometimes

What is something you would like to see improved regarding safety at your school?

Race	Gender or	Learning di	Clothing or	Religion or	Race	Religion	Gender or	Learning di	Classroom	School-wid	Cyberbullyi
Minimally	Sometimes	Often	Minimally	Sometimes	Minimally	Minimally	Minimally	Minimally	Very familiar	Very familiar	Very familiar
Sometimes	Never	Minimally	Minimally	Often	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Minimally	Never	Sometimes	Sometimes	Minimally	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Often	Often	Often	Often	Often	Often	Often	Often	Often	Not familiar	Not familiar	Not familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Somewhat f
Never	Never	Sometimes	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Familiar
Never	Never	I don't know	I don't know	Never	Never	Never	Never	Never	Very familiar	Very familiar	Familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Familiar	Very familiar	Very familiar
Never	Never	Minimally	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Minimally	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Never	Never	I don't know	Never	Never	Familiar	Very familiar	Somewhat f
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
	Never	Sometimes	Minimally	Never	Never	Never	Never	Never	Somewhat f	Somewhat f	Somewhat f
Never	Minimally	Minimally	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Somewhat f
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Minimally	Sometimes	Sometimes	Minimally	Minimally	Never	Never	Never	Minimally	Very familiar	Very familiar	Very familiar
Minimally	Never	Sometimes	Minimally	Never	Never	Never	Never	Never	Very familiar	Very familiar	Familiar
Never	Never	Never	Minimally	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
I don't know	Never	Never	Never	Never	Never	Never	Never	Never	Familiar	Very familiar	Familiar
Never	Never	I don't know	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Familiar
	Minimally	Sometimes	I don't know	I don't know	Never	Never	Never	Never	Somewhat f	Familiar	Familiar
I don't know	Minimally	Minimally	Never	Never	I don't know	I don't know	I don't know	I don't know	Somewhat f	Not familiar	Not familiar
Never	Never	Minimally	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	I don't know	Never	Never	Never	Never	Never	Very familiar	Very familiar	Somewhat f
Never	Never	Never	Never	Never	Never	Never	Never	Never	Somewhat f	Not familiar	Not familiar
Never	Never	Minimally	Minimally	Never	Never	Never	Never	Minimally	Not familiar	Not familiar	Not familiar

Minimally		Sometimes	Minimally	Minimally	Never	Never	Never	Never	Familiar	Familiar	Somewhat f:	
Never	Never	Minimally	I don't know	Never	Never	Never	Never	Never	Somewhat f:	Not familiar	Not familiar	
Minimally	Never	Never	Never	Never	Never	Never	Never	Never	Familiar	Very familiar	Very familiar	
Minimally	I don't know	I don't know	Never	Never	Never	Never	Never	Never	Somewhat f:	Not familiar	Not familiar	I don't know
Sometimes	Sometimes	Minimally	Never	Never	Never	Never	Never	Never	Somewhat f:	Somewhat f:	Not familiar	
I don't know	Sometimes	Never	Never	Sometimes	Never	Never	Never	Never	Somewhat f:	Very familiar	Familiar	
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar	
Minimally	Never	Minimally	I don't know	I don't know	Never	Never	Never	Never	Familiar	Somewhat f:	Very familiar	
Minimally	Sometimes	Minimally	Minimally	Never	Never	Never	Never	Never	Familiar	Familiar	Familiar	
I don't know	I don't know	Never	I don't know	I don't know	Never	Never	Never	Never	Familiar	Very familiar	Somewhat f:	
Never	Never	Never	Never	Never	Never	Never	Never	Never	Somewhat f:	Very familiar	Very familiar	
Never	Never	Minimally	Never	Sometimes	Never	Never	Never	Never	Very familiar	Very familiar	Not familiar	
Never	Never	Never	Never	Never	Never	Never	Never	Never	Not familiar	Not familiar	Not familiar	
I don't know	Never	Never	Never	Never	I don't know	Never	Never	Never	Very familiar	Very familiar	Very familiar	
Sometimes	Minimally	Sometimes	Never	Minimally	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar	
Never	Never	Minimally	Minimally	Minimally	Never	Never	Never	Never	Very familiar	Familiar	Not familiar	
Never	Never	Often	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar	
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Familiar	Familiar	
I don't know	Never	Minimally	Minimally	Never	Never	Never	Never	Never	Familiar	Very familiar	Familiar	
Never	Minimally	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar	
Never	Never	Minimally	Sometimes	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar	
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar	
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar	
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar	
Never	Never	Never	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Familiar	
Often	Never	Often	Sometimes	Minimally	Often	Sometimes	Minimally	Often	Very familiar	Very familiar	Very familiar	
Minimally	Never	Minimally	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar	
Never	Never	Minimally	Minimally	Never	Never	Never	Never	Never	Very familiar	Very familiar	Familiar	
I don't know	I don't know	I don't know	I don't know	I don't know	Never	Never	Never	Never	Somewhat f:	Somewhat f:	Not familiar	
I don't know	I don't know	I don't know	I don't know	I don't know	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar	
Minimally	Sometimes	Minimally	Often	Never	Never	Never	Never	Never	Very familiar	Very familiar	Somewhat f:	

Never	Never	Never	Never	Never	I don't know	I don't know	I don't know	I don't know	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Not familiar
Never	Never	Minimally	Never	Never	Never	Never	Never	Never	Somewhat f:	Familiar	Not familiar
Often	Minimally	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar	Agree	Agree	Very familiar
Never	I don't know	I don't know	Never	I don't know	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Minimally	Minimally	Never	Never	Never	Never	Familiar	Familiar	Familiar
Never	Never	Minimally	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Sometimes	Never	Sometimes	Sometimes	I don't know	I don't know	I don't know	I don't know	I don't know	Very familiar	Very familiar	Very familiar
Never	Never	Sometimes	Minimally	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
	Sometimes	I don't know	I don't know	I don't know	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
I don't know	Never	I don't know	Minimally	I don't know	I don't know	I don't know	I don't know	I don't know	Very familiar	Very familiar	Not familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Somewhat f:	Somewhat f:	Familiar
Never	Never	Sometimes	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Not familiar
Never	Never	Minimally	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	I don't know	I don't know	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Sometimes	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	Not familiar	Not familiar	Not familiar
Often	Never	Often	Never	Sometimes	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Sometimes	Sometimes	Minimally	Sometimes	I don't know	Never	Never	I don't know	Never	Familiar	Familiar	Familiar
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	Familiar	Familiar	Familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Somewhat f:	Familiar	Familiar
Minimally	Minimally	I don't know	Minimally	Minimally	I don't know	I don't know	I don't know	I don't know	Very familiar	Very familiar	Very familiar
Never	Minimally	Minimally	Never	Never	Never	Never			Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar	Strongly agr
Minimally	Minimally	Sometimes	Never	Sometimes	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Sometimes	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar	Strongly agr
Minimally	Never	Minimally	Minimally	Minimally	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Sometimes	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar



Never	Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Somewhat f
Never	Never	Never	Minimally	Never	Never	Never	Never	Never	Never	Familiar	Somewhat f	Not familiar
I don't know	Minimally	I don't know	Sometimes	I don't know	Never	Never	Never	Never	Never	Somewhat f	Somewhat f	Not familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	I don't know	Somewhat f	Somewhat f	Not familiar
	Never	Never	Never	Never	Very familiar	Familiar	Very familiar	I don't know	I don't know	Very familiar	Very familiar	
Minimally	Minimally	Sometimes	Sometimes	Minimally	Never	Never	Never	I don't know	Very familiar	Familiar	Very familiar	
I don't know	I don't know	I don't know	I don't know	Never	I don't know	I don't know	I don't know	I don't know	I don't know	Not familiar	Somewhat f	Somewhat f
Never	Never		Minimally	Minimally	Never	Never	Never	Never	Never	Very familiar	Familiar	Somewhat f
Never	Never	Minimally	Never	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Familiar
Sometimes		I don't know					Very familiar	Very familiar	Not familiar	I don't know	I don't know	Very familiar
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	Very familiar	Very familiar	Very familiar
Minimally	I don't know	Minimally	Sometimes	Minimally	I don't know	I don't know	I don't know	I don't know	I don't know	Very familiar	Very familiar	Familiar
Minimally	Minimally	Sometimes	Never	Minimally	Never	Never	Never	Never	Never	Very familiar	Familiar	Familiar
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	Somewhat f	Somewhat f	Not familiar	Agree	
Never	Minimally	Never	Minimally	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	I don't know	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Often	Often	I don't know	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar	Strongly agr
I don't know	I don't know	I don't know	I don't know	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar	I don't know
Never	Never	Minimally	Minimally	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Somewhat f
Sometimes	Never	I don't know	Often	Often	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	Somewhat f	Somewhat f	Somewhat f	I don't know	I don't know	
Never	Never	Never	Minimally	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Sometimes	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar	Somewhat d
I don't know	Never	Minimally	Never	Never	I don't know	I don't know	I don't know	I don't know	I don't know	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Minimally	Never	Never	Never	Never	Never	Never	Never	Never	Never	Not familiar	Not familiar	Not familiar
	I don't know	Sometimes			Minimally	Never	I don't know	I don't know	Familiar	Familiar	Somewhat f	
Never	Never	Never	Never	Never	Never	Never	Never	Never	Never	Familiar	Very familiar	Familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Familiar
Never	I don't know	Minimally	Never	Sometimes	Never	Never	Never	Never	Never	Very familiar	Somewhat f	Not familiar

Never	Minimally	Sometimes	Minimally	Minimally	Never	Never	Never	I don't know	Familiar	Familiar	Somewhat f
Never	Never	I don't know	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
					I don't know	Never	I don't know	Never	Familiar	Familiar	Somewhat f
Minimally	Minimally	Sometimes	Never	Minimally	Never	Minimally	Never	Minimally	Familiar	Familiar	Somewhat f
I don't know	Never	Sometimes	Minimally	Never	Never	Never	Never	I don't know	Familiar	Familiar	Somewhat f
Never	I don't know	I don't know	Never	Minimally	Never	Never	Never	Never	Familiar	Familiar	Familiar
Sometimes	Minimally	Sometimes	Often	Sometimes	Never	Never	Never	Often	Very familiar	Not familiar	Very familiar
Never	Minimally	Sometimes	I don't know	Minimally	I don't know	I don't know	Minimally	Minimally	Very familiar	Familiar	Somewhat f
Never	Never	Minimally	I don't know	Never	Never	Never	Never	Never	Familiar	Familiar	Not familiar
Never	Never	Sometimes	Never	I don't know	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Minimally	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	I don't know	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Somewhat f
Never	Never	Never	Sometimes	Never	Never	Never	Never	Never	Very familiar	Not familiar	Not familiar
Minimally		I don't know	Never	I don't know	Sometimes	I don't know	I don't know	I don't know	Very familiar	Very familiar	Very familiar
		Never			Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Often	I don't know	I don't know	I don't know	Never	I don't know	Never	I don't know	Not familiar	Familiar	Somewhat f
Minimally	Never	Minimally	I don't know	Never	I don't know	I don't know	I don't know	I don't know	Very familiar	Familiar	Not familiar
Never	I don't know	Sometimes	Sometimes	Often	Often	Often	Often	Often	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Not familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Minimally	Minimally	Minimally	Minimally	Sometimes	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Sometimes	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Somewhat f	Familiar
Never	I don't know	Never	Minimally	I don't know	I don't know	I don't know	I don't know	I don't know	Somewhat f	Not familiar	Somewhat f
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	I don't know	Sometimes	I don't know	I don't know	Never	I don't know	I don't know	I don't know	Somewhat f	Not familiar	Familiar
Never	Never	Sometimes	Never	Never	Never	Never	Never	Sometimes	Familiar	Not familiar	Not familiar
Never		Sometimes	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Minimally	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Familiar

Never	Minimally	Never	Never	Never	Never	Never	Never	Never	Very familiar	Familiar	Familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Not familiar	Not familiar
Never	I don't know	I don't know	Never	Never	Never	Never	Never	Not familiar	Not familiar	Not familiar	Disagree
I don't know	Never	I don't know	Never	Never	I don't know	I don't know	Familiar	Somewhat f	Somewhat f	I don't know	I don't know
Never	Never	Never	I don't know	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	I don't know	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
	I don't know			Familiar		I don't know	I don't know	Familiar	Somewhat f	Somewhat f	Agree
			Never			Familiar		Agree	Agree	Very familiar	Very familiar
I don't know	I don't know	I don't know	I don't know	Never	Never	Never	Never	Familiar	Familiar	Not familiar	Agree
I don't know	I don't know	I don't know	I don't know	I don't know	Never	Never	Never	Never	Familiar	Familiar	Familiar
Minimally	Sometimes	Never	I don't know	I don't know	Minimally	I don't know	Never	Somewhat f	Not familiar	Not familiar	Strongly agr
Never	Never	Never						Very familiar	Very familiar	Very familiar	Strongly agr
		Never						Very familiar	Strongly agr	Strongly agr	Very familiar
I don't know	Never	Never	Sometimes	I don't know	Never	Never	Never	Never	Very familiar	Not familiar	Very familiar
I don't know	Never	Never	Sometimes	Never	Never	Never	Never	Never	Familiar	Familiar	Familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Not familiar	I don't know
I don't know	I don't know	I don't know	I don't know	I don't know	Never	Never	Never	Never	Familiar	Very familiar	Very familiar
	Never	Never			Very familiar		I don't know	Agree	Very familiar		
I don't know	I don't know	I don't know	I don't know	I don't know	Never	I don't know	I don't know	I don't know	Not familiar	Not familiar	Not familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Familiar	Very familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Somewhat f	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Familiar
Never	Never	Never	Sometimes	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Often	Often	Never	Sometimes	Minimally	Never	Often	Sometimes	Minimally	Somewhat f	Not familiar	Familiar
I don't know	Never	I don't know	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Somewhat f
Never	Never	Minimally	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Somewhat f
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Not familiar

Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Familiar
I don't know	Never	Sometimes	Never	Never	Never	Never	Never	Familiar	Somewhat f	Not familiar	I don't know
Never	Never	Minimally	Never	Never	Never	Never	Never	Never	Familiar	Somewhat f	Somewhat f
Never	Minimally	Sometimes	Never	Never	Never	Never	I don't know	I don't know	Familiar	Somewhat f	Somewhat f
Never	I don't know	I don't know	I don't know	Never	Never	I don't know	I don't know	Never	Very familiar	Very familiar	Very familiar
Sometimes	I don't know	Sometimes	I don't know	I don't know	Never	Never	Never	Never	Familiar	Not familiar	Not familiar
I don't know	Sometimes	I don't know	I don't know	Sometimes	I don't know	I don't know	I don't know	Minimally	Very familiar	Somewhat f	Not familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
I don't know	Minimally	Minimally	I don't know	Never	Never	Never	Never	Never	Familiar	Very familiar	Not familiar
Never	Minimally	Never	Never	Never	Never	Never	Never	Never	Familiar	Very familiar	Not familiar
Never	I don't know	I don't know	Never	I don't know	I don't know	Never	I don't know	I don't know	Very familiar	Very familiar	Familiar
Never	Never	Minimally	Minimally	Sometimes	Never	Never	Never	Never	Very familiar	Familiar	Familiar
Sometimes	Minimally	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar	Strongly agr
Never	Never	I don't know	I don't know	Never	Never	Never	Never	Never	Very familiar	Very familiar	Familiar
Never	I don't know	Minimally	Never	I don't know	Never	Never	Never	Never	Very familiar	Somewhat f	Somewhat f
Minimally	Never	I don't know	Minimally	I don't know	Never	Never	Never	Never	Familiar	Very familiar	Not familiar
Never	Never	Minimally	I don't know	Never	Never	Never	Never	Never	Very familiar	Familiar	Very familiar
Minimally	Never	Never	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Somewhat f
Minimally	I don't know	Never	I don't know	Never	Never	I don't know	Never	I don't know	Not familiar	Not familiar	Somewhat f
Never	Never	Minimally	Never	Never	Minimally	Sometimes	Never	Never	Very familiar	Very familiar	Very familiar
Never	Minimally	Sometimes	Minimally	Minimally	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Minimally	Sometimes	Never	Never	Never	Never	Never	Never		Not familiar	Familiar
Sometimes	Often	Sometimes	Never	Sometimes	Never	Never	Never	Never	Familiar	Familiar	Somewhat f
I don't know	Minimally	Often	Never	Sometimes	Never	Never	Never	Minimally	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Somewhat f
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Not familiar
I don't know	I don't know	I don't know	I don't know	I don't know	Never	Never	Never	Never	Familiar	Familiar	Familiar
Never	Minimally	Minimally	Sometimes	Never	I don't know	I don't know	Minimally	Never	Familiar	Very familiar	Familiar
Never	Sometimes	Sometimes	Minimally	Never	Never	Minimally	Never	Never	Very familiar	Familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Familiar
Never	Minimally	Never	Never	I don't know	Never	Never	Never	Very familiar	Somewhat f	Somewhat f	Somewhat d



Minimally	Minimally	Minimally	Sometimes	Sometimes	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
I don't know	I don't know	Sometimes	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	Familiar	Familiar	Familiar
Never	Never	Minimally	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Familiar
Often	Often	Often	Often	Often	I don't know	I don't know	I don't know	I don't know	Very familiar	Familiar	Very familiar
Never	Never	Minimally	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Sometimes	Minimally	Often	Often	Minimally	Sometimes	Sometimes	Minimally	Sometimes	Very familiar	Very familiar	Very familiar
Minimally	Minimally	Sometimes	Sometimes	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Minimally	Never	Never	Minimally	Never	Never	Never	Very familiar	Familiar	Familiar
Never	Never	Never	Never	Never	Never	Never	Never	Often	Very familiar	Very familiar	Familiar
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	Very familiar	Very familiar	Very familiar
Never	Never	Sometimes	Minimally	Minimally	Never	Never	Never	Minimally	Somewhat f	Somewhat f	Somewhat f
Minimally	Sometimes	Sometimes	Minimally	Never	Never	Never	Minimally	Never	Familiar	Somewhat f	Somewhat f
Never	I don't know	I don't know	Never	Never	Never	Never	I don't know	I don't know	Not familiar	Not familiar	Not familiar
Never	Never	Often	Minimally	Sometimes	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Minimally	Never	Never	Never	Never	Never	Never	Familiar	Not familiar	Not familiar
Never	Never	Minimally	Never	Never	Never	Never	Never	Never	Somewhat f	Somewhat f	Not familiar
Minimally	Sometimes	Minimally	Sometimes	Minimally	Never	Never	Never	Minimally	Very familiar	Familiar	Somewhat f
Minimally	Sometimes	Sometimes	Minimally	I don't know	Never	Never	Never	Minimally	Familiar	Familiar	Familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Sometimes	Never	Minimally	Minimally	Never	Never	Minimally	Minimally	Somewhat f	Not familiar	Somewhat f	Agree
Never	Never	Sometimes	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Familiar
Never	Never	Sometimes	Minimally	Never	Never	Never	Never	Never	Familiar	Somewhat f	Not familiar
Often	Sometimes	Minimally	Minimally	Never	Sometimes	Never	Never	Minimally	Very familiar	Not familiar	Not familiar
Minimally	Minimally	Sometimes	Minimally	Minimally	Never	Never	Never	Never	Familiar	Familiar	Somewhat f
Never	Never	Minimally	Minimally	Never	I don't know	I don't know	I don't know	I don't know	Familiar	Familiar	Somewhat f
Never	Minimally		Never	Never	Never	Never	Somewhat f	Not familiar	Not familiar	Somewhat d	I don't know
Minimally	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Minimally	Never	Never	Never	Never	Never	Never	Never	Never	Not familiar	Not familiar	Not familiar
Minimally	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar

Minimally	Sometimes	Often	Never	Often	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	I don't know	I don't know	Never	I don't know	I don't know	I don't know	Familiar	Familiar	Not familiar
Often	Minimally	Never	Often	Sometimes	Never	Never	Minimally	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Familiar	Very familiar
Never	Minimally	Minimally	Never	Never	Never	Never	Never	Never	Familiar	Somewhat familiar	Not familiar
			Often				Familiar			Strongly agree	Agree
Never	Minimally	Minimally	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Familiar
Never	Never	Minimally	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Minimally	Minimally	Sometimes	Sometimes	Never	Never	Never	Never	Very familiar	Very familiar	Familiar
Often	Often	Often	Often	Never	Never	Never	Never	Often	Very familiar	Very familiar	Very familiar
Never	Never	Sometimes	Minimally	Never	Never	Never	Never	Never	Very familiar	Very familiar	Familiar
Sometimes	Minimally	Minimally	Sometimes	Never	I don't know	I don't know	I don't know	I don't know	Very familiar	Familiar	Somewhat familiar
		Sometimes			Never	Never	Never	Never	Very familiar	Very familiar	Familiar
Never	Sometimes	I don't know	Never	I don't know	Never	Never	Never	Never	Familiar	Somewhat familiar	Not familiar
Never	Never	Minimally	Minimally	Minimally	Never	Never	Never	Never	Very familiar	Familiar	Somewhat familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Sometimes	Never	Never	Never	Never	Never	Never	Never	Never	Familiar	Somewhat familiar	Not familiar
Never	Never	Never	Never	I don't know	Never	Never	Never	Never	Very familiar	Very familiar	Not familiar
			Never						Very familiar	I don't know	I don't know
Never	Never	Minimally	Sometimes	Never	Never	Never	Never	Very familiar	Very familiar	Familiar	Strongly agree
	Never	Never	Never	Never	Familiar	Familiar		I don't know	I don't know	Very familiar	Very familiar
Minimally	Minimally	Never	Never	Minimally	Minimally	Minimally	Never	Never	Familiar	Not familiar	Somewhat familiar
Never	Never	Sometimes	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Sometimes	Never	Sometimes	Never	Never	Minimally	Never	Never	Never	Very familiar	Very familiar	Very familiar
Minimally	Never	Never	Never	Never	Never	Never	Never	Minimally	Very familiar	Familiar	Somewhat familiar
Minimally	Never	Never	Sometimes	Never	Never	Never	Never	Never	Very familiar	Very familiar	Not familiar
Minimally	Sometimes	Minimally	Minimally	Never	Never	I don't know	Never	Very familiar	Very familiar	Very familiar	Agree
Minimally	Never	Minimally		Never	Never	Never	Never	I don't know	Very familiar	Somewhat familiar	Somewhat familiar
Never	Never	I don't know	I don't know	Never	Never	Never	Never	I don't know	Familiar	Familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar

I don't know	I don't know	Never	I don't know	Minimally	I don't know	I don't know	I don't know	Never	Familiar	Somewhat f:	Familiar
I don't know	I don't know	I don't know	I don't know	Minimally	Never	Never	Never	Never	Not familiar	Not familiar	Not familiar
Never	Never	Minimally	Never	Never	I don't know	I don't know	I don't know	I don't know	Familiar	Familiar	Familiar
Minimally	Minimally	Minimally	Minimally	Never	I don't know	Never	Never	I don't know	Familiar	Familiar	Somewhat f:
Never	I don't know	I don't know	I don't know	I don't know	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
I don't know	Sometimes	Often	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Familiar
Never	Never	Minimally	Minimally	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Minimally	Never	Sometimes	Sometimes	Minimally	Never	Never	Never	Never	Somewhat f:	Somewhat f:	Somewhat f:
Never	I don't know	Minimally	Minimally	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
I don't know	Never	I don't know	I don't know	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Often	Often	Often	Often	Often	Never	Never	Minimally	Minimally	Familiar	Familiar	Familiar
Never		Often	Never	Never	Never	Never	Minimally	Very familiar	Somewhat f:	Familiar	Disagree
			Never	Very familiar	Very familiar	Very familiar	Somewhat d	Disagree	Very familiar	Very familiar	Very familiar
Never	Never	Never	Minimally	Never	Never	Never	Never	Never	Very familiar	Familiar	Very familiar
I don't know	I don't know	I don't know	Never	I don't know	Never	Never	Never	Never	Familiar	Familiar	Very familiar
Never	Never	Sometimes	Sometimes	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Minimally	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Somewhat f:
Never	Never	I don't know	Never	Never	Never	Never	Never	Never	Very familiar	Somewhat f:	Very familiar
I don't know	I don't know	I don't know	I don't know	I don't know	Minimally	I don't know	I don't know	Minimally	Very familiar	Very familiar	Very familiar
Never	Minimally	Often	Sometimes	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar	Strongly agr
Never	Never	Sometimes	Minimally	Never	Never	Never	Minimally	Never	Familiar	Familiar	Familiar
I don't know	I don't know	Minimally	Never	I don't know	Never	Never	Never	Never	Familiar	Familiar	Somewhat f:
Never	Minimally	Never	Never	Never	Never	Never	Never	Familiar	Very familiar	Very familiar	Disagree
Never	I don't know	Never	Sometimes	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
I don't know	I don't know	Minimally	I don't know	I don't know	I don't know	I don't know	I don't know	Very familiar	Familiar	Somewhat f:	Agree
Often	Often	Often	Minimally	Minimally	Never	I don't know	I don't know	Familiar	Familiar	Familiar	Somewhat d
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	Not familiar	Not familiar	Not familiar
											Strongly agr
Minimally	Minimally	Minimally	I don't know	Never	Never	Never	Never	Familiar	Somewhat f:	Somewhat f:	Strongly agr
Never	Never	I don't know	Never	Never	Never	Never	Never	Never	Very familiar	Familiar	Familiar
Never	I don't know	Sometimes	Sometimes	I don't know	Never	Never	Never	Never	Familiar	Somewhat f:	Somewhat f:



Never	Never	Never	I don't know	I don't know	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Often	Never	Never	Never	Never	Never	Sometimes	Very familiar	Very familiar	Familiar
I don't know	I don't know	Sometimes	I don't know	I don't know	Minimally	I don't know	I don't know	I don't know	Very familiar	Very familiar	Very familiar
Never	Never	Sometimes	Minimally	I don't know	I don't know	I don't know	I don't know	I don't know	Familiar	Familiar	Not familiar
I don't know	I don't know	Minimally	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	Very familiar	Very familiar	Very familiar
Minimally	Never	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	Very familiar	Familiar	Somewhat f:	Somewhat d
Never	Never	Never	Minimally	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Often	Sometimes	Sometimes	Often	Often	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Minimally	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Somewhat f: Agree
Never	Never	I don't know	Never	Never	Never	Never	Never	Never	Familiar	Very familiar	Familiar
I don't know	I don't know	I don't know	Never	Never	I don't know	Never	Never	Never	Familiar	Familiar	Very familiar
Never	Never	Sometimes	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Never	Never	Never	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Familiar
Minimally	Sometimes	Sometimes	Sometimes	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
Minimally	Minimally	Minimally	Minimally	Minimally	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar
I don't know	Minimally	I don't know	Never	Never	I don't know	I don't know	I don't know	I don't know	Very familiar	Very familiar	Very familiar
Never	Never	Minimally	Never	Never	Never	Never	Never	Never	Somewhat f:	Somewhat f:	Somewhat f:
Never	Never	Sometimes	Sometimes	Never	Never	Never	Never	Minimally	Very familiar	Very familiar	Very familiar
Minimally	Never	Sometimes		Minimally	Minimally	Never	Never	Minimally	Very familiar	Very familiar	Very familiar
Never	Never	Often	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar

Response	Response	Fire Drill	Earthquake Shelter in F	Run, Hide,	Response	Response	Open-Ended Response	
Somewhat d	Disagree	Very familiar	Familiar	Somewhat f	Familiar	Disagree	Mildly disag	Bathrooms and I want no bullying happening to our
Somewhat d	I don't know	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Strongly agr	The way you punish people
Somewhat d	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Agree	The learning experience because it's too easy.
Disagree	Strongly dis	Not familiar	Not familiar	Not familiar	Not familiar	Disagree	Strongly dis	UwU
Agree	Agree	Very familiar	Very familiar	Familiar	Familiar	Disagree	Agree	I would like to see the trash at my school to not be
Agree	Strongly agr	Very familiar	Very familiar	Familiar	Very familiar	Disagree	Agree	I would like to suggest that the janitor could clean t
Somewhat d	I don't know	Very familiar	Very familiar	Not familiar	Very familiar	Agree	Mildly disag	On the blacktop their are a lot of deep cracks i have
Strongly agr	Agree	Very familiar	Very familiar	Very familiar	Familiar	Disagree	Agree	I would like the field track to be improved since in n
Strongly agr	Strongly agr	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Agree	Something I would like to see to be improved is to f
Disagree	Disagree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	A leveled blacktop, Fix gopher holes on field, Better
Somewhat d	Agree	Very familiar	Very familiar	Familiar	Very familiar	Agree	Agree	To have everyone wear masks.
Agree	Agree	Very familiar	Very familiar	Familiar	Somewhat f	Disagree	Agree	Fix the holes in the field because it causes some per
I don't know	Strongly agr	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Strongly agr	I want to see no one get bullied even though some
Agree	Agree	Very familiar	Very familiar	Familiar	Familiar	Agree	Agree	I would like to see when there enough lunches for e
Somewhat d	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Strongly agr	MUCH BETTER SCHOOL LUNCH btw i'm Vice Preside
Agree	Strongly agr	Very familiar	Very familiar	Familiar	Very familiar	Disagree	Agree	There is nothing that I would like to see improved r
Agree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	
Agree	Agree	Very familiar	Very familiar	Somewhat f	Familiar	Agree	Mildly disag	No.
Agree	Agree	Very familiar	Very familiar	Familiar	Very familiar	Disagree	Mildly disag	I think that adults should be on the lookout for bully
Strongly agr	Disagree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Mildly disag	Take a stronger act on bullying
Strongly agr	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Strongly agr	I would like to see a difference in the food.
Agree	I don't know	Very familiar	Very familiar	Familiar	Familiar	Disagree	Agree	nothing
Strongly agr	Agree	Very familiar	Very familiar	Somewhat f	Familiar	Disagree	Agree	I'm not sure.
Disagree	Agree	Very familiar	Very familiar	I don't know	Familiar	Disagree	Agree	I have noticed sometimes that special kids (children
I don't know	Disagree	Very familiar	Very familiar	Somewhat f	Not familiar	Agree	Agree	At least there could be someone gaurding the scho
Disagree	Agree	Very familiar	Very familiar	Not familiar	Somewhat f	Agree	Agree	I think we should do more drills so we know what t
Somewhat d	Agree	Familiar	Familiar	Not familiar	Familiar	Disagree	Agree	I think the vegetarian school lunch should be somet
Somewhat d	Strongly agr	Very familiar	Very familiar	Somewhat f	Familiar	Disagree	Agree	None.
Agree	Strongly agr	Very familiar	Very familiar	Familiar	Familiar	Disagree	Agree	I would like to see people spending 2 minutes or so
Strongly agr	Agree	Very familiar	Very familiar	Somewhat f	Somewhat f	Agree	Agree	No bullying.

Strongly agree	Agree	Very familiar	Familiar	Familiar	Very familiar	Agree
I don't know	Agree	Very familiar	Familiar	Not familiar	Somewhat familiar	Disagree
I don't know	Agree	Familiar	Very familiar	Not familiar	Very familiar	Disagree
Agree	Very familiar	Very familiar	I don't know	Very familiar	Agree	Agree
I don't know	I don't know	Very familiar	Very familiar	Somewhat familiar	Not familiar	Agree
Somewhat disagree	Agree	Very familiar	Very familiar	I don't know	Very familiar	Agree
Strongly agree	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree
Agree	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree
I don't know	Agree	Familiar	Familiar	Not familiar	Not familiar	Disagree
Somewhat disagree	Agree	Very familiar	Very familiar	Not familiar	Familiar	Agree
I don't know	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree
Somewhat disagree	I don't know	Very familiar	Very familiar	Familiar	Very familiar	Agree
I don't know	Agree	Very familiar	Familiar	Familiar	Somewhat familiar	Disagree
Strongly agree	Strongly agree	Very familiar	Very familiar	Not familiar	Familiar	Disagree
Strongly agree	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree
Agree	I don't know	Very familiar	Very familiar	Somewhat familiar	Very familiar	Agree
Agree	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree
Agree	Agree	Very familiar	Very familiar	Familiar	I don't know	Disagree
I don't know	Very familiar	Very familiar	Not familiar	Somewhat familiar	Disagree	Agree
Strongly agree	Agree	Very familiar	Very familiar	Somewhat familiar	Familiar	Disagree
Strongly agree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree
Agree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree
Somewhat disagree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree
I don't know	I don't know	Very familiar	Very familiar	Somewhat familiar	Very familiar	Disagree
I don't know	Agree	Very familiar	Familiar	Not familiar	Very familiar	Disagree
Agree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree
Strongly agree	Disagree	Very familiar	Very familiar	Very familiar	Very familiar	Agree
Agree	Disagree	Very familiar	Very familiar	Not familiar	Very familiar	Disagree
Strongly agree	I don't know	Very familiar	Somewhat familiar	Somewhat familiar	I don't know	Agree
Strongly agree	Strongly agree	Very familiar	Very familiar	Familiar	Very familiar	Disagree
Agree	Disagree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree

Strongly agree I want to see a safer play structure

Agree better track/field conditions

Strongly agree Arguments which go too far and turn into a fight

I would like kids in grades to take safety more serious because so

Agree i think that they should do drills and the other thing

Agree Maybe not screaming at each others ears.

Strongly agree stop it and get some help

Agree There is nothing that need to improved

Agree I don't know

Strongly disagree I would like to see the playground improved and the

Agree 6th grade has two gangs for a game. I dont like that

Agree I think there is nothing to fix or improve.

Agree I think everything is fine for safety because I feel safe

Strongly agree I will like to see kids that do not bully or say mean things

Strongly agree Being kind and no bullying

Agree Well, I think everything is good here.

Agree Nothing.

Agree I don't think there is anything needed to be improved

Strict rules on anti bullying and more practices on run hide and catch

Agree No bullying (hear of it), rumors(not often), making fun

Strongly agree Nothing

Agree I think they should cover up more gopher holes in the

Agree I think trying to take action on the kids running on the

Strongly agree Something I will like to see improved is more drills so

Mildly disagree stopping teenagers from entering

Agree The playground

Mildly disagree I think you should improve the field because there are

Agree Keep the gates on the field closed.(Kids can run out

Strongly agree I would like to see more fire drills

Strongly agree I would like that there would be more drills to practice

Strongly agree for students to tell on people with the right reasons

Agree	Agree					Disagree	Agree	nothing
Strongly agree	Strongly agree	Very familiar	Very familiar	Not familiar	Very familiar	Disagree	Strongly agree	Nothing, really.
Disagree	I don't know	Very familiar	Very familiar	I don't know	Very familiar	Disagree	Agree	
Disagree	Agree	Very familiar	Very familiar	I don't know	Very familiar	Agree	Agree	I would like to see more serious suspensions and m
Very familiar	Not familiar	Very familiar	Agree	Agree				The playground, the protection, and the food
I don't know	I don't know	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	
Agree	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Strongly agree	I would like to see more cameras for safety.
Agree	Agree	Very familiar	Very familiar	Familiar	Very familiar	Disagree	Mildly disagree	nothing really
I don't know	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	there is nothing I would change for safety.
Strongly agree	Strongly agree	Very familiar	Very familiar	Familiar	Very familiar	Agree	Agree	Better lunch and identifying when a fight is serious
Strongly agree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	I would like to see more people give person space to
Somewhat disagree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Mildly disagree	I think more adult on the field .
Agree	Disagree	Very familiar	Very familiar	Very familiar	Familiar	Disagree	Agree	none
Somewhat disagree	Strongly agree	Familiar	Familiar	Familiar	Very familiar	Disagree	Agree	I think I am pretty safe already.
Strongly agree	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	I would like the food to be better, playground to be
I don't know	Strongly agree	Very familiar	Very familiar	I don't know	Very familiar	Disagree	Agree	I believe that the school is doing a good job the way
Strongly agree	Agree	Very familiar	Familiar	Very familiar	Very familiar	Disagree	Strongly agree	Nothing
Agree	Agree	Very familiar	Very familiar	I don't know	Very familiar	Agree	Agree	No pushing in the playground
Agree	I don't know	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Agree	Dont let random people come in and get a passcode
Agree	Agree	Very familiar	Very familiar	Somewhat familiar	Very familiar	Agree	Agree	nothing
I don't know	Agree	Very familiar	Very familiar	Very familiar	Familiar	Disagree	Agree	Nothing.
Strongly agree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Strongly agree	
Disagree	Agree	Very familiar	Very familiar	Very familiar	I don't know	Disagree	Strongly disagree	no
Somewhat disagree	Strongly agree	Very familiar	Very familiar	Very familiar	Familiar	Agree	Mildly disagree	i would like to see that is a student assaults another
Strongly agree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Strongly agree	fix gopher holes in the field.
Agree	Agree	Very familiar	Very familiar	Somewhat familiar	Very familiar	Agree	Strongly agree	LUNCHES! most of the time I see students not eatin
Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Strongly agree	Strongly agree	Nothing
Strongly agree	Agree	Familiar	Very familiar	Somewhat familiar	Familiar	Disagree	Mildly disagree	Teachers should understand when something is safe
Disagree	Very familiar	Very familiar	I don't know	Very familiar	Disagree	Mildly disagree		
Agree	Disagree	Very familiar	Very familiar	Somewhat familiar	Somewhat familiar	Disagree	Agree	nothing much
Strongly agree	Strongly agree	Very familiar	Very familiar	Not familiar	Very familiar	Disagree	Strongly agree	Nothing

I don't know	Agree	Very familiar	Very familiar	I don't know	Very familiar	Disagree	Agree	I think that the school should add a bathroom outside
Agree	Disagree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Agree	not touching private parts
Agree	Strongly agree	Very familiar	Familiar	Familiar	I don't know	Agree	Mildly disagree	Sorry, I can't think of anything to improve.
Agree	Agree	Very familiar	Very familiar	I don't know	Very familiar	Disagree	Strongly agree	Taking safety patrols seriously
Not familiar	Very familiar	Agree	Agree					
Agree	Agree	Very familiar	Somewhat familiar	Not familiar	Familiar	Disagree	Agree	I would like there to be more space on the path in the
Disagree	I don't know	Familiar	Somewhat familiar	Not familiar	Somewhat familiar	Disagree	Mildly disagree	I don't know
Agree	Agree	Very familiar	Very familiar	Somewhat familiar	Very familiar	Disagree	Agree	I would like it if the yard duty would talk to kids for
I don't know	I don't know	Familiar	Familiar	Familiar	Familiar	Disagree	Agree	paying attention to the playground rules
Very familiar	Very familiar	Very familiar	Disagree	Mildly disagree	To Make it more safe for us			
Agree	I don't know	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Strongly agree	I don't know
Agree	Disagree	Very familiar	Very familiar	Familiar	Familiar	Disagree	Agree	Higher, larger, closed fences
Agree	Agree	Very familiar	Somewhat familiar	Somewhat familiar	Not familiar	Disagree	Strongly agree	NOTHING
Agree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Mildly disagree	Agree	If we try to stop bullying and all types of bullying such as cyber bullying
Strongly agree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Strongly agree	I think that the students have to stop running on the
Somewhat disagree	Agree	Very familiar	Very familiar	Familiar	Very familiar	Disagree	Strongly agree	nothing
Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Mildly disagree	Agree	Just people acting like their age again because a wide amount of
I don't know	Very familiar	Very familiar	Not familiar	Familiar	Disagree	Agree	Agree	Something that I would like to see regarding safety in this school
Strongly agree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Strongly agree	nothing
Agree	I don't know	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Strongly agree	Make the fences bigger so no one gets in like after school
I don't know	Agree	Very familiar	Very familiar	Not familiar	Somewhat familiar	Agree	Mildly disagree	no bullying
Very familiar	Somewhat familiar	Somewhat familiar	Somewhat familiar	Disagree	Agree			
Agree	Disagree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Strongly agree	Nothing much
Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Agree	the gates at the lower bus loop because it is too easy to climb it
I don't know	Agree	Very familiar	Very familiar	Somewhat familiar	Very familiar	Disagree	Agree	Nothing, everything good
Agree	Agree	Very familiar	Very familiar	I don't know	Very familiar	Disagree	Mildly disagree	
I don't know	Agree	Very familiar	Very familiar	Very familiar	Not familiar	Disagree	Agree	Clean up garbage
Agree	I don't know	Very familiar	Very familiar	I don't know	Very familiar	Agree	Agree	idk
Somewhat disagree	Disagree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Agree	I want there to be more safety on the blacktop because
Strongly agree	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Strongly agree	playground
I don't know	Agree	Very familiar	Very familiar	Somewhat familiar	Familiar	Disagree	Agree	I would like students to stop bullying kids if they don't

Strongly agree Strongly agree Very familiar Very familiar Somewhat familiar Familiar Disagree  
 I don't know Agree Very familiar Very familiar Somewhat familiar Somewhat familiar Disagree  
 I don't know Strongly agree Very familiar Very familiar Very familiar Very familiar Disagree  
 Agree Agree Very familiar Very familiar Somewhat familiar Very familiar Disagree  
 Somewhat disagree Disagree Very familiar Familiar Somewhat familiar Familiar Disagree  
 I don't know Strongly agree Very familiar Familiar Somewhat familiar Very familiar Disagree  
 Disagree Disagree Very familiar Very familiar Familiar Very familiar Disagree  
 Disagree Strongly agree Very familiar Very familiar Very familiar Very familiar Disagree  
 Agree Agree Very familiar Very familiar Very familiar Very familiar Disagree  
 I don't know Disagree Very familiar Very familiar Very familiar Very familiar Disagree  
 I don't know Strongly agree Very familiar Very familiar Very familiar Very familiar Disagree  
 I don't know Strongly agree Very familiar Familiar Somewhat familiar Somewhat familiar Disagree  
 I don't know Agree Very familiar Very familiar Not familiar Very familiar Disagree  
 Somewhat disagree Disagree Very familiar Very familiar Very familiar Somewhat familiar Disagree  
 I don't know Strongly agree Very familiar Very familiar Not familiar Very familiar Disagree  
 I don't know Agree Familiar Familiar Not familiar Familiar Disagree  
 I don't know Strongly agree Very familiar Very familiar Very familiar Very familiar Agree  
 Somewhat disagree I don't know Very familiar Very familiar Not familiar Very familiar Disagree  
 I don't know I don't know Very familiar Familiar Not familiar Familiar Disagree  
 Disagree Agree Familiar Familiar Very familiar Very familiar Disagree  
 Strongly agree Agree Very familiar Very familiar Very familiar Very familiar Disagree  
 I don't know Strongly agree Very familiar Very familiar Familiar Very familiar Disagree  
 Disagree Strongly agree Very familiar Very familiar Very familiar Very familiar Disagree  
 Strongly agree Agree Very familiar Very familiar Very familiar Very familiar Disagree  
 I don't know I don't know Very familiar Very familiar Very familiar Very familiar Agree  
 Somewhat disagree Agree Familiar Somewhat familiar Somewhat familiar Very familiar Disagree  
 Disagree I don't know Very familiar Very familiar Very familiar Very familiar Agree  
 I don't know I don't know Very familiar Very familiar Very familiar Disagree Strongly disagree  
 I don't know Agree Very familiar Familiar I don't know Not familiar Disagree  
 I don't know Agree Very familiar Very familiar Familiar Very familiar Disagree  
 Agree Strongly agree Very familiar Very familiar Not familiar Very familiar Agree

Strongly agree There is nothing, I think this is a safe school.  
 Strongly agree I don't know  
 Strongly agree I want to have ...  
 Agree For upper grades help.  
 Agree I want the cafeteria food to be more healthy and ta  
 Agree I think we should have lots of good security camera  
 Strongly disagree comfort children when sad, disappointed, heartbroken,  
 Strongly agree to tell the staff to guide the kids to safe  
 Strongly agree Kids in upper grade can help or volunteer to help in f  
 Mildly disagree get more safety roles  
 Strongly agree To get anyone to get the school's number so if they  
 Agree better fence , better gates  
 Strongly agree I have nothing to say.  
 Strongly agree Kids in upper grade to stop fooling around in bathro  
 Agree I waste potting gas  
 Agree better jumping the rope.  
 Strongly agree I have no idea???  
 Mildly disagree Everyone listening to their teachers and everyone ir  
 Agree better fence and better gates  
 Strongly disagree \* the playgan\* 100%  
 Strongly agree nothing :)  
 Strongly agree more soft and cod lok .  
 Agree I would like to stop people getting bullied for there  
 Agree more shading on the blacktop to protect from the s  
 Strongly agree less bullying  
 Mildly disagree I want kids to never bully others  
 Strongly agree I want to see no kids getting bullied.

Somewhat d	Agree	Very familiar	Very familiar	I don't know	Familiar	Agree	Agree	Put a yard duty near the fence.
I don't know	I don't know	Very familiar	I don't know	I don't know	I don't know	Disagree	Mildly disag	none
I don't know	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Strongly agr	To have bigger fences.	
Very familiar	Familiar	Very familiar	Very familiar	Disagree	Strongly agr	I do not know.		
Strongly agr	Strongly agr	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Strongly agr	The windows should be stronger.
Strongly agr	Strongly agr	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Strongly agr	less inguries
Agree	I like blank books. It was by Mrs Kemling 's chair.							
Familiar	Familiar	Disagree	Agree	No purposefully bothering people				
I don't know	Very familiar	Very familiar	I don't know	Very familiar	Agree	Agree	None	
Strongly agr	Strongly agr	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Agree	
Strongly agr	Very familiar	Very familiar	Not familiar	Very familiar	Disagree	Agree	we might need to get more yard duties	
Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Agree			
Very familiar	Very familiar	Disagree	Agree					
Strongly agr	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Strongly agree	
Strongly agr	Strongly agr	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Strongly agree	
Strongly agr	Strongly agr	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Strongly agree	
Agree	Not familiar	Not familiar	Not familiar	Not familiar	Agree	Agree		
Somewhat d	Agree	Very familiar	Very familiar	Very familiar	Disagree	Agree		
Agree	Agree							
I don't know	I don't know	Not familiar	I don't know	Not familiar	Not familiar	Disagree	Strongly dis	No thieves can break in, and no fires can start.
Strongly agr	Strongly agr	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Strongly agree	
Strongly agr	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Agree	
Agree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Strongly agree	
Strongly agr	Strongly agr	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Strongly agree	
Strongly agr	Strongly agr	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Strongly agree	
Strongly agr	Disagree	Very familiar	Very familiar	Not familiar	Familiar	Disagree	Strongly dis	playwithfrienbs
Strongly agr	Strongly agr	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Strongly agr	code to enter school electric fence or gards
Somewhat d	Agree	Very familiar	Very familiar	Somewhat f	Familiar	Disagree	Strongly agr	Have more yard -duties on the field so that they car
Strongly agr	Strongly agr	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Strongly agr	maybe try to get your school rateings to ten (try you
Agree	Agree	Very familiar	Very familiar	Familiar	Very familiar	Disagree	Agree	on/off eletric fence and/or gaurds
Strongly agr	Strongly agr	Very familiar	Very familiar	Very familiar	Agree	Strongly agr	siyins	

Disagree	I don't know	Very familiar	Very familiar	Not familiar	Very familiar	Disagree	Agree	I would like to see less trash.
Strongly agree	Very familiar	Very familiar	Familiar	Very familiar	Agree	Strongly agree	make no noise .	
Strongly agree	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Strongly disagree	I think we should have stronger fences.
I don't know	I don't know	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Strongly agree	make the school a peaceful school and no bullying c
Strongly agree	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Strongly agree	I want to master where all the safty places are
I don't know	Strongly agree	I don't know	Somewhat familiar	I don't know	I don't know	Disagree	Agree	i don;t konw
I don't know	I don't know	Very familiar	Very familiar	Somewhat familiar	Very familiar	Agree	Agree	
I don't know	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Strongly agree	
I don't know	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Strongly disagree	less trash on the floor
Disagree	Strongly agree	Very familiar	Very familiar	Not familiar	Very familiar	Disagree	Strongly agree	My idea is to Go to Chitactac for our Field Trip on O
I don't know	Strongly agree	Very familiar	Familiar	Familiar	Familiar	Agree	Agree	
Agree	Agree	Very familiar	Familiar	Somewhat familiar	Somewhat familiar	Disagree	Strongly agree	not bullying
Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Strongly agree	NO BULING AT SCHOOL	
Agree	Agree	Very familiar	Very familiar	Familiar	Very familiar	Agree	Strongly agree	
Strongly agree	I don't know	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Strongly disagree	
I don't know	I don't know	Very familiar	Very familiar	I don't know	Very familiar	Disagree	Mildly disagree	
Strongly agree	Agree	Very familiar	Familiar	Familiar	Very familiar	Disagree	Agree	
Somewhat disagree	Agree	Familiar	Familiar	Somewhat familiar	Familiar	Disagree	Mildly disagree	
I don't know	I don't know	Familiar	Very familiar	Very familiar	Very familiar	Disagree	Agree	
Somewhat disagree	Disagree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Mildly disagree	What I would like to see improved is the school itse
Agree	Agree	Familiar	Very familiar	Somewhat familiar	Very familiar	Agree	Agree	i would like to improve the fire drills because if the :
Agree	Strongly agree	Very familiar	Familiar	Somewhat familiar	Familiar	Disagree	Agree	continue the safety
Strongly agree	Strongly agree	Very familiar	I don't know	I don't know	I don't know	Agree	Agree	This school is perfect the way it is.
Agree	Strongly agree	Very familiar	Very familiar	I don't know	Very familiar	Agree	Agree	Making the field where you walk in Walk for Educat
Somewhat disagree	Disagree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Agree	i want there to be more safety on the blacktop
Agree	Agree	Very familiar	Very familiar	Familiar	Very familiar	Agree	Agree	There is nothing really that the this school has to im
Agree	Agree	Familiar	Familiar	Familiar	Familiar	Agree	Agree	The school should make one big area to play tag .
Agree	Agree	Very familiar	Very familiar	Familiar	Very familiar	Agree	Agree	I think that something that adults and/or teachers s
Agree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Agree	Fights, bad language (mostly between upper grader
Agree	Agree	Very familiar	Very familiar	Very familiar	Somewhat familiar	Disagree	Strongly agree	hi i will ask you for more safety is to students to stai
Strongly agree	Familiar	Familiar	Somewhat familiar	Somewhat familiar	Disagree	Strongly agree		



Agree Strongly agr Very familiar Very familiar Familiar Very familiar Agree  
 Strongly agr Strongly dis Very familiar Very familiar Not familiar Not familiar Agree  
 Agree Agree Very familiar Very familiar Somewhat f Familiar Disagree  
 Agree Agree Very familiar Very familiar Very familiar Very familiar Disagree  
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 Agree Agree Very familiar Very familiar Very familiar Very familiar Agree  
 Agree Agree Very familiar Very familiar Familiar Very familiar Agree  
 Agree Strongly agr Very familiar Very familiar Very familiar Very familiar Disagree  
 Agree I don't know Very familiar Very familiar Not familiar Familiar Disagree  
 Agree Strongly agr Very familiar Very familiar Very familiar Very familiar Disagree  
 Agree Agree Very familiar Very familiar Very familiar Very familiar Disagree  
 Strongly agr Agree Very familiar Very familiar Not familiar Very familiar Disagree  
 Strongly agr Strongly agr Very familiar Very familiar Very familiar Very familiar Disagree  
 Agree Disagree Very familiar Very familiar Very familiar Very familiar Disagree  
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 Agree I don't know Very familiar Very familiar Very familiar Very familiar Disagree  
 Agree Strongly dis Very familiar Very familiar Very familiar Very familiar Disagree  
 Strongly agr Agree Very familiar Very familiar Very familiar Very familiar Disagree  
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 Agree Agree Very familiar Very familiar Very familiar Familiar Disagree  
 Agree Agree Very familiar Very familiar Very familiar Very familiar Disagree  
 Agree Agree Very familiar Very familiar Somewhat f Somewhat f Disagree  
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 I don't know Agree Very familiar Very familiar Somewhat f Familiar Disagree  
 Agree Strongly agr Very familiar Very familiar Very familiar Very familiar Agree  
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 Somewhat d Agree Very familiar Very familiar Very familiar Somewhat f Disagree  
 Strongly agr Strongly agr Very familiar Familiar Very familiar Very familiar Agree  
 Agree Agree Very familiar Very familiar Very familiar Very familiar Agree

Agree Higher protection on school hours for the safety of  
 Strongly agr Why are there so many cracks on the the floor i me  
 Agree I feel that they should tell kids what is happening w  
 Strongly agr I think the school is great and doesn't have bullying  
 Strongly agr for there are beter fenses so people cant take phot  
 Strongly agr I would like to see improvement in the consequenc  
 Agree I would like to see that people get less hurt at reces  
 Strongly agr Continue the same safety rules.  
 Agree There are some bumps in around school.  
 Strongly agr Continue the safety the same way.  
 Agree nothing  
 Agree making the gates or fences more secure  
 Agree I want to have more than 1 student council represe  
 Strongly agr Yard duty and Teachers should be more strict about  
 Agree I think our school is still safe  
 Agree For fire drills, kids should stay away from grass beca  
 Strongly agr I want to see kids not bullying and kids to be nice ar  
 Agree I hope there is less bullying  
 Agree people being nice  
 Agree I would like to see no trespassers. I have heard son  
 Agree Better food so no one is sick from the food  
 Agree I would like to see the school more closed to outsid  
 If they have better fences and they are taller so that teenagers w  
 Agree I would like to see the school be less strict on game  
 Strongly agr I don't really know, everything is safe  
 Mildly disag I would like better substitutes(don't replace).  
 Agree There's nothing really that needs to be improved I f  
 Agree Teaching learning run hide defend more often.  
 Mildly disag I've seen a kid hit someone and yell at a kid, but ou  
 Strongly agr nothing  
 Strongly dis I think there should be a better way to recognize an

Disagree	I don't know	I don't know	I don't know	I don't know	Disagree	Mildly disagree	the recess things
I don't know	Agree	Very familiar	Very familiar	Somewhat familiar	Somewhat familiar	Agree	Agree I don't know
Agree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree I wouldn't want anything else to change because th
Strongly agree	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Mildly disagree Kids taking the rules more seriously and not violatir
Agree	Agree	Very familiar	Very familiar	Familiar	Very familiar	Agree	One thing I want improved regarding safety at school is that yard
Agree	Strongly agree	Very familiar	Somewhat familiar	Somewhat familiar	Somewhat familiar	Agree	Strongly agree Nothing
Disagree	Disagree	Familiar	Familiar	Familiar	Familiar	Disagree	Mildly disagree Bathrooms
Agree	Agree	Very familiar	Very familiar	Familiar	Very familiar	Disagree	Strongly agree None
Agree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree I think that our school is pretty great and safe, so I c
Agree	Disagree	Very familiar	Very familiar	Somewhat familiar	Somewhat familiar	Disagree	Agree Nothing really.
Strongly agree	Agree	Very familiar	Very familiar	Familiar	Very familiar	Disagree	Agree people being normal
Agree	I don't know	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree I don't know
Disagree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree while students crossing the crosswalk
Strongly agree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Agree I want the field track to be smooth.
Disagree	Strongly agree	Very familiar	Familiar	Somewhat familiar	Not familiar	Disagree	Agree
Strongly agree	Strongly agree	Very familiar	Very familiar	Not familiar	Very familiar	Disagree	Strongly agree
I don't know	I don't know	Very familiar	Very familiar	Not familiar	Very familiar	Mildly disagree	I want this school to improve is the waterfountain should be filt
Agree	Agree	Very familiar	Very familiar	I don't know	Very familiar	Disagree	Mildly disagree Some of the yard duty needs to be a bit better beca
Agree	Agree	Very familiar	Very familiar	I don't know	Familiar	Agree	Agree Having more teachers be around in recess or lunch
Strongly agree	Agree	Very familiar	Very familiar	Familiar	Very familiar	Disagree	Agree
Agree	I don't know	Very familiar	Very familiar	Not familiar	Very familiar	Disagree	Agree I would like better chairs because people rock on th
Agree	Familiar	Very familiar	Not familiar	Somewhat familiar	Disagree	Mildly disagree	
Disagree	Agree	Very familiar	Very familiar	I don't know	Very familiar	Disagree	Agree no cyber bullying
Agree	Agree	Very familiar	Very familiar	I don't know	Familiar	Disagree	Agree repaving of the track around the field so that peopl
Disagree	Agree	Very familiar	Very familiar	I don't know	Somewhat familiar	Disagree	Mildly disagree i would like a firewall on every computer in school k
Agree	Agree	Very familiar	Very familiar	Somewhat familiar	Familiar	Disagree	Agree Bigger playground for 1st,2nd,3rd,4th,5th,and 6th g
Agree	Disagree	Very familiar	Familiar	Somewhat familiar	Familiar	Disagree	Mildly disagree the ground on the playground isn't safe many kid tr
Very familiar	Very familiar	Not familiar	Very familiar	Disagree	Mildly disagree		the water fountain
Strongly agree	Agree	Very familiar	Very familiar	Somewhat familiar	Very familiar	Disagree	Agree
Disagree	Agree	Very familiar	Very familiar	Very familiar	Not familiar	Disagree	Agree
Agree	Agree	Very familiar	Very familiar	Not familiar	Very familiar	Disagree	Mildly disagree I would like for the holes in the bathroom stalls to b

Strongly agree	Disagree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	the floor/campus is clean
I don't know	I don't know	Very familiar	Very familiar	Familiar	Familiar	Disagree	Mildly disagree	A better and bigger playground for upper graders
Strongly agree	Agree	Very familiar	Very familiar	Familiar	I don't know	Disagree	Mildly disagree	I would like to see the locks in the boy's bathroom improved
Agree	Disagree	Very familiar	Very familiar	Very familiar	Familiar	Disagree	Agree	
Somewhat disagree	Strongly agree	Very familiar	Very familiar	Not familiar	Very familiar	Disagree	Agree	
		Very familiar	Agree	Mildly disagree	I got safe from fire drill			
Agree	Strongly agree	Very familiar	Very familiar	I don't know	Familiar	Disagree	Agree	
Agree	Agree	Very familiar	Very familiar	Not familiar	Very familiar	Agree	Agree	Some chairs have a hazard of making students fall down
Strongly agree	Agree	Very familiar	Familiar	Not familiar	Familiar	Disagree	Agree	More earthquake and run,hide,defend drills
Disagree	Strongly disagree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Strongly disagree	bullies
Agree	Disagree	Very familiar	Very familiar	Not familiar	Familiar	Disagree	Mildly disagree	Bathrooms because I see kids flushing food down the drain
Strongly agree	Agree	Very familiar	Very familiar	Somewhat familiar	Very familiar	Agree	Strongly agree	I want to see kids improve in listening and following directions
Strongly agree	I don't know	Very familiar	Very familiar	I don't know	Very familiar	Disagree	Agree	I want to see less people trespassing.
I don't know	Agree	Very familiar	Somewhat familiar	Not familiar	Somewhat familiar	Agree		I don't think you need to remodel anything
Agree	Agree	Very familiar	Very familiar	Familiar	Familiar	Agree	Mildly disagree	The teachers and yard duty pay more attention to the students
Strongly agree	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Strongly agree	Nothing
Somewhat disagree	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Agree	None
Somewhat disagree	I don't know	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	What I would like to see improved is RHD because I don't like it
		Agree	Agree					
Agree	Very familiar	Very familiar	Somewhat familiar	Familiar	Disagree	Mildly disagree	none	
Very familiar	Agree	Mildly disagree	None					
Agree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	To make sure no one throws inappropriate stuff in the trash
Agree	Agree	Familiar	Familiar	Familiar	Familiar	Disagree	Agree	
Agree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Mildly disagree	More discipline to kids that do something bad.
I don't know	I don't know	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Mildly disagree	I would like to see people be more quiet in a run, hallway
Agree	Agree	Very familiar	Familiar	Somewhat familiar	Somewhat familiar	Disagree	Agree	I would like better security around the school.
Agree	Very familiar	Very familiar	Familiar	Very familiar	Agree	Agree		When somebody is bullied,they should get some sort of punishment
Agree	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	I would like to improve on following the rules.
Agree	Agree	Familiar	Familiar	Somewhat familiar	Somewhat familiar	Agree	Agree	I would like to see some better help for question periods
Strongly agree	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Strongly agree	I don't have anything in mind that needs to be improved

I don't know	I don't know	Very familiar	Very familiar	Familiar	Very familiar	Agree	Mildly disagree	to stop bullying school mates	
I don't know	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	No broken rules and the school food	
Somewhat disagree	Agree	Very familiar	Very familiar	Familiar	Familiar	Agree	Strongly agree	I would like to see some better school lunch.	
Somewhat disagree	I don't know	Somewhat familiar	Not familiar	Not familiar	Not familiar	Disagree	Agree	More drills. Nothing other than that.	
Agree	Strongly agree	Very familiar	Somewhat familiar	Not familiar	Very familiar	Disagree	Agree	The food, I think that the food is not checked, my friend	
Agree	Agree	Very familiar	Very familiar	Not familiar	Familiar	Agree	Agree	The schools food.	
Agree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Mildly disagree	There is nothing my school needs to improve involving	
I don't know	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Mildly disagree	I don't really have any improvements for the school	
Agree	Disagree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Agree	I would like to see some better behavior from some	
Strongly agree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Strongly agree	There isn't anything I would like to see improved regarding	
Agree	Agree	Very familiar	Familiar	Not familiar	Somewhat familiar	Agree	Mildly disagree	The bullying because of someone's gender, religion, and	
Agree	Familiar	Familiar	Familiar	Familiar	Agree	Agree		To have the ramp were the dart to be more even	
Very familiar	Disagree	Mildly disagree	Sometimes I see/ get moldy food. This could be a hazard to health for moldy food can cause stomach aches and much						
Agree	Agree	Very familiar	Very familiar	Somewhat familiar	Somewhat familiar	Agree	Agree	Something I would like to see improved is the bullying	
Agree	I don't know	Very familiar	Familiar	I don't know	Familiar	Agree	Agree	I don't know	
Agree	I don't know	Very familiar	Very familiar	Familiar	Familiar	Agree	Agree	I would like to see better lunches.	
Agree	Agree	Very familiar	Familiar	Familiar	Familiar	Agree	Agree	I would want to see better lunches.	
Agree	I don't know	Very familiar	Somewhat familiar	Familiar	Familiar	Agree	Agree	metal detectors for firearms, melee weapons, and other	
Strongly agree	Disagree	Very familiar	Very familiar	Very familiar	Somewhat familiar	Agree	Mildly disagree	More Run, Hide, and Defend Drills as they happen consistently	
Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree		NO MORE BULLING	
Agree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Mildly disagree	There is nothing I would like to see improved for safety	
Agree	Agree	Very familiar	Very familiar	I don't know	Familiar	Agree	Agree	I would like the school lunches to be more appetizing	
Agree	Very familiar	Very familiar	Familiar	Very familiar	Disagree	Agree		No one gets hurt a lot of times.	
Agree	Agree	Very familiar	Very familiar	Very familiar	Familiar	Disagree	Agree	Something that I would like to see improved is to have	
I don't know	Very familiar	Familiar	Somewhat familiar	Somewhat familiar	Disagree	Agree		I don't know.	
Disagree	Very familiar	Very familiar	Very familiar	Familiar	Agree	Mildly disagree		run,hide,defend	
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	Disagree	Agree	I don't know.	
Strongly agree	Very familiar			Agree	Mildly disagree			I say everything is fine.	
Agree	Very familiar	Very familiar	I don't know	Very familiar	Disagree	Mildly disagree		I would like to see cleaner and better bathrooms since they are a	
Agree	Agree	Very familiar	Very familiar	Familiar	Somewhat familiar	Disagree	Agree	One thing I would like to see improved regarding safety	
I don't know	Strongly agree	Very familiar	Very familiar	I don't know	Very familiar	Agree	Strongly agree	I don't know	

Agree	Disagree	Very familiar	Familiar	Familiar	Familiar	Disagree	Mildly disagree	More activities for students like, maybe clubs or sports
Strongly agree	Disagree	Very familiar	Very familiar	I don't know	Very familiar	Disagree	Agree	Fireproof Walls, football armor, etc.
Agree	Agree	Very familiar	Familiar	Familiar	Familiar	Agree	Agree	Nothing
Agree	Strongly agree	Very familiar	Very familiar	Familiar	Familiar	Disagree	Agree	I would like to see improvement in fire drills.
Somewhat disagree	Agree	Very familiar	Very familiar	Somewhat familiar	Very familiar	Disagree	Mildly disagree	some of the black top
I don't know	Familiar	Very familiar	Not familiar	Very familiar	Disagree	Mildly disagree	Something I would like to see improved is nothing.	
Somewhat disagree	I don't know	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Mildly disagree	there is nothing
Disagree	Disagree	Very familiar	Very familiar	I don't know	Very familiar	Disagree	Strongly disagree	The fence to the parking lot is actually closed properly
Agree	Very familiar	Very familiar	Somewhat familiar	Familiar	Disagree	Strongly agree	Agree	I would like to see a more safe environment. After hearing about
Agree	I don't know	Familiar	Familiar	Not familiar	Somewhat familiar	Disagree	Agree	more security after school
I don't know	Agree	Familiar	Very familiar	Somewhat familiar	I don't know	Agree	Agree	For fire drills, move away from big structures like the
Agree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Strongly agree	The yard duties don't care if something happens, so
Agree	Agree	Very familiar	Very familiar	Familiar	Familiar	Disagree	Agree	There is nothing I think needs to be improved
I don't know	Strongly agree	Very familiar	Very familiar	Familiar	Very familiar	Disagree	Strongly agree	I think they should have a more wide variety of drill
Strongly agree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Something I would like to see improved regarding the
Strongly agree	Agree	Familiar	Familiar	Familiar	Somewhat familiar	Agree	Agree	I'd like to see the school have assemblies about what
Agree	I don't know	Familiar	Somewhat familiar	Somewhat familiar	Familiar	Disagree	Agree	I don't know, nothing
Strongly agree	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Disagree	Agree	Get guards for the school
Somewhat disagree	I don't know	Very familiar	Very familiar	I don't know	Very familiar	Disagree	Mildly disagree	Nothing.
Agree	Agree	Very familiar	Very familiar	Somewhat familiar	Very familiar	Agree	Mildly disagree	People often say really rude things about other people

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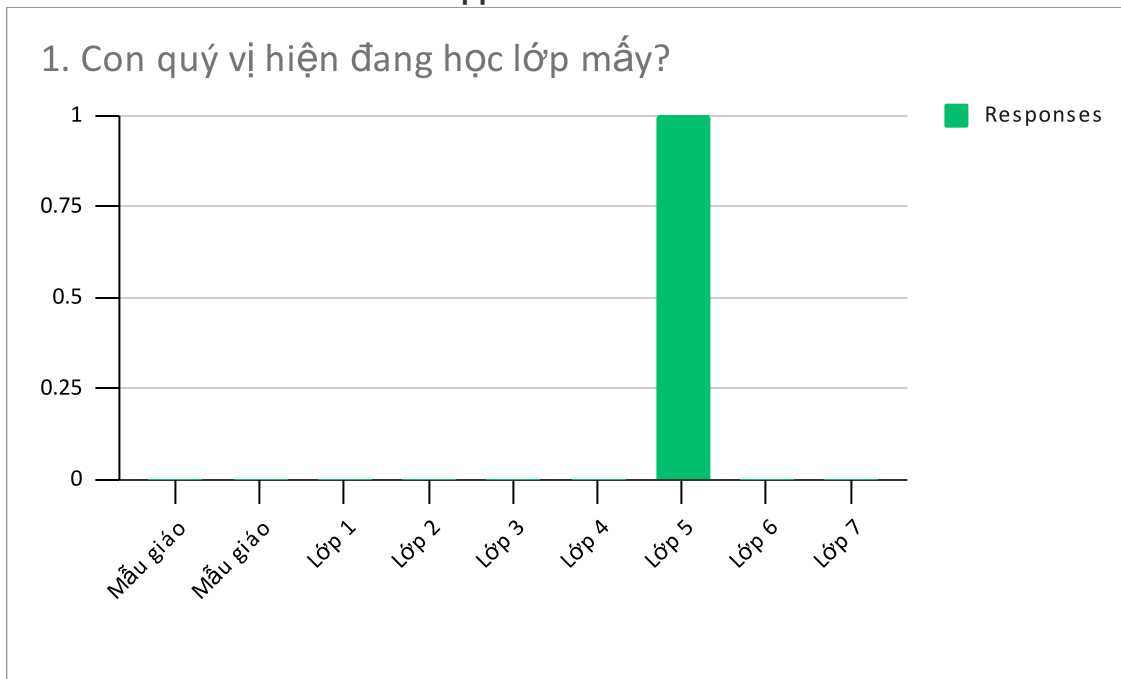


i trường của con quý vị bị hạ thấp vì ...				Quý vị nghe NGƯỜI LỚN ở trường của con qu				Quý vị quen thuộc với những điều s			
Giới tính học	Khó khăn tr	Quần áo học	Tôn giáo học	Khuynh hư	Chủng tộc	Tôn giáo	Khuynh hư	Khuyết tật	Nội quy lớp	Nội quy toà	Các quy tắc
Tôi không bi	Tôi không bi	Tôi không bi	Tôi không bi	Tôi không bi	Tôi không bi	Tôi không bi	Tôi không bi	Tôi không bi	Không quen	Không quen	Không quen

Các quy địn	Quý vị hiểu rõ về các quy trình cho trường hợp				Cơ sở vật c	Tôi biết trar	Trường học	Quý vị muốn chúng tôi cải thiện điều gì về sự a	
Response	Cách thoát	Cách thoát	Cách ẩn ná	Chạy, Ẩn m	Response	Response	Response	Open-Ended Response	
Đồng ý	Quen thuộc	Rất quen th	Rất quen th	Không quen	Hoàn toàn đ	Đồng ý	Hoàn toàn đ	Đồng ý	

Matsumoto Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để ch  
**1. Con quý vị hiện đang học lớp mấy?**

Answer Choices	Responses	
Mẫu giáo chuyên tiếp "TK"	0.00%	0
Mẫu giáo "Kindergarten"	0.00%	0
Lớp 1	0.00%	0
Lớp 2	0.00%	0
Lớp 3	0.00%	0
Lớp 4	0.00%	0
Lớp 5	100.00%	1
Lớp 6	0.00%	0
Lớp 7	0.00%	0
<b>Answered</b>		<b>1</b>
<b>Skipped</b>		<b>0</b>

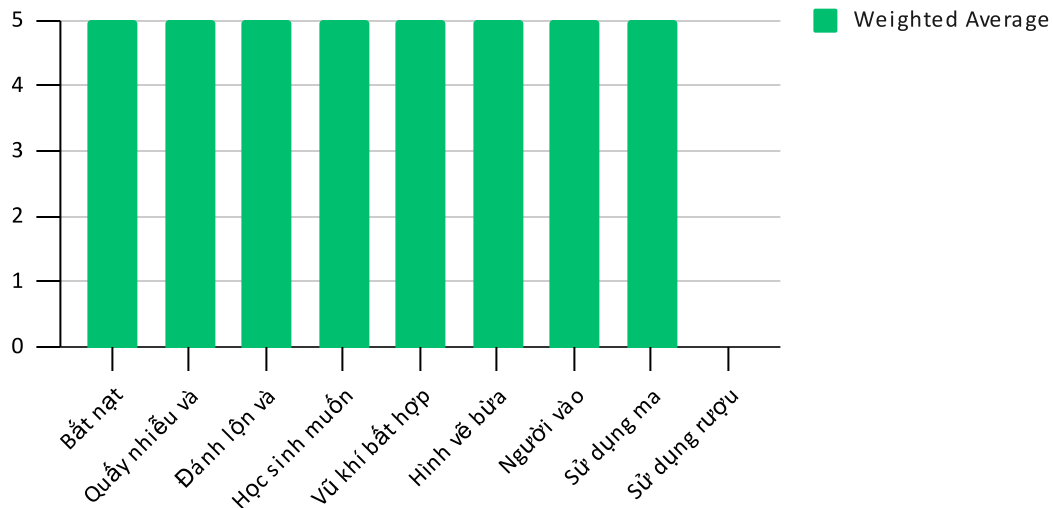


ia sẽ trải nghiệm của quý vị tại trường học này. 2023-2024

**Matsumoto Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để Quý vị thấy những vấn đề sau đây xảy ra tại trường của quý vị thường xuyên đến mức nào?**

	Tôi thấy vấn đề này xảy ra rất nhiều ở trường tôi.		Tôi thấy vấn đề này đôi khi
Bắt nạt	0.00%	0	0.00%
Quấy nhiễu và đe dọa	0.00%	0	0.00%
Đánh lộn và hành hung	0.00%	0	0.00%
Học sinh muốn nhập băng đảng	0.00%	0	0.00%
Vũ khí bất hợp pháp	0.00%	0	0.00%
Hình vẽ bừa bãi và phá hoại trường	0.00%	0	0.00%
Người vào trường khi không được phép	0.00%	0	0.00%
Sử dụng ma túy	0.00%	0	0.00%
Sử dụng rượu	0.00%	0	0.00%

Quý vị thấy những vấn đề sau đây xảy ra tại trường của quý vị thường xuyên đến mức nào?



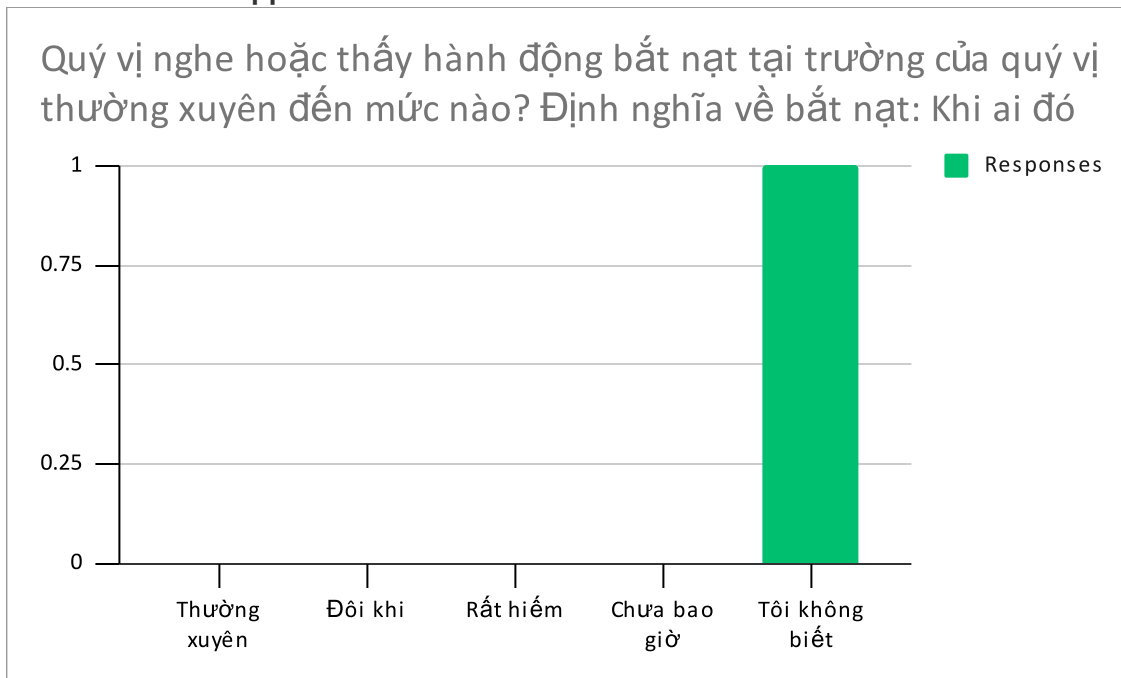




ấn đề này xảy ra ở trường của tôi.	Tôi không biết	Total	Weighted Average
0	100.00%	1	5
0	100.00%	1	5
0	100.00%	1	5
0	100.00%	1	5
0	100.00%	1	5
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0	100.00%	1	5
0	0.00%	0	0
<b>Answered</b>			<b>1</b>
<b>Skipped</b>			<b>0</b>

Matsumoto Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ. Quý vị nghe hoặc thấy hành động bắt nạt tại trường của quý vị thường xuyên đến mức nào? Định nghĩa về bắt nạt: Khi

Answer Choices	Responses	
Thường xuyên	0.00%	0
Đôi khi	0.00%	0
Rất hiếm	0.00%	0
Chưa bao giờ	0.00%	0
Tôi không biết	100.00%	1
<b>Answered</b>		<b>1</b>
<b>Skipped</b>		<b>0</b>

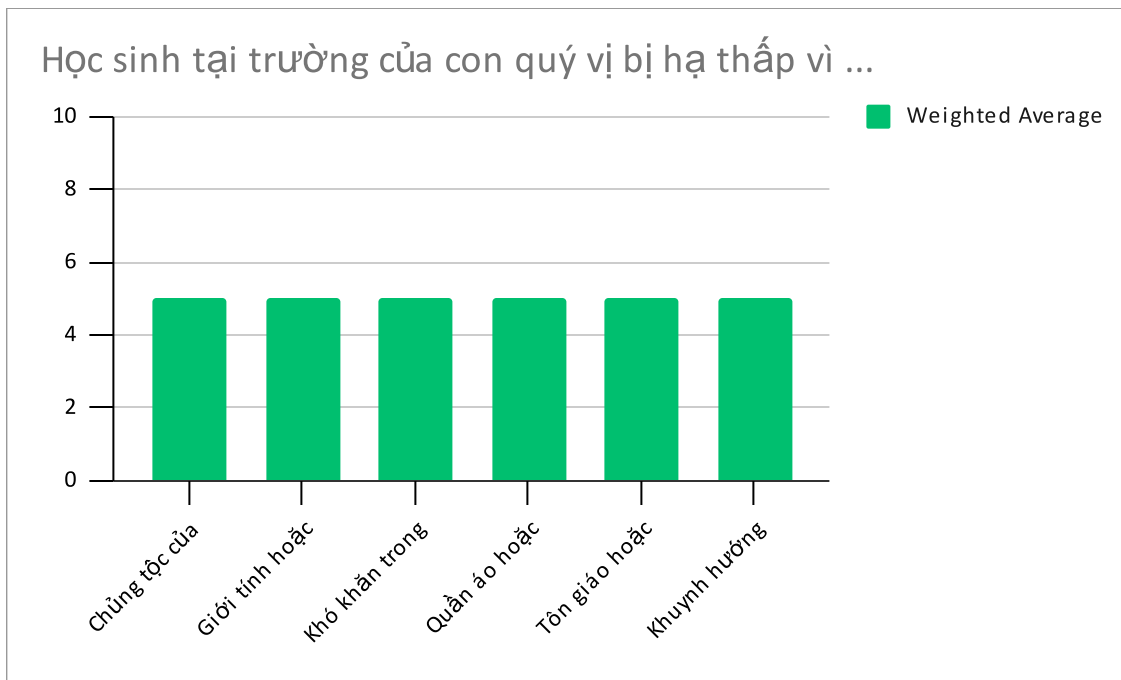


sẽ trải nghiệm của quý vị tại trường học này. 2023-2024

**ai đó bị tổn thương do lời nói hoặc hành động cố ý của người khác, thường là nhiều lần, làm cho họ cảm th**

Matsumoto Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để **Học sinh tại trường của con quý vị bị hạ thấp vì ...**

	Thường xuyên		Đôi khi		Rất hiếm	
Chủng tộc của các em	0.00%	0	0.00%	0	0.00%	0
Giới tính hoặc bản dạng giới tính của các em	0.00%	0	0.00%	0	0.00%	0
Khó khăn trong học tập của các em	0.00%	0	0.00%	0	0.00%	0
Quần áo hoặc ngoại hình của các em	0.00%	0	0.00%	0	0.00%	0
Tôn giáo hoặc thực hành văn hóa của các em	0.00%	0	0.00%	0	0.00%	0
Khuyh hướng tính dục của các em	0.00%	0	0.00%	0	0.00%	0



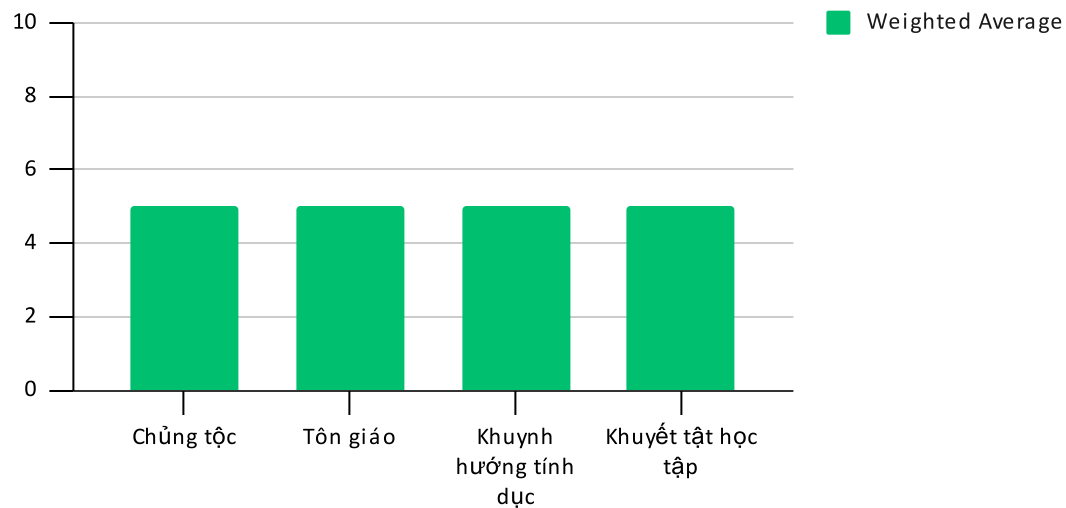
Đã chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

Chưa bao giờ		Tôi không biết		Total	Weighted Average
0.00%	0	100.00%	1	1	5
0.00%	0	100.00%	1	1	5
0.00%	0	100.00%	1	1	5
0.00%	0	100.00%	1	1	5
0.00%	0	100.00%	1	1	5
0.00%	0	100.00%	1	1	5
			<b>Answered</b>		<b>1</b>
			<b>Skipped</b>		<b>0</b>

Matsumoto Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ Quý vị nghe NGƯỜI LỚN ở trường của con quý vị chế giễu sự khác biệt về điều sau thường xuyên đến mức nào?

	Thường xuyên		Đôi khi		Rất hiếm		Chưa bao giờ		Tôi không biết
Chủng tộc	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%
Tôn giáo	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%
Khuynh hướng tính dục	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%
Khuyết tật học tập	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%

Quý vị nghe NGƯỜI LỚN ở trường của con quý vị chế giễu sự khác biệt về điều sau thường xuyên đến mức nào?

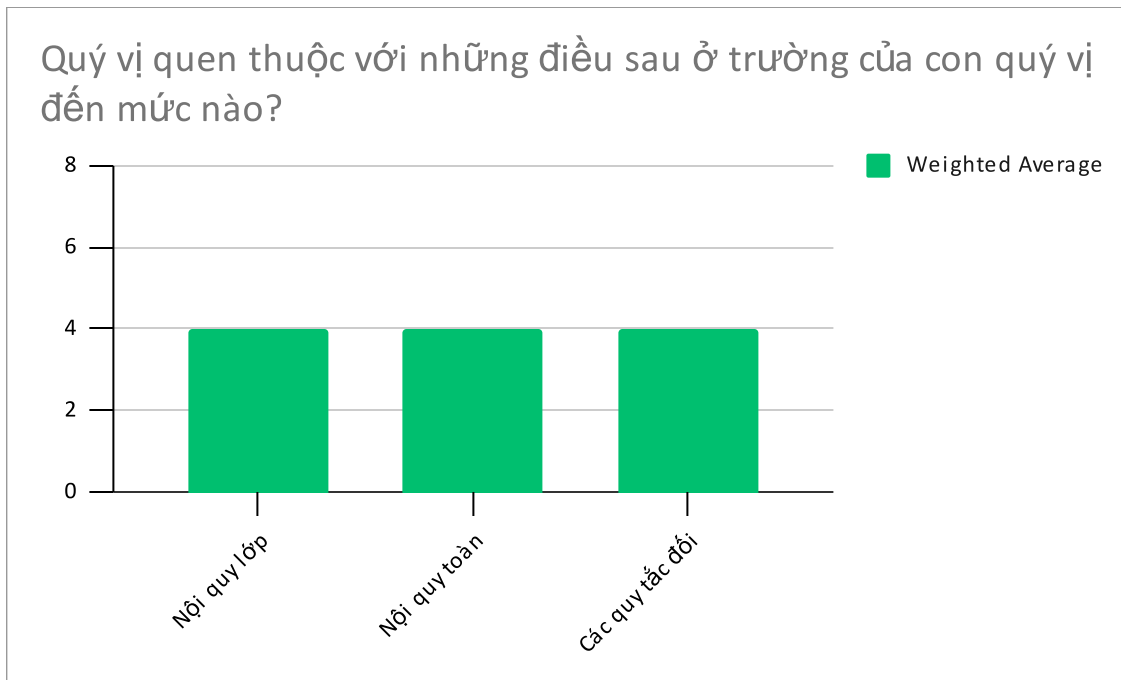


trải nghiệm của quý vị tại trường học này. 2023-2024

ng biết	Total	Weighted Average
1	1	5
1	1	5
1	1	5
1	1	5
<b>Answered</b>	<b>1</b>	<b>1</b>
<b>Skipped</b>	<b>0</b>	<b>0</b>

Matsumoto Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để Quý vị quen thuộc với những điều sau ở trường của con quý vị đến mức nào?

	Rất quen thuộc	Quen thuộc	Hơi quen thuộc	Không quen thuộc	Không biết
Nội quy lớp học và hậu quả khi những quy tắc đó bị vi phạm.	0.00%	0	0.00%	0	0.00%
Nội quy toàn trường và hậu quả khi các quy tắc đó bị vi phạm.	0.00%	0	0.00%	0	0.00%
Các quy tắc đối với việc bắt nạt trên mạng và hậu quả khi các quy	0.00%	0	0.00%	0	0.00%



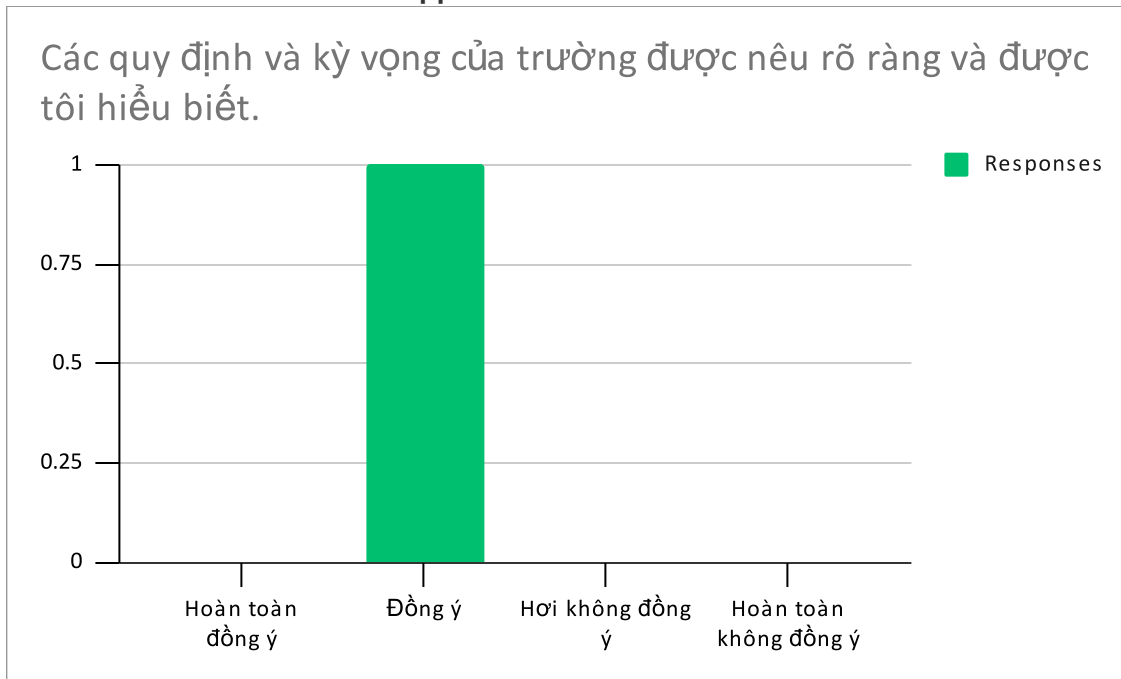


Đề chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

n thuộc	Không quen thuộc chút nào	Total	Weighted Average
0	100.00%	1	4
0	100.00%	1	4
0	100.00%	1	4
<b>Answered</b>			<b>1</b>
<b>Skipped</b>			<b>0</b>

Matsumoto Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ **Các quy định và kỳ vọng của trường được nêu rõ ràng và được tôi hiểu biết.**

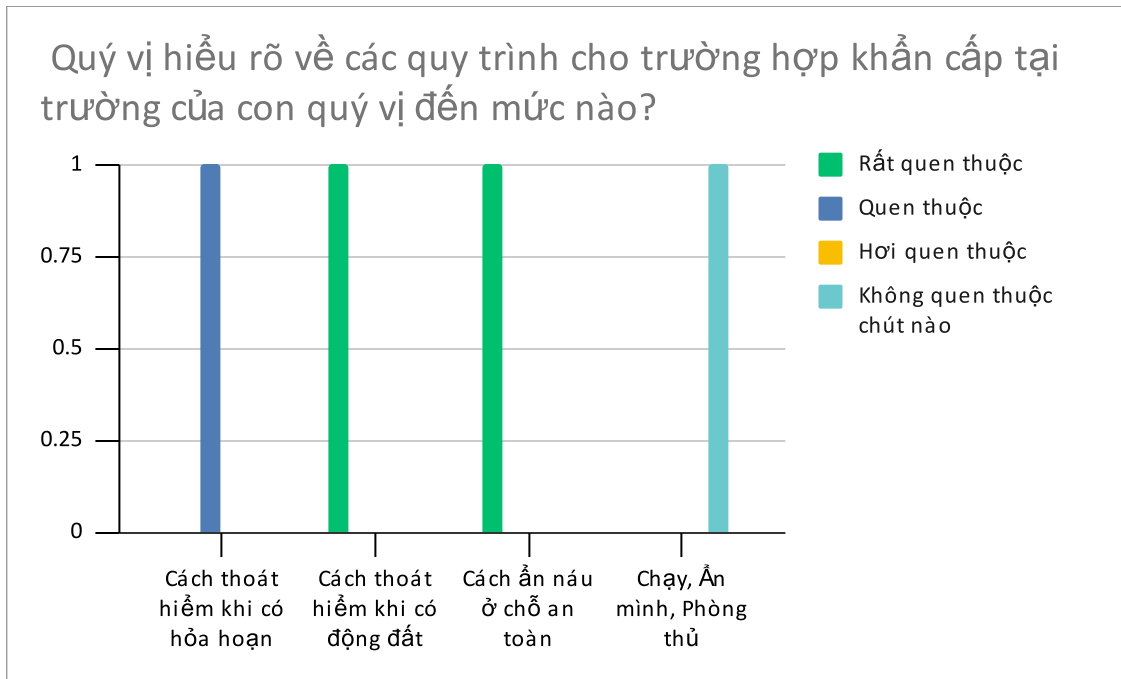
Answer Choices	Responses	
Hoàn toàn đồng ý	0.00%	0
Đồng ý	100.00%	1
Hơi không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
<b>Answered</b>		<b>1</b>
<b>Skipped</b>		<b>0</b>



trải nghiệm của quý vị tại trường học này. 2023-2024

Matsumoto Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để  
**Quý vị hiểu rõ về các quy trình cho trường hợp khẩn cấp tại trường của con quý vị đến mức nào?**

	Rất quen thuộc	Quen thuộc	Hơi quen thuộc	Không quen thuộc			
Cách thoát hiểm khi có hỏa hoạn	0.00%	0	100.00%	1	0.00%	0	0.00%
Cách thoát hiểm khi có động đất	100.00%	1	0.00%	0	0.00%	0	0.00%
Cách ẩn náu ở chỗ an toàn	100.00%	1	0.00%	0	0.00%	0	0.00%
Chạy, Ẩn mình, Phòng thủ	0.00%	0	0.00%	0	0.00%	0	100.00%

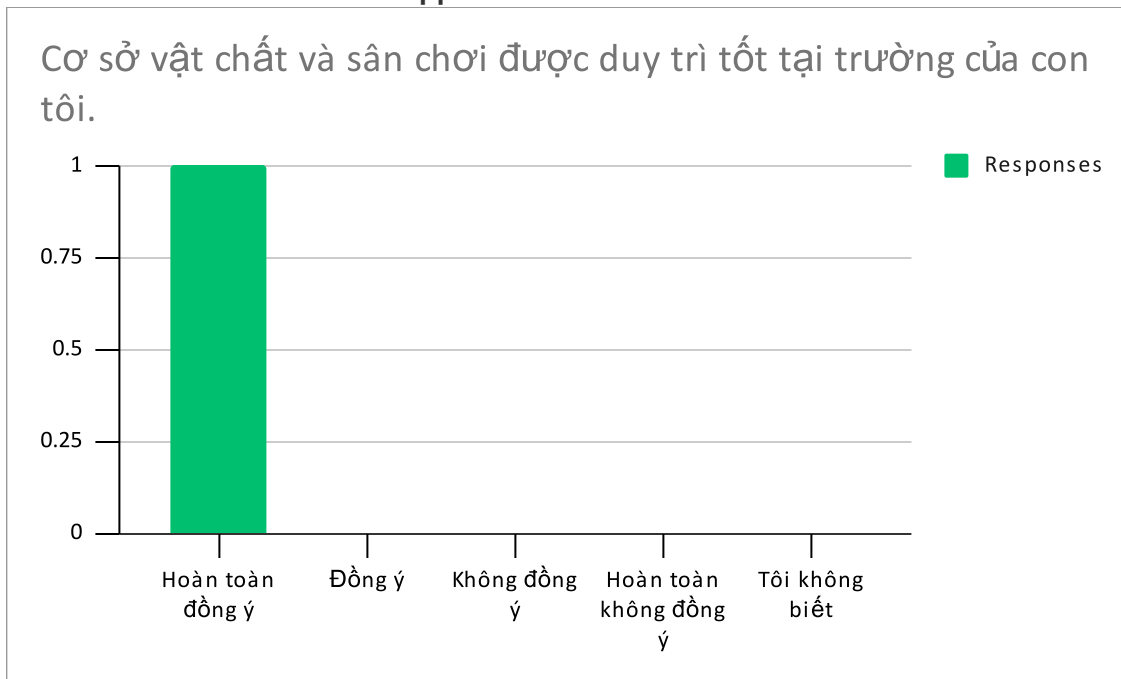


chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

Đuộc chút nào	Total
0	1
0	1
0	1
1	1
<b>Answered</b>	<b>1</b>
<b>Skipped</b>	<b>0</b>

Matsumoto Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ **Cơ sở vật chất và sân chơi được duy trì tốt tại trường của con tôi.**

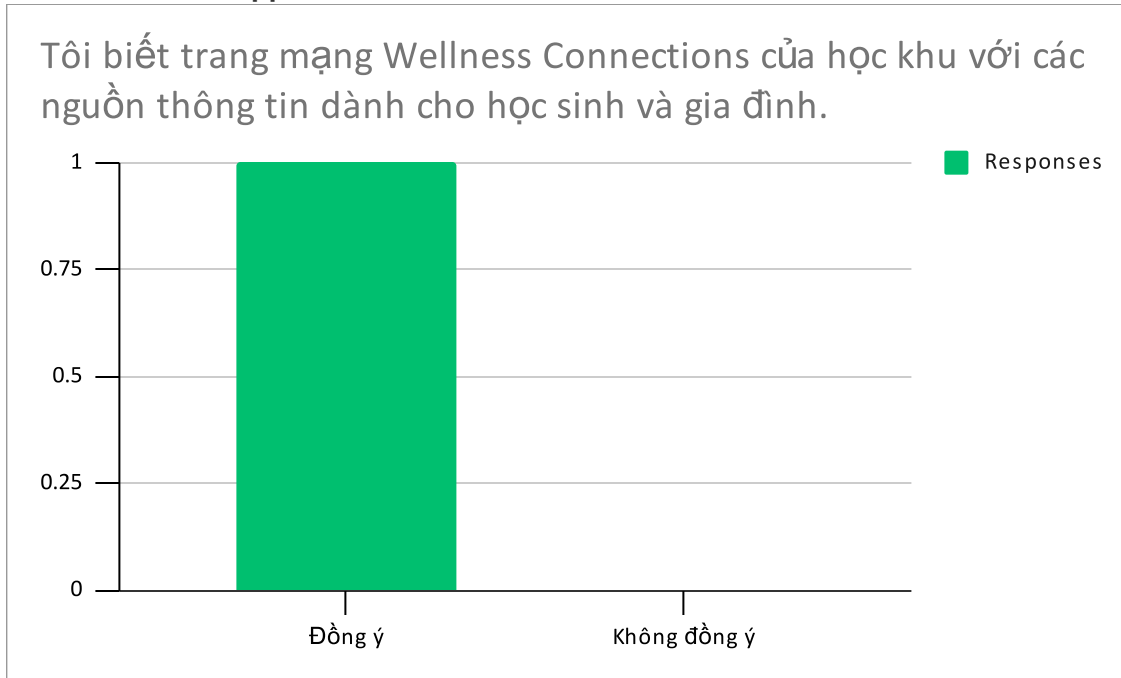
Answer Choices	Responses	
Hoàn toàn đồng ý	100.00%	1
Đồng ý	0.00%	0
Không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
Tôi không biết	0.00%	0
<b>Answered</b>		<b>1</b>
<b>Skipped</b>		<b>0</b>



trải nghiệm của quý vị tại trường học này. 2023-2024

Matsumoto Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia  
**Tôi biết trang mạng Wellness Connections của học khu với các nguồn thông tin dành cho học sinh và gia đình.**

Answer Choices	Responses	
Đồng ý	100.00%	1
Không đồng ý	0.00%	0
<b>Answered</b>		<b>1</b>
<b>Skipped</b>		<b>0</b>

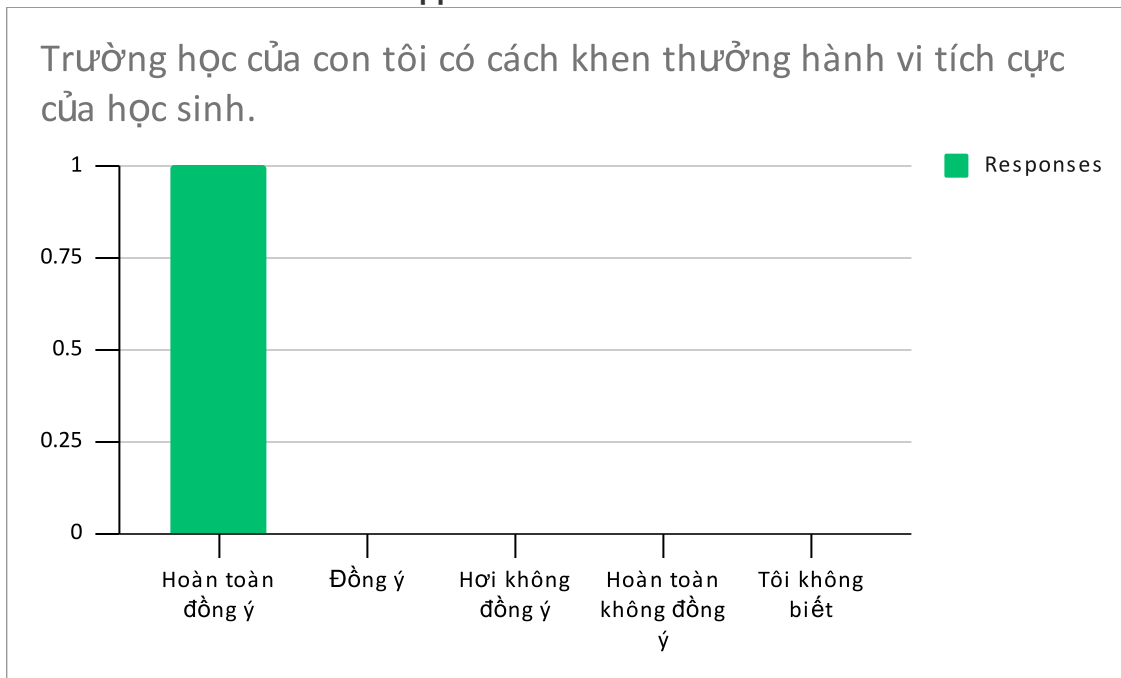




sẽ trải nghiệm của quý vị tại trường học này. 2023-2024

Matsumoto Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ Trường học của con tôi có cách khen thưởng hành vi tích cực của học sinh.

Answer Choices	Responses	
Hoàn toàn đồng ý	100.00%	1
Đồng ý	0.00%	0
Hơi không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
Tôi không biết	0.00%	0
<b>Answered</b>		<b>1</b>
<b>Skipped</b>		<b>0</b>



trải nghiệm của quý vị tại trường học này. 2023-2024

Matsumoto Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia :  
Quý vị muốn chúng tôi cải thiện điều gì về sự an toàn ở trường của quý vị?

Answered 0

Skipped 1

sẽ trải nghiệm của quý vị tại trường học này. 2023-2024

## 2023-2024

Morning Recess		9:25-9:45 (TH 9:25-9:40)					
Week of	8/21	8/28	9/4	09/11	9/18	9/25	
	10/2	10/9	10/16	10/23	10/30	11/6	
	11/13	11/27	12/4	12/11	12/18	1/8	
	1/15	1/22	1/29	2/5	2/12	2/26	
	3/4	3/11	3/18	3/25	4/8	4/15	
	4/22	4/29	5/6	5/13	5/20	5/27	
	6/3	6/10					

Play Structure	Byrum	Correia	Jaffa	Huckaby	Garcia	Brengard	Move around and monitor the mat with the play structure.
Forum / Basketball & Tetherball	Brengard	Byrum	Correia	Jaffa	Huckaby	Garcia	Start the recess monitoring the breakfast line in the Forum. Once all students have exited the Forum, report to the basketball / tetherball area.
Free	Garcia	Brengard	Byrum	Correia	Jaffa	Huckaby	
Field	Huckaby	Garcia	Brengard	Byrum	Correia	Jaffa	Move around and monitor the field area.
Funnel Ball	Jaffa	Huckaby	Garcia	Brengard	Byrum	Correia	Move around and monitor the area with the funnelball and wall ball.
Free	Correia	Jaffa	Huckaby	Garcia	Brengard	Byrum	
Primary Courtyard 7:45-8:02 (am)	Hromec	Hromec	Hromec	Hromec	Hromec	Hromec	Monitor the area outside of rooms 7-12.

Afternoon Recess		1:00-1:20 (None on Th)					
Week of	8/21	8/28	9/4	09/11	9/18		
	9/25	10/2	10/9	10/16	10/23		
	10/30	11/6	11/13	11/27	12/4		
	12/11	12/18	1/8	1/15	1/22		
	1/29	2/5	2/12	2/26	3/4		
	3/11	3/18	3/25	4/8	4/15		
	4/22	4/29	5/6	5/13	5/20		
	5/27	6/3	6/10				

Grass/Field	Kemling	Ham/Moore	Alvarez	Bierman	Matts		Monitor the field area.
Free	Matts	Kemling	Ham/Moore	Alvarez	Bierman		
Basketball/Tetherball	Bierman	Matts	Kemling	Ham/Moore	Alvarez		Move around and monitor the area with the basketball and tetherball courts.
Free	Alvarez	Bierman	Matts	Kemling	Ham/Moore		
Funnel Ball	Ham/Moore	Alvarez	Bierman	Matts	Kemling		Move around and monitor the area with the funnelball and wall ball.
Play Structure			Staff from Room 34				Move around and monitor the mat with the play structure.

Primary Grade Recess Hoppers											
8/21	8/28	9/4	09/11	9/18	9/25	10/2	10/9	10/16	10/23	10/30	11/6
11/13	11/27	12/4	12/11	12/18	1/8	1/15	1/22	1/29	2/5	2/12	2/26
3/4	3/11	3/18	3/25	4/8	4/15	4/22	4/29	5/6	5/13	5/20	5/27
6/3	6/10										
Bierman	Matts	Kemling	Hambleton/ Moore	Garcia	Alvarez	Byrum	Huckaby	Hromec	Correia	Brengard	Jaffa

Be sure to clean up the area outside the library. Brooms, dustpans, and trash pickers have been put out at each area.

**2023-2024**

**Before School Coverage**

7:50-8:02

Three teachers out daily monitoring the bus loop, left and right yard.

Suzanne  
Tom  
Pat

Upper Loop

LeCheryl

**Morning Recess**

10:05-10:25 (TH 10:10-10:25)

Field Susan/Becky

Forum/Tetherball Jill/Mamata

Funnel Ball/Volleyball Jessica/Ann

Structure/Basketball Aides from 29/RSP

**After School Coverage**

2:10-2:25 (TH 12:35-12:50)

Upper Loop Ranjani/Teana

Bus Loop Hudson/Alam

Upper Grade Recess Hoppers

8/21	8/28	9/4	09/11	9/18	9/25	10/2	10/9	10/16	10/23	10/30	11/6
11/13	11/27	12/4	12/11	12/18	1/8	1/15	1/22	1/29	2/5	2/12	2/26
3/4	3/11	3/18	3/25	4/8	4/15	4/22	4/29	5/6	5/13	5/20	5/27
6/3	6/10										
Law	Vlahos	Shirley	Compton	Aquino	Shore	Shende	Baker	Rallapalli	Santos	Medal	Wong

Be sure to clean up the area outside the forum. Brooms, dustpans, and trash pickers have been put out at each area.

Lunch Hoppers

Week	8/21	8/28	9/4	09/11	9/18	9/25	10/2	10/9
of	10/16	10/23	10/30	11/6	11/13	11/27	12/4	12/11
	12/18	1/8	1/15	1/22	1/29	2/5	2/12	2/26
	3/4	3/11	3/18	3/25	4/8	4/15	4/22	4/29
	5/6	5/13	5/20	5/27	6/3	6/10		
1/2	Garcia	Alvarez	Byrum	Huckaby	Hromec	Correia	Brengard	Jaffa
								Hambleton
3/4	Rallapalli	Santos	Medal	Wong	Bierman	Matts	Kemling	/Moore
5/6	Vlahos	Compton	Aquino	Shore	Shende	Shirley	Baker	Law

Noon Duty Schedule  
2023-2024

Week of	8/21	8/28	9/4	09/11	9/18	9/25	10/2	10/9
	10/16	10/23	10/30	11/6	11/13	11/27	12/4	12/11
	12/18	1/8	1/15	1/22	1/29	2/5	2/12	2/26
	3/4	3/11	3/18	3/25	4/8	4/15	4/22	4/29
	5/6	5/13	5/20	5/27	6/3	6/10		

Kinder Bike Circle	Maryam	Deepthi	Neeraja	Mirella	Jackie	Meena	Sujatha	Mrudula
Kinder Structure	Mrudula	Maryam	Deepthi	Neeraja	Mirella	Jackie	Meena	Sujatha
Lunch Lines/Tables	Sujatha	Mrudula	Maryam	Deepthi	Neeraja	Mirella	Jackie	Meena
Upper Structure	Meena	Sujatha	Mrudula	Maryam	Deepthi	Neeraja	Mirella	Jackie
Field	Jackie	Meena	Sujatha	Mrudula	Maryam	Deepthi	Neeraja	Mirella
Funnel Ball	Mirella	Jackie	Meena	Sujatha	Mrudula	Maryam	Deepthi	Neeraja
Tetherball	Neeraja	Mirella	Jackie	Meena	Sujatha	Mrudula	Maryam	Deepthi
Kinder Structure	Deepthi	Neeraja	Mirella	Jackie	Meena	Sujatha	Mrudula	Maryam

In the Forum

Outside

Kinder Bike Circle	Monitor kinder students and assist with tables. Make sure tables are cleaned before excusing to line up.	Monitor the blacktop area and grass area. During last lunch, assist with Clean Up.
Kinder Structure	Monitor kinder students and assist with tables. Make sure tables are cleaned before excusing to line up.	Monitor the playground structure. During last lunch, monitor the upper grade play structure.
Lunch Lines/Tables	Assist the students inside the Serving Center. When serving is complete, monitor tables and assist with clean up after students are excused.	Remain in the forum and assist with clean up.
Field	Stand at the door of the serving center to monitor students in line.	Monitor students on the field. 3 minutes before lunch ends, blow the whistle to exit the field. If we are short staff, close the field and cover the needed area.
Funnel ball	Monitor tables and help students.	Monitor the blacktop area from the Library to t
Upper Structure	Monitor tables and help students.	Monitor the play structure. Walk through the a
Tetherball	Monitor tables and help students.	Monitor the blacktop area from the Forum Exit to the basketball courts. Walk through the area frequently.

9/7/23