

Comprehensive School Safety Plan SB 187 Compliance Document

**2023-24
School Year**

School: Cambria Grammar School
CDS Code: 40-75465-6042972
District: Coast Unified School District
Address: 3223 Main Street
Cambria CA, 93428
Date of Adoption: 1/17/24

Approved by:

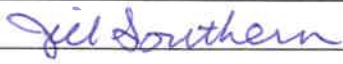
Name	Title	Signature	Date
Jill Southern	Principal		1/17/24
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Senate Bill 187: Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at the Cambria Grammar School main office..

Compliance Checklist for a Comprehensive School Safety Plan

California Education Code Sections 32280-32289

Required Components for a Comprehensive School Safety Plan

Section 32281	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
<p>(b) (1) Plan is written and developed by a school site council (SSC).</p> <p>(2) The SSC may delegate this responsibility to a safety committee made up of principal/designee, teacher, parent of child who attends the school, classified employee, and others, if desired.</p>	<p>Include date and plan</p> <p>10/11/24, 1/17/24 Comprehensive School Safety Plan</p>	<p>Include planning committee roster</p> <p>CGS SSC: Alisha Enns (Chair); Heather Callier (Vice Chair); Alondra Bustillos (Secretary); Jill Southern (Principal); Julie Castle (Teacher); Lisa Weseman (Parent); MOT Director Ruben Campos; CUSD Shared SSC Members; Deputy Chad Osman (SRO)</p>
<p>(b) (3) SSC/planning committee consulted with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan.</p>	<p>Include date and plan</p> <p>1/17/24 Comprehensive School Safety Plan</p>	<p>Comments</p> <p>Communicated with Deputy Chad Osman, CUSD SRO, for development and review.</p>

Section 32282	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
<p>(a) The comprehensive school safety plan includes, but is not limited to all of the following:</p>	<p>Include date and plan</p> <p>10/11/24, 1/17/24 Comprehensive School Safety Plan</p>	<p>Comments</p>
<p>(1) An assessment of the current status of school crime at the school and at school-related functions, which may be accomplished by reviewing one or more of the following types of information:</p> <ul style="list-style-type: none"> • Office Referrals • Attendance rates/SARB data • Suspension/Expulsion data • California Healthy Kids Survey • School Improvement Plan • Local law enforcement juvenile crime data • Property Damage data 	<p>Include date and plan</p> <p>10/11/24, 1/17/24 Comprehensive School Safety Plan; ONgoing at the school site</p>	<p>Describe the data reviewed and key analysis points and table of findings</p> <p>Attendance and behavior data is regularly reviewed daily / weekly.</p>

<p>(2) Identify appropriate strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including but not limited to the following:</p>	<p>Include date and plan</p> <p>10/11/24, 1/17/24 Comprehensive School Safety Plan</p>	<p>Additional items to consider:</p> <p>Threat Assessment; Student Support Teams</p> <p>Multiple staff at CGS have been trained in the use of the B-HARP Threat Assessment Tools. The CGS Staff Meetings regularly include safety and related procedures training and discussion including a training on September 5 on staff roles during emergencies, Emergency Backpack inventory and restock, and Drill procedures</p>
<p>(A) Child Abuse Reporting procedures</p>	<p>Include date and plan</p> <p>All staff are trained annually on mandated reporter procedures and responsibilities</p>	<p>Include board policy and site-specific steps</p> <p>All staff are trained annually on mandated reporter procedures and responsibilities</p>
<p>(B) Disaster procedures, routine and emergency, crisis response plan including adaptations for pupils with disabilities and the following:</p>	<p>Include date and plan</p> <p>10/11/24, 1/17/24 Comprehensive School Safety Plan</p>	<p>Use the Standardized Emergency Management System (SEMS) as detailed in the California Emergency Services Act 8607 and the supporting California Code of Regulations</p>

<p>(i) Earthquake emergency procedures that include: (I) a school building disaster plan</p> <p>Note: Building disaster plan emergency procedures and drills for the following situations that may be associated with an earthquake or other emergency event should be developed and adapted to each school's needs and circumstances in collaboration with first responders and community partners; there may include but are not limited to:</p> <p>Fire; Relocation/Evacuation; Bomb Threat; Bioterrorism/Hazardous Materials; Earthquake; Flood; Power Failure/Blackout; Intruders/Solicitors; Weapons/Assault/Hostage; Explosion; Gas/Fumes</p> <p>(II) a drop procedure (students and staff take cover) dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools</p> <p>(III) protective measures to be taken before, during, and after an earthquake</p> <p>(IV) a program to ensure that pupils, and certificated and classified staff are aware of and are trained in the procedures</p>	<p>Include date and plan</p> <p>10/11/24, 1/17/24 Comprehensive School Safety Plan</p>	<p>Detail response procedures:</p> <ul style="list-style-type: none"> • Lock Down • Secure School • Active intruder or other threat(s) <p>Describe information on training and exercise drills:</p> <p>Drills are held more than monthly. The drills include a mix of fire, earthquake, shelter in place, and lockdown.</p>
<p>(ii) Establish procedures to allow a public agency, including the American Red Cross, to use school buildings, grounds and equipment for mass care and welfare shelters during an emergency.</p>	<p>Include date and plan</p> <p>10/11/23, 1/17/24 Comprehensive School Safety Plan</p>	<p>Comments</p>
<p>(C) Suspension / Expulsion policies and procedures</p>	<p>Include date and plan</p> <p>10/11/23, 1/17/24 Comprehensive School Safety Plan</p>	<p>Refer to board Policy, include site-specific steps, if needed</p> <p>Included in this plan and the CUSD Annual Notification to Parents and Guardians</p>
<p>(D) Procedures to notify teachers of dangerous pupils</p>	<p>Include date and plan</p> <p>10/11/23, 1/17/24 Comprehensive School Safety Plan</p>	<p>Refer to board Policy, include site-specific steps, if needed</p> <p>See CUSD BP #0450, 4158, 4258, 4358</p>

<p>(E) Discrimination and Harassment Policy. Include hate crim reporting procedures and policies here.</p> <p>Note: The Legislature encourages safety plans to include bullying policies and procedures to the extent that resources are available. Assembly Bill 9 Ch. 723 requires that all schools have an antibullying policy and AB 746 covers all types of bullying, including cyber-bullying. While it is not required to place these policies in the school safety plan, they may be placed here.</p>	<p>Include date and plan</p> <p>10/11/23, 1/17/24 Comprehensive School Safety Plan</p>	<p>Include complaint and investigation procedure</p> <p>Included in this plan and the CUSD Annual Notification to Parents and Guardians</p>
<p>(F) Schoolwide Dress Code, if it exists, including prohibition of gang-related apparel</p>	<p>Include date and plan</p> <p>10/11/23, 1/17/24 Comprehensive School Safety Plan</p>	<p>Comments</p>
<p>(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school site</p>	<p>10/11/23, 1/17/24 Comprehensive School Safety Plan</p>	<p>Reference campus visitor policies. Other items may include: crossing guard program, safe routes to school, pedestrian, vehicle and bicycle policies, traffic safety, etc</p> <p>Included in this plan and the CUSD Annual Notification to Parents and Guardians</p>
<p>(H) A safe and orderly environment conducive to learning at the school.</p>	<p>10/11/23, 1/17/24 Comprehensive School Safety Plan</p>	<p>Comments</p> <p>Safety and behavior management are regular topics at staff meetings including specific review of site protocols on 1/10/24. SSC met on 10/11/23, 1/17/24</p>
<p>(I) Rules and procedures on school discipline</p>	<p>Include date and plan</p> <p>10/11/23, 1/17/24 Comprehensive School Safety Plan</p>	<p>Comments</p> <p>Included in this plan and the CUSD Annual Notification to Parents and Guardians</p>
<p>(c) Where practical, consult, cooperate and coordinate with other school site councils or school safety planning committees.</p>	<p>Include date and plan</p> <p>10/11/23, 1/17/24 Comprehensive School Safety Plan</p>	<p>Comments</p>
<p>(d) Evaluate and amend the plan as needed and at least once each year, to ensure the plan is properly implemented. Keep and updated file of all non-sensitive safety-related plans and materials readily available for inspection by the public.</p>	<p>Review, update and approve by March 1</p> <p>10/11/23, 1/17/24 Comprehensive School Safety Plan</p>	<p>Demonstrate annually approved plan with board or district superintendent signature page</p>
<p>(e) The Legislature encourages that policies and procedures aimed at the prevention of bullying be included in the comprehensive school safety plan. See (E) above.</p>	<p>Include date and plan</p> <p>10/11/23, 1/17/24 Comprehensive School Safety Plan</p>	<p>Comments</p> <p>Included in the CUSD Annual Notification to Parents and Guardians</p>

Section 32281.1	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
<p>(a) Schools are <i>encouraged</i> to include clear guidelines of the roles and responsibilities of the positions listed below (if used by the district):</p> <ul style="list-style-type: none"> • Mental health professionals, school counselors • Community intervention professionals • School resource officers, police officers on campus 	<p>Include date and plan</p> <p>10/11/23, 1/17/24 Comprehensive School Safety Plan</p>	<p>Include planning committee roster</p> <p>Safety and social emotional needs are regularly discussed with school counselor, district psychologist, school principal, family advocate, and school resource officer</p>

Section 32284	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
Plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school.	<p>Include date and plan</p>	Comments

-----	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
Emergency Action Plans for Before and After School Events	<p>Include date and plan</p> <p>10/11/23, 1/17/24 Comprehensive School Safety Plan</p>	Comments

Section 32288	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
(a) Submit the plan to school district office of county office of education for approval.	<p>Include date and plan</p>	Comments
(b)(1) SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site.	<p>Include date and plan</p> <p>10/11/23, 1/17/24 Comprehensive School Safety Plan</p>	See notification requirements in Section 32288 (b)(2) and recommendations in Section 32288 (b)(3)

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

All incidents or suspected incidents are reported to San Luis Obispo County Child Welfare Services. All Coast Unified School District staff are trained in these procedures annually.

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

Disaster Plan (See Appendix C-F)

Emergency Procedures

Fire/Evacuation – (Fire - if a shelter in place, will be clearly announced)

- Account for students
- Calmly evacuate the buildings (orange helmets, emergency bags, fire extinguishers, radios if you have them)
- Students quietly line up along campus side of North fence:

o (1) main (lower) playfield

o (2) upper playfield

- Display green card for “all accounted for/all safe”
- Display red card for “missing student/need assistance”
- Give information sheets with attendance of students and adults to coordinators (Maria Sison - upper; Lori Nunez - lower)
- Wait for further instruction

Earthquake –

- Students drop, cover and hold
- Upon direction, calmly evacuate buildings – same as above
- Wait for further instruction

Lockdown –

- Upon hearing directions:

o Check that doors are locked

o Close blinds

o Quietly reassure students

- -----

Triage – Handle health and injury emergencies – Communicate (Radio)

Student Area – Manage and reassure waiting students

Security – Manage the front gate and students being picked up (Radio)

Communications – Manage communication between centers (Radio)

Public Agency Use of School Buildings for Emergency Shelters

Cambria Grammar School is designated as an emergency shelter. Basic supplies (water, blankets, sleeping cots, first aid materials) are stored on site.

Earthquake

Earthquake –

- Students drop, cover and hold
- Upon direction, calmly evacuate buildings – see below
- Wait for further instruction

Evacuation – (If deemed necessary)

- Account for students
- Calmly evacuate the buildings (orange helmets, emergency bags, fire extinguishers, radios if you have them)
- Students quietly line up along campus side of North fence:

o (1) main (lower) playfield

o (2) upper playfield

- Display green card for “all accounted for/all safe”

- Display red card for “missing student/need assistance”
- Give information sheets with attendance of students and adults to coordinators (Maria Sison - upper; Lori Nunez - lower)
- Wait for further instruction

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

GROUND FORS SUSPENSION AND/OR EXPULSION

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of the pupil's own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph is inoperative on July 1, 2020.
(3) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
(4) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2025.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
- (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
- (C) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
- (D) Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.
- (2) (A) "Electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (i) A message, text, sound, video, or image
- (ii) A post on a social network internet website, including, but not limited to: (I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1); (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated; (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- (iii) (I) An act of cyber sexual bullying; (II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act; (III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.
- (3) "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.
- (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:
- (1) While on school grounds.
- (2) While going to or coming from school.
- (3) During the lunch period whether on or off the campus.
- (4) During, or while going to or coming from, a school-sponsored activity.
- (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- (u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

(2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community. [EC 35291, 48900, 48901.1, 48910]

Additionally, sexual harassment, hate violence, harassment, intimidation (grades 4-12) and threats and terroristic threats against school officials or school property or both (all students) may be recommended for suspension or expulsion. [EC 212.5, 233(e), 48900.2, 48900.3, 48900.4, 48900.7]

Homework shall be provided for a student suspended for two (2) or more days upon request. Such homework turned in on time that cannot be graded in time, will not be included in the calculation of the pupil's grade in the class. [EC 48913.5]

Mandatory Suspension / Expulsion

Education Code Section 48915

(a): Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that the expulsion is inappropriate, due to the particular circumstance:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the sale of not more than one ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

Education Code Section 48915(c): The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior or written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

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

All site staff will be notified by the site administrator (or designee) about the presence of potentially dangerous students. Other agencies will be notified and brought in for support as necessary.

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

SEXUAL HARASSMENT

Definition: (Per Education Code 212.5; 5 CCR 4916) prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when:

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress
- Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual
- The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or work environment
- Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school

Other types of conduct which are prohibited in the school district and which may constitute sexual harassment include:

- Unwelcome leering, sexual flirtations, or propositions
- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
- Graphic verbal comments about an individual's body, or overly personal conversation
- Sexual jokes, stories, drawings, pictures, or gestures
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class
- Massaging, grabbing, fondling, stroking or brushing the body
- Touching an individual's body or clothes in a sexual way
- Purposefully limiting a student's access to educational tools
- Cornering or blocking of normal movements
- Displaying sexually suggestive objects in the educational environment
- Any act of retaliation against an individual who reports a violation of the school district's sexual harassment policy, or who participates in the investigation of a sexual harassment complaint

Consequences for Sexual Harassment:

- Sexual harassment is a suspendable offense per Education Code 48900.

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

DRESS CODE

The general atmosphere of a school must be conducive to learning. If a student's general attire or appearance represents a danger to his/her health or welfare, or attracts undue attention to the extent that it becomes a disruptive factor in the school, the principal or his/her designee or teacher will ask the student to make the necessary changes. In the event the change does not take place in the time allowed, the principal or his/her designee will prescribe the necessary action to be taken by the school under the rules and regulations prescribed by the State Education Code and School Board Policies. In addition, it is recognized that the school shares with parents a responsibility for teaching its youth appropriateness of dress. It is a mark of maturity when a student can freely choose appropriate apparel, which still demonstrates individuality. In the interest of health, safety, cleanliness, decency, and decorum among students, the following regulations have been adopted by the Board of Education:

In general, wearing apparel will be determined at the discretion of the parent. However, at any time when there is evidence that choice of clothing or a student's appearance potentially endangers the student's health or safety, or otherwise interferes with the educational process and the mission of the school, the school will exercise its rights and responsibilities to intervene and take corrective action.

- In all matters relating to individual dress and grooming, students are required to exercise good judgment, exhibit responsible behavior, and endeavor to reflect respect for themselves, their school, and their community.
- Students are expected to follow all school rules governing safety and specialized programs that may require the wearing of protective clothing, safety glasses, or other similar requirements.

- Clothing and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions, and the like, or which bear any symbol or insignia that is inflammatory or indicate/advocates hatred based on group membership.
- The wearing of clothing which represents any group, gang, organization, or philosophy which advocates violence or disruption, or has any history of violence or disruption of the school's instructional program objectives is unacceptable.
- Attire or items which may be used as a weapon may not be worn (i.e. steel-toed boots, items with spikes, chains, etc.)
- Dark glasses shall not be worn in classrooms or offices unless a health problem exists.
- Hats, caps, beanies and other head coverings shall not be worn in classrooms/buildings. Students may wear head coverings at outdoor activities.
- Clothes must fit properly and must conceal undergarments at all times. See-through or fishnet fabrics, halter tops, spaghetti straps, tube tops, off-the-shoulder or low-cut tops, and bare midriffs are prohibited. Shirts must be worn on campus. Clothing which is unduly revealing, or attire that detracts in any way from the educational mission of the school's instructional program, is unacceptable.
- Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.
- Footwear must be worn at all times at school.
- Skirts or shorts shorter than mid-thigh are prohibited.
- The principal reserves the right to determine whether student appearance is disruptive, unsafe, or inappropriate to the educational process. While it is inevitable that there will be differences of opinion as to the appropriateness of dress, the final determination will be the judgment of the principal.

Consequences:

- Prior to sending students to the office / administration for dress code violations, teachers will talk to students about their dress and seek voluntary compliance with the policy.
 - Progressive discipline strategies will be followed including, but not limited to:
1. Student and parent conference with administration, and attire altered
 2. 1-3 day suspension, attire altered, and parent conference
 3. 3-5 day suspension, attire altered, and parent conference

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

Cambria Grammar School (CGS) works to ensure that students, parents and staff all have safe ingress and egress to and from the school site. CGS is located at 3223 Main Street in Cambria, California. The campus lies at the dead end of a single, long driveway on Main Street. The campus has parking lots and access to the school at both the upper and lower portions of the campus. The upper lot is the location for bus drop off/pick up. Beginning at 7:55 am, staff supervise the arrival and departure of students from the campus until roughly 3:15 pm. Through an MOU with Champions, an after-school program is typically offered until 6:00 pm. A supervision ratio of 20 to one is set for the Champions program.

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

Component:

Safe Place to Learn Act (E.C.sections 220, 221.5 and 234.1)

The district is committed to providing a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, facilities, and activities. The district prohibits, at any 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. Students who engage in discrimination, harassment, intimidation, bullying, or retaliation will be disciplined. For a copy of the district's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies or to file a complaint of violation of these policies, please contact the district superintendent's office at (805) 927-6121.

Each student is permitted to participate in sex-segregated school programs and activities and access facilities consistent with his/her gender identity, irrespective of the gender listed on the student's records. To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students, the district will address each situation on a case-by-case basis in accordance with law and Board Policy. If any student believes his/her privacy or religious beliefs and/or practices requires increased privacy he/she may contact the district's Superintendent at (805) 927-6121. Each such situation will be addressed on a case-by-case basis and in accordance with the law and Board Policy.

Element:

Training and Practice

Opportunity for Improvement:

School staff and students will review emergency procedures regularly

Objectives	Action Steps	Resources	Lead Person	Evaluation
Update procedures	Review current procedures, update them as needed, and train staff as needed.	*Emergency procedure paperwork (procedural steps, phone trees, incident command flow charts, etc) *Emergency equipment *Drill schedules	Jill Southern, Cambria Grammar School Principal, Deputy Chad Osman, CUSD SRO	The effectiveness of the drills will be reviewed, discussed, and records kept.
Improve emergency communication	Update and train on the communication currently in place.	*ParentSquare communication system *RAVE phone app *School Handheld Radios	Jill Southern, CGS Principal	The effectiveness of drills will be reviewed and a record will be kept

Component:

Physical safety of the school campus

Element:

Facilities

Opportunity for Improvement:

Review the physical safety of campus facilities

Objectives	Action Steps	Resources	Lead Person	Evaluation
Campus Safety	Safety will be examined on the school campus	safety inspections; regukar walk-thrus with MOT Director, Maintenance Staff, School Principal, District Superintendent	Ruben Campos, MOT Director	Regular safety inspections will be carried out; Improvements and Recommendations will be included when developing the multi- year facilities plan.
Maintenance	Maintenance and Operations staff will work with school staff to monitor campus safety and will report issues that need to be addressed	*MOT staff *School staff *School Dude reporting system	Jill Southern, CGS Principal	Work requests will be monitored in the School Dude system

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

Cambria Grammar School Student Conduct Code

Conduct Code Procedures

PROGRESSIVE DISCIPLINE PLAN

STEP 1 Minor Behavioral Problems

Examples of potential minor behaviors:

- * Inappropriate language (not profanity)
- * Physical contact (inappropriate display of affection, purposeful "bump" into someone, etc)
- * Defiance / disrespect
- * Minor Tech violation
- * Class or Recess materials misuse
- * Playing in the restroom

The teacher or administrator will implement appropriate action, which should include one or more of the following strategies:

- a. Green Slip (See below for more information)
- b. Conference with student
- c. Parent contact
- d. Peace Leader amends

- e. Conference with counselor and/or principal
- f. Review student records
- g. Alternative activity during less structured times like recess

GREEN SLIP - For playground / outdoor activity minor behavior reporting and consequences

There are behaviors where a 3rd offense leads to a Green Slip. These include:

- * Play fighting
- * Playing after the bell rings.
- * Running on the blacktop
- * Misuse of playground equipment

Some behaviors lead to an automatic Green Slip (not 3 offenses). These include:

- * Unacceptable language / teasing
- * Throwing Food
- * Not keeping hands, feet, or objects to Self

Green Slips include student / staff discussion, consequences, and a parent signature on the Green Slip

Consequences may include:

- * Restriction from activity or play area
- * Adult mediated Peace Leader amends and discussion
- * Cleaning task
- * Walk in safe, supervised area away from peers

Green Slip is sent home for parent review and signature

Principal is notified of all Green Slips

STEP 2: Attempts at Step 1 have been tried and have failed, or the behavior is severe enough to warrant a White Slip and/or the student's immediate removal from class or play area.

1. (IF WARRANTING A WHITE SLIP) A White Slip is written. See BELOW 1.a. for Information about White Slips, and White Slip Procedure.
2. Parents Contacted. Consequences discussed. Ongoing support options discussed as needed.
3. Consequences implemented (may include removal from preferred activity, limits at recess, specific duties)
4. Peace Leader Amends
5. Put ongoing support in place as needed (may involve counseling, Check-in/Check-out, Student Success Team, etc)

1. a. Information about White Slips and White Slip Procedure

Examples of potential White Slip Offenses (See below for more White Slip information):

- * Fighting / Physical Aggression
- * Profanity / Repeated Inappropriate Language
- * Repeated or Extreme Defiance / Disrespect
- * Harassment
- * Throwing Things Dangerously
- * Theft / Vandalism / Forgery / Cheating
- * Major Technology Violation
- * Cheating

A. The teacher or staff member present will make sure situation is safe and get administrative assistance. If administration is unavailable, have a staff member escort the offending student to the office with the specific details of the situation. It is not advisable to send the offending student to the office with other students.

B. Administrator or designee will write a referral (White Slip) with specific details of the problem. This includes exact words, gestures, and circumstances that will help the counselors, support staff, parents, and administration more accurately deal with the problem.

C. When the offending student arrives at the office, he/she will sit in the office for the remainder of the period or until the referral (White Slip) is reviewed and the student is counseled and/or a disciplinary consequence is assigned. Parents are notified of the details of the situation, consequences, and a discussion of next steps is had.

WHITE SLIP - These are used for School Discipline and Action Reporting
For Major offenses that are not meeting criteria for suspension
For In Class or Recess Behaviors that are:

- * Not Respectful
- * Not Safe
- * Not Responsible

Involves school administration

Parents are notified, and CGS keeps a record of White Slips

Restorative Practices may include Peace Leader amends, counseling, mediated peer discussions

Consequences can include:

- * Exclusion from certain privileges
- * Temporary suspension from recess
- * Assigning specific duties

STEP 3: For MAJOR Behavior Incidents beyond a White Slip, Suspension or Expulsion may be appropriate.

GROUND FOR SUSPENSION AND/OR EXPULSION

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of the pupil's own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph is inoperative on July 1, 2020.
(3) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

- (4) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2025.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
- (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
- (C) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
- (D) Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.
- (2) (A) "Electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (i) A message, text, sound, video, or image
- (ii) A post on a social network internet website, including, but not limited to: (I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1); (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated; (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- (iii) (I) An act of cyber sexual bullying; (II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act; (III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.
- (3) "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

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

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

(2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community. [EC 35291, 48900, 48901.1, 48910]

Additionally, sexual harassment, hate violence, harassment, intimidation (grades 4-12) and threats and terroristic threats against school officials or school property or both (all students) may be recommended for suspension or expulsion. [EC 212.5, 233(e), 48900.2, 48900.3, 48900.4, 48900.7]

Homework shall be provided for a student suspended for two (2) or more days upon request. Such homework turned in on time that cannot be graded in time, will not be included in the calculation of the pupil's grade in the class. [EC 48913.5]

Mandatory Suspension / Expulsion

Education Code Section 48915

(a): Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that the expulsion is inappropriate, due to the particular circumstance:

1. Causing serious physical injury to another person, except in self-defense.

2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.

3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the sale of not more than one ounce of marijuana, other than concentrated cannabis.

4. Robbery or extortion.

5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

Education Code Section 48915(c): The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior or written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.

2. Brandishing a knife at another person.

3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

(J) Hate Crime Reporting Procedures

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating another person, interfering with the exercise of a person's civil rights, or damaging a person's property because of the person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior) 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)

(cf. 5145.3 - Nondiscrimination/Harassment)

Incidents are to be immediately reported to a teacher or the principal. Parents should call the principal directly if a student reports an incident to them. Upon report principal will:

1. At all times work to ensure the safety of students.
2. Work to keep the reporter confidential.
3. Take a written account
4. Conduct an investigation
5. Make a decision on the incident and consequences for the offending student. The school's progressive discipline policy will be used, but consequences may include suspension even for first offenses depending on the severity of the offense. Repeated offenses may lead to the recommendation of expulsion.
6. Report results of the investigation and the consequences to the parties involved.

Emergency Action Plans for Before and After School Events

Supervision is a priority for before and after school events. The emergency procedures in place during the school day at Cambria Grammar School apply before, during and after all school events.

(K) Heat and AQI Guidelines

All staff are trained in dealing with heat related illness. The following guidelines are adhered to:

Heat and AQI Guidelines					
BAND	AQI Values	Level of Health Concern	Cautionary Statements	Outdoor Activities, Practice, Games and Camps	Temperature Degrees (F)
1	0-100	Good/Moderate	Unusually sensitive people should consider reducing prolonged or heavy exertion outdoors	1) Frequent hydration whenever needed 2) Frequent shade breaks	below 100
2	101-150	Unhealthy for sensitive groups	Active children and people with lung disease, such as asthma, should reduce prolonged or heavy exertion outdoors	1) Reduced/modified physical activity outdoors/practice after 2:00 PM. 2) Frequent Hydration 3) Frequent shade breaks	below 100
3	151-200	Unhealthy	Active children and people with lung disease, such as asthma, should reduce prolonged or heavy exertion outdoors. Everyone else, especially children should reduce prolonged or heavy exertion outdoors	1) No practice/outdoor activity after 2:00 PM. 2) PE classrooms operate indoors after 12:00 PM 3) Sensitive students are excused from required outdoor/PE activity and are to remain indoors 4) Frequent hydration whenever needed	100 to 104
4	201-500	Very Unhealthy/ Hazardous (AQI 301+)	Active children and people with lung disease, such as asthma, should reduce prolonged or heavy exertion outdoors. Everyone else, especially children should reduce prolonged or heavy exertion outdoors	1) ASSP/School outdoor practice events cancelled 2) PE classrooms operate indoors 3) Sensitive students are excused from required outdoor/PE activity and are to remain indoors 4) Rainy day/inclement schedule activated. AM Recess permitted and outdoor activities until 11:00 AM 5) Frequent hydration whenever needed	105 and over

1. AQI is determined by the EPA for Cambria, California.

2. Temperature is determined by the National Weather Service forecast for Cambria, California.

3. AQI/Heat alerts for bands 2-4 are sent to the following:

Administration, Site Clerical, Health Aide, MOT and Nutrition Services

Safety Plan Review, Evaluation and Amendment Procedures

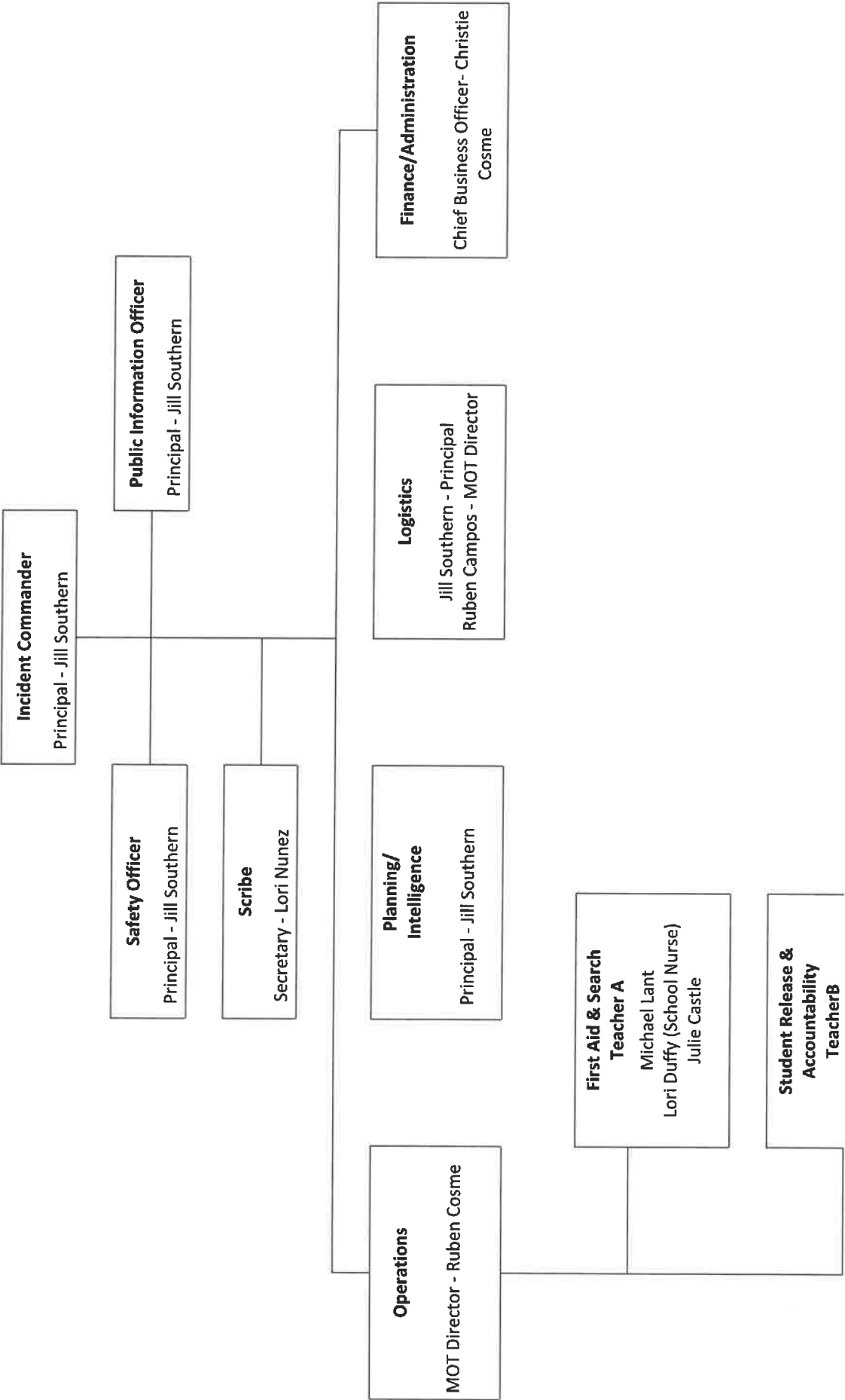
The safety plan is reviewed annually (at a minimum) with school staff, partners in law enforcement, County Mental Health, and parent educational partner groups. Data is analyzed and improvements/amendments are suggested and added as part of the plan. Safety Plans are approved by the Coast Unified School District Board of Trustees.

Safety Plan Appendices

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Plans are submitted in January to the Director of M.O.T. who keeps the documentation. Additional copies are available for review at the school office, on the school and district websites.	January of the current year.	Documentation located with director of M.O.T.
A law enforcement agency was consulted with in the writing and development of the original Comprehensive School Safety Plan.	January of the current year.	Local law enforcement agency
Plan is written and developed by a school site council (SSC) or a safety planning committee.	January of the current year.	School Site Council Committee
The CSSP is communicated to the public during parent meetings at Back to School Night.	Beginning of the school year	School Administration
School Safety Committee/Planning Committee identifies areas of need/focus for the year.	January of the current year.	
School Safety Committee/Planning Committee reviews and addresses, as needed, the school's procedures for complying with existing laws related to school safety.	January of the current year.	
Drop Procedure Drills/Earthquake Drills (to be held once each quarter in elementary and once each semester in secondary schools). At least one lockdown / shelter in place drill is observed by sheriff's department / law enforcement. At least one fire drill is observed by Cambria Fire Department or other local fire department.	Monthly or more frequent drills are held at Cambria Grammar School. These include a mix of evacuation, fire, earthquake, and shelter in place drills.	

Cambria Grammar School Incident Command System



Marissa Helfand / Toni
Mertens
Megan Dedic
Richard Mendoza

Coast Unified Incident Command System

Cambria Grammar School

2023-24

District Incident Commander
Superintendent
Scott Smith

Operations/Safety
Ruben Campos

Asst Superintendent
Jill Southern

Business/Finance
Christie Cosme

Food Services
Sheri McLain

Transportation
Ruben Campos

School Site Incident Commander
Jill Southern / *Joe Sassaman

School Site Operations
Toni Mertens / *Joe Sassaman

Assessment & Rescue
Leader -
Megan Dedic

Heather Rosenblum, Bryn
Gallagher, Lauren Conklin,
Marlene Ruiz, Kolynn
Younger, Abby Morales

Triage & 1st Aid
Leader -

Michael Lant
Lori Duffy(Nurse), Joe
Sassaman, Bohdi
Hodges, Julie Castle,
Megan Ender, Cynthia
Padilla

Student Area
Leader -

Marissa Purcell
Ginna Mueller, Josie
Neer, Adam Helfand, Kim
Gray, Anja Johnson, Tree
Lees, Amanda Gowdy,
Juana Torres, Julie Schalk,
Yuli Salas, Erica Lovegren,
Andrea Sanchez, Tayler
Culver

Security
Leader -

Rich Mendoza, Emily
McCarthy, Jodie
Patton, Mayra
Cadena, Raghad
Alsaad,
Gustavo De Alba,
Leno Marroquin

Communications
Leader -

Lori Nunez
Maria Sison, Lisa
Stevens, Christy
Heitmiller, Jennifer
Vialpando, Elizabeth
Sanchez-Gallo

Word Incident Command Flowchart CGS 2023 – 9/5/23
*If Jill or Toni are not here, Joe takes this role

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Incident Commander (IC) at the school site and the Emergency Operations Center (EOC) Director at the district level. The IC, usually the school principal, divides up tasks and delegates responsibilities to the site staff members. Staff has received initial training that is followed up by regular emergency drills, along with additional training, as needed. The IC will follow up on the decisions made and closely monitor the progress of the incident to its conclusions and beyond. During the incident, the District provides the necessary resources and support to help bring the situation to an expedient resolution.

California Government Code Section 3100 declares that in the event of a local or state emergency or federal disaster declaration, public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by superiors or law. Staff members are assigned specific responsibilities that help to facilitate a well-structured resolution to the emergency situation.

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

- * Fire (Evacuation or not)
- * Earthquake (Evacuation or not)
- * Lockdown
- * Shelter in Place

Step Two: Identify the Level of Emergency

The severity of the emergency is determined by administration

Step Three: Determine the Immediate Response Action

The appropriate procedural steps are determined

Step Four: Communicate the Appropriate Response Action

The response is communicated through:

- *Schoolwide intercom system (for immediate communication)
- *RAVE panic app (site or districtwide communication)
- *Parent Square communication system (site or districtwide communication as well as community/stakeholder communication)

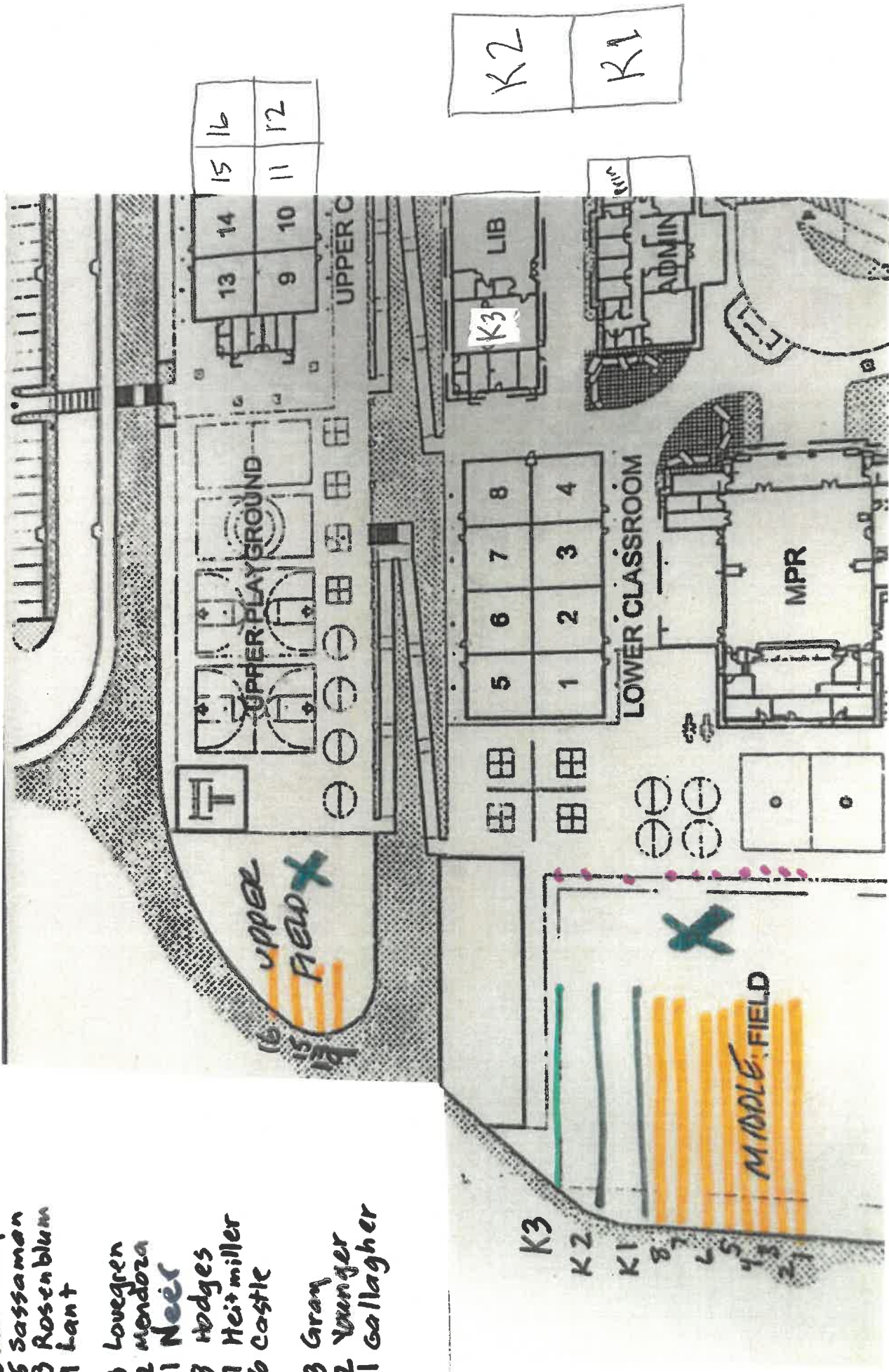
Administrative discretion is used in communication

Emergency Evacuation Map

16 McCarthy
15 Sassaman
13 Rosenblum
9 Lant

K3 Lovegren
K2 Mendoza
K1 Neer
8 Hodges
7 Heitmiller
6 Castle

3 Gray
2 Younger
1 Gallagher



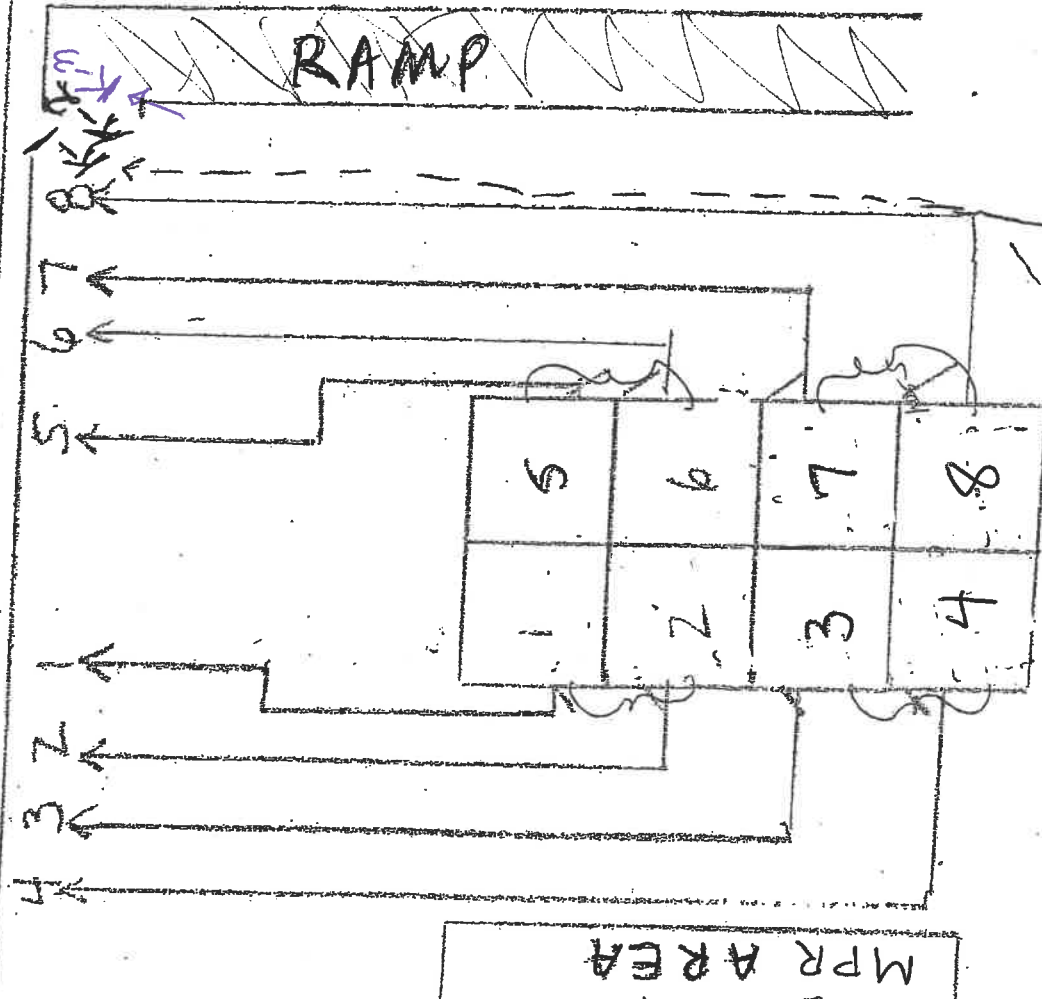
EMERGENCY EVALUATION LINEUP ALLEYS

EARTH QUAKE/

FIRE DRILL LINE UP- EVACUATION PATHS

LOWER PLAYGROUND

UPPER PLAYGROUND

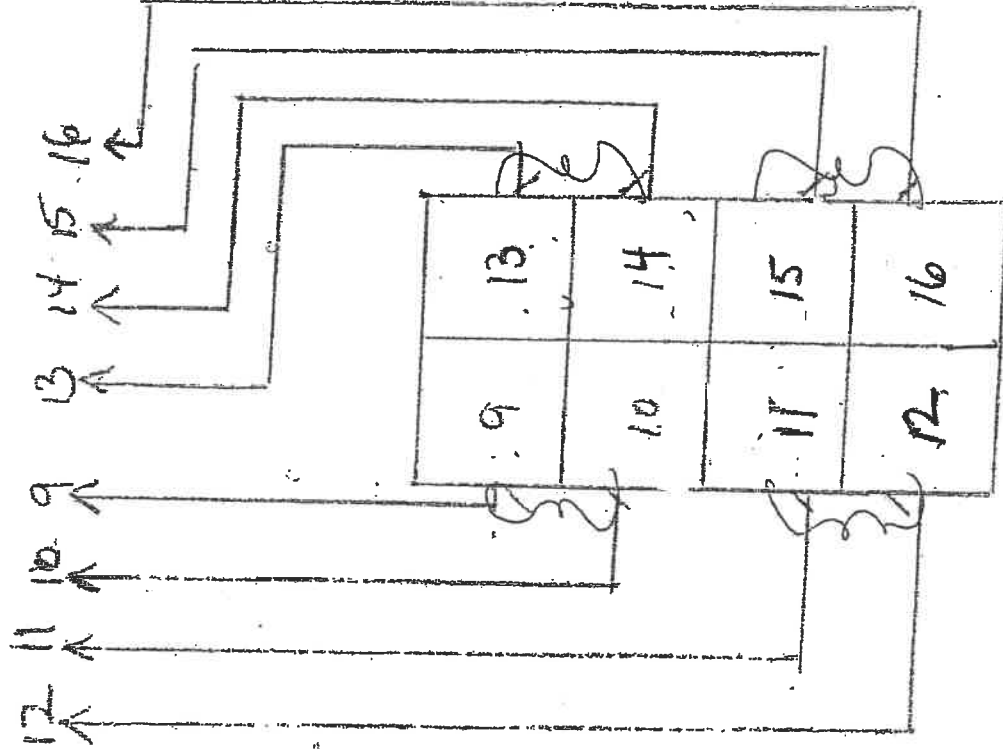


MPR AREA

RAMP

KINDER
K-1

TK
K-2



STAIRS