# SAN MATEO UNION HIGH SCHOOL DISTRICT



**SB 187** 

## Comprehensive School Safety Plan

## **Process & Templates**

Capuchino High School

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The Comprehensive School Safety Plan Process and Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard copy Safety Plan.

The template is to be used as a living document to be updated as necessary to meet site, District and community needs, forms or requirements. It is NOT intended to be a "grab and go" guide in an actual emergency.

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#### Chapter 1: SB 187: School Safety Plan

#### Introduction

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 34294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its schools safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter. (Amended Ed. Code 34294.6)

The following guideline may be utilized to support the annual review and evaluation of the individual schools safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

- 1. An assessment of the school climate in relation to the current status of crimes committed on campus and at school related functions will be completed. The assessment will be performed by the School Safety Planning Committee of the School Site Council and the School Site Council or equivalent. Safety goals for the upcoming school year will be formulated based on the findings of this assessment.
- 2. The annual review and evaluation of the School Comprehensive Safety Plan is certified by members of the School Safety Planning Committee, the School Site Council President and the School Principal. It will then be presented to the Board of Trustees for final review and adoption. The review includes the following mandated components of Senate Bill 187.
  - Child Abuse reporting procedures
  - Policies pursuant to Education Code 48915 and other school designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
  - Procedures to notify teachers and counselors of dangerous students
  - Sexual Harassment Policy
  - Safe ingress and egress to and from school
  - Rules and procedures on school discipline in order to create a safety and orderly environment conducive to learning
  - Dress Code
  - Routine and emergency disaster procedures including natural disasters, human created disasters or power outages

#### Implementation of Plan

The written plan will be distributed to all departments and will be made available to all staff, students, parents, and the community to review in the school library and the main offices.

#### **Chapter 2: School Safety Planning Committee**

The School Site Council is responsible for developing the School Site Safety Plan or for delegating the responsibility to a School Planning Committee. (Ed Code 34294.1)

The School Site Safety Committee shall be composed of the following members: the principal or designee; one teacher who is a representative of the recognized certificated employee organization; one parent/guardian who child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Local law enforcement has been consulted (Ed. Code 39294.1), and other local agencies, such as health care and emergency services, may be consulted if desired. (Ed. Code 39204.2)

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- Representative from the local law enforcement agency
- School Resource Officers
- Guidance Counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives

Capuchino High School Safety Plan Signature Page

#### **Chapter 3: Annual Safety Goals**

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2)

While the School Safety Planning Committee reviews school, district and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data may include:

- School Demographics and Student Achievement Data
- Mental Health Data
- State, District or Site Surveys (such as the Youth Risk Behavior Survey)
- Disciplinary Data
- Community Police Data
- WASC self-study findings
- Current Trends
- Date may be more valuable if disaggregated by gender, age, zip code, ethnicity, etc.

Based on data analysis, the School Safety Planning Committee identifies one or two safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate.

The goals are reported, with the Safety Plan, to the Board of Trustees and are shared with the school staff and community.

In order to keep the goals as a safety focus for the school year, it is recommended that at least three brief meetings be held to review data and progress. The progress may be reported to the School Site Council, staff, parent groups and the Board of Trustees.

The year-end assessment should be completed in May and reported upon.

#### **General Description of the School**

#### **School Vision and Mission Statement**

#### Mission:

The purpose of Capuchino High School is to provide for the academic and personal development of all students and to prepare them to become lifelong learners, equipped to contribute and succeed within the complexities of the 21st century.

#### Vision:

All students will graduate demonstrating the knowledge and the skills necessary to be prepared for college and career.

#### **Expected School Wide Learning Results:**

IB learner profile: The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners we strive to be:inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

| Demographics and Student Achievement Data |  |  |
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#### School Profile:

School Description and Mission Statement (School Year 2017-18) Capuchino High School is located in the city of San Bruno on the San Francisco Peninsula. Capuchino serves an economically and ethnically diverse community. Capuchino is one of the six comprehensive high schools of the San Mateo Union High School District.

The ethnic/racial makeup of the our school population is 1% African American, 12% Asian, 22% Caucasian, 10% Filipino, 50% Latino, and 5% Pacific Islander. Total student enrollment is 1215.

The Class of 2017 is approximately 301 students.

- 34% are socioeconomically disadvantaged and eligible for Free and Reduced Lunch
- 52% speak a language other than English
- · 9% receive Special Education services
- 14% are English Learners

This comprehensive high school's vision centers on the belief that all students should be prepared for college and career. The school goal states, "All students will graduate demonstrating the knowledge and skills necessary to be prepared for college and career". The school has identified 6 Essential Skills including: Reading, Writing, Critical Thinking, Self-Management, College and Career Knowledge and Citizenship. Capuchino High School is also well known for having a highly qualified and eminently talented staff of teachers dedicated to preparing students for life during and after high school, which was recently acknowledged in our Gold Ribbon Award in 2015. A school where diversity is treasured, Capuchino staff have aligned curriculum to the Common Core State Standards (CCSS) and International Baccalaureate (IB) assessments that provide students with the necessary skills that prepare them for college and career. The International Baccalaureate (IB) Program is our advanced level program that serves students that are focused on attending the finest universities in the world while developing a solid academic and ethical foundation that gives them the skills to be successful in a global world. Our AVID courses prepare students for higher education and gives them the necessary academic skills to be successful in all of their classes. We have established Freshman, Sophomore Teams and a pilot Junior Team, where students have the opportunity to work with a cohort of teachers and gain necessary tools to effectively make the transition from middle school and successfully navigate high school. There is also a keen focus on academic literacy, inter-disciplinary units of study, collaboration and common practices among the Team teachers. The Teams serve as a model Professional Learning Community (PLC) and our school has embarked on establishing stronger professional learning communities for our entire teaching faculty with the support of teachers on special assignment ( Professional Development and Instructional Technology TOSAs), Instructional Coaches, and administrators. In addition to academic literacy, our school has identified the following instructional norms for improved instruction including: formative assessment, depth of knowledge and instructional technology. Finally, the campus has added many new buildings through a modernization process resulting in a school design reminiscent of a college or university. Upon arrival at the campus, visitors notice an unmistakable and well-earned pride from both students and staff.

- State Priority: Pupil Achievement
  The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
  Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASP) System, which includes the Smarter Balanced Summative Assessments for Students in the general education population and the California Alternate Assessments (CAAs) for English language arts/fiteracy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAsc CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities), and
  The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject   | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |         |          |         |         |         |  |  |
|---|--|---------|----------|---------|---------|---------|--|--|
|   | School   |         | District |         | State   |         |  |  |
|   | 2015-16  | 2016-17 | 2015-16  | 2016-17 | 2015-16 | 2016-17 |  |  |
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 75   | 73      | 79       | 77      | 48      | 48      |  |  |
| Mathematics<br>(grades 3-8 and 11)                    | 45   | 43      | 57       | 56      | 36      | 37      |  |  |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or borotest student aniana.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group                       | Total<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent<br>Met or Exceeded |  |
|-------------------------------------|---------------------|------------------|-------------------|----------------------------|--|
| All Students                        | 305                 | 290              | 95.08             | 42.76                      |  |
| Male                                | 169                 | 162              | 95.86             | 43.21                      |  |
| Female                              | 136                 | 128              | 94.12             | 42.19                      |  |
| Black or African American           | -                   | -                |                   | 140                        |  |
| American Indian or Alaska Native    | -                   |                  |                   |                            |  |
| Asian                               | 35                  | 34               | 97.14             | 70.59                      |  |
| Filipina                            | 21                  | 21               | 100               | 66.67                      |  |
| Hispanic or Latino                  | 149                 | 141              | 94.63             | 31.91                      |  |
| Native Hawaiian or Pacific Islander | 14                  | 13               | 92.86             | 30.77                      |  |
| White                               | 65                  | 62               | 95.38             | 46.77                      |  |
| Two or More Races                   | 19                  | 18               | 94.74             | 44,44                      |  |
| Socioeconomically Disadvantaged     | 94                  | 88               | 93.62             | 32.95                      |  |
| English Learners                    | 110                 | 104              | 94.55             | 23.08                      |  |
| Students with Disabilities          | 32                  | 29               | 90.63             | 6.9                        |  |
| Foster Youth                        | -                   |                  |                   |                            |  |

sister. Double clashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for attacked accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group                       | Total<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent<br>Met or Exceeded |
|-------------------------------------|---------------------|------------------|-------------------|----------------------------|
| All Students                        | 305                 | 292              | 95.74             | 72.6                       |
| Male                                | 169                 | 164              | 97.04             | 67.68                      |
| Female                              | 136                 | 128              | 94.12             | 78.91                      |
| Black or African American           |                     |                  |                   | -                          |
| American Indian or Alaska Native    | 44                  |                  | **                | **                         |
| Asian                               | 35                  | 34               | 97.14             | 82.35                      |
| Filipino                            | 21                  | 21               | 100               | 90.48                      |
| Hispanic or Latino                  | 149                 | 142              | 95.3              | 63.38                      |
| Native Hawaiian or Pacific Islander | 14                  | 14               | 100               | 50                         |
| White                               | 65                  | 62               | 95.38             | 87.1                       |
| Two or More Races                   | 19                  | 18               | 94.74             | 72.22                      |
| Socioeconomically Disadvantaged     | 94                  | 88               | 93.62             | 61.36                      |

2016-17 School Accountability Report Card for Capuchino High School

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| Student Group              | Total<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent<br>Met or Exceeded |
|----------------------------|---------------------|------------------|-------------------|----------------------------|
| English Learners           | 110                 | 105              | 95.45             | 55.24                      |
| Students with Disabilities | 32                  | 28               | 87.5              | 35.71                      |
| Foster Youth               |                     | **               | **                | -                          |

udents who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved evel 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

one: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested into the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received

#### School Climate Data Review and Summary - Strengths and Areas Of Growth

#### **Component 1: People and School Connectedness**

Administration: We have a new principal this year, Mr. Jesse Boise, who has been working in the San Mateo Union High School District prior to his new position at Capuchino as an assistant principal and as a teacher. Mr. Boise's district institutional knowledge is helpful to the stakeholders at Capuchino High School. Administration has strong communication and a matrix of responsibilities so that each administrator crosses over in role with the other administrators. This encourages strong collaboration and enables each administrator to have a mixed role, making it easier to fill in and cross over when needed. Areas of growth for administration is to continue to develop the new team.

<u>Students:</u> Students have a great opportunity at Capuchino, they attend an IB World School which offers highly rigorous curriculum. Students are heavily involved in extra-curriculars and school related activities. There is a well functioning team of wellness to support students. The academic expectations are solid for students and at large students feel supported and have trusted adults. Self-advocacy and opportunities for student voice are areas for growth.

<u>Staff:</u> Capuchino's faculty and staff continuously work together to draw from students' strengths and diversity, ensuring all students are provided the best possible education. Staff also participate in community building to bring our Mustang family closer together to better serve our students. Areas for growth include our moving closer to actualizing the IB learner profile as students and staff. Another area of growth for us is to continue to build and develop academic language supports across content areas.

<u>Community:</u> We have many parent/guardian groups that work tirelessly to help support the students at Capuchino. From our PTO and Latino parent groups to the many booster groups we have, families find ways to support the school in a variety of ways. We have room to grow in our on boarding families with our new website and Canvas system.

#### **Component 2: Programs, Student Climate and Academic Motivation**

CHS administration and staff use the California Healthy Kid's Survey and the California School Climate Survey (District Level & Site Level) for our needs assessment process. The Healthy Kids Survey was administered in spring 2017 and was administered during the 2017-2018 school year.

**Analysis of Current Instructional Program** 

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

• -----

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (NCLB)

It is a frequent practice to examine the results of the IB exams, & ELPAC, to monitor the progress of students, including student groups. Starting in 2015, we will also include the results of the Smarter Balanced Assessments for Grade 11. (Monitoring Bodies include: Site Admin, School Leadership Team, Department Chairs, Departments, Whole-Staff, School Site Council).

In addition to these external measures, all teachers within their PLC structure are expected to create common assessments and come lessons to ascertain the levels of student proficiency. All teachers utilize the same Student Work Protocol developed out of our partnership with our literacy coach out of UC Berkeley.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

In addition to these external measures, all teachers within their PLC structure are expected to create common assessments and common lessons to ascertain the levels of student proficiency. All teachers utilize the same Student Work Protocol as a part of the Cycle of Inquiry and this process is facilitated by our site TOSA's and literacy coaches.

Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Professional development is guided by collaboration and investigation. Colleagues will collaborate both within and across departments, and use data about student performance and instructional practice to increase student achievement. Data will be analyzed collaboratively to continuously improve and refine practices.

• ----

PD Plan for 2017-18 includes:

Why: We have spent the last few years training and learning around the following topics in response to the demands of CCSS: Academic

Language and Literacy, Depth of Knowledge, Formative Assessments and Instructional Technology. This year we will shift to see

evidence of these strategies in every classroom so that students equitably benefit from these practices across our campus.

**Professional Learning Communities:** 

In order to improve student learning and successfully teach the skills inherent in the Common Core teachers will reflect, investigate,

experiment and modify their instructional practice based on the results of student performance. This process happens within the PLC

construct as teacher teams convene frequently to examine instructional practice in transparent and authentic settings to support

teacher and student improvement. (adapted from PLC Standards). For 2016-17, we also reintroduced Peer Observations within PLC

and each dept. has volunteered to participate in a structured protocol and debrief.

For 2017-18, there is a continued focus on academic language and literacy by using Constructing Meaning strategies. There is an

emphasis on instructional technology and implementing CANVAS a new platform for instruction and communications.

• -----

#### Goals for PLC Groups:

To implement CCSS curriculum and assessments.

To engage in full cycle of inquiry, emphasizing student work analysis, reflection and identifying next steps, including modifying lessons for re-teaching.

To design lessons that have a specific emphasis on Academic Language, Formative Assessments and Instructional Technology.

**Establish Learning Targets and Gradation** 

Additional emphasis on Structured Oral Talk

TOSA's and PLC facilitators are the instructional facilitators for PLC Groups. This model also relies on teacher expertise and sharing of best practices.

Teacher collaboration by grade level (EPC)

All teachers participate on a PLC with a course-alike teacher. Teachers also have the option to collaborate vertically or across the disciplines, or with colleagues from district schools (for specialized programs).

Freshman & Sophomore Teams - interdisciplinary team of core academic teachers: Math, Science, English and History share a common prep period during which they collaborate on student support and common academic practices.

SES, English, Math and SAS teachers collaborate on a frequent basis on campus and at the district level.

#### **Component 3: Physical Environment and Safety**

In 2010-11, modernization efforts began on our Upper Gym, Main Gym and Humanities Wing, Arts Satellite and Theater. In the Fall of 2012, the construction on the Upper Gym, Main Gym, Humanities Wing and Arts Satellite was completed. Theater and Music Room projects were completed in the Spring of 2013. The last large renovation that took place was the Science D Wing. It was renovated in the summer of 2018 so there is now an increase in functioning labs, updated classroom technology, with one additional science classroom bungalow created.

Recently, Capuchino has taken the emergency preparedness plan from prior years, and after meeting with various stakeholders at school, has improved a number of systems using feedback from certificated and classified staff members. Included in the improvements are increased utilization of radios, improved evacuation maps and routes, upgrades in red emergency bags, increased training for personnel with leadership roles, and feedback mechanisms that will allow Capuchino staff to give timely feedback pre and post drills.

#### **Component 4: Methods of Communication**

Improved communication is being established via Canvas (teaching and learning platform), Aeries, and our new and updated website. This will assist us in sending timely information and notifications to pertinent stakeholders. In addition, we have established a Parent Lounge in the Main Office and it includes two laptops for community member access. We use parent engagement leaders to connect with families personally using home language when possible.

#### **Chapter 4: Policies and Procedures**

#### **Mandated Policies and Procedures**

The School Safety Planning Committee has reviewed the safety plan and made necessary updates and revisions. The safety plan must include the following components: (Ed Code 35294.2)

- Child Abuse reporting consistent with Penal Code 1164.
- Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangers students pursuant to Education Code 49079)
- Sexual Harassment policy pursuant to Education Code 212.6.
- Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school.
- The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35921.5 (5411 discipline) in order to create a safe and orderly environment conductive to learning at school.
- If the school has adopted a dress code prohibiting students from wearing "gang-related apparel", the provisions of that dress code.
- Routine and Emergency Disaster Procedures that include:
  - o Emergency and Disaster Preparedness Plan
  - o Fire Drills
  - o Bomb Threats
  - Earthquake Emergency Procedure System
  - Transportation Safety and Emergencies

As the team reviews the following mandated components, critical questions to review include:

- What is the policy or procedure?
- How are staff, students and/or parents notified that this policy exists?
- How are staff, students and/or parents notified relative to a specific incident?
- What staff/student and parent training(s) have been completed?
- What additional trainings are needed?

#### **Child Abuse Reporting**

#### District Board Policy (BP 5141.4 Adopted 8/13/18)(AR 5141.4 Adopted 8/13/18)

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

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

(cf. <u>1020</u> - Youth Services)

(cf. 5141.6 - School Health Services)

(cf. <u>6164.2</u> - Guidance/Counseling Services)

**Child Abuse Prevention** 

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

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

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

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

**Child Abuse Reporting** 

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

(cf. <u>4119.21</u>/<u>4219.21</u>/<u>4319.21</u> - Professional Standards)

(cf. 5145.7 - Sexual Harassment)

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

(cf. <u>0450</u> - Comprehensive Safety Plan)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters.

Legal Reference:

**EDUCATION CODE** 

32280-32288 Comprehensive school safety plans

33195 Heritage schools, mandated reporters

33308.1 Guidelines on procedure for filing child abuse complaints

44252 Teacher credentialing

44691 Staff development in the detection of child abuse and neglect

44807 Duty concerning conduct of students

48906 Notification when student released to peace officer

48987 Dissemination of reporting guidelines to parents

49001 Prohibition of corporal punishment

51220.5 Parenting skills education

51900.6 Sexual abuse and sexual assault awareness and prevention

**PENAL CODE** 

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

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

288 Definition of lewd or lascivious act requiring reporting

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

**UNITED STATES CODE, TITLE 42** 

11434a McKinney-Vento Homeless Assistance Act; definitions

**COURT DECISIONS** 

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

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

Health Framework for California Public Schools, Kindergarten Through Grade Twelve

**WEB SITES** 

California Attorney General's Office, Suspected Child Abuse Report

Form: http://www.ag.ca.gov/childabuse/pdf/ss 8572.pdf

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

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

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

Policy SAN MATEO UNION HIGH SCHOOL DISTRICT

adopted: August 13, 2015 San Mateo, California

#### **Definitions**

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

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

(cf. <u>4119.21/4219.21/4319.21</u> - Professional Standards)

(cf. 5145.7 - Sexual Harassment)

Child abuse or neglect does not include:

- 1. A mutual affray between minors (Penal Code 11165.6)
- 2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code  $\underline{11165.6}$ )

(cf. 3515.3 - District Police/Security Department)

- 3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
- 4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

(cf. <u>5131.7</u> - Weapons and Dangerous Instruments)

(cf. <u>5144</u> - Discipline)

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

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

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145.2 - Athletic Competition)

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

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

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on 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. (Penal Code 11166)

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. (Penal Code 11166)

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

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 who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

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

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

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

Any person not identified as a mandated reporter who has knowledge of or observes a child whom 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. (Penal Code 11166)

(cf. <u>1240</u> - Volunteer Assistance)

**Reporting Procedures** 

1. Initial Telephone Report

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

**Child Protective Services** 

555 County Center, 2nd Floor

Redwood City, CA 94063-1654

(650) 595-7922

(866) 366-8221

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

#### 2. Written Report

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

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 sheriff's department.

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

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

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

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

#### 3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

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

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

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

#### **Training**

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

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(cf. <u>4131</u> - Staff Development)
(cf. <u>4231</u> - Staff Development)
(cf. <u>4331</u> - Staff Development)
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The Superintendent or designee shall use the online training module provided by the California Department of Social Services. (Education Code 44691)

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

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

Victim Interviews by Social Services

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

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

- 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. (Penal Code <u>11174.3</u>)

Release of Child to Peace Officer

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

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

#### Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those 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 <a href="https://doi.org/11.166">11.166</a> to file a report himself/herself using the procedures described above for mandated reporters.

(cf. <u>1312.1</u> - Complaints Concerning District Employees)

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.

(cf. <u>1312.3</u> - Uniform Complaint Procedures)

#### **Notifications**

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

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

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code <u>11166</u> and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code <u>11166.5</u>)

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

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. (Penal Code 11172)

- 2. If a mandated reporter fails to timely 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. (Penal Code 11166)
- 3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

Regulation SAN MATEO UNION HIGH SCHOOL DISTRICT

approved: August 13, 2015 San Mateo, California

Phone: (650) 595-7922 Fax: (650) 595-7518

#### **Suspected Child Abuse Report**

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

|  | Pursua               | nt to Penal                    | Code !           | Section 1             | 116        | 6                         | CASE NA          | ME:                         |                |             |             |
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SS 8572 (Rev. 12/02)

#### **DEFINITIONS AND INSTRUCTIONS ON REVERSE**

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

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

#### **Infection Disease and Bloodborne Pathogens**

#### District Board Policy (BP 5141.22 Adopted 07/15/10) (AR 5141.22 Adopted 07/15/10)

The Board of Trustees desires to protect students from risks posed by exposure to infectious diseases while providing an appropriate education for all students. The Board recognizes that prevention and education are the most effective means of limiting the spread of infectious diseases. (BP 5141.22)

#### **Infectious Disease Prevention**

The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs are based on the most up-to-date information.

The Superintendent or designee shall ensure that the district's comprehensive health education program provides information about the prevention of infectious diseases, including the nature of blood-borne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff.

The Superintendent or designee shall immediately report to the local health officer the presence or suspected presence of any reportable communicable disease.

#### **Universal Precautions**

Staff shall observe universal precautions in order to prevent exposure to blood-borne pathogens and to prevent the spread of infectious diseases.

#### **Universal Precautions in the Classroom**

Before students work with blood, blood products, or other body fluids, the teacher shall explain the potentially hazardous nature of blood and body fluids in the transmission of various agents from one person to another and the specific procedures and safety precautions to be used in the lesson.

The following precautions shall be used when students are working with blood or other body fluids:

- 1. Before and after exposure to blood or other body fluids, students shall wash their hands with soap and water and cover any existing cut, wound, or open sore with a sterile dressing.
- 2. Students shall wear gloves or other personal protective equipment as appropriate.
- 3. Blood typing or similar experiments may be conducted by teacher demonstrations. When being performed individually, students shall work with their own blood or use prepackaged ABO/Rh blood cell kits that have vials of blood previously tested for transmissible agents.
  - a. Students shall use individual sterile lancets for finger punctures and shall not reuse them.

- b. Before the finger is punctured, it shall be wiped with a piece of cotton that has been immersed in alcohol.
- c. If bleeding persists after the finger is punctured, the student shall apply a sterile bandage using moderate pressure.
- 4. Lancets and any other materials contaminated with blood or body fluids shall be discarded into a solution consisting of one part bleach to 10 parts water (1:10), made fresh daily.
- 5. At the end of the class, surfaces shall be wiped with alcohol or a solution of one part bleach to 10 parts water.

#### **Students with Infectious Diseases**

The Superintendent or designee shall exclude students only in accordance with law, Board policy, and administrative regulation. Because blood-borne pathogens such as hepatitis B virus, hepatitis C virus, and human immunodeficiency virus (HIV) are not casually transmitted, the presence of infectious conditions of this type is not, by itself, sufficient reason to exclude students from attending school.

Parents/guardians are encouraged to inform the Superintendent or designee if their child has an infectious disease so that school staff may work cooperatively with the student's parents/guardians to minimize the child's exposure to other diseases in the school setting. The Superintendent or designee shall ensure that student confidentiality rights are strictly observed.

#### **Student Use of Technology**

#### District Board Policy (BP 6163.4 Adopted 12/15/15) (AR 6163.4 Adopted 07/15/10)

The Board of Trustees intends that technological resources provided by the district be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning. (BP 6163.4)

#### **Acceptable Use Agreements**

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful.

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

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

#### **Use of District Computers for Online Services/Internet Access**

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. (20 USC 6777, 47 USC 254)

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

The Superintendent or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The principal or designee shall oversee the maintenance of each school's technological resources and may establish guidelines and limits on their use. All instructional staff shall receive a copy of this administrative regulation, the accompanying Board policy, and the district's Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All students using these resources shall receive instruction in their proper and appropriate use.

Access to Internet enables students to explore libraries, museums, on-line tutorials, databases, and other reference materials and connect with Internet users throughout the world. Families should be warned that some material accessible via the Internet contains items that are illegal, defamatory, inaccurate or potentially offensive. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access less desirable materials as well. We use filtering programs to prevent this; however, they are not 100% effective. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration,

exceed any disadvantage. Ultimately, parents/guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information resources. To that end, the district supports and respects each family's right to decide whether or not to apply for access.

Teachers, administrators, and/or library media specialists shall prescreen technological resources and online sites that will be used for instructional purposes to ensure that they are appropriate for the intended purpose and the age of the students.

To gain access to e-mail and the Internet, all students under the age of 18 must obtain parental permission and must sign and return the district's Acceptable Use Agreement to the school office. Students 18 and over may sign their own forms.

#### Online/Internet Services: User Obligations and Responsibilities

Students are authorized to use district equipment to access the Internet or other online services in accordance with Board policy, the user obligations and responsibilities specified below, and the district's Acceptable Use Agreement.

- 1. The student in whose name an online services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers and passwords private and shall only use the account to which they have been assigned.
- 2. Students shall use the district's system safely, responsibly, and primarily for educational purposes.
- 3. Students shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.
  - Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)
- 4. Unless otherwise instructed by school personnel, students shall not disclose, use, or disseminate personal identification information about themselves or others when using email, chat rooms, or other forms of direct electronic communication. Students also shall be cautioned not to disclose such information by other means to individuals contacted through the Internet without the permission of their parents/guardians.
  - Personal information includes the student's name, address, telephone number, Social Security number, or other personally identifiable information.
- 5. Students shall not use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law, Board policy, or administrative regulations.
- 6. Students shall not use the system to engage in commercial or other for-profit activities.
- 7. Students shall not use the system to threaten, intimidate, harass, or ridicule other students or staff.
- 8. Copyrighted material shall be posted online only in accordance with applicable copyright laws. Any materials utilized for research projects should be given proper credit as with any other printed source of information.

- 9. Students shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking."
- 10. Students shall not attempt to interfere with other users' ability to send or receive email, nor shall they attempt to read, delete, copy, modify, or use another individual's identity.
- 11. Students shall report any security problem or misuse of the services to the teacher or principal.

#### **Right to Monitor**

The district reserves the right to monitor use of the district's systems for improper use without advance notice or consent. Students shall be informed that computer files and electronic communications, including email, are not private and may be accessed by the district for the purpose of ensuring proper use.

#### **Sanctions for Misuse of Technology**

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

#### Acceptable Use Policy -- Release from Liability

#### **Electronic Equipment and Resources**

#### San Mateo Union High School District

The San Mateo Union High School District is pleased to offer students access to the district computer network for electronic mail and the Internet. To gain access to e-mail and the Internet a11 students under the age of 18 must obtain parental permission and must sign and return this form to the school office. Students 18 and over may sign their own forms.

Access to the Internet will enable students to explore libraries, museums, on-line tutorials, databases, and other reference materials and connect with Internet users throughout the world. Families should be warned that some material accessible via the Internet contains items that are illegal, defamatory, inaccurate, or potentially offensive. While the District's intent is to make Internet access available to further educational goals and objectives, students may find ways to access less desirable materials, as well. The District uses filtering programs to prevent this; however, they are not 100 percent effective. The staff believes that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information resources. To that end, district supports and respects each family's right to decide whether or not to apply for access.

#### **District Internet Rules**

Students should be held accountable for responsible behavior on school computer networks just as they are in classrooms or on school grounds. General school rules for proper behavior and communications apply.

The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Students will report any misuse of the network to the staff member in charge. Parent's/guardian's permission is required to use the Internet and e-mail.

Individual users of the district computer networks are responsible for their behavior and communications over those networks. It is presumed that users will comply with district standards and will honor the agreements they have signed. Beyond the clarification of such standards, the district is not responsible for restricting, monitoring, or controlling the communications of individuals utilizing the network.

Network storage areas are treated like school lockers. Network administrators may review files and communications to maintain system integrity and insure responsible use. Users should not expect that files stored on district servers are private.

#### Access is a privilege not a right. Access entails responsibility

During school, teachers will guide students toward appropriate materials. Parents/guardians bear the same responsibility for such guidance at home.

\*The following are not permitted:

- Sending or displaying of offensive messages or pictures
- Using obscene or abusive language
- Viewing pornography or other inappropriate sites
- Harassing, insulting, threatening or attacking others
- Damaging computers, unauthorized access or hacking of computer systems, or computer networks

- Violating copyright laws or plagiarizing another person's material s to complete an assignment
- Using another's password
- Accessing chat lines, unless authorized by the instructor for a class activity directly supervised by a staff member
- Trespassing in another's folders, work, or files
- Intentionally wasting limited resources
- Employing the network for other than educational purposes
- Disclosure of any personal identification while using electronic communication.\*

<sup>\* (</sup>except to authenticate sender and receiver of student e-mail.)

#### **Complaints Concerning District Employees**

### District Board Policy (BP 1312.1 Adopted 8/23/18)(AR 1312.1 Adopted 8/23/18)

The Board of Trustees accepts responsibility for providing a means by which employees can be held accountable for their actions. The Board desires that complaints be resolved expeditiously without disrupting the educational process. The Superintendent or designee shall develop regulations which permit employees and the public to submit complaints against district employees in an appropriate way. These regulations shall protect the rights of involved parties. The Board may serve as an appeals body if the complaint is not resolved.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 3515.2 - Disruptions)

The Board prohibits retaliation against complainants. The Superintendent or designee at his/her discretion may keep a complainant's identity confidential, except to the extent necessary to investigate the complaint. The district will not investigate anonymous complaints unless it so desires.

Concerns raised by parents/guardians, employees or members of the public about school district personnel should be resolved as quickly as possible. Therefore, complainants are urged to discuss their concerns directly with the employee(s) in question when concerns surface, when appropriate. Complaints against employees that do not involve employment discrimination will be handled according to the procedures in AR 1312.1 - Complaints Concerning District Employees. Complaints alleging unlawful employment discrimination or harassment shall be resolved according to the procedure in AR 4030 -Nondiscrimination in Employment and Employment Discrimination Complaint Procedure. Upon receipt of a complaint, the District shall determine which policy and procedure is most appropriate based on the content of the complaint.

Legal Reference:

**EDUCATION CODE** 

33308.1 Guidelines on procedure for filing child abuse complaints

35146 Closed sessions

44031 Personnel file contents and inspection

44811 Disruption of public school activities

44932-44949 Resignation, dismissal and leaves of absence (rights of employee; procedures to follow)

48987 Child abuse guidelines

**GOVERNMENT CODE** 

54957 Closed session; complaints re employees

54957.6 Closed session; salaries or fringe benefits

**PENAL CODE** 

273 Cruelty or unjustifiable punishment of child

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

300 Minors subject to jurisdiction of juvenile court

Management Resources:

**CDE LEGAL ADVISORIES** 

0910.93 Guidelines for parents to report suspected child abuse by school district employees or other

Policy SAN MATEO UNION HIGH SCHOOL DISTRICT

adopted: July 15, 2010 San Mateo, California

revised: August 23, 2018

The following procedure shall apply to non-anonymous (except in regard to student safety) complaints regarding the conduct, performance, or statements of a district employee received by any district employee or member of the Board of Trustees, from any member of the public or district employee. The following procedure shall apply only to non anonymous written complaints to which a member of the public or a district employee wants a response from the district. It does not apply to situations alleging unlawful discrimination or failure to comply with state and federal law in Adult Basic Education, Consolidated Categorical Aid Programs, Migrant Education, Vocational Education, Child Care and Development Programs, Child Nutrition Programs and Special Education Programs. These situations are covered under AR 4030 - Nondiscrimination in Employment and Employment Discrimination Complaint Procedure or the Uniform Complaint Procedures in BP 1312.3.

# Informal Level

- 1. Concerns/complaints against district personnel raised by a parent/guardian, employees or a member of the public shall be resolved as quickly as possible. The first step in resolving all concerns/complaints shall be for the complainant to meet with the employee to try to resolve the identified issue. It is expected that the majority of differences between a complainant and an employee will be resolved at this first meeting.
- 2. If concerns are not resolved with the employee at step one, the complainant shall meet with the employee's immediate supervisor to try to resolve the identified issue. If no resolution is reached with the supervisor, the complaint may proceed to the formal level.

Formal Level

- 1. The complainant shall put the complaint in writing and submit it to the site principal or manager in charge. The principal/manager shall investigate the concern/complaint and shall respond in writing within 10 working days of receipt of the written complaint, unless the complexity of the complaint merits additional time.
- 2. If the complainant finds the principal/manager's proposed resolution to be unsatisfactory, an appeal may be made to the Superintendent, who may refer the complaint to a designee. The complainant shall submit the written complaint and the principal's written response along with any relevant documentation to the Superintendent's designee. The Superintendent's designee shall respond in writing to the complainant, the principal, and the employee within 10 working days.
- 3. If the Superintendent refers a complaint to a designee and the designee's response is unacceptable to the complainant, an appeal may be submitted to the Superintendent who will respond in writing to the complainant, the principal/manager, and the employee within 20 working days.4. In the event that the complainant is dissatisfied with the district Superintendent's disposition, or in the event that the district Superintendent or the employee in question deems it appropriate under the circumstances, the Board may decide, in its sole discretion, to review the matter. Such a review shall not be a formal hearing. The Board shall examine such documents and materials and interview such persons as the Board may deem appropriate, in its sole discretion. The complainant shall be informed of the disposition of the matter. Confidential or privileged information shall not be disclosed. No employee or member of the Board may discuss or make any statement regarding the complaint, or the investigation or disposition thereof, with any person, except as specifically provided for herein, unless specifically approved in advance by the district Superintendent. This procedure shall not be applicable to any complaint concerning student discipline, student publication, contract grievances, or matters for which an alternative administrative remedy is available within the district. This procedure is pursuant to Education Code 35160.5(c).

Regulation SAN MATEO UNION HIGH SCHOOL DISTRICT

approved: October 28, 2010 San Mateo, California

revised: August 23, 2018

#### **Complaints Concerning Instructional Materials**

#### District Board Policy (BP 1312.2 Adopted 07/15/10) (AR 1312.2 Adopted 07/15/10)

# **Questioned or Challenged Materials**

The Board of Trustees recognizes and accepts its responsibility to review and adopt all courses offered and basic texts used in the district. The Board also recognizes that learning materials other than basic texts are used in many courses and it has adopted procedures which placed the responsibility for their selection and review at the school level. Notwithstanding the best of efforts on the parts of the Board and staff to select materials which are consistent with the stated intentions of the adopted courses, the Board is aware of the rights and responsibilities of parents/guardians and other community members to challenge the appropriateness of any materials used in district programs. To this end this policy is adopted to provide a process for a timely and reasoned review of challenged materials. (BP 1312.2)

#### **General Provisions**

- 1. Each question or challenge shall be limited to a single instructional material.
- 2. The criteria used to determine the validity of a challenge or question shall be the same criteria used in the selection of an instructional material.
- 3. The review process shall be implemented in a prompt and expeditious manner.
- 4. The questioned or challenged material will be maintained in use until the review process is completed.

# **Procedures for Handling Complaints**

- 1. The complainant shall request an appointment to meet with the teacher or librarian using or furnishing the materials. The subject matter department head for whose department the material was selected may be invited to attend the conference. The purpose of the conference is to attempt to informally reach agreement on the use of the material.
- 2. If the informal conference does not result in a satisfactory resolution of the concerns or questions, the complainant shall be invited to complete the district form, "Request for Evaluation of Material," and submit it to the school principal.
- 3. Upon receipt of the written request, the principal shall hold an evaluation meeting with the complainant and appropriate staff.
- 4. In the event further study is necessary, the principal shall forward the written request to the district Superintendent. The Superintendent shall appoint a reviewing committee composed of the Assistant Superintendent-Educational Services and two district librarians (in the case of a library book), or two department heads from the appropriate department (in the case of a textbook or dramatic production).
- 5. The review committee shall make its recommendation to the Superintendent.
- 6. The Superintendent's decision concerning the recommendation of the review committee shall be sent in writing to the complainant, the teacher or librarian initially contacted, and the members of the review committee.

| 7. | If the complainant or the initially contacted staff member is dissatisfied with the decision of the         |
|----|---|
|    | Superintendent, he/she may submit a written statement to the Secretary of the Board requesting that the     |
|    | material be reviewed at the next scheduled meeting of the Board. The Secretary to the Board shall place the |
|    | request on the agenda, and the Superintendent will furnish the Board copies of the original complaint, the  |
|    | report of the review committee, and the Superintendent's decision.  |

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# Form: Request for Reconsideration of Instructional Materials

This form is for use only by district employees, district residents, or parents/guardians of children enrolled in a district school to challenge the content or use of an instructional material. For complaints regarding sufficiency of instructional materials, please use the Williams Uniform Complaint Procedure complaint form.

| Date:   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| Name of person filing complaint:  |  |  |  |  |  |  |
| Anonymous complaints will not be accepted.  |  |  |  |  |  |  |
| Group represented (if any):   |  |  |  |  |  |  |
| Phone: E-mail address, if any:  |  |  |  |  |  |  |
| Address:  |  |  |  |  |  |  |
| Material Being Challenged:  |  |  |  |  |  |  |
| Title:  |  |  |  |  |  |  |
| Author:   |  |  |  |  |  |  |
| Publisher: Date of Edition:   |  |  |  |  |  |  |
| Name of school/classroom material was used:   |  |  |  |  |  |  |
| <ol> <li>Please specifically state the nature of your concern or objection and identify your objection by page, tape<br/>sequence, video frame, or words, as appropriate. You may use additional pages if necessary.</li> </ol> |  |  |  |  |  |  |
| 2. Did you read/view the entire selection?  |  |  |  |  |  |  |
| 3. For what age group would you recommend this material?  |  |  |  |  |  |  |
| 4. If not, what percentage did you read/view, or what parts?  |  |  |  |  |  |  |
| 5. What do you feel might be the result if a student reads/views this material?   |  |  |  |  |  |  |
| 6. What would you like the school to do about this material? Do not assign it to my child Withdraw it from all students   |  |  |  |  |  |  |

Reconsider it

Signature of complainant

For District Use:

Request received by: Date:

Title:

Action taken: Date:

Exhibit SAN MATEO UNION HIGH SCHOOL DISTRICT

version: July 15, 2010 San Mateo, California

#### **Uniform Complaint Procedures**

#### District Board Policy (BP 1312.3 Adopted 8/23/18)(AR 1312.3 Adopted 8/23/18)

The Board of Trustees recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR <u>4600-4670</u> and the accompanying administrative regulation. The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, after school education and safety programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs, consolidated categorical aid programs, and any other district-implemented program which is listed in Education Code 64000(a) (5 CCR 4610)

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(cf. 3553 - Free and Reduced Price Meals)
(cf. 3555 - Nutrition Program Compliance)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 6159 - Individualized Education Program)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Learners)
(cf. 6175 - Migrant Education Program)
(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work-Based Learning)
(cf. 6178.2 - Regional Occupational Center/Program)
(cf. 6200 - Adult Education)
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2. Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, 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  $\underline{200}$  or  $\underline{220}$ , Government Code  $\underline{11135}$ , or Penal Code  $\underline{422.55}$ , or based on his/her association with a person or group with one or more of these actual or perceived characteristics, (5 CCR  $\underline{4610}$ )

(cf. <u>0410</u> - Nondiscrimination in District Programs and Activities)

(cf. <u>5145.3</u> - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)

(cf. 5146 - Married/Pregnant/Parenting Students)

4. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR <u>4610</u>)

(cf. 3260 - Fees and Charges)

(cf. 3320 - Claims and Actions Against the District)

5. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)

(cf. 0460 - Local Control and Accountability Plan)

6. Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements (Education Code <u>48853</u>, <u>48853.5</u>, 49069.5, 51225.1, 51225.2)

(cf. 6173.1 - Education for Foster Youth)

7. Any complaint, by or on behalf of a homeless student as defined in 42 USC <u>11434a</u>, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements (Education Code <u>51225.1</u>, <u>51225.2</u>)

(cf. 6173 - Education for Homeless Children)

8. Any complaint, by or on behalf of a former juvenile court school student who transfers into the district after his/her second year of high school, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in the juvenile court school or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)

(cf. 6173.3 - Education for Juvenile Court School Students)

9. Any complaint alleging district noncompliance with the requirements of Education Code <u>51228.1</u> and <u>51228.2</u> that prohibit the assignment of a student to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code <u>51228.3</u>)

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(cf. 6152 - Class Assignment)
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10. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in school (Education Code 51210, 51223)

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(cf. 6142.7 - Physical Education and Activity)
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- 11. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
- 12. Any other complaint as specified in a district policy

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if he/she is different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

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(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
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(cf. 5125 - Student Records)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

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

(cf. 4331 - Staff Development)

The Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints in accordance with applicable law and district policy.

(cf. 3580 - District Records)

**Non-UCP Complaints** 

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

- 1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.
- 2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
- 3. Any complaint alleging employment discrimination shall be investigated and resolved in accordance with the procedures specified in AR 4030 Nondiscrimination in Employment and Employment Discrimination Complaint Procedure.
- 4. Any complaint alleging fraud shall be referred to the California Department of Education.

In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments. (Education Code 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference:

**EDUCATION CODE** 

200-262.4 Prohibition of discrimination

222 Reasonable accommodations; lactating students

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

48853-48853.5 Foster youth

48985 Notices in language other than English 49010-49013 Student fees 49060-49079 Student records 49069.5 Rights of parents 49490-49590 Child nutrition programs 51210 Courses of study grades 1-6 51223 Physical education, elementary schools 51225.1-51225.2 Foster youth, homeless children, and former juvenile court school students; course credits; graduation requirements 51228.1-51228.3 Course periods without educational content 52060-52077 Local control and accountability plan, especially: 52075 Complaint for lack of compliance with local control and accountability plan requirements 52160-52178 Bilingual education programs 52300-52490 Career technical education 52500-52616.24 Adult schools 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 2

11023 Harassment and discrimination prevention and correction

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

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

6301-6577 Title I basic programs

6801-7014 Title III 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

12101-12213 Title II equal opportunity for individuals with disabilities

**UNITED STATES CODE, TITLE 29** 

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

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

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

6101-6107 Age Discrimination Act of 1975

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy Act

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

104.7 Designation of responsible employee for Section 504

CODE OF FEDERAL REGULATIONS, TITLE 34

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

110.25 Notification of nondiscrimination on the basis of age

Management Resources:

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

Dear Colleague Letter: Title IX Coordinators, April 2015

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

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Sexual Violence, April 2011

Dear Colleague Letter: Harassment and Bullying, October 2010

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

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002

**WEB SITES** 

CSBA: http://www.csba.org

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

Family Policy Compliance Office: <a href="http://familypolicy.ed.gov">http://familypolicy.ed.gov</a>

U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/ocr

U.S. Department of Justice: http://www.justice.gov

Policy SAN MATEO UNION HIGH SCHOOL DISTRICT

adopted: October 12, 2017 San Mateo, California

revised: August 23, 2018

Except as the Board of Trustees may otherwise specifically provide in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. <u>1312.2</u> - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. <u>4030</u> - Nondiscrimination in Employment)

**Compliance Officers** 

The district designates the individual positions identified below as those responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment as the responsible employee(s) to handle complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). The individual(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. <u>5145.7</u> - Sexual Harassment)

Deputy Superintendent, Human Resources and Student Services

**Human Resources Generalist** 

650 North Delaware Street

San Mateo, CA 94401

(650) 558-2209

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which he/she has a bias or conflict of interest that would prohibit him/her from fairly investigating or resolving the complaint. Any complaint against a compliance officer

or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

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(cf. <u>4331</u> - Staff Development)
(cf. <u>9124</u> - Attorney)
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The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

#### **Notifications**

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

The Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. The notification shall include information regarding the prohibition of discrimination, harassment, intimidation, and bullying; unlawful student fees; local control and accountability plan (LCAP) requirements; and requirements related to the educational rights of foster youth, homeless students, former juvenile court school students, and children of military families. (Education Code 262.3, 48853, 48853.5, 49010-49013, 49069.5, 51225.1, 51225.2, 52075; 5 CCR 4622)

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(cf. 0420 - School Plans/Site Councils)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 1220 - Citizen Advisory Committees)
(cf. 3260 - Fees and Charges)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
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(cf. 6173.2 - Education of Children of Military Families)

(cf. <u>6173.3</u> - Education for Juvenile Court School Students)

The notice shall:

- 1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
- 2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal antidiscrimination 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, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination (such as discriminatory harassment, intimidation, or bullying).
- 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 retaliation or unlawful discrimination (such as discriminatory 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 unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.
- d. Complaints should be filed in writing and signed by the complainant. If a complainant is unable to put his/her complaint in writing, for example, due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint.
- e. If a complaint is not filed in writing but the district receives notice of any allegation that is subject to the UCP, the district shall take affirmative steps to investigate and address the allegations, in a manner appropriate to the particular circumstances.

If the allegation involves retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and the investigation confirms that discrimination has occurred, the district will take steps to prevent recurrence of discrimination and correct its discriminatory effects on the complainant, and on others, if appropriate.

- f. A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.
- g. The Board is required to adopt and annually update the LCAP in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.

- h. A foster youth shall receive information about educational rights related to his/her educational placement, enrollment in and checkout from school, as well as the responsibilities of the district liaison for foster youth to ensure and facilitate these requirements and to assist the student in ensuring proper transfer of his/her credits, records, and grades when he/she transfers between schools or between the district and another district.
- i. A foster youth, homeless student, former juvenile court school student, or child of a military family who transfers into a district high school or between district high schools as applicable shall be notified of the district's responsibility to:
- (1) Accept any coursework or part of the coursework that the student has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency, and to issue full or partial credit for the coursework completed
- (2) Not require the student to retake any course or a portion of a course which he/she has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency
- (3) If the student has completed his/her second year of high school before the transfer, provide the student information about district-adopted coursework and Board-imposed graduation requirements from which he/she may be exempted pursuant to Education Code 51225.1
- j. The complainant has a right to appeal the district's decision to CDE by filing a written appeal within 15 calendar days of receiving the district's decision.

In any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the respondent also shall have the right to file an appeal with CDE in the same manner as the complainant, if he/she is dissatisfied with the district's decision.

- k. The appeal to CDE must include a copy of the complaint filed with the district and a copy of the district's decision.
- I. Copies of the district's UCP are available free of charge.

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code <u>221.61</u> shall be posted on the district web site and may be provided through district-supported social media, if available.

(cf. 1113 - District and School Web Sites)

(cf. <u>1114</u> - District-Sponsored Social Media)

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

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 the UCP shall be translated into that language, in accordance with Education Code <u>234.1</u> and <u>48985</u>. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

**District Responsibilities** 

All UCP-related complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. (5 CCR 4631)

For complaints alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall inform the respondent when the complainant agrees to an extension of the timeline for investigating and resolving the complaint.

The compliance officer shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)

All complainants shall be protected from retaliation.

### Filing of Complaints

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.

All complaints shall be filed in writing and signed by the complainant. 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)

Complaints shall also be filed in accordance with the following rules, as applicable:

- 1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy (item #1 of the section "Complaints Subject to the UCP") may be filed by any individual, public agency, or organization. (5 CCR 4630)
- 2. Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)
- 3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges that he/she personally suffered the unlawful discrimination 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 unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)

- 4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
- 5. When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when he/she is not the complainant, requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

#### Mediation

Within three business days after the compliance officer receives the complaint, he/she may informally discuss with all the parties the possibility of using mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

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. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

#### **Investigation of Complaint**

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or his/her representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or his/her representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. He/she shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

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. Similarly, a respondent'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 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)

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)

The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

### Report of Findings

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant, and respondent if there is one, a written report, as described in the section "Final Written Decision" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. When required by law, the matter shall be considered in closed session. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

In resolving any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent also shall be sent the district's decision and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

#### Final Written Decision

The district's decision on how it will resolve the complaint shall be in writing and shall be sent to the complainant and respondent. (5 CCR <u>4631</u>)

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the district's decision to the

alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For all complaints, the decision shall include: (5 CCR 4631)

- 1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:
- a. Statements made by any witnesses
- b. The relative credibility of the individuals involved
- c. How the complaining individual reacted to the incident
- d. Any documentary or other evidence relating to the alleged conduct
- e. Past instances of similar conduct by any alleged offenders
- f. Past false allegations made by the complainant
- 2. The conclusion(s) of law
- 3. Disposition of the complaint
- 4. Rationale for such disposition

For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

- a. The manner in which the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The relationship between the alleged victim(s) and offender(s)
- d. The number of persons engaged in the conduct and at whom the conduct 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 individuals

5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code  $\frac{49013}{1000}$  and 5 CCR  $\frac{4600}{1000}$ 

For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:

- a. The corrective actions imposed on the respondent
- b. Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent.
- c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence
- 6. Notice of the complainant's and respondent's right to appeal the district's decision to CDE within 15 calendar days, and procedures to be followed for initiating such an appeal

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

- 1. He/she may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with CDE. (Education Code 262.3)
- 2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
- 3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

#### **Corrective Actions**

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

- 1. Counseling
- 2. Academic support
- 3. Health services

- 4. Assignment of an escort to allow the victim to move safely about campus
- 5. Information regarding available resources and how to report similar incidents or retaliation
- 6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
- 7. Restorative justice
- 8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation
- 9. Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

- 1. Transfer from a class or school as permitted by law
- 2. Parent/guardian conference
- 3. Education regarding the impact of the conduct on others
- 4. Positive behavior support
- 5. Referral to a student success team
- 6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
- 7. Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes for students in schools, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51223, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's final written decision of a complaint regarding any specified federal or state educational program subject to the UCP may file an appeal in writing with CDE within 15 calendar days of receiving the district's decision. (Education Code 222, 48853, 48853.5, 49013, 49069.5, 51223, 51225.1, 51225.2, 51228.3, 52075; 5 CCR 4632)

When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the district's final written decision, he/she, in the same manner as the complainant, may file an appeal with CDE.

The complainant or respondent shall specify the basis for the appeal of the decision and how the facts of the district's decision are incorrect and/or the law has been misapplied. The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's decision in that complaint. (5 CCR 4632)

Upon notification by CDE that the complainant or respondent has appealed the district's decision, the Superintendent or designee shall forward the following documents to CDE: (5 CCR <u>4633</u>)

- 1. A copy of the original complaint
- 2. A copy of the written 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 CDE

Regulation SAN MATEO UNION HIGH SCHOOL DISTRICT

approved: August 23, 2018 San Mateo, California

#### William's Uniform Complaint Procedures

#### District Board Policy (BP 1312.4 Adopted 11/13/14) (AR 1312.4 Adopted 11/13/14)

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants district flexibility in "Tier 3" categorical programs. The San Mateo Union High 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 2008-2009 through 2012-2013 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. (AR 1312.4)

#### **Types of Complaints**

The district shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred: (Education Code 35186; 5 CCR 4681, 4682, 4683)

#### 1. Textbooks and instructional materials

- a. A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.
- b. A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- d. A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

## 2. Teacher vacancy or misassignment

- a. A semester begins and a teacher vacancy exists.
- b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.
  - (cf. 4112.22 Staff Teaching Pupils of Limited English Proficiency)
- c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester. (Education Code 35186; 5 CCR 4600)

Beginning of the year or semester means the first day classes necessary to serve all the pupils enrolled are established with a single designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day pupils attend classes for that semester. (5 CCR 4600)

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186; 5 CCR 4600)

#### 1. Facilities

a. A condition poses an emergency or urgent threat to the health or safety of pupils or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of pupils or staff while at school, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff; or structural damage creating a hazardous or uninhabitable condition; or any other condition deemed appropriate. (Education Code 17592.72)

b. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

Clean or maintained school restroom means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers. (Education Code 35292.5)

Open restroom means, the school has kept all restrooms open during school hours when pupils are not in classes and has kept a sufficient number of restrooms open during school hours when pupils are in classes. (Education Code 35292.5)

### **Filing of Complaint**

A complaint alleging any condition(s) specified in items #1-3 in the section entitled "Types of Complaints" above shall be filed with the principal or designee at the school in which the complaint arises. The principal or designee shall forward a complaint about problems beyond his/her authority to the Superintendent or designee in a timely manner, but not to exceed 10 working days. (Education Code 35186; 5 CCR 4680)

A complaint alleging any deficiency specified in item #4 in the section entitled "Types of Complaints" above shall be filed with a district official designated by the Superintendent. Such complaints may be filed at the district office or at a school site and shall be immediately forwarded to the Superintendent or designee. (Education Code 35186)

# **Investigation and Response**

The principal or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 35186; 5 CCR 4685)

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to the complaint, the principal or designee shall report the resolution of the complaint to him/her within 45

working days of the initial filing of the complaint. If a response is requested, the response shall be made to the mailing address of the complainant as indicated on the complaint form. At the same time, the principal or designee shall report the same information to the Superintendent or designee. (Education Code 35186; 5 CCR 4680, 4685)

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code 35186)

If a complainant is not satisfied with the resolution of a complaint, he/she has the right to describe the complaint to the Board of Trustees at a regularly scheduled meeting. (Education Code 35186; 5 CCR 4686)

For any complaint concerning a facilities condition that poses an emergency or urgent threat to the health or safety of pupils or staff as described in item #3a in the section entitled "Types of Complaints" above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction within 15 days of receiving the district's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632. (Education Code 35186; 5 CCR 4687)

All complaints and written responses shall be public records. (Education Code 35186; 5 CCR 4686)

#### Reports

The Superintendent or designee shall report summarized data on the nature and resolution of all complaints to the Board and the County Superintendent of Schools on a quarterly basis. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting. (Education Code 35186; 5 CCR 4686)

#### **Forms and Notices**

The Superintendent or designee shall ensure a William's complaint form is available at each school. However, complainants need not use the district's complaint form in order to file a complaint. (Education Code 35186; 5 CCR 4680)

The Superintendent or designee shall ensure that the district's complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes. (Education code 35186; 5 CCR 4680)

The Superintendent or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code 35186. (Education Code 35186)

# William's Act Public Notice: Notice to Parents/Guardians, and Teachers

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants district flexibility in "Tier 3" categorical programs. The San Mateo Union High 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 2008-2009 through 2012-2013 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.

### Notice to Parents/Guardians, Pupils, And Teachers:

#### **COMPLAINT RIGHTS**

Parents/Guardians, Pupils, and Teachers:

Pursuant to Education Code 35186, you are hereby notified that:

- 1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each pupil, including English learners, must have a textbook or instructional material, or both, to use in class and to take home.
- 2. School facilities must be clean, safe, and maintained in good repair.
- 3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

- 4. Pupils, including English learners, who have not passed one or both parts of the high school exit examination by the end of grade 12 are to be provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
- 5. A complaint form can be obtained at the school office or district office, or downloaded from the school or district web site. You may also download a copy of the California Department of Education complaint form from the following web site: http://www.cde.ca.gov/re/cp/uc.

# William's Act: Complaint Form

Response requested? Yes No

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants district flexibility in "Tier 3" categorical programs. The San Mateo Union High 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 2008-2009 through 2012-2013 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.

### **Complaint Form: Williams Uniform Complaint Procedures**

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, teacher vacancy or misassignment, or the lack of opportunity to receive intensive instruction and services to pupils who did not pass one or both parts of the high school exit examination by the end of grade 12. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

| Contact information:    |                          |                               |
|-------------------------|--------------------------|-------------------------------|
| Name:                   |                          |                               |
| Address:                |                          |                               |
| Phone Number            | Day:                     | Evening:                      |
| Email Address, if any:  |                          |                               |
| Location of the problen | n that is the subject of | this complaint:               |
| School:                 |                          | Course Title:                 |
| Room Number/Location    | of the Facility:         | Grade Level and Teacher Name: |
| Date problem was obse   | rved:                    |                               |

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

- 1. Textbooks and instructional materials: (Education Code 35186; 5 CCR 4681)
  - A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.
  - A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
  - \_ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
  - A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

- 2. Teacher vacancy or misassignment: (Education Code 35186; 5 CCR 4681)
  - A semester begins and a teacher vacancy exists. A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the school year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.
  - A teacher lacking credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learners in the class.
  - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.
- 3. Facility conditions: (Education Code 17592.72, 35186, 35292.5; 5 CCR 4683)
  - A condition exists that poses an emergency or urgent threat to the health or safety of pupils or staff including gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff; structural damage creating a hazardous or uninhabitable condition; and any other condition deemed appropriate by the district.
  - A school restroom has not been cleaned or maintained regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
  - The school has not kept all restrooms open during school hours when pupils are not in classes and has not kept a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when closing of the restroom is necessary for pupil safety or to make repairs.

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary to fully describe the situation. For complaints regarding facilities conditions, please describe the emergency or urgent facilities condition and how that condition poses a threat to the health or safety of pupils or staff.

Please file this complaint at the following location:

(Principal or title of designee of the Superintendent)

#### (Address)

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

(Signature) (Date)

Exhibit San Mateo UNION HIGH SCHOOL DISTRICT Version: February 10, 2011 San Mateo, California

#### **Environmental Safety**

### District Board Policy (BP 3514 Adopted 9/27/18)(AR 3514 Adopted 9/27/18)

The Board of Trustees recognizes its obligation to provide a safe and healthy environment at school facilities for students and staff. The Superintendent or designee shall regularly assess school facilities to identify environmental health risks and shall develop strategies to prevent and/or mitigate environmental hazards. The Superintendent or designee shall consider the proven effectiveness of various options, anticipated short-term and long-term costs and/or savings to the district, and the potential impact on staff and students, including the impact on student achievement and attendance.

```
(cf. 0200 - Goals for the School District)
(cf. 0400 - Comprehensive Plans)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3516.3 - Earthquake Emergency Procedure System)
(cf. 3517 - Facilities Inspection)
(cf. 4157/4257/4357 - Employee Safety)
(cf. 5142 - Safety)
(cf. 7111 - Evaluating Existing Buildings)
```

Such strategies shall focus on providing healthy indoor air quality; monitoring the quality of outdoor air and adjusting outdoor activities as necessary; reducing exposure to vehicle emissions; minimizing exposure to lead and mercury; reducing the risk of unsafe drinking water; inspecting and properly abating asbestos; appropriately storing, using, and disposing of potentially hazardous substances; using effective least toxic pest management practices; reducing the risk of foodborne illness; and addressing any other environmental hazards identified during facilities inspections.

```
(cf. 3510 - Green School Operations)
(cf. 3513.3 - Tobacco-Free Schools)
(cf. 3514.1 - Hazardous Substances)
(cf. 3514.2 - Integrated Pest Management)
(cf. 3516.5 - Emergency Schedules)
(cf. 3540 - Transportation)
(cf. 3541.1 - Transportation for School-Related Trips)
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(cf. 3542 - School Bus Drivers)
(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 5141.23 - Asthma Management)
(cf. 5141.7 - Sun Safety)
(cf. 5142.2 - Safe Routes to School Program)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6163.2 - Animals at School)
(cf. 7150 - Site Selection and Development)
```

In developing strategies to promote healthy school environments, the Superintendent or designee may consult and collaborate with state and local environmental protection agencies, health agencies, water boards, and community organizations.

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(cf. 1020 - Youth Services)
```

The Superintendent or designee shall provide the district's maintenance and facilities staff, bus drivers, food services staff, teachers, and other staff as appropriate with professional development regarding their responsibilities in implementing strategies to improve and maintain environmentally safe and healthy schools.

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(cf. <u>4131</u> - Staff Development)
(cf. <u>4231</u> - Staff Development)
(cf. <u>4331</u> - Staff Development)
```

The Superintendent or designee shall notify the Board, staff, parents/guardians, students, and/or governmental agencies, as appropriate, if an environmental hazard is discovered at a school site. The notification shall provide information about the district's actions to investigate and remedy the hazard and may recommend health screening of staff and students.

```
(cf. <u>5141.6</u> - School Health Services)
```

Legal Reference:

**EDUCATION CODE** 

17002 Definition of "good repair"

17070.75 Facilities inspection

17582 Deferred maintenance fund

17590 Asbestos abatement fund

17608-17614 Healthy Schools Act of 2000, least toxic pest management practices

32080-32081 Carbon monoxide devices

32240-32245 Lead-Safe Schools Protection Act

48980.3 Notification of pesticides

49410-49410.7 Asbestos materials containment or removal

FOOD AND AGRICULTURAL CODE

11401-12408 Pest control operations and agricultural chemicals

13180-13188 Healthy Schools Act of 2000, least toxic pest management practices

**GOVERNMENT CODE** 

3543.2 Scope of representation; right to negotiate safety conditions

**HEALTH AND SAFETY CODE** 

105400-105430 Indoor environmental quality

113700-114437 California Retail Food Code, sanitation and safety requirements

116277 Lead testing of potable water at schools and requirements to remedy

CODE OF REGULATIONS, TITLE 5

14010 Standards for school site selection

**CODE OF REGULATIONS, TITLE 8** 

337-339 Hazardous substances list

340-340.2 Occupational safety and health, rights of employees

1528-1537 Construction safety orders; exposure to hazards

5139-5223 Control of hazardous substances

CODE OF REGULATIONS, TITLE 13

2025 Retrofitting of diesel school buses

2480 Vehicle idling

**CODE OF REGULATIONS, TITLE 17** 

35001-36100 Lead abatement services

CODE OF REGULATIONS, TITLE 22

64670-64679 Lead and copper in drinking water

CODE OF REGULATIONS, TITLE 24

915.1-915.7 California Building Standards Code; carbon monoxide devices

UNITED STATES CODE, TITLE 7

136-136y Use of pesticides

**UNITED STATES CODE, TITLE 15** 

2601-2629 Control of toxic substances

2641-2656 Asbestos Hazard Emergency Response Act

UNITED STATES CODE, TITLE 42

1758 Food safety and inspections

CODE OF FEDERAL REGULATIONS, TITLE 40

141.1-141.723 Drinking water standards

745.61-745.339 Lead-based paint standards

763.80-763.99 Asbestos-containing materials in schools

763.120-763.123 Asbestos worker protections

Management Resources:

**CSBA PUBLICATIONS** 

Indoor Air Quality: Governing Board Actions for Creating Healthy School Environments, Policy Brief, July 2008

Asthma Management in the Schools, Policy Brief, March 2008

Food Safety Requirements, Fact Sheet, October 2007

Sun Safety in Schools, Policy Brief, July 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

School Site Selection and Approval Guide, 2000

Indoor Air Quality, A Guide for Educators, 1995

CALIFORNIA DEPARTMENT OF HEALTH SERVICES PUBLICATIONS

Report to the Legislature: Lead Hazards in California's Public Elementary Schools and Child Care Facilities, April 1998

CALIFORNIA ENVIRONMENTAL PROTECTION AGENCY: AIR RESOURCES BOARD PUBLICATIONS

Facts about Truck and Bus Regulation School Bus Provisions, rev. March 22, 2011

CALIFORNIA STATE WATER RESOURCES CONTROL BOARD PUBLICATIONS

Frequently Asked Questions about Lead Testing of Drinking Water in California Schools; Updated for Assembly Bill 746/Health and Safety Code 116277, December 15, 2017

**DIVISION OF THE STATE ARCHITECT PUBLICATIONS** 

K-12 Occupancy Classification and Load Factors, IR A-26, rev. April 18, 2012

U.S. ENVIRONMENTAL PROTECTION AGENCY PUBLICATIONS

A Citizen's Guide to Radon: The Guide to Protecting Yourself and Your Family from Radon, 2016

Healthy School Environments Assessment Tool, rev. 2015

Indoor Air Quality Tools for Schools, rev. 2009

Mold Remediation in Schools and Commercial Buildings, September 2008

The ABCs of Asbestos in Schools, rev. August 2003

How to Manage Asbestos in School Buildings: AHERA Designated Person's Self-Study Guide, 1996

**WEB SITES** 

CSBA: http://www.csba.org

AirNow: http://www.airnow.gov

American Association of School Administrators: http://www.aasa.org

California Air Resources Board: http://www.arb.ca.gov

California Building Standards: <a href="http://www.bsc.ca.gov/codes.aspx">http://www.bsc.ca.gov/codes.aspx</a>

California Department of Education, Health and Safety: <a href="http://www.cde.ca.gov/ls/fa/hs">http://www.cde.ca.gov/ls/fa/hs</a>

California Department of Pesticide Regulation: http://www.cdpr.ca.gov

California Department of Public Health: <a href="http://www.cdph.ca.gov">http://www.cdph.ca.gov</a>

California State Water Resources Control Board: https://www.waterboards.ca.gov

Centers for Disease Control and Prevention: http://www.cdc.gov

Consumer Product Safety Commission: http://www.cpsc.gov

National Center for Environmental Health: <a href="http://www.cdc.gov/nceh">http://www.cdc.gov/nceh</a>

Occupational Safety and Health Administration: <a href="http://www.osha.gov">http://www.osha.gov</a>

U.S. Environmental Protection Agency: http://www.epa.gov

Policy SAN MATEO UNION HIGH SCHOOL DISTRICT

adopted: September 27, 2018 San Mateo, California

The Superintendent may designate and train one or more employees to oversee and coordinate the district's environmental safety program(s). The responsibilities of the coordinator(s) shall include, but are not limited to, overseeing assessments of district facilities, recommending strategies for the prevention and mitigation of environmental health risks, ensuring effective implementation of environmental safety strategies, and reporting to the Superintendent regarding the district's progress in addressing environmental safety concerns.

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(cf. 3510 - Green School Operations)
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(cf. 3511 - Energy and Water Management)

(cf. 3517 - Facilities Inspection)

(cf. 4157/4257/4357 - Employee Safety)

(cf. <u>5142</u> - Safety)

(cf. 7111 - Evaluating Existing Buildings)

(cf. 7150 - Site Selection and Development)

**Indoor Air Quality** 

In order to provide proper ventilation, humidity, and temperature in school facilities and to reduce indoor air contaminants, the Superintendent or designee shall ensure that the following strategies are implemented:

1. Mechanically driven heating, ventilation, and air conditioning systems shall be operated continuously during working hours except under the circumstances specified in 8 CCR 5142. The systems shall be inspected at least annually and

problems corrected within a reasonable time. Where the air supply is filtered, the filters shall be replaced or cleaned regularly to prevent significant reductions in airflow. Documentation of inspections, tests of ventilation rates, and maintenance shall be retained for at least five years. (8 CCR 5142-5143)

(cf. 3580 - District Records)

Staff shall ensure that airflow is not obstructed by the blocking of ventilators with posters, furniture, books, or other obstacles.

- 2. School facilities shall be regularly inspected for water damage, spills, leaks in plumbing and roofs, poor drainage, and improper ventilation so as to preclude the buildup of mold and mildew. Wet building materials and furnishings shall be dried within 48 hours if possible to prevent mold growth. When evidence of mold or mildew is found, maintenance staff shall locate and repair the source of water intrusion and remove or clean moldy materials.
- 3. Exterior wall and foundation cracks and openings shall be sealed as soon as possible to minimize seepage of radon into buildings from surrounding soils.
- 4. Least toxic pest management practices shall be used to control and manage pests at school sites. (Education Code <u>17608-17614</u>; Food and Agriculture Code <u>13182</u>)

(cf. 3514.2 - Integrated Pest Management)

- 5. The Superintendent or designee shall install a carbon monoxide detector or alarm in all school buildings that contain a fuel-burning appliance, fireplace, or forced-air furnace. The device or alarm shall be located in close proximity to the appliance in order to accurately detect and alert school personnel of any leakage of carbon monoxide. (24 CCR 915.1-915.7)
- 6. Schedules and practices for routine housekeeping and maintenance shall be designed to effectively reduce levels of dust, dirt, and debris. Plain water, soap and water, or low-emission cleaning products shall be used whenever possible. Aerosols, including air fresheners and other products containing ozone, shall be avoided to the extent possible.

(cf. 5141.23 - Asthma Management)

- 7. Painting of school facilities and maintenance or repair activities that require the use of potentially harmful substances shall be limited to those times when school is not in session. Following any such activity, the facility shall be properly ventilated with adequate time allowed prior to reopening for use by any person.
- 8. Paints, adhesives, and solvents shall be used and stored in well-ventilated areas. These items shall be purchased in small quantities to avoid storage exposure.

(cf. 3514.1 - Hazardous Substances)

- 9. To the extent possible, printing and duplicating equipment that may generate indoor air pollutants, such as methyl alcohol or ammonia, shall be placed in locations that are well ventilated and not frequented by students and staff.
- 10. The district's tobacco-free schools policy shall be consistently enforced in order to reduce the health risks caused by second-hand smoke.

(cf. 3513.3 - Tobacco-Free Schools)

11. Staff and students shall be asked to refrain from bringing common irritants such as furred or feathered animals, stuffed toys that may collect dust mites, scented candles, incense, or air fresheners and from using perfume or cologne, scented lotion or hair spray, nail polish or nail polish remover, or other personal care products that are not fragrance-free in classrooms or other enclosed areas or buildings.

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(cf. 6163.2 - Animals at School)
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### **Outdoor Air Quality**

The Superintendent or designee may monitor local health advisories and outdoor air quality alerts, including forecasts of ozone levels, particle pollution, ultraviolet radiation levels, and/or temperature and humidity.

Whenever these measures indicate a significant health risk, the Superintendent or designee shall communicate with each principal so that outdoor activities, especially those requiring prolonged or heavy exertion, may be avoided, limited in duration, or modified as necessary for all persons or for persons who may be particularly susceptible to the health risk involved.

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(cf. <u>5141.7</u> - Sun Safety)
(cf. <u>6142.7</u> - Physical Education and Activity)
(cf. <u>6145</u> - Extracurricular and Cocurricular Activities)
(cf. <u>6145.2</u> - Athletic Competition)
```

#### **Vehicle Emissions**

In order to reduce public exposure to toxic air contaminants, school bus drivers and other drivers of commercial motor vehicles shall limit unnecessary idling of vehicles at or near schools in accordance with 13 CCR <u>2480</u>. The Superintendent or designee may also request parents/guardians to turn off their vehicles when they are idling on school grounds and encourage students to walk and/or bicycle to school.

```
(cf. <u>3540</u> - Transportation)
(cf. <u>3541.1</u> - Transportation for School-Related Trips)
(cf. <u>3542</u> - School Bus Drivers)
(cf. 5142.2 - Safe Routes to School Program)
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Any diesel-fueled, dual-fueled, or alternative diesel-fueled school bus with a gross vehicle weight rating over 14,000 pounds shall be equipped with a particulate filter designed to reduce particulate matter emissions, oxides of nitrogen emissions, and other pollutants. (13 CCR 2025)

#### **Drinking Water**

The quality and safety of the district's drinking water sources shall be regularly assessed, and drinking fountains shall be regularly cleaned and maintained to avoid the presence of dirt, mold, or other impurities or health concerns.

Whenever any contaminants in the drinking water are determined to be a health concern, the Superintendent or designee shall take reasonable steps to identify the source and mitigate the health concern to ensure the availability of safe drinking water. As needed, the Superintendent or designee shall provide alternative sources of drinking water, such as bottled water, to ensure that students have access to fresh drinking water at mealtimes and at other times throughout the day.

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

Whenever testing of drinking water finds concentrations of lead that exceed federal and state standards, the Superintendent or designee shall notify parents/guardians and take immediate steps to make inoperable any fountains or faucets where excess lead levels may exist. (Health and Safety Code 116277)

## Lead Exposure

In addition to keeping school facilities as dust-free and clean as possible, the following steps shall be taken to minimize potential exposure to lead in school facilities:

- 1. Lead-based paint, lead plumbing and solders, or other potential sources of lead contamination shall not be used in the construction of any new school facility or the modernization or renovation of any existing school facility. (Education Code 32244)
- 2. Lead exposure hazards shall be evaluated before any renovation or remodeling is begun, and children shall not be allowed in or near buildings in which these activities may create lead dust. Contractors and workers shall comply with state and federal standards related to the handling and disposal of lead debris and the clean-up and containment of dust within the construction area.
- 3. Lead-based painted surfaces that are in good condition shall be kept intact. If lead-based paint is peeling, flaking, or chalking, contractors or workers shall follow state and federal standards for safe work practices to minimize contamination when removing the paint.
- 4. Soil with low lead content may be covered with grass, other plantings, concrete, or asphalt. For soil with high lead content, removal and abatement are required as per State and local law.
- 5. Drinking water shall be regularly tested for lead and remediated as provided in the section "Drinking Water" above.

Any action to abate existing lead hazards, excluding containment or cleaning, shall be taken only by contractors, inspectors, and workers certified by the California Department of Public Health in accordance with 17 CCR <u>35001</u>-<u>35099</u>. (Education Code <u>32243</u>)

The Superintendent or designee shall notify parent/guardians, teachers, and staff members if significant risk factors for lead exposure are found. (Education Code <u>32243</u>)

### Mercury Exposure

The Superintendent or designee shall identify any products containing mercury that are present in district facilities and, to the extent possible, shall replace them with mercury-free alternatives.

Staff shall receive information about proper procedures to follow in the event of a mercury spill. Clean-up instructions, a clearly labeled kit with necessary clean-up supplies, and a list of local resources shall be readily accessible.

In the event of a spill, staff shall evacuate all students from the immediate area of the spill, ensure that any clothing or other items with mercury on them remain in the room, open windows to the outside, and close doors to other parts of the school. Staff who are trained in proper clean-up procedures may carefully clean a small spill. As needed for larger or difficult-to-clean spills, the Superintendent or designee shall use an experienced professional referred by the local health department or environmental agency.

Any products containing mercury shall be properly disposed at an appropriate hazardous waste collection facility.

## **Asbestos Management**

The Superintendent shall designate an employee who shall ensure that the district's responsibilities related to asbestos inspection and abatement are implemented in accordance with federal and state regulations. This employee shall receive adequate training to perform these duties, including, as necessary, training on the health effects of asbestos; detection, identification, and assessment of asbestos-containing materials; options for controlling asbestos-containing building materials; asbestos management programs; and relevant federal and state regulations. (40 CFR 763.84)

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(cf. 4231 - Staff Development)
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(cf. <u>4331</u> - Staff Development)

The designated employee shall ensure that the district complies with the following requirements:

- 1. School facilities shall be inspected for asbestos-containing materials as necessary in accordance with the following:
- a. Any school building that is leased, acquired, or otherwise used by the district shall be inspected for asbestos-containing materials prior to its use as a school building, unless exempted by federal regulations. (40 CFR 763.85, 763.99)
- b. At least once every six months, the district shall conduct a periodic surveillance consisting of a visual inspection of each school building that contains or is assumed to contain asbestos-containing building materials. (40 CFR 763.92)
- c. At least once every three years, the district shall conduct a re-inspection of all known or assumed asbestos-containing building materials in each school building. (40 CFR 763.85)
- 2. Based on the results of the inspection, an appropriate response which is sufficient to protect human health and the environment shall be determined from among the options specified in 40 CFR <u>763.90</u>. The district may select the least burdensome response, taking into consideration local circumstances, including occupancy and use patterns within the school building and economic concerns such as short-term and long-term costs. (40 CFR <u>763.90</u>)
- 3. An asbestos management plan for each school site shall be maintained and regularly updated to keep it current with ongoing operations and maintenance, periodic surveillance, inspection, re-inspection, and response action activities. (15 USC 2643; 40 CFR 763.93)

The asbestos management plan shall be available for inspection in district and school offices during normal business hours. Parent/guardian, teacher, and employee organizations shall be annually informed of the availability of these plans. (40 CFR 763.84, 763.93)

(cf. <u>4112.9/4212.9/4312.9</u> - Employee Notifications)

(cf. <u>5145.6</u> - Parental Notifications)

- 4. Staff, students, and parents/guardians shall be informed at least once each school year about any inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities, that are planned or in progress. (40 CFR 763.84)
- 5. Inspections, re-inspections, periodic surveillance, and response actions, including operations and maintenance, shall be conducted in compliance with state and federal regulations for the protection and safety of workers and all other individuals. (Education Code 49410.5; 40 CFR 763.84)

Asbestos inspection and abatement work, preparation of a management plan, and any maintenance activities that may disturb asbestos-containing building materials, except for emergency repairs or small-scale, short-duration maintenance activities, shall be completed by state-certified asbestos inspectors or contractors. (15 USC <u>2646</u>; 40 CFR 763.84, 763.85, 763.91)

6. All custodial and maintenance employees shall be properly trained in accordance with applicable federal and/or state regulations. (40 CFR 763.84)

All district maintenance and custodial staff who may work in a building that contains asbestos-containing materials, regardless of whether they are required to work with such materials, shall receive at least two hours of related asbestos awareness training. New maintenance and custodial staff shall receive such training within 60 days after beginning employment. Any maintenance or custodial staff who conduct activities that will disturb asbestos-containing materials shall receive 14 hours of additional training. The trainings shall address the topics specified in 40 CFR 763.92. (15 USC 2655; 40 CFR 763.84, 763.92)

- 7. Short-term workers, such as telephone repair workers, utility workers, or exterminators, who may come in contact with asbestos in a school shall be provided information regarding the locations of known or suspected asbestoscontaining building materials. (40 CFR 763.84)
- 8. Warning labels shall be posted immediately adjacent to any known or suspected asbestos-containing building material located in routine maintenance areas in accordance with 40 CFR <u>763.95</u>. (40 CFR <u>763.84</u>)

The district shall maintain, in both the district and school offices and for a period of three years, records pertaining to each preventive measure and response action taken; staff training; periodic surveillances conducted; cleaning, operations, and maintenance activities; and any fiber release episode. (40 CFR 763.94)

Regulation SAN MATEO UNION HIGH SCHOOL DISTRICT

approved: September 27, 2018 San Mateo, California

### **Hazardous Substances**

## District Board Policy (BP 3514.1 Adopted 9/27/18) (AR 3514.1 Adopted 07/15/10)

The Board of Trustees desires to provide a safe school environment that protects students and employees from exposure to any potentially hazardous substances used in the district's educational program and in the maintenance and operation of district facilities and equipment.

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(cf. 3514 - Environmental Safety)

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)

(cf. 4157/4257/4357 - Employee Safety)

(cf. 5141.22 - Infectious Diseases)

(cf. 5142 - Safety)
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Insofar as reasonably possible, the Superintendent or designee shall minimize the quantities of hazardous substances stored and used on school property. When hazardous substances must be used, the Superintendent or designee shall give preference to materials that cause the least risk to people and the environment.

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(cf. <u>3510</u> - Green School Operations)(cf. <u>3514.2</u> - Integrated Pest Management)
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The Superintendent or designee shall ensure that all potentially hazardous substances on district properties are inventoried, used, stored, and regularly disposed of in a safe and legal manner.

The Superintendent or designee shall develop, implement, and maintain a written hazard communication program in accordance with 8 CCR <u>5194</u> and shall ensure that employees, students, and others as necessary are fully informed about the properties and potential hazards of substances to which they may be exposed.

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1240 - Volunteer Assistance)
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The Superintendent or designee shall develop specific measures to ensure the safety of students and staff in school laboratories where hazardous chemicals are used. Such measures shall include the development and implementation of a chemical hygiene plan in accordance with 8 CCR <u>5191</u> and instruction to students about proper handling of hazardous substances.

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6142.93 - Science Instruction)
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The Superintendent or designee shall not purchase any such toxic material for use in grades 9-12 unless it includes a warning label as specified in Education Code 32065 that identifies any toxic ingredients, warns of potential adverse health effects, and describes procedures for safe use and storage. (Education Code 32064)

Legal Reference:

32060-32066 Toxic art supplies in schools

49340-49341 Hazardous substances education

49401.5 Legislative intent; consultation services

49411 Chemical listing; compounds used in school programs; determination of shelf life; disposal

FOOD AND AGRICULTURAL CODE

12981 Regulations re pesticides and worker safety

**HEALTH AND SAFETY CODE** 

25163 Transportation of hazardous wastes; registration; exemptions; inspection

25500-25520 Hazardous materials release response plans; inventory

108100-108515 California Hazardous Substances Act

**LABOR CODE** 

6360-6363 Hazardous Substances Information and Training Act

6380-6386 List of hazardous substances

**CODE OF REGULATIONS, TITLE 8** 

339 List of hazardous substances

3203 Illness and injury prevention program

3204 Records of employee exposure to toxic or harmful substances

5139-5230 Control of hazardous substances, especially

5154.1-5154.2 Ventilation

5161 Definitions

5162 Emergency eyewash and shower equipment

5163 Control of spills

5164 Storage of hazardous substances

5191 Occupational exposure to hazardous chemicals in laboratories; chemical hygiene plan

5194 Hazard communication

**CODE OF REGULATIONS, TITLE 22** 

67450.40-67450.49 School hazardous waste collection, consolidation, and accumulation facilities

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Science Safety Handbook for California Public Schools, 2012

CALIFORNIA OFFICE OF ENVIRONMENTAL HEALTH HAZARD ASSESSMENT PUBLICATIONS

Art and Craft Materials in Schools: Guidelines for Purchasing and Safe Use, September 17, 2016

**WEB SITES** 

CSBA: http://www.csba.org

California Department of Education: http://cde.ca.gov

California Office of Environmental Health Hazard Assessment: http://www.oehha.ca.gov

Department of Industrial Relations, Cal/OSHA: http://www.dir.ca.gov/dosh

Policy SAN MATEO UNION HIGH SCHOOL DISTRICT

adopted: September 27, 2018 San Mateo, California

### **Hazard Communication Program**

The Superintendent or designee shall develop, implement and monitor a written hazard communication program in accordance with state law. As part of this program, he/she shall ensure that employees are fully informed about the properties and potential hazards of substances to which they may be exposed and that material safety data sheets are readily accessible to them.

The written hazard communication program shall be available upon request to all employees and their designated representatives. (8 CCR 5194)

The following materials are exempted from the hazard communication program and this district regulation: hazardous wastes; tobacco products; wood and wood products; manufactured articles; food, drugs and cosmetics intended for personal consumption by employees while in the workplace; and substances used in compliance with regulations issued by the Department of Pesticide Regulation pursuant to Food and Agricultural Code12981.

### 1. Container Labeling

Except for consumer products, pesticides, alcoholic beverages, and food, drug and additive products which are already labeled in compliance with federal law, no container of hazardous substance shall be accepted by schools or the district unless labeled by the supplier with the following information:

- a. Identity of the hazardous substance(s)
- b. Hazard warning statements
- c. Name and address of the chemical manufacturer or importer

Whenever hazardous substances are transferred from their original containers to other containers, the secondary containers shall likewise be labeled with the identity and hazard warning statement.

## 2. Material Safety Data Sheets

Upon receiving a hazardous substance or mixture, the Superintendent or designee shall ensure that the manufacturer has also furnished a Material Safety Data Sheet (MSDS) as required by law. If the MSDS is missing or obviously incomplete, the Superintendent or designee shall request a new MSDS from the manufacturer and shall notify the California Occupational Safety and Health Division (Cal/OSHA) if a complete MSDS is not received.

The Superintendent or designee shall maintain copies of the MSDS for all hazardous substances and ensure that they are kept up to date and available to all affected employees during working hours. He/she shall review each incoming MSDS for new and significant health or safety information and shall disseminate this information to affected employees.

## 3. Employee Information and Training

Employees shall receive in service training on hazardous substances in their work area at the time of their initial assignment and whenever a new hazard is introduced into their work area. This training shall include but is not limited to: (8 CCR 5194)

- a. An overview of the requirements of California's Hazard Communication Regulation (8 CCR 5194), including employee rights described therein
- b. The location, availability and content of the district's written hazard communication program
- c. Information as to any operations in the employees' work area where hazardous substances are present
- d. The physical and health effects of the hazardous substances in the work area
- e. Techniques and methods of observation that may determine the presence or release of hazardous substances in the work area
- f. Methods by which employees can lessen or prevent exposure to these hazardous substances, such as appropriate work practices, use of personal protective equipment and engineering controls
- g. Steps the district has taken to lessen or prevent exposure to these substances
- h. Instruction on how to read labels and review the MSDS for appropriate information
- i. Emergency and first aid procedures to follow if exposed to the hazardous substance(s)

In addition, employees shall receive training on how to operate the computers or fax machines that provide access to MSDS files

#### 4. List of Hazardous Substances

For specific information about the hazardous substances known to be present in the district and schools, employees may consult the MSDS.

#### 5. Hazardous Non-routine Tasks

When employees are required to perform hazardous nonroutine tasks, they shall first receive information about the specific hazards to which they may be exposed during this activity and the protective/safety measures which must be used. They shall also receive information about emergency procedures and the measures the district has taken to lessen the hazards, including ventilation, respirators, and the presence of another employee.

## 6. Hazardous Substances in Unlabeled Pipes

Before starting to work on unlabeled pipes, employees shall contact their supervisors for information as to the hazardous substance(s) contained in the pipes, the potential hazards, and safety precautions which must be taken.

### 7. Informing Contractors

To ensure that outside contractors and their employees work safely in district buildings and schools, the Superintendent or designee shall inform these contractors of hazardous substances which are present on the site and precautions that employees may take to lessen the possibility of exposure. It shall be the contractor's responsibility to disseminate this information to his/her employees and subcontractors.

## **Responsibilities of Teachers/Instructors**

Teachers shall instruct students about the importance of proper handling, storage, disposal and protection when using any potentially hazardous substance.

## **Chapter 5: Safe and Secure Campus**

**Open/Closed Campus** 

**School Procedure** 

# District Board Policy (BP 5131 Adopted 08/23/2012)

In order to keep students in a supervised, safe and orderly environment, the Board of Trustees establishes a closed campus at all district schools.

Students shall not leave the school grounds at any time during the school day without written permission of their parents/guardians and school authorities. Students who leave school without authorization shall be classified truant and subject to disciplinary action. (cf. 5113 - Absences and Excuses)

Student handbooks shall fully explain all rules and disciplinary procedures involved in the maintenance of the closed campus. (cf. 5144 - Discipline)

## **Discipline for Off-Campus Conduct**

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.

#### **Sexual Harassment**

#### **School Procedure**

# District Board Policy (BP 5145.7 Adopted 11/17/16) (AR 5145.7 Adopted 11/17/16)

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. (BP 5145.7)

#### **Definition**

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:

- 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

## 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.

### **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.

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 a 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

### **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.

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
- 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
- 3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session
- 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 5. Be included in the student handbook
- 5. Be provided to employees and employee organizations

#### **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.

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.

#### **Student Discipline**

#### **School Procedure**

# District Board Policy (BP 5144 Adopted 05/22/14) (AR 5144 Adopted 05/22/14)

The Board of Trustees desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. In addition, discipline shall be used in a manner that corrects student behavior without intentionally creating an adverse effect on student learning or health. (BP 5144)

#### Site-Level Rules

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's particular needs. (BP 5144)

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:

- 1. Parents/guardians
- 2. Teachers
- 3. School administrators
- 4. School security personnel, if any
- 5. Students enrolled in the school

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.

# **Disciplinary Strategies**

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. 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.

Disciplinary strategies provided in Board policy, administrative regulation, and law may be used in developing site-level rules. These strategies include, but are not limited to:

- 1. Referral of the student for advice and counseling
- 2. Discussion or conference with parents/guardians

#### 3. Break and lunch restriction

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

Break and lunch restriction shall be subject to the following conditions:

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

### 4. Detention during and after school hours

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day.

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.

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 Saturday rather than after school.

- 5. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
- 6. 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 non-school 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)

- 7. Reassignment to an alternative educational environment
- 8. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

## **Prohibited Discipline – Corporal Punishment**

- 1. Definition: Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.
- 2. Corporal punishment shall not be used as a disciplinary measure against any student.
- 3. 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.
- 4. 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.

### **Superintendent and Trustee Review of School Site Disciplinary Policies**

Each school shall file a copy of its rules with the Superintendent or designee. The rules shall be consistent with law, Board policy, and district regulations. The Board of Trustees may review, at an open meeting, the approved school discipline rules for consistency with Board

## **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 including suspension and expulsion.

#### Staff Development

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.

### Suspension and Expulsion

#### **School Procedure**

### District Board Policy (BP 5144.1 Adopted 8/23/18)(AR 5144.1 Adopted 8/23/18)

The Board of Trustees 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.

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(cf. <u>5131</u> - Conduct)
(cf. <u>5131.1</u> - Bus Conduct)
(cf. <u>5131.2</u> - Bullying)
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The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

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

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

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(cf. 5112.5 - Open/Closed Campus)
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4. During, going to, or coming from a school-sponsored activity

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

(cf. <u>0410</u> - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code <u>48900(a)-(e)</u>, as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades 9-12" of the accompanying administrative regulation, or when his/her presence causes a danger

to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code <u>48900.5</u>, <u>48900.6</u>)

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(cf. 1020 - Youth Services)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)
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A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code  $\frac{48910}{1}$ . (Education Code  $\frac{48900}{1}$ )

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

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(cf. <u>5113</u> - Absences and Excuses)(cf. <u>5113.1</u> - Chronic Absence and Truancy)
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**On-Campus Suspension** 

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

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

Authority to Expel

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

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

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

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(cf. <u>5131.7</u> - Weapons and Dangerous Instruments)
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- 2. Selling or otherwise furnishing a firearm
- 3. Brandishing a knife at another person
- 4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
- 5. Committing or attempting to commit a sexual assault as defined in Penal Code <u>261</u>, <u>266c</u>, <u>286</u>, <u>288</u>, <u>288a</u>, or 289, or committing a sexual battery as defined in Penal Code <u>243.4</u>
- 6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades 9-12" and "Additional Grounds for Suspension and Expulsion: Grades 9-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

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

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

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code <u>48917</u>)

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

### **Due Process**

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

(cf. 5119 - Students Expelled from Other Districts)

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

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code <u>48900.8</u> and <u>48916.1</u>, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and

shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

Legal Reference:

**EDUCATION CODE** 

212.5 Sexual harassment

233 Hate violence

1981-1981.5 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (regarding suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-48666 Community day schools

48853.5 Foster youth

48900-48927 Suspension and expulsion

48950 Speech and other communication

48980 Parental notifications

49073-49079 Privacy of student records

52052 Numerically significant student subgroups

52060-52077 Local control and accountability plan

**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

1415(K) Placement in alternative educational setting

7961 Gun-free schools

**UNITED STATES CODE, TITLE 42** 

11432-11435 Education of homeless children and youths

**COURT DECISIONS** 

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

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

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

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

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

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

ATTORNEY GENERAL OPINIONS

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

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

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

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

Management Resources:

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

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

**WEB SITES** 

CSBA: http://www.csba.org

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

California Department of Education: <a href="http://www.cde.ca.gov">http://www.cde.ca.gov</a>

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

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

Policy SAN MATEO UNION HIGH SCHOOL DISTRICT

adopted: August 23, 2018 San Mateo, California

**Definitions** 

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

- 1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the 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

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

**Notice of Regulations** 

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

(cf. 5144 - Discipline)

(cf. <u>5145.6</u> - Parental Notifications)

Grounds for Suspension and Expulsion: Grades 9-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

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

- 1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
- 2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

(cf. <u>5131</u> - Conduct)

(cf. <u>5131.7</u> - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code <u>11053-11058</u>, alcoholic beverage, or intoxicant of any kind (Education Code <u>48900(c))</u>

(cf. 3513.4 - Drug and Alcohol Free Schools)

(cf. 5131.6 - Alcohol and Other Drugs)

- 4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code <u>11053-11058</u>, 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 <u>48900(d)</u>)
- 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))

(cf. <u>5131.62</u> - Tobacco)

- 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 <u>11014.5</u> (Education Code <u>48900(j)</u>)
- 11. Knowingly received stolen school property or private property (Education Code 48900(I))
- 12. 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))

- 13. 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))
- 14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
- 15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
- 16. 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. (Education Code 48900(q))

17. 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. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code <u>48900.2</u>, <u>48900.3</u>, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit

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

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

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

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

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

(cf. <u>1114</u> - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 6163.4 - Student Use of Technology)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. <u>6164.6</u> - Identification and Education under Section 504)

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

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

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

Additional Grounds for Suspension and Expulsion: Grades 9-12

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

(cf. <u>5131.4</u> - Student Disturbances)

A student in grades 9-12 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

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

(cf. 5145.7 - Sexual Harassment)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code <u>48900.3</u>)

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)

(cf. 5145.9 - Hate-Motivated Behavior)

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

(cf. <u>5145.3</u> - Nondiscrimination/Harassment)

Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code <u>48900</u> and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades 9-12" above. (Education Code <u>48910</u>)

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

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

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

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

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

Suspension by Superintendent, Principal or Principal's Designee

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

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

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades 9-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

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

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

(cf. 5125 - Student Records)

Length of Suspension

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

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

(cf. 6184 - Continuation Education)

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

**Due Process Procedures for Suspension** 

Suspensions shall be imposed in accordance with the following procedures:

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

referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code <u>48900.5</u>, and the evidence against him/her, and shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code <u>48911</u>)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days, unless the student waives 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 also be notified in writing of the suspension. (Education Code 48911)

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

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

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

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

- 5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)
- a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.
- b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)
- c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

## (cf. 6173.1 - Education for Foster Youth)

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

(cf. <u>6173</u> - Education for Homeless Children)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct 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 under "Grounds for Suspension and Expulsion: Grades 9-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

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

(cf. 9321 - Closed Session Purposes and Agendas)

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)

#### **On-Campus Suspension**

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

- 1. The on-campus suspension classroom shall be staffed in accordance with law.
- 2. The student shall have access to appropriate counseling services.
- 3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
- 4. The 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 an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification may be made in writing. (Education Code <u>48911.1</u>)

Superintendent or Principal's Authority to Recommend Expulsion

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

- 1. Causing serious physical injury to another person, except in self-defense
- 2. Possession of any knife or other dangerous object of no reasonable use to the student
- 3. Unlawful possession of any controlled substance as listed in Health and Safety Code <a href="https://doi.org/10.58">11058</a>, 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)

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 the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

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

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

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

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

### Stipulated Expulsion

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

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

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

# **Rights of Complaining Witness**

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

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, 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 <u>48915.1</u>, 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).

(cf. 5119 - Students Expelled from Other Districts)

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

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

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

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

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

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

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

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

**Conduct of Expulsion Hearing** 

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

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, a 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 Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i)) Any employee issued a subpoena to attend a student expulsion hearing shall comply with the terms of the subpoena.

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 <u>48900</u> and listed in "Grounds for Suspension and Expulsion: Grades 9-12" and "Additional Grounds for Suspension and Expulsion: Grades 9-12" above. (Education Code <u>48918(h))</u>

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

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

- 5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code <u>48918</u>, <u>48918.5</u>)
- 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 <u>868.5</u>.

- 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. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

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

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

the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

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

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

# Final Action by the Board

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

(cf. <u>9321.1</u> - Closed Session Actions and Reports)

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

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any 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: Grades 9-12" or "Additional Grounds for Suspension and Expulsion: Grades 9-12" (Education Code 48900.8)
- 2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
- 3. Notice of the right to appeal the expulsion to the County Board (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 to Suspend Expulsion Order

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

- 1. The student's pattern of behavior
- 2. The seriousness of the misconduct
- 3. The student's attitude toward the misconduct and 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: Grades 9-12" or "Additional Grounds for Suspension and Expulsion: Grades 9-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
- 4. When the suspension of enforcement of an expulsion order is revoked, a student 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 48918(j))
- 7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

# Appeal

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

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

Notification to Law Enforcement Authorities

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

The principal or designee 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 furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate 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)

**Placement During Expulsion** 

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

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

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades 9-12" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 9-12" above may be referred to a program of study that is provided at another comprehensive high school. (Education Code 48915)

The program for a student expelled from any of grades K-8 shall not be combined or merged with programs offered to students in any of grades 9-12. (Education Code 48916.1)

Readmission After Expulsion

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

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

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

Maintenance of Records

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

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

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

(cf. 5119 - Students Expelled from Other Districts)

Regulation SAN MATEO UNION HIGH SCHOOL DISTRICT

approved: August 23, 2018 San Mateo, California

# **Staff Notification of Dangerous Students**

## **School Procedure**

# District Board Policy (BP 4158 Adopted 9/27/18)(AR 4158 Adopted 9/27/18)

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 necessary assistance and support when emergency situations occur.

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(cf. <u>0450</u> - Comprehensive Safety Plan)(cf. <u>3515</u> - Campus Security)(cf. <u>5131.4</u> - Student Disturbances)
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Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or his/her parent/guardian to recover damages to the employee or his/her property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of his/her duties. (Education Code 48904, 48905)

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(cf. 3320 - Claims and Actions Against the District)
(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 4156.3/4256.3/4356.3 - Employee Property Reimbursement)
(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)
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The Superintendent or designee shall ensure that employees receive training in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

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(cf. <u>4131</u> - Staff Development)
(cf. <u>4231</u> - Staff Development)
(cf. <u>4331</u> - Staff Development)
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The Superintendent or designee also shall inform teachers, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

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.

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(cf. 5141 - Health Care and Emergencies)
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**Use of Pepper Spray** 

Employees shall not carry or possess pepper spray on school property or at school activities, except when authorized by the Superintendent or designee for self-defense purposes. When allowed, an employee may only possess pepper spray in accordance with administrative regulations and Penal Code 22810. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

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

Reporting of Injurious Objects

The Board requires employees to take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the potential danger involved and shall do one of the following:

- 1. Confiscate the object and deliver it to the principal immediately
- 2. Immediately notify the principal, who shall take appropriate action
- 3. Immediately call 911 and the principal

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(cf. 3515.7 - Firearms on School Grounds)
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(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. <u>5144</u> - Discipline)

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

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

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

Legal Reference:

**EDUCATION CODE** 

| 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, especially:   |
| 241.3 Assault against school bus drivers   |
| 241.6 Assault on school employee including board member  |

243.3 Battery against school bus drivers

243.6 Battery against school employee including board member

245.5 Assault with deadly weapon against school employee including board member

290 Registration of sex offenders

601 Trespass by person making credible threat

626-626.11 School crimes

646.9 Stalking

22810 Purchase, possession, and use of tear gas

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

Management Resources:

**WEB SITES** 

CSBA: http://www.csba.org

California Department of Education, Safe Schools and Violence Prevention Office: http://www.cde.ca.gov/ls/ss

Policy SAN MATEO UNION HIGH SCHOOL DISTRICT

adopted: September 27, 2018 San Mateo, California

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

(cf. <u>5131.7</u> - Weapons and Dangerous Instruments)

(cf. <u>5144</u> - Discipline)

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against him/her by a student or by any other individual in relation to the employee's performance of his/her duties, and any action the employee took in response. When appropriate, the employee and the principal or other immediate supervisor shall report the incident to law enforcement.

(cf. 3515.2 - Disruptions)

Reports of attack, assault, or threat shall be forwarded immediately to the Superintendent or designee.

(cf. 3320 - Claims and Actions Against the District)

(cf. <u>3515.4</u> - Recovery for Property Loss or Damage)

(cf. 3530 - Risk Management/Insurance)

Notice Regarding Student Offenses Committed While Under School Jurisdiction

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

(cf. <u>5125</u> - Student Records)

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

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

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

Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold, or possessed a controlled substance or committed specified crimes involving serious acts of violence, the district police or security department may provide written notification to the Superintendent. (Welfare and Institutions Code 828.1)

(cf. 3515.3 - District Police/Security Department)

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

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

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

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

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

Procedures to Maintain Confidentiality of Student Offenses

In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the principal or designee shall send the staff member a written notification that one of his/her students has committed an offense that requires his/her review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the principal or designee. He/she shall also initial the student's file when reviewing it in the school office.

Use of Pepper Spray

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

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

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

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

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

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

Regulation SAN MATEO UNION HIGH SCHOOL DISTRICT

approved: September 27, 2018 San Mateo, California

# SAN MATEO UNION HIGH SCHOOL DISTRICT DEPARTMENT OF STUDENT SERVICES

Kirk Black, Deputy Superintendent, Student Services Don Scatena, Director, Student Services



650 N Delaware St., San Mateo, CA 94401

Fax: (650) 762-0210

Office: (650) 558-2251

Date:

To: All Certificated Staff

From: Don Scatena, Director of Student Services
Subject: Annual Dangerous Student Notification

In accordance with California Education Code section 49079 (Dangerous Student Notification), we want to ensure that all teachers are informed of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in California Education Code sections 48900-48915. This section virtually covers any disciplinary, suspendable or expellable violation of CA Education Code except for tobacco and defiance/disruption related violations. The District's Student Information System (SIS), AERIES, automatically 'tags' every student who has an SSA (Safe Schools Act) Date. <u>This 'tag' consists of an asterisk by the student's name on your class roster with a reference that the student has an "SSA Date."</u> The "SSA Date" corresponds with the latest disciplinary action that falls within the guidelines of CA Ed Code section 49079.

The SSA Date remains part of the student's permanent record for at least three years. As a certificated employee, you have the right to speak with your site administration to review the student's records; however, **information received is strictly confidential and may not be shared with other staff, students, parents, or other unauthorized persons.** It is imperative that you not allow unauthorized access to your AERIES account as students with an SSA date will be identified by an asterisk by their name with a reference that student has an "SSA Date". Refrain from posting the Aeries rosters and seating charts on LCDs or overheads in the classroom. This notification is an automatic part of the disciplinary action and provides certificated staff with immediate notification. Starting a few years ago, this electronic notification replaced the annual Dangerous Student Notification lists that were distributed in a hard copy form in years past.

You are also advised that the Safe School Act covers a wide variety of disciplinary actions and practically any student who has engaged, or believed to have engaged, in any act in violation of CA Ed Code Section 48900 et.al., will be tagged! Please refer to the attached list of the offenses that may cause a Dangerous Student Notification.

California Education Code Section 49070 reads as follows:

(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

RE: Annual Dangerous Student Notification

- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.
- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

If you have any questions or would like additional information, please feel free to contact your site administration.

Enc CA Education Code Section(s) 48900-48915

# List of Education Code Violations that Trigger a Dangerous Student Notification

- 48900. A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent 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) Stolen 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 use or possession by a pupil of his or her own prescription products.

(Note: tobacco related offenses are excluded from list)

- (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) 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.
  - (1) 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, 288, 288a, or 289 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 the purpose 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 pre-initiation into a pupil 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 pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

- (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to 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 school activity or 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.
- 48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

- 48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.
- 48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, maybe suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
- 48900.7. (a) In addition to the reasons specified in Sections48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both. (b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$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, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her

immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

- 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 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 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 possession of not more than one avoirdupois 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.
- (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 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

## **Dressing and Grooming**

## **School Procedure**

# District Board Policy (BP 5132 Adopted 07/15/10) (AR 5132 Adopted 06/08/17)

The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

# **Gang-Related Apparel**

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

# **Student Conduct**

## **School Procedure**

# District Board Policy (BP 5131 Adopted 08/23/12)

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. (BP 5131)

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. (BP 5131)

#### **Prohibited Conduct**

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 co-curricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate. (BP 5131)

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities. (BP 5131)

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, hatemotivated behavior, cyber bullying, 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 staff's authority
- 5. Damage to or theft of property belonging to students, staff, or the district
  - a. 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)
  - a. 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
  - a. 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.
  - b. 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

## **Employee Responsibility for the Supervision of Student Conduct**

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. (Refer to Page 118)

#### **Absences and Excuses**

## **School Procedure**

# District Board Policy (BP 5113 Adopted 06/08/17) (AR 5113 Adopted 06/08/17)

The Board of Trustees believes that regular attendance plays an important role in student achievement. The Board recognizes its responsibility under the law to ensure that students attend school regularly. Parents/guardians of children aged 6 to 18 are obligated to send their children to school unless otherwise provided by law. The Board shall abide by all state attendance laws and may use appropriate legal means to correct the problems of excessive absence or truancy. (BP 5113)

#### **General Information**

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law, Board policy and administration regulations. (Education Code 46010,48205, 48216)

Inasmuch as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during nonschool hours.

At the beginning of each academic year, notifications shall be sent to the parents/guardians of all students, and to all students in grades 7 through 12, informing them that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian. (Education Code 46010.1; cf. 5145.6)

Students shall not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or confidential medical appointment.

Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to law and administrative regulations. (Education Code 46014)

A student's grades may be affected by excessive unexcused absences in accordance with Board policy.

## **Excused Absences**

A student's absence shall be excused for the following reasons:

- 1. Personal illness (Education Code 48205)
- 2. Quarantine under the direction of a county or city health officer (Education Code 48205; cf. 5112.2)
- 3. Medical, dental, optometrical, or chiropractic appointment (Education Code 48205)
- 4. Attendance at funeral services for a member of the immediate family, which shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state. (Education Code 48205)

Immediate family shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister, or any relative living in the student's immediate household. (Education Code 45194, 48205)

- 5. Jury duty in the manner provided by law (Education Code 48205)
- 6. The illness or medical appointment during school hours of a child to whom the student is the custodial parent (Education Code 48205; cf. 5146)
- 7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to: (Education Code 48205)
  - a. Appearance in court
  - b. Attendance at a funeral service
  - c. Observation of a holiday or ceremony of his/her religion
  - d. Attendance at religious retreats not to exceed four hours per semester
  - e. Attendance at an employment conference
  - f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization
- 8. Service as a member of a precinct board for an election pursuant to Elections Code 12302 (Education Code 48205; cf. 6142.3)
- 9. Participation in religious exercises or to receive moral and religious instruction in accordance with district policy (Education Code 46014; cf. 6141.2)
  - a. In such instances, the student shall attend at least the minimum school day.
  - b. The student shall be excused for this purpose on no more than four days per semester.

## **Method to Verify Absences**

When a student who has been absent returns to school, he/she shall present a satisfactory explanation verifying the reason for the absence. Absences shall be verified by the student's parent/guardian, other person having control of the minor, or the student if age 18 or older. (Education Code 46012; 5 CCR 306)

The following methods may be used to verify student absences:

- 1. Written note, fax, or email from parent/guardian or parent representative.
- 2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
  - a. Name of student
  - b. Name of parent/guardian or parent representative
  - c. Name of verifying employee
  - d. Date(s) of absence
  - e. Reason for absence
- 3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. The employee shall document the verification and include the information specified in item #2 above.

- 4. Physician's verification.
  - a. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
  - b. When a student has had 14 absences in the school year for illness verified by methods listed in #1-3 above, any further absences for illness may be verified by a physician.

# **Chronic Absences and Truancy**

## **School Procedure**

# District Board Policy (BP 5113.1 Adopted 05/14/13) (AR 5113.1 Adopted 05/14/13)

The Board of Trustees believes that excessive student absenteeism and tardiness, whether caused by excused or unexcused absences, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district. (BP 5113.1)

## Overview

The Superintendent or designee shall establish a system to accurately track and monitor student attendance, including methods to identify students classified as chronic absentees and truants, as defined in law and administrative regulation.

To encourage school attendance, the Superintendent or designee shall develop strategies that focus on prevention and early intervention of attendance problems. Preventive strategies may include efforts to provide a safe and positive school environment, relevant and engaging learning experiences, and school activities that help develop students' feelings of connectedness with the schools. The Superintendent or designee also may provide incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance.

The Superintendent or designee shall work with students and parents/guardians to identify factors contributing to chronic absence and truancy. Based on this needs assessment, he/she shall collaborate with community agencies, including, but not limited to, child welfare services, law enforcement, courts, and/or public health care agencies, to ensure that alternative educational programs and nutrition, health care, and other support services are available for students and families and to intervene as necessary when students have serious attendance problems.

As required by law, habitually truant students shall be referred to a school attendance review board (SARB), a truancy mediation program operated by the county's district attorney or probation officer, and/or a juvenile court.

The Superintendent or designee shall regularly analyze data on student absence to identify patterns of absence districtwide and by school, grade level, and student population. Such data shall be used to identify common barriers to attendance, prioritize resources for intervention, and monitor progress over time. The Superintendent or designee shall periodically report this information to the Board for purposes of evaluating the effectiveness of strategies implemented to reduce chronic absence and truancy and making changes as needed. As appropriate, the Superintendent or designee also shall provide this information to key school staff and community agency partners to engage them in program evaluation and improvement.

# **Definitions of Chronic Absenteeism and Truancy**

Chronic absentee means a student who is absent for any reason on 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

Truant means a student who is absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. (Education Code 48260)

Habitual truant means a student who has been reported as a truant three or more times within the same school year, provided the district has made a conscientious effort to hold at least one conference with the student and his/her parent/guardian. (Education Code 48262, 48264.5)

Chronic truant means a student who has been absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date, provided the district has met the requirements of Education Code 48260-48263 and 48291. (Education Code 48263.6)

# Attendance Supervisor(s)

The Superintendent or designee shall appoint or contract with a supervisor of attendance and assistant supervisors as necessary to supervise the attendance of district students. Such supervisors shall perform duties related to compulsory full-time education, truancy, compulsory continuation education, work permits, and any additional duties prescribed by the Superintendent. (Education Code 48240, 48243, 48244)

#### **Methods to Address Chronic Absence**

When a student is identified as a chronic absentee, the attendance supervisor shall communicate with the student and his/her parent/guardian to determine the reason(s) for the excessive absences, ensure the student and parent/guardian are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance.

The student may be referred to a student success team or school-site attendance review team to assist in evaluating the student's needs and identifying strategies and programs that may assist him/her.

A student who is struggling academically may be offered tutoring or other supplemental instruction, extended learning opportunities, and/or alternative educational options as appropriate.

Whenever chronic absenteeism is linked to a nonschool condition, the attendance supervisor may recommend community resources and/or collaborate with community agencies and organizations to address the needs of the student and his/her family.

# **Methods to Address Truancy**

An attendance supervisor or designee, peace officer, probation officer, or school administrator or designee may arrest or assume temporary custody, during school hours, of any minor student found away from his/her home who is absent from school without a valid excuse. Any person arresting or assuming temporary custody of a minor student shall deliver the student and make reports in accordance with Education Code 48265 and 48266. (Education Code 48264, 48265, 48266; cf. 3515.3)

The attendance supervisor shall investigate a complaint from any person that a parent/guardian has violated the state compulsory education laws contained in Education Code 48200-48341. (Education Code 48290)

When a student has been identified as a truant, as defined above, the following steps shall be implemented based on the number of truancies he/she has committed:

# 1. Initial truancy

- a. A student who is initially classified as truant shall be reported to the attendance supervisor. (Education Code 48260)
- b. The student's parent/guardian shall be notified by the most cost-effective method possible, which may include email or a telephone call, that: (Education Code 48260.5)
  - (1) The student is truant.
  - (2) The parent/guardian is obligated to compel the student to attend school. If the parent/guardian fails to meet this obligation, he/she may be guilty of an infraction of the law and subject to prosecution pursuant to Education Code 48290-48296.
  - (3) Alternative educational programs are available in the district.
  - (4) The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy.
  - (5) The student may be subject to arrest or held in temporary custody by a probation officer, a peace officer, a school administrator or attendance supervisor or his/her designee under Education Code 48264if found away from home and absent from school without a valid excuse.
  - (6) The student may be subject to suspension, restriction, or delay of his/her driving privilege pursuant to Vehicle Code 13202.7.
  - (7) It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.
- c. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)
- d. The student may be given a written warning by a peace officer. A record of this warning may be kept at school for not less than two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school. (Education Code 48264.5)
- e. The attendance supervisor may notify the district attorney and/or probation officer of the name of each student who has been classified as a truant and the name and address of the student's parents/guardians. (Education Code 48260.6)

# 2. Second truancy

- a. Any student who has once been reported as a truant shall again be reported to the attendance supervisor as a truant if he/she is absent from school without valid excuse one or more days or is tardy on one or more days. (Education Code 48261)
- b. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)
- c. The student may be assigned to an after-school or weekend study program within the county. If the student fails to successfully complete this study program, he/she shall be subject to item #3 below. (Education Code 48264.5)
- d. An appropriate district staff member shall make a conscientious effort to hold at least one conference with the student and parent/guardian by communicating with the parent/guardian at least once using the most cost-effective method possible, which may include email or a telephone call. (Education Code 48262)
- e. The attendance supervisor may notify the district attorney and/or probation officer whether the student continues to be classified as a truant after the parents/guardians have been notified in accordance with item #1b above. (Education Code 48260.6)

# 3. Third truancy (habitual truancy)

- a. A student who is habitually truant, irregular in school attendance, or habitually insubordinate or disorderly during attendance at school may be referred to, and required to attend, a school attendance review board (SARB) program, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the district's attendance supervisor. (Education Code 48263, 48264.5)
- b. Upon making a referral to the SARB or the probation department, the attendance supervisor shall provide the student and parent/guardian, in writing, the name and address of the SARB or probation department and the

- reason for the referral. This notice shall indicate that the student and parent/guardian shall be required, along with the district staff person making the referral, to meet with the SARB or a probation officer to consider a proper disposition of the referral. (Education Code 48263)
- c. If the student does not successfully complete the truancy mediation program or other similar program, he/she shall be subject to item #4 below. (Education Code 48264.5)
- d. If the attendance supervisor determines that available community services cannot resolve the problem of the truant or insubordinate student or if the student and/or student's parents/guardians have failed to respond to the directives of the district or to services provided, the attendance supervisor may so notify the district attorney and/or the probation officer. (Education Code 48263)

# 4. Fourth truancy

- a. Upon his/her fourth truancy within the same school year, the student shall be within the jurisdiction of the juvenile court. (Education Code 48264.5; Welfare and Institutions Code 601)
- b. If a student has been adjudged by the county juvenile court to be a habitual truant, the attendance supervisor shall notify the juvenile court and the student's probation or parole officer whenever the student is truant or tardy on one or more days without a valid excuse in the same or succeeding school year, or is habitually insubordinate or disorderly at school. The juvenile court and probation or parole officer shall be notified within 10 days of the violation. (Education Code 48267)
- 5. Absence for 10 percent of school days (chronic truancy)

The attendance supervisor shall ensure that the student's parents/guardians are offered language-accessible support services to address the student's truancy.

# **Required Recordkeeping**

The Superintendent or designee shall maintain accurate attendance records for students identified as habitual or chronic truants. The Superintendent or designee also shall document all contacts with a student and his/her parent/guardian regarding the student's attendance, including a summary of all conversations and a record of all intervention efforts.

The Superintendent or designee shall gather and transmit to the County Superintendent of Schools the number and types of referrals made to the SARB and of requests for petitions made to the juvenile court. (Education Code 48273)

# **School Attendance Review Board**

The Board shall submit nominations to the County Superintendent of Schools for a district representative on the county SARB. (Education Code 48321)

The Board shall appoint members of the district's SARB, who may include, but need not be limited to, a parent/guardian as well as representatives of the district, county probation department, county welfare department, county office of education, law enforcement agencies, community-based youth service centers, school guidance personnel, child welfare and attendance personnel, and school or county health care personnel. (Education Code 48321)

The district's SARB shall operate in accordance with Education Code 48320-48325 and procedures established by the Superintendent or designee.

## Possession/Use of Cellular Phones and Other Mobile Communications

## **School Procedure**

# District Board Policy (BP 5131 Adopted 08/23/12)

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 are limited to health-related purposes. (Education Code 48901.5) (BP 5131)

# **Limitations to Usage of Cellular Device**

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) (BP 5131)

## Right to Search and Seizure of Cellular Device

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.

# **Disciplinary Sanctions for Mis-use of Cellular Device**

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.

#### **Bus Conducts**

## **School Procedure**

# District Board Policy (BP 5131.1 Adopted 07/15/10) (AR 5131.1 Adopted 07/15/10)

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. (BP 5131.1)

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. (BP 5131.1) (cf. 3452 - School Bus Drivers)

- 1. 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.
- 2. 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.

## **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.

# **Bus Surveillance Systems**

The Board believes that the use of surveillance systems on school buses will help to deter misconduct and improve discipline, ensure the safety of students and bus drivers, and prevent vandalism. Therefore, surveillance systems may be installed and used on school buses to monitor student behavior while traveling to and from school and school activities.

The Superintendent or designee shall notify students, parents/guardians, and staff that surveillance may occur on any school bus and that the contents of a recording may be a student record and, as such, may be used in student disciplinary proceedings or referred to local law enforcement, as appropriate. In addition, a prominent notice shall be placed in each bus stating that the bus is equipped with a surveillance monitoring system.

## **Bullying**

## **School Procedure**

# District Board Policy (BP 5131.2 Adopted 9/27/18)

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects 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 individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

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(cf. 5131 - Conduct)
(cf. 5136 - Gangs)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)
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Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code <u>48900</u>. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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(cf. <u>5145.2</u> - Freedom of Speech/Expression)
(cf. <u>6163.4</u> - Student Use of Technology)
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Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

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(cf. 0420 - School Plans/Site Councils)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)
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As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

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(cf. 1020 - Youth Services)
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**Bullying Prevention** 

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote 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 engaging in bullying.

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(cf. 5137 - Positive School Climate)
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As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

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

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

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

- 1. Discuss the diversity of the student body and school community, including their varying immigration experiences
- 2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
- 3. Identify the signs of bullying or harassing behavior
- 4. Take immediate corrective action when bullying is observed
- 5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

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

(cf. 4331 - Staff Development)

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

## 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 an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

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

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

(cf. <u>6164.2</u> - Guidance/Counseling Services)

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

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

(cf. <u>1312.3</u> - Uniform Complaint Procedures)

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

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

**Investigation and Resolution of Complaints** 

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

# Discipline

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

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. <u>5144</u> - Discipline)

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

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

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

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

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

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

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

Legal Reference:

**EDUCATION CODE** 

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

48900-48925 Suspension or expulsion

48985 Translation of notices

52060-52077 Local control and accountability plan

**PENAL CODE** 

422.55 Definition of hate crime

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

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

653.2 Electronic communication devices, threats to safety

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

**UNITED STATES CODE, TITLE 47** 

254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age

**COURT DECISIONS** 

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

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

Management Resources:

**CSBA PUBLICATIONS** 

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

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

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

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

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

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

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

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

Bullying at School, 2003

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

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

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

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

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on

the Basis of Sex; Race, Color and National Origin; and Disability, October 26, 2010

Dear Colleague Letter: Harassment and Bullying, October 2010

**WEB SITES** 

CSBA: http://www.csba.org

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

California Office of the Attorney General: <a href="http://oag.ca.gov">http://oag.ca.gov</a>

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

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

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

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

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

U.S. Department of Education: <a href="http://www.ed.gov">http://www.ed.gov</a>

Policy SAN MATEO UNION HIGH SCHOOL DISTRICT

adopted: September 27, 2018 San Mateo, California

### **Student Disturbance**

### **School Procedure**

# District Board Policy (BP 5131.4 Adopted 07/15/10) (AR 5131.4 Adopted 07/15/10)

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. (BP 5131.4)

### **Prohibited Activities**

A student involved or attempting to be involved in any of the following prohibited activities shall be subject to discipline action in accordance with Board Policy and Administrative Regulations:

- 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

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
  - a. 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.

# Student Disturbance Response Plan - Site Level

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 Duty to Report**

Staffs 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. Staffs, who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the principal/designee who will invoke the school disturbance response plan.

#### Vandalism and Graffiti

### **School Procedure**

# District Board Policy (BP 5131.5 Adopted 07/15/10)

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. (BP 5131.5)

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.

## **Alcohol and Other Drugs**

### **School Procedure**

# District Board Policy (BP 5131.6 Adopted 9/27/18) (AR 5131.6 Adopted 07/15/10)

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. (5131.6)

### **Comprehensive Prevention and Intervention Program**

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 Superintendent or designee shall develop comprehensive programs and activities to foster safe, healthy, and drug-free environments that support academic achievement.

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(cf. <u>0450</u> - Comprehensive Safety Plan)
(cf. <u>4020</u> - Drug and Alcohol-Free Workplace)
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(cf. 5137 - Positive School Climate)

The district's alcohol and drug prevention and intervention programs shall be coordinated with other school and community-based services and programs and shall promote the involvement of parents/guardians. The Superintendent or designee may collaborate with the county office of education, community-based organizations, health providers, law enforcement agencies, local child welfare agencies, postsecondary institutions, businesses, and other public and private entities in program planning, implementation, and evaluation.

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(cf. <u>1020</u> - Youth Services)(cf. <u>1220</u> - Citizen Advisory Committees)(cf. <u>6020</u> - Parent Involvement)
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Prevention and intervention programs and activities may include, but are not limited to: (20 USC 7118)

1. Evidence-based drug and violence prevention activities and programs that educate students against the use of alcohol, tobacco, cannabis, smokeless tobacco products, and electronic cigarettes

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(cf. 5131.62 - Tobacco)
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2. Professional development and training for school staff, specialized instructional support personnel, and interested community members on drug prevention, education, early identification, intervention mentoring, recovery support services, and, where appropriate, rehabilitation referral

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(cf. <u>4131</u> - Staff Development)
(cf. <u>4231</u> - Staff Development)
(cf. <u>4331</u> - Staff Development)
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3. School-based mental health services, including early identification of drug use and referrals to counseling services, and/or partnerships with public or private health care entities that have qualified mental and behavioral health professionals

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(cf. 5141.6 - School Health Services)
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4. Programs and activities that provide mentoring and school counseling to all students, including students who are at risk of drug use and abuse

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.

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(cf. <u>6142.1</u> - Sexual Health and HIV/AIDS Prevention Instruction)
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(cf. <u>6142.8</u> - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

All instruction and related materials shall consistently state that unlawful use of alcohol or other drugs is prohibited. Instruction shall not include any message on responsible use of drugs or alcohol when such use is illegal. (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.

Intervention, Referral, and Student Assistance Programs

The Superintendent or designee shall inform school staff, students, and parents/guardians 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.

(cf. <u>5141.52</u> - Suicide Prevention)

Enforcement/Discipline

Students shall not possess, use, or sell alcohol or other drugs and related paraphernalia on school grounds or at school-sponsored activities.

```
(cf. 3513.3 - Tobacco-Free Schools)
(cf. 3513.4 - Drug and Alcohol Free Schools)
(cf. 5131 - Conduct)
(cf. 5131.61 - Drug Testing)
(cf. 5131.63 - Steroids)
(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)
(cf. 5145.12 - Search and Seizure)
```

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.

Any student found by the Board to be selling a controlled substance listed in Health and Safety Code <u>11053-11058</u> shall be expelled in accordance with BP/AR 5144.1 - Suspension and Expulsion/Due Process. A student found to have committed another drug or alcohol offense, including possession or intoxication, shall be referred to appropriate behavioral interventions or student assistance programs, and may be subject to discipline on a case-by-case basis.

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(cf. <u>5144</u> - Discipline)(cf. <u>5144.1</u> - Suspension and Expulsion/Due Process)(cf. <u>6145</u> - Extracurricular and Cocurricular Activities)
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**Program Evaluation** 

The Board and Superintendent shall agree upon performance measures that will be used to monitor and determine the effectiveness of district programs in reducing drug and alcohol use. The Superintendent or designee shall periodically report to the Board on the effectiveness of district activities in achieving identified objectives and outcomes. (20 USC 7116)

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(cf. 0500 - Accountability)
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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

11053-11058 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

11372.7 Drug program fund; uses

11802 Joint school-community alcohol abuse primary education and prevention program

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

7101-7122 Student Support and Academic Enrichment Grants

Management Resources:

**WEB SITES** 

California Department of Education, Alcohol, Tobacco and Other Drug Prevention: http://www.cde.ca.gov/ls/he/at

California Healthy Kids: http://www.californiahealthykids.org

Office of Safe and Healthy Students: https://www2.ed.gov/about/offices/list/oese/oshs

Policy SAN MATEO UNION HIGH SCHOOL DISTRICT

adopted: June 7, 2018 San Mateo, California

#### 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.

- a. The curriculum of all 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.
- b. Instruction shall be sequential in nature and suited to meet the needs of students at their respective grade level.

- c. In grades 9-12, instruction in drug education shall be conducted in health courses and in any other appropriate area of study required by Education Code 51220.
- d. Instruction shall also include a study of the effects of alcohol and other drugs upon prenatal development.

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

- a. The ability to interact with students in a positive way
- b. Knowledge of the properties and effects of tobacco, alcohol, narcotics, dangerous drugs, and shared drug apparatus
- c. 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

# **Staff Development**

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

### **Intervention, Referral and Student Assistance Programs**

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.

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.

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.

# Confidentiality

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.

# **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.

### **Tobacco**

### **School Procedure**

# District Board Policy (BP 5131.62 Adopted 11/17/16) (AR 5131.62 Adopted 07/15/10)

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. (BP 5131.62)

## **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.

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.

#### **Prevention Instruction**

The district shall provide developmentally appropriate tobacco-use prevention instruction for students at selected grade levels from 9-12. 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.

The district's tobacco-use prevention program shall provide students in grades 9-12 instruction which addresses the following topics:

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

### **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.

- a. These services shall be directed toward current users and shall be voluntary for students who desire assistance in ceasing the use of tobacco.
- b. 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.
- c. 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 may include:
  - 1. Referral to parental 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
- d. Program Planning
- e. Program Evaluation

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 shall coordinate with the local health department and county office of education in program planning and implementation. He/she may establish an advisory council including students, parents/guardians, district staff, representatives of the local health department and community organizations, law enforcement professionals, and/or others with demonstrated expertise in tobacco prevention and cessation.

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 which has received funding from the tobacco industry.

To evaluate the effectiveness of the district's program and ensure accountability, the Superintendent or designee shall biennially administer the California Healthy Kids Survey or other appropriate student survey at selected grade levels in order to assess student attitudes toward tobacco and student use of tobacco. He/she also shall annually report to the Board, and to the CDE if required, the data specified in Health and Safety Code 104450.

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

### **Steroids**

### **School Procedure**

# District Board Policy (BP 5131.63 Adopted 07/15/10) (AR 5131.63 Adopted 07/15/10)

The Board of Trustees recognizes that the use of steroids and other performance-enhancing supplements presents a serious health and safety hazard. As part of the district's drug prevention and intervention efforts, the Superintendent or designee and staff shall make every reasonable effort to prevent students from using steroids or other performance-enhancing supplements. (BP 5131.63)

### Instruction

Students in grades 9-12 shall receive a lesson on the effects of steroids as part of their health, physical education, or drug education program.

#### **Athletics**

Students participating in interscholastic athletics are prohibited from using steroids and dietary supplements banned by the U.S. Anti-Doping Agency as well as the substance synephrine.

Before participating in interscholastic athletics, a student athlete and his/her parent/guardian shall sign a statement that the student athlete pledges not to use androgenic/anabolic steroids and dietary supplements banned by the U.S. Anti-Doping Agency and the substance synephrine, unless the student has a written prescription from a licensed health care practitioner to treat a medical condition.

A student who is found to have violated the agreement or this policy shall be restricted from participating in athletics and shall be subject to disciplinary procedures including, but not limited to, suspension or expulsion in accordance with law, Board policy, and administrative regulation.

Coaches shall educate students about the district's prohibition and the dangers of using steroids and other performance-enhancing supplements.

# Agreement for Student Athlete and Parent/Guardian Regarding Use of Steroids

All student athletes and their Parent/Guardian must sign an agreement prior to participation in any California Interscholastic Federation activity regarding the prohibition of the use of steroids or other performance enhancing drugs.

### Prohibition on Advertisement/Sponsorships/Donations

The Superintendent or designee shall ensure that district schools do not accept sponsorships or donations from supplement manufacturers that offer muscle-building supplements to students.

The district shall not accept a sponsorship from any manufacturer or distributor whose name appears on the label of a dietary supplement that contains substances banned by the U.S. Anti-Doping Agency and the substance synephrine. Such supplements shall not be sold, distributed, or marketed at a school-related event.

Marketing includes, but is not limited to, direct product advertising, provision of educational materials, product promotion by a district employee or volunteer, product placement, clothing or equipment giveaways, or scholarships. Marketing shall not include the inadvertent display of a product name or advertising by a person who is not a manufacturer or distributor.

School personnel and coaches may provide only non-muscle-building nutritional supplements to student athletes for the purpose of providing additional calories and electrolytes, provided that they do not contain any dietary supplements prohibited by the U.S. Anti-Doping Agency and the substance synephrine. Permissible non-muscle-building nutritional supplements are identified according to the following classes: carbohydrate/electrolyte drinks, energy bars, carbohydrate boosters, and vitamins and minerals.

School personnel, including coaches, shall follow the manufacturer's recommendations when discussing the use of any drug or food supplement with a student athlete. In order to minimize the health and safety risks to student athletes, school personnel shall not supply or recommend any drug, medication, or food supplement to enhance an athlete's performance.

## **Required Posting of Notice Regarding Steroid Use**

The principal or designee shall ensure that the following warning, reproduced in 10-point bold type, is posted in every locker room of schools with classes in grades 9-12 and contained in any contracts for the lease or rental of the school's athletic facilities:

Warning: Use of steroids to increase strength or growth can cause serious health problems. Steroids can keep teenagers from growing to their full height; they can also cause heart disease, stroke, and damaged liver function.

Men and women using steroids may develop fertility problems, personality changes, and acne. Men can also experience premature balding and development of breast tissue. These health hazards are in addition to the civil and criminal penalties for unauthorized sale, use, or exchange of anabolic steroids.

## **Weapons and Dangerous Instruments**

### **School Procedure**

# District Board Policy (BP 5131.7 Adopted 05/10/12) (AR 5131.7 Adopted 05/10/12)

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. (BP 5131.7)

# Possession of Weapons - General

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.

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.

# **Prohibited Weapons and Dangerous Instruments**

Prohibited weapons and dangerous instruments include, but are not limited to:

- 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, plastic or other hard material, 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
- 8. Tear gas or tear gas weapons such as pepper spray

## **Reporting of the Possession 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.

## **Authority of Staff to Confiscate Weapons and Dangerous Objects**

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.

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
  - a. 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.
  - b. 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.

# Advance Permission for Possession of a Weapon for Educational Purposes

The parent/guardian of a student who desires to possess a firearm, imitation firearm, or other prohibited weapon on school grounds for an educational purpose shall, at least five school days in advance of the planned possession, submit a written request to the principal which explains the planned use of the weapon and the duration. The student shall also submit a written explanation from the staff person responsible for the school-sponsored activity or class.

The principal may grant permission for such possession when he/she determines that it is necessary for a school-sponsored activity or class or as part of the educational program. Factors that shall be considered include, but are not limited to, the planned use of the weapon, the duration and location of the planned use, whether an audience is expected, and any perceived adverse effects to the safety and well-being of students or staff. If the principal grants such permission, he/she shall provide the student and staff person with a written explanation regarding any limitations and the permissible duration of the student's possession.

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.

# Gangs

## **School Procedure**

# District Board Policy (BP 5136 Adopted 07/15/10) (AR 5136 Adopted 07/15/10)

The Board of Trustees desires to keep district schools free from the threats or harmful influence of any groups or gangs which exhibit drug use, violence or disruptive behavior. The Superintendent or designee shall take steps to deter gang intimidation of students and staff and confrontations between members of different gangs. He/she shall exchange information and establish mutually supportive efforts with local law enforcement authorities. (BP5136)

## **Staff Development**

The Superintendent or designee shall provide in-service training which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources.

# **Gang Prevention and Intervention**

The Board realizes that students become involved in gangs for many reasons, such as peer pressure, the need for a sense of belonging, and lack of refusal skills. Age-appropriate gang violence prevention education shall start with students in the early elementary grades and may start in kindergarten.

To further discourage the influence of gangs, the Superintendent or designee shall ensure that school rules of conduct and any school dress code prohibiting gang-related apparel are enforced consistently. If a student exhibits signs of gang affiliation, staff shall so inform the parent/guardian, and law enforcement, as appropriate.

In order to discourage the influence of gangs, school staff shall take the following measures:

- 1. Any student displaying behavior, gestures, apparel or paraphernalia indicative of gang affiliation shall be referred to the principal or designee.
  - a. The student's parent/guardian shall be contacted and may be asked to meet with school staff.
  - b. The student may be sent home to change clothes if necessary.
- 2. Staff members may be provided with the names of known gang members.
- 3. Students who seek help in rejecting gang associations may be referred to community- based gang suppression and prevention organizations.
- 4. Any gang graffiti on school premises shall be removed, washed down or painted over as soon as discovered.
  - a. Daily checks for graffiti shall be made throughout the campus.

- b. Graffiti shall be photographed before it is removed. These photographs shall be shared with local law enforcement authorities and used in future disciplinary or criminal action against the offenders.
- 5. Classroom and after-school programs at each school shall be designed to enhance individual self-esteem, provide positive reinforcement for acceptable behavior, and foster interest in a variety of constructive activities. These programs shall also:
  - a. Explain the dangers of gang membership
  - b. Provide counseling for targeted at-risk students
  - c. Include lessons or role-playing workshops in gang avoidance skills and nonviolent conflict resolution, including communication skills, anger management, ethnic/cultural tolerance, and mediation skills
  - d. Assign individual gang members to cooperative learning groups in which they may work toward common goals with students who are not members of their gang
  - e. Provide school-to-career instruction
  - f. Provide positive interaction with local law enforcement staff
    - 1. Gang prevention lessons may be taught jointly by teachers and law enforcement staff.
- 6. Staff shall actively promote membership in authorized student organizations which can provide students companionship, safety, and a sense of purpose and belonging, including:
  - a. Positive sports and cultural activities and affiliations with the local community
  - b. Structured, goal-oriented community service projects

# **Parent Education and Community Outreach**

Gang prevention classes or counseling offered for parents/guardians shall address the following topics:

- 1. The dangers of gang membership
- 2. Warning signs which may indicate that children are at risk of becoming involved with gangs
- 3. The nature of local gang apparel and graffiti
- 4. Effective parenting techniques
- 5. Conflict resolution techniques

# Community programs shall address:

- 1. The scope and nature of local gang problems
- 2. Strategies by which each segment of the community may alleviate gang problems

### **Hate Motivated Behavior**

### **School Procedure**

# District Board Policy (BP 5145.9 Adopted 9/27/18)

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

```
(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5131.5 - Vandalism and Graffiti)
(cf. 5136 - Gangs)
(cf. 5137 - Positive School Climate)
(cf. 5141.52 - Suicide Prevention)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
```

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

```
    (cf. <u>1020</u> - Youth Services)
    (cf. <u>1400</u> - Relations Between Other Governmental Agencies and the Schools)
    (cf. <u>1700</u> - Relations Between Private Industry and the Schools)
```

```
(cf. 5148.2 - Before/After School Programs)
```

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

```
    (cf. <u>5138</u> - Conflict Resolution/Peer Mediation)
    (cf. <u>6142.3</u> - Civic Education)
    (cf. <u>6142.4</u> - Service Learning/Community Service Classes)
    (cf. <u>6142.94</u> - History-Social Science Instruction)
```

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

```
(cf. 6164.2 - Guidance/Counseling Services)
```

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

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

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(cf. <u>4131</u> - Staff Development)
(cf. <u>4231</u> - Staff Development)
(cf. <u>4331</u> - Staff Development)
```

**Complaint Process** 

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

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

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(cf. 3515.3 - District Police/Security Department)(cf. <u>5145.11</u> - Questioning and Apprehension by Law Enforcement)
```

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

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(cf. <u>1312.1</u> - Complaints Concerning District Employees)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination
32282 School safety plans
48900.3 Suspension for hate violence
48900.4 Suspension or expulsion for threats or harassment
PENAL CODE
422.55 Definition of hate crime
422.6 Crimes, harassment
CODE OF REGULATIONS, TITLE 5
4600-4670 Uniform Complaint Procedures
4900-4965 Nondiscrimination in elementary and secondary education programs
CODE OF FEDERAL REGULATIONS, TITLE 28
35.107 Nondiscrimination on basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
```

110.25 Prohibition of discrimination based on age

106.8 Designation of responsible employee for Title IX

Management Resources:

### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

### CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

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

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

Dear Colleague Letter: Harassment and Bullying, October 2010

Dear Colleague Letter: Prohibited Disability Harassment, July 2000

**WEB SITES** 

CSBA: http://www.csba.org

California Association of Human Relations Organizations: <a href="http://www.cahro.org">http://www.cahro.org</a>

California Department of Education: <a href="http://www.cde.ca.gov">http://www.cde.ca.gov</a>

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

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

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

Policy SAN MATEO UNION HIGH SCHOOL DISTRICT

adopted: September 27, 2018 San Mateo, California

### Nondiscrimination/Harassment

### **School Procedure**

# District Board Policy (BP 5145.3 Adopted 9/27/18)(AR 5145.3 Adopted 9/27/18)

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

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(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6164.6 - Identification and Education Under Section 504)
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This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

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

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. He/she shall report his/her findings and recommendations to the Board after each review.

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(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1330 - Use of Facilities)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.2 - Guidance/Counseling Services)
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Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

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

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(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
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(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.2 - Freedom of Speech/Expression)

Record-Keeping

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

(cf. 3580 - District Records)

Legal Reference:

**EDUCATION CODE** 

200-262.4 Prohibition of discrimination

48900.3 Suspension or expulsion for act of hate violence

48900.4 Suspension or expulsion for threats or harassment

48904 Liability of parent/guardian for willful student misconduct

48907 Student exercise of free expression

48950 Freedom of speech

48985 Translation of notices

49020-49023 Athletic programs

51500 Prohibited instruction or activity

51501 Prohibited means of instruction

60044 Prohibited instructional materials

**CIVIL CODE** 

1714.1 Liability of parents/guardians for willful misconduct of minor

**GOVERNMENT CODE** 

11135 Nondiscrimination in programs or activities funded by state

**PENAL CODE** 

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

12101-12213 Title II equal opportunity for individuals with disabilities

**UNITED STATES CODE, TITLE 29** 

794 Section 504 of Rehabilitation Act of 1973

**UNITED STATES CODE, TITLE 42** 

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

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

6101-6107 Age Discrimination Act of 1975

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.31 Disclosure of personally identifiable information

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

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

110.25 Prohibition of discrimination based on age

**COURT DECISIONS** 

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

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

Management Resources:

**CSBA PUBLICATIONS** 

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

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

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

FIRST AMENDMENT CENTER PUBLICATIONS

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

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

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

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, Fact Sheet, August 2010

**WEB SITES** 

CSBA: http://www.csba.org

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

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

California Office of the Attorney General: <a href="http://oag.ca.gov">http://oag.ca.gov</a>

First Amendment Center: <a href="http://www.firstamendmentcenter.org">http://www.firstamendmentcenter.org</a>

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

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

Policy SAN MATEO UNION HIGH SCHOOL DISTRICT

adopted: September 27, 2018 San Mateo, California

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Deputy Superintendent, Human Resources and Student Services

**Human Resources Generalist** 

650 North Delaware Street

San Mateo, CA 94401

(650) 558-2209

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. <u>1312.3</u> - Uniform Complaint Procedures)

Measures to Prevent Discrimination

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

- 1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them on the district's web site and other prominent locations and providing easy access to them through district-supported social media, when available.
- 2. Post in a prominent and conspicuous location on the district and school web sites information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.61)
- a. The name and contact information of the district's Title IX coordinator, including the phone number and email address
- b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)
- c. A description of how to file a complaint of noncompliance with Title IX in accordance with AR 1312.3 Uniform Complaint Procedures, which shall include:

- (1) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
- (2) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site
- (3) A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

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(cf. <u>1113</u> - District and School Web Sites)
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(cf. <u>1114</u> - District-Sponsored Social Media)

- 3. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)
- 4. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

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(cf. 5145.6 - Parental Notifications)
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5. The Superintendent or designee shall ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

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

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

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(cf. <u>1240</u> - Volunteer Assistance)
(cf. <u>4131</u> - Staff Development)
(cf. <u>4231</u> - Staff Development)
(cf. <u>4331</u> - Staff Development)
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- 7. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)
- 8. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

**Enforcement of District Policy** 

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

(cf. 5131.5 - Vandalism and Graffiti)

- 2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
- 3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
- 4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment

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(cf. 4112.6/4212.6/4312.6 - Personnel Files)
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(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that he/she knew was not true

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

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

(cf. <u>5144</u> - Discipline)

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

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

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

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

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

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

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, he/she shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Once notified verbally or in writing, the principal or compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

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

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Transgender and Gender-Nonconforming Students

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

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

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

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

Transgender student means a student whose gender identity is different from the gender he/she was assigned at birth.

Regardless of whether they are sexual in nature, acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited. Examples of the types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

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

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

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

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

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

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

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

- 2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion of his/her gender identity and begin to treat the student consistent with his/her gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.
- 3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify and develop strategies for ensuring that the student's access to education programs and activities is maintained. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action can be taken to address it.

Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

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

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    (cf. 6145 - Extracurricular and Cocurricular Activities)
    (cf. 6145.2 - Athletic Competition)
    (cf. 6153 - School-Sponsored Trips)
    (cf. 7110 - Facilities Master Plan)
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5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents. Such preferred name may be added to the student's record and official documents as permitted by law.

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(cf. <u>5125</u> - Student Records)
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(cf. <u>5125.1</u> - Release of Directory Information)

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

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

(cf. <u>5132</u> - Dress Code)

Regulation SAN MATEO UNION HIGH SCHOOL DISTRICT

approved: September 27, 2018 San Mateo, California

# **Questioning and Apprehension by Law Enforcement**

#### **School Procedure**

# District Board Policy (BP 5145.11 Adopted 10/12/11) (AR 5145.11 Adopted 07/15/10)

The Board of Trustees believes that the safety of district students and staff is essential to achieving the goal of student learning. In accordance with standards specified in law, law enforcement officers may interview and question students on school premises and may remove them when appropriate. (BP 5145.11)

The Superintendent or designee shall collaborate with local law enforcement agencies to establish procedures which enable law enforcement officers to carry out their duties on school campus, including, when necessary, the questioning and/or apprehension of students.

# **Questioning on School Grounds**

When any law enforcement officer requests an interview with a student, the principal or designee shall request the officer's identity, his/her official capacity, and the legal authority under which the interview is to be conducted.

The principal or designee shall maintain a record of all documentation relative to law enforcement interviews of students. Such records shall include:

- 1. The date and time, name and identifying number of the officer
- 2. The agency employing the officer and his/her official capacity, the time when he/she arrived and left
- 3. The fact that the principal or designee was or was not present during the interview, the reason for the questioning and/or release, and
- 4. Any other pertinent information.

The principal or designee shall accommodate the interview in a way that causes the least possible disruption for the student and school and provides the student appropriate privacy.

At the law enforcement officer's discretion and with the student's approval, the principal or designee may be present during the interview.

Except in cases of child abuse or neglect, the principal or designee shall attempt to notify the student's parent/guardian as soon as practicable after the law enforcement officer has interviewed the student on school premises.

If a minor student is removed from school into the custody of law enforcement, the principal or designee shall immediately notify the parent/guardian or responsible relative regarding the student's release and the place to which he/she is reportedly being taken, except when the minor has been taken into custody as a victim of suspected child abuse.

# **Apprehension**

Police officers, officers of the juvenile court, and other authorized law enforcement officials have an absolute right to enter a school to take a student into custody or to make an arrest of a student.

If a minor student is removed from school into the custody of a peace officer, the principal or designee shall immediately notify the parent/guardian or responsible relative regarding the student's release and the place to which he/she is reportedly being taken, except when the minor has been taken into custody as a victim of suspected child abuse.

The principal or designee shall record the time(s) of contact or attempted contact with the parent/guardian.

If the student is suspected of being a victim of child abuse, the Superintendent or designee shall give the telephone number and address of the student's parent/guardian to the law enforcement officer, and the officer then has the responsibility of immediately notifying the parent/guardian.

The Superintendent or designee shall immediately be notified of the student's removal. This initial verbal notice will be followed by a written report by the principal or designee and shall include the date and time of arrest, the identity, badge number and official capacity of the officer and the reason for release.

#### Subpoenas

Although subpoenas may legally be served at school on students age 12 or older, the Board believes that serving officials should be strongly urged to serve subpoenas at the home of the student whenever possible. When served at school, the principal or designee shall take reasonable steps to protect the student's privacy rights and to minimize loss of class time for the student.

#### Search and Seizure

## **School Procedure**

# District Board Policy (BP 5145.12 Adopted 07/15/10) (AR 5145.12 Adopted 07/15/10)

The Board of Trustees is fully committed to promoting a safe learning environment and, to the extent possible, eliminating the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, school officials may search students, their property, and/or district property under their control and may seize illegal, unsafe, or otherwise prohibited items. (BP 5145.12)

The Board urges that employees exercise discretion and good judgment. When conducting a search or seizure, employees shall act in accordance with law, Board policy, and administrative regulation.

## **Staff Development**

The Superintendent or designee shall ensure that staffs who conduct student searches receive training regarding the requirements of the district's policy and administrative regulation and other legal issues, as appropriate.

#### **Individual Searches**

School officials may search any individual student, his/her property, or district property under his/her control when there is a reasonable suspicion that the search will uncover evidence that he/she is violating the law, Board policy, administrative regulation, or other rules of the district or the school.

Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, student vehicles parked on district property, cellular phones, or other electronic communication devices.

Any search of a student, his/her property, or district property under his/her control shall be limited in scope and designed to produce evidence related to the alleged violation. Factors to be considered by school officials when determining the scope of the search shall include:

- 1. The danger to the health or safety of students or staff, such as the possession of weapons, drugs, or other dangerous instruments, and
- 2. Whether the item(s) to be searched by school officials are reasonably related to the contraband to be found.
- 3. In addition, school officials shall consider the intrusiveness of the search in light of the student's age, gender, and the nature of the alleged violation.

Employees shall not conduct strip searches or body cavity searches of any student.

Searches of individual students shall be conducted in the presence of at least two district employees.

The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

# **Searches of Multiple Student Lockers/Desks**

All student lockers and desks are the property of the district. The principal or designee may conduct a general inspection of school properties that are within the control of students, such as lockers and desks, on a regular, announced basis, with students standing by their assigned lockers or desks. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned.

## **Use of Metal Detectors**

The Board believes that the presence of weapons in the schools threatens the district's ability to provide the safe and orderly learning environment to which district students and staff are entitled. The Board also believes that metal detector searches offer a reasonable means to keep weapons out of the schools and mitigate the fears of students and staff.

The Superintendent or designee shall use metal detectors at district schools as necessary to help provide a safe learning environment. He/she shall establish a plan to ensure that metal detector searches are conducted in a uniform and consistent manner.

The Superintendent or designee shall ensure that the following safeguards are used when making metal detector scans:

- 1. Before walk-through, students shall be asked to empty their pockets and belongings of metallic objects.
- 2. If an initial metal detector activation occurs, students shall be asked to remove other metallic objects that they may be wearing (e.g., belt and jewelry) and to walk through a second time.
- 3. If a second activation occurs, a hand-held metal detector shall be used.
- 4. If the activation is not eliminated or explained, staff shall escort the student to a private area where an expanded search shall be conducted by a staff member of the same gender as the student in the presence of another district employee.
- 5. The search shall be limited to the detection of the cause of the activation.

# **Use of Contraband Detection Dogs**

In an effort to keep the schools free of dangerous contraband, the district may use specially trained, nonaggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or Board policy.

#### **Guidelines for the Use of Contraband Detection Dogs**

- 1. The dogs may sniff the air around lockers, desks, or vehicles on district property or at district-sponsored events. Dogs shall not sniff within the close proximity of students or other persons and may not sniff any personal items on those persons without their consent.
- 2. Contraband detection dogs shall not be used in classrooms or other district facilities when the rooms are occupied, except for demonstration purposes with the handler present. When used for demonstration purposes, the dog shall be separated from the students and not allowed to sniff any individual.

- 3. Prior to conducting an inspection, students shall be asked to leave the room that will be subject to the canine sniff. No student shall be forced to leave personal items behind for inspection, unless school officials have reasonable suspicion to search the item.
- 4. Only the dog's official handler shall determine what constitutes an alert by the dog. If the dog alerts on a particular item or place, the student having the use of that item or place, or responsibility for it, shall be called to witness the inspection. If a dog alerts on a locked vehicle, the student who brought the vehicle onto district property shall be asked to unlock it for inspection.

#### **Notifications**

At the beginning of each school year and upon enrollment, the Superintendent or designee shall inform students and parents/guardians about the district's policies and procedures for searches, including notice regarding:

- 1. The possibility of random searches of students, their belongings, their vehicles parked on district property, and district properties under a student's control, including lockers or desks
- 2. The district's contraband dog detection program
- 3. The use of metal detector scans

In addition, the Superintendent or designee shall ensure that signs are posted at all schools at which metal detectors are to be used to explain that anyone may be scanned by metal detector for guns, knives, or other illegal weapons when on campus or attending athletic or extracurricular events.

## **Academic Honesty**

## **School Procedure**

# District Board Policy (BP 5131.9 Adopted 07/15/10)

The Board of Trustees believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty. (BP 5131.9)

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed an act of academic dishonesty shall be subject to district and school-site discipline rules.

The Superintendent or designee may establish a committee comprised of students, parents/guardians, staff, administrators and members of the public to develop standards of academic honesty, measures of preventing dishonesty, and specific consequences for acts of dishonesty. Any recommendations for discipline shall be incorporated into the school's site level discipline rules.

# **Visitor Screening**

## **School Procedure**

# District Board Policy (BP 1250 Adopted 08/23/12) (AR 1250 Adopted 07/15/10)

The Board of Trustees encourages parents/guardians and interested members of the community to visit the schools and view the educational program. (BP 1250)

# **Required Posting of Visitor Registration Requirements**

The Superintendent or designee shall post at every entrance to each school and school grounds a notice setting forth visitor registration requirements, hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements. (Penal Code 627.6)

- To ensure minimum interruption of the instructional program, the Superintendent or designee shall establish
  procedures which facilitate visits during regular school days. Visits during school hours should be first arranged
  with the teacher and principal or designee. If a conference is desired, an appointment should be set with the
  teacher during non-instructional time.
- To ensure the safety of students and staff and avoid potential disruptions, all visitors shall register immediately upon entering any school building or grounds when school is in session.
- For purposes of school safety and security, the principal or designee may design a visible means of identification for visitors while on school premises.
- Unless otherwise directed by the principal or designee, a staff member shall accompany visitors while they are on school grounds.
- No electronic listening or recording device may be used by students or visitors in a classroom without the teacher and principal's permission. (Education Code 51512)

## **Registration Procedure**

In order to register, visitors shall, upon request, furnish the principal or designee with the following information: (Penal Code 627.3)

- 1. His/her name and address
- 2. His/her age, if less than 21
- 3. His/her purpose for entering school grounds
- 4. Proof of identity

# **Denial of Registration**

The following provisions of law shall apply to visitors. Visitors do not include students, district employees, or other persons listed in Penal Code 627.1.

- 1. The principal or designee may refuse to register any visitor if he/she reasonably concludes that the visitor's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance. The principal or designee or school security officer may revoke a visitor's registration if he/she has a reasonable basis for concluding that the outsider's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students or staff. (Penal Code 627.4)
- 2. The principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the principal or designee shall inform the outsider that if he/she reenters the school within seven days he/she will be guilty of a misdemeanor subject to a fine and/or imprisonment. (Penal Code 627.7)

#### **Appeal Procedure**

Any person who is denied registration or whose registration is revoked may appeal to the Superintendent or principal by submitting, within five days after the person's departure from school, a written request for a hearing. This request must state why he/she believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the Superintendent or principal shall promptly mail a notice of the hearing to the person requesting it. A hearing before the Superintendent or principal shall be held within 10 days after receipt of the request. (Penal Code 627.5)

## **Visitor Screening Process – Recommended Guidelines**

A visitor-screening policy should be developed with signage to direct school visitors to the sign-in area.

- Post signs at key arrival points directing all visitors to the entry door.
- Pass visitors through an office or sign-in area that offers verbal and visual contact with staff or volunteers.
- Ask all visitors to sign-in and provide them with an I.D. badge or other visitor pass
- Designate individuals to ask the person's name, area or room to be visited, and nature of the visit.
- If the visitor is new to the school or unsure of the room location, have a volunteer or staff member meet or accompany him/her.
- Direct visitors to return to sign out upon leaving the building. There should be no exceptions to the policy.
- Acquaint parents, PTA organizations, etc. with the policy and the need to know who is in the building.
- Familiarize all teachers and staff with the visitor screening policy.
- Encourage staff to question people on the campus without a visitor pass and ask them to check in with the office before proceeding to the intended destination.

## **Authority to Remove Disruptive or Unauthorized Persons**

## **School Procedure**

# District Board Policy (BP 3515.2(a) Adopted 07/15/10) (AR 3515.2 Adopted 08/23/12)

In order to help maintain an educational environment that provides for student safety, the Board of Trustees is committed to keeping the schools free from disruptions and to keeping unauthorized persons from entering school grounds. The Superintendent or designee shall provide for the prompt removal of any individual from school grounds who disrupts or threatens to disrupt normal school operations, threatens the health and safety of students or staff, or threatens to cause property damage in accordance with law, Board policy, or administrative regulation. (BP 3515.2(a))

The Superintendent or designee shall establish a plan describing actions to be taken, including staff responsibilities, when an individual is causing a disruption. In developing such a plan, the Superintendent or designee shall consult with law enforcement to create guidelines for law enforcement support and intervention in the event of a disruption.

School staff shall be trained to recognize when an individual has committed acts that constitute a disruption in violation of Board policy or administrative regulation. Staffs who believe that a disruption may occur shall immediately contact the principal.

The principal or designee may direct a person to leave school grounds when there is a reasonable basis for concluding that the person is committing, or has entered campus with the purpose of committing, an act that is likely to interfere with the peaceful conduct, discipline, good order, or administration of school activities or with the intent to inflict damage on any person or property. He/she may also ask a person to leave who uses loud and/or offensive language which could provoke a violent reaction or a person who has otherwise established a continued pattern of unauthorized entry on school grounds. This shall not apply if that person is a student, school employee, or other person required by his employment to be on school grounds. (Education Code 44810, 44811; Penal Code 415.5, 626.7, 626.8)

The principal or designee may also direct a specified drug offender to leave school grounds, unless that person is a student at the school, a parent/guardian of a child attending the school, or he/she has prior written permission for entry from the principal or designee. (Penal Code 626.85)

When directing any person to leave school premises, the principal or designee shall inform the person that he/she will be guilty of a crime if he/she:

- 1. Remains after being directed to leave (Education Code 44811; Penal Code 626.8)
- 2. Returns to the campus without following the school's posted registration requirements (Penal Code 626.7)
- Returns within seven days after being directed to leave (Penal Code 626.8, 626.85)

The principal or designee may direct a person who is required to register as a sex offender to immediately leave school grounds, unless he/she is on school grounds for lawful business and with the principal's permission. If such a person does not leave school grounds, the principal or designee shall inform the person that he/she may be guilty of a crime.

The principal or designee shall notify law enforcement as appropriate.

# **Appeal Procedure**

Any person who is asked to leave a school building or grounds may appeal to the Superintendent or designee. This appeal shall be made no later than the second school day after the person has departed from the school building or grounds. After reviewing the matter with the principal or designee and the person making the appeal, the Superintendent or designee shall render his/her decision within 24 hours after the appeal is made, and this decision shall be binding.

The decision of the Superintendent or designee may be appealed to the Board of Trustees. Such an appeal shall be made no later than the second school day after the Superintendent or designee has rendered his/her decision. The Board shall consider and decide the appeal at its next scheduled regular or adjourned regular public meeting. The Board's decision shall be final.

## **Sex Offender Notification**

## **School Procedure**

# District Board Policy (BP 3515.5(a) Adopted 07/15/10) (AR 3515.5 Adopted 07/15/10)

In order to protect students while they are traveling to and from school, or attending school or a school-related activity, the Board of Trustees believes it is important that the district respond appropriately when a law enforcement agency notifies the district about registered sex offenders who may reside or work within district boundaries. (BP 3515.5(a))

The Superintendent or designee shall establish an ongoing relationship with law enforcement officials to coordinate the receipt and dissemination of such information. To the extent authorized by law, the Superintendent or designee also shall establish procedures for notifying appropriate staff as necessary.

To protect the district and its employees from liability, employees shall disseminate sex offender information in good faith, and only in the manner and to the extent authorized by the law enforcement agency.

The Superintendent or designee may annually notify parents/guardians of the availability of information about registered sex offenders on the Department of Justice's Internet website.

## Required Plan for Receiving/Disseminating Information

The Superintendent or designee shall develop a plan for receiving and communicating information about registered sex offenders residing within district boundaries. He/she shall ensure, at a minimum that the following components are part of the plan:

- 1. The Superintendent or designee shall appoint a staff member to serve as liaison with law enforcement regarding these matters.
- 2. The Superintendent or district liaison shall, at the beginning of each school year, contact local law enforcement to coordinate the receipt of information. Law enforcement shall be informed that all notifications and correspondence should be directed to the liaison as well as the individual school sites. A letter shall be sent annually to local law enforcement, identifying the name, phone number, and address of the liaison.
- 3. The Superintendent or district liaison shall collaborate with law enforcement in order to alert children to the dangers of sex offenders, develop a system for distributing information about sex offenders, and train school staff and parents/guardians about the roles and responsibilities of both the district and law enforcement.
- 4. The Superintendent or liaison shall, at the beginning of each school year, notify parents/guardians of the district's willingness and intention to work with law enforcement on this matter and shall explain the appropriate roles and responsibilities of both the district and law enforcement.

This communication shall also explain:

a. The reporting requirements pursuant to Penal Code 290 and 290.45, including the fact that law enforcement is the agency best able to assess the relative danger of a sex offender

- b. The ability of the parents/guardians to contact law enforcement for additional information and to view the information on the Megan's Law Internet website
- 5. When law enforcement notifies the district of the residency or employment of a sex offender within district boundaries, the Superintendent or district liaison shall consult with law enforcement about the appropriate scope of the disclosure. When authorized by law enforcement, the Superintendent or liaison may disclose information about a sex offender to the following staff:
  - a. The principal of the school which is in the attendance area of the sex offender's residence or place of employment
  - b. Teachers and classified personnel at that school, including staff responsible for visitor registration
  - c. Principals and staff at adjacent schools, as appropriate
  - d. Security staff
  - e. Bus drivers
  - f. Yard supervisors
- 6. Any staff member who receives information directly from law enforcement regarding registered sex offenders shall immediately contact the Superintendent or liaison in order to help ensure that the district is able to respond appropriately.
- 7. If an identified sex offender is seen on or near school grounds or around any student, staff shall immediately contact the district liaison. A staff member may also inform local law enforcement.

## **Notification to Parents/Guardians**

When law enforcement has determined that parents/guardians should be notified regarding the presence of a sex offender in the community, the Superintendent or district liaison shall collaborate with local law enforcement in order to determine an appropriate response. This response may include:

- 1. An article in a school or parent council newsletter notifying parents/guardians that law enforcement information about registered sex offenders is available at the local law enforcement agency headquarters and/or at the school office. This article shall encourage parents/guardians to contact local law enforcement and access the Department of Justice's Megan's Law Internet website for additional information.
- 2. A mailing, at law enforcement's expense, prepared by law enforcement, and printed on law enforcement letterhead and envelopes, notifying parents/guardians of the presence of registered sex offenders. This notification shall encourage parents/guardians to contact local law enforcement and access the Department of Justice's Megan's Law Internet website for additional information.
- 3. A mailing of a letter, at district expense, prepared by law enforcement and printed on law enforcement letterhead and envelopes, notifying parents/guardians of the presence of registered sex offenders. This notification shall encourage parents/guardians to contact local law enforcement and access the Department of Justice's Megan's Law Internet website for additional information.

# **Role of District Police/Security Department**

In accordance with law, Board policy and administrative regulation, the district police/security department may disseminate information about registered sex offenders to the school community. The district police/security department shall consult with local law enforcement and the Superintendent or designee prior to any such dissemination.

The district police/security department shall maintain records of the means and dates of dissemination for five years. (Penal Code 290.45)

# **Campus Security**

#### **School Procedure**

# District Board Policy (BP 3515 Adopted 07/15/10) (AR 3515 Adopted 09/06/11)

The Board of Trustees is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

The Superintendent or designee shall develop campus security procedures which are consistent with the goals and objectives of the district's comprehensive safety plan and site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives. (BP 3515)

# **Surveillance Systems**

The Board believes that reasonable use of surveillance cameras will help the district achieve its goals for campus security. In consultation with the safety planning committee and relevant staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the district's surveillance equipment shall be disabled so that sounds are not recorded.

## **Required Postings**

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous locations at affected school buildings and grounds. These signs shall inform students, staff, and visitors that surveillance may occur and shall state whether the district's system is actively monitored by school personnel. The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district's surveillance system, including the locations where surveillance may occur, explaining that the recordings may be used in disciplinary proceedings, and that matters captured by the camera may be referred to local law enforcement, as appropriate.

## **Retention of Electronic Images**

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements.

#### **Development of campus security plans**

## **Mandatory Requirements**

The Superintendent or designee shall ensure that the district's campus security plan includes strategies to:

1. Secure the campus perimeter and school facilities in order to prevent criminal activity.

These strategies include a risk management analysis of each campus' security system, lighting system, and fencing. Procedures to ensure unobstructed views and eliminate blind spots caused by doorways and landscaping shall also be considered. In addition, parking lot design may be studied, including methods to discourage through traffic.

# 2. Secure buildings from outsiders and discourage trespassing

These strategies may include requiring visitor registration, staff and student identification tags, and patrolling of places used for congregating and loitering.

# 3. Discourage vandalism and graffiti

These strategies may include plans to immediately cover graffiti as well as campus beautification projects and shall also include students and the community in these projects.

# 4. Control access to keys and other school inventory

- All keys used in a school shall be the responsibility of the principal or designee. Keys shall be issued only to those employees who regularly need a key in order to carry out normal activities of their position.
- The principal or designee shall create a key control system with a record of each key assigned and room(s) or building(s) which the key opens.
- Keys shall be used only by authorized employees and shall never be loaned to students. The master key shall not be loaned.
- The person issued a key shall be responsible for its safekeeping. The duplication of school keys is prohibited. If a key is lost, the person responsible shall immediately report the loss to the principal or designee and shall pay for a replacement key.

#### 5. Detect and intervene with school crime

These strategies may include the creation of a school watch program, an anonymous crime reporting system, analysis of school crime incidents, and collaboration with local law enforcement agencies, including providing for law enforcement presence.

All staff shall receive training in building and grounds security procedures.

# Freedom of Speech/Expression

#### **School Procedure**

# District Board Policy (BP 5145.2 Adopted 07/15/10) (AR 5145.2 Adopted 07/15/10)

The Board of Trustees believes that free inquiry and exchange of ideas are essential parts of a democratic education. The Board respects students' rights to express ideas and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular. (BP 5145.2)

# **On-Campus Expression**

Students shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Education Code 48907)

Student expression on district or school Internet web sites and online media shall generally be afforded the same protections as in print media.

Students' freedom of expression shall be limited only as allowed by Education Code 48907, 48950, and other applicable state and federal laws.

Students are prohibited from making any expressions or distributing or posting any materials that are obscene, libelous, or slanderous. Students also are prohibited from making any expressions that so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, the violation of school rules, or substantial disruption of the school's orderly operation. (Education Code 48907)

The use of "fighting words" or epithets is prohibited in those instances where the speech is abusive and insulting, rather than a communication of ideas, and the speech is used in an abusive manner in a situation that presents an actual danger that it will cause a breach of the peace.

## **Guidelines for School Sponsored Publications**

School officials shall not engage in prior restraint of material prepared for official school publications except insofar as the content of the material violates the law. (Education Code 48907)

Students shall have the right to exercise freedom of speech and of the press in official school publications, except for expression that is obscene, libelous, slanderous, or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school. (Education Code 48907)

Official school publications include material produced by students in journalism, newspaper, yearbook, or writing classes and distributed to the student body either for a fee or free. (Education Code 48907)

Each principal shall develop a school publications code outlining the responsibility of student journalists, editors, and publication advisors.

All student submissions shall be held to professional standards of English and journalism. (Education Code 48907)

If the principal considers material submitted for publication to violate Education Code 48907, he/she shall notify the student, without undue delay, and give specific reasons why the submitted material may not be published. Absent extraordinary circumstances, such notice should be given in sufficient time to allow the student time to either modify the material or to seek review of the principal's determination from the Superintendent or designee. Prior to any restriction of student speech, school officials shall consider any feasible alternative options to restricting the speech.

To the extent that the principal or designee believes that the school and district should be disassociated from a particular idea or opinion, the principal may require student articles to include disclaimers.

# **Distribution of Printed Materials and Petitions by Students**

The principal or designee may provide bulletin boards on which students and student organizations may post materials of general interest. Students also may post or distribute handbills, leaflets, and other printed material, whether produced within or outside of the school. Students may collect signatures on petitions concerning school or nonschool issues.

Printed materials or petitions may be distributed only:

- 1. Before or after school or during lunch time
- 2. In locations that do not obstruct the normal flow of traffic within the school or at entrances

No student shall use coercion to induce any other student or person to accept printed matter or to sign a petition. No funds shall be collected for any material distributed.

## Clothing, Buttons, and Badges

Buttons, badges, armbands, and clothing bearing slogans or sayings may be worn unless their message falls into the categories prohibited by law and Board policy. No employee shall interfere with this practice on the grounds that the message may be controversial or unpopular with students or faculty.

#### **Off-Campus Expression**

The Superintendent or designee shall not discipline any high school student solely on the basis of speech or other communication that would be constitutionally protected when engaged in outside of school, but may impose discipline for harassment, threats, or intimidation unless constitutionally protected. (Education Code 48950)

A student shall be subject to discipline for off-campus expression, including expression on off-campus Internet web sites, when such expression poses a threat to the safety of other students, staff, or school property, or substantially disrupts the educational program. The Superintendent or designee shall document the impact the expression had or could be expected to have on the school program.

# **Chapter 6: Emergency Preparedness**

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. (BP3416)

## **Emergency Preparedness Plans**

# District Board Policy (BP 3516 Adopted 9/27/18)(AR 3516 Adopted 9/27/18)

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

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

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0400 - Comprehensive Plans)
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(cf. 0450 - Comprehensive Safety Plan)
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(cf. 3516.3 - Earthquake Emergency Procedure System)

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

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(cf. <u>0420</u> - School Plans/Site Councils)
(cf. <u>1220</u> - Citizen Advisory Committees)
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(cf. <u>3513.3</u> - District Police/Security Department)

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

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

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    (cf. 4131 - Staff Development)
    (cf. 4231 - Staff Development)
    (cf. 4331 - Staff Development)
    Comprehensive School Safety Plan
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The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

(cf. <u>1330</u> - Use of School Facilities)

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

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

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

Legal Reference:

**EDUCATION CODE** 

32001 Fire alarms and drills

32040 Duty to equip school with first aid kit

32280-32289 School safety plans

32290 Safety devices

39834 Operating overloaded bus

46390-46392 Emergency average daily attendance in case of disaster

49505 Natural disaster; meals for homeless students; reimbursement

**CIVIL CODE** 

1714.5 Release from liability for disaster service workers and shelters

**GOVERNMENT CODE** 

3100-3109 Public employees as disaster service workers; oath or affirmation

8607 Standardized emergency management system

CALIFORNIA CONSTITUTION

Article 20, Section 3 Oath or affirmation

CODE OF REGULATIONS, TITLE 5

550 Fire drills

560 Civil defense and disaster preparedness plans

**CODE OF REGULATIONS, TITLE 19** 

2400-2450 Standardized emergency management system

**UNITED STATES CODE, TITLE 42** 

12101-12213 Americans with Disabilities Act

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Crisis Response Box, 2000

CALIFORNIA GOVERNOR'S OFFICE OF EMERGENCY SERVICES PUBLICATIONS

Active Shooter Awareness Guidance, February 2018

State of California Emergency Plan, 2017

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

FEDERAL EMERGENCY MANAGEMENT AGENCY PUBLICATIONS

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

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

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

**WEB SITES** 

CSBA: http://www.csba.org

American Red Cross: <a href="http://www.redcross.org">http://www.redcross.org</a>

California Attorney General's Office: https://oag.ca.gov

California Department of Education, Crisis Preparedness: <a href="http://www.cde.ca.gov/ls/ss/cp">http://www.cde.ca.gov/ls/ss/cp</a>

California Governor's Office of Emergency Services: <a href="http://www.caloes.ca.gov">http://www.caloes.ca.gov</a>

California Seismic Safety Commission: <a href="http://www.seismic.ca.gov">http://www.seismic.ca.gov</a>

Centers for Disease Control and Prevention: <a href="http://www.cdc.gov">http://www.cdc.gov</a>

Federal Emergency Management Agency: http://www.fema.gov

U.S. Department of Education, Emergency Planning: http://www2.ed.gov/admins/lead/safety/crisisplanning.html

U.S. Department of Homeland Security: <a href="http://www.dhs.gov">http://www.dhs.gov</a>

Policy SAN MATEO UNION HIGH SCHOOL DISTRICT

adopted: September 27, 2018 San Mateo, California

The Superintendent or designee shall ensure that district and/or 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

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(cf. 3516.1 - Fire Drills and Fires)
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2. Earthquake, flood, or other natural disasters

(cf. <u>3516.3</u> - Earthquake Emergency Procedure System)

3. Environmental hazards, such as leakages or spills of hazardous materials

(cf. 3514 - Environmental Safety)

(cf. 3514.2 - Integrated Pest Management)

4. Attack or disturbance, or threat of attack or disturbance, by an individual or group

(cf. <u>3515.2</u> - Disruptions)

(cf. 3515.7 - Firearms on School Grounds)

(cf. 5131.4 - Student Disturbances)

5. Bomb threat or actual detonation

(cf. <u>3516.2</u> - Bomb Threats)

6. Biological, radiological, chemical, and other activities, or heightened warning of such activities

7. Medical emergencies and quarantines, such as a pandemic influenza outbreak

(cf. 5141.22 - Infectious Diseases)

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, identification of risks, and implementation of strategies and measures to increase the safety and security of school facilities
- (cf. <u>3513.3</u> District Police/Security Department)
- (cf. 3515 Campus Security)
- (cf. <u>3517</u> Facilities Inspection)
- (cf. 3530 Risk Management/Insurance)
- 2. Instruction for district staff and students regarding emergency plans, including:
- a. Training of staff in first aid and cardiopulmonary resuscitation
- b. Regular practice of emergency procedures by students and staff
- (cf. 4131 Staff Development)
- (cf. 4231 Staff Development)
- (cf. 4331 Staff Development)
- 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 for the overall control and supervision of activities at each school during an 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 the supervision of students
- b. Procedures for the evacuation of students and staff, including posting of evacuation routes
- c. Procedures for the release of students, including a procedure to release students when reference to the emergency card is not feasible
- (cf. <u>5141</u> Health Care and Emergencies)

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(cf. <u>5142</u> - Safety)
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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

(cf. <u>3543</u> - Transportation Safety and Emergencies)

- e. Provision of a first aid kit to each classroom
- f. Arrangements for students and staff with special needs

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(cf. 4032 - Reasonable Accommodation)
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(cf. 6159 - Individualized Education Program)

(cf. <u>6164.6</u> - Identification and Education Under Section 504)

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

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(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)
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(cf. <u>4261.1</u> - Personal Illness/Injury Leave)

(cf. <u>5113</u> - Absences and Excuses)

(cf. 6183 - Home and Hospital Instruction)

- 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

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(cf. 3516.5 - Emergency Schedules)
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- 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)

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(cf. 1112 - Media Relations)
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b. Development and testing of communication platforms, such as hotlines, telephone trees, web sites, social media, and electronic notifications

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

- 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 of a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease
- (cf. <u>1400</u> Relations Between Other Governmental Agencies and the Schools)
- 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

(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall assemble key information that would be needed in an emergency. Such information may include, but is not limited to, a list of individuals and organizations who should be contacted for assistance in an emergency, current layouts and blueprints of school buildings, aerial photos of the campus, maps of evacuation routes and alternate routes, a roster of employees with their work locations, student photographs and their emergency contact information, a clearly labeled set of keys, location of first aid supplies, and procedures and locations for turning off fire alarms, sprinklers, utilities, and other systems. Such information shall be stored in a box in a secure, easily accessible location, with a duplicate kept at another location in case the primary location is inaccessible.

Regulation SAN MATEO UNION HIGH SCHOOL DISTRICT

approved: September 27, 2018 San Mateo, California

## **School Employees as Disaster Service Workers**

# District Board Policy (BP 3516 Adopted 9/27/18)(AR 3516 Adopted 9/27/18)

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

When a major emergency occurs, every school and district employee should be prepared and committed to serving their students. Per California Government Code Section 3100, during a disaster, public employees become "Disaster Service Workers". As Disaster Service Workers, school staff and teachers will be called upon to serve at their school sites, unless otherwise directed by authorities. To do this effectively, each employee must:

- have the confidence that they have prepared their families to deal with emergencies in their absence
- know how to complete those tasks for which they are assigned

The time and energy a staff member commits to being prepared at home will provide the best assurance that they are capable of dealing with crisis situations at the school site.

## **Staff Release Plan**

Administrators will take into consideration the family needs of employees and release staff accordingly. Schools should work with staff prior to an emergency to develop criteria agreed upon for release of staff. Such criteria might include (presented without respect to priority):

- Single parents with pre-school children
- Single parents with children in primary grades
- Single parents with children in elementary schools
- Staff member with housebound dependents
- Persons with health problems or disabilities
- Persons living in areas of major damage
- Married parents with pre-school children
- Married parents with children in primary grades
- Married parents with children in elementary schools

## **Fire Drills and Fires**

# District Board Policy (AR 3516.1 Adopted 07/15/10)

AR 3516.1 Fire Drills And Fires

#### **Fire Drills**

The principal shall cause the fire alarm signal to be sounded at least once every month. (Education Code 32001)

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. (Education Code 32001)

- 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. (5 CCR 550)
- 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 are equipped with an automatic fire detection and alarm system. (Education Code 32001)
- 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.

#### **Bomb Threats**

# District Board Policy (AR 3516.2 Adopted 07/15/10)

AR 3516.2 Bomb Threats

## **Receiving Threats**

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

Staff members who customarily receive telephone calls or handle packages shall receive training related to bomb threats.

#### **Procedures**

- 1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the principal or designee. If the threat is in writing, he/she shall place the message in an envelope and take note of where and by whom it was found.
- 2. Any student or employee seeing a suspicious package shall promptly notify the principal or designee.
- 3. The principal or designee shall immediately use fire drill signals and institute standard evacuation procedures as specified in the emergency plan.
- 4. The principal 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. School police officers may assist in this search. No other school staff shall search for or handle any explosive or incendiary device.

Except for school police officers, no staff or students shall reenter the threatened building(s) until the law enforcement and/or fire department staff advises the principal or designee that reentry is safe.

# **Disciplinary Action**

Any student who makes a bomb threat shall be subject to disciplinary procedures.

## **Emergency Response**

(Excerpt from SMUHSD Emergency Response Handbook)

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

# Person Receiving Threat by Telephone:

Listen. Do not interrupt caller.

## **Telephone Bomb Threats**

- Remain calm/courteous.
- Read phone's visual display.
- Listen, don't interrupt.

- Keep the caller on the line with statements such as "I am sorry, I did not understand you. What did you say?"
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Notify site administrator immediately after completing the call.
- Complete the Bomb Threat Checklist.

- Keep caller talking. Pretend hearing difficulty.
- Notice details: background noises, voice description.
- Ask: When? Where? What? How?
- Don't touch any suspicious objects.

**Call 911** 

# Person Receiving Threat by Mail:

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- Notify principal or site administrator.

# **Principal/Site Administrator Actions:**

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- If it is necessary to evacuate the entire school, use the fire alarm.
- Notify the District Superintendent of the situation.
- Direct a search team to look for suspicious packages, boxes or foreign objects.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

## **Search Team Actions:**

- Use a systematic, rapid and thorough approach to search the building and surrounding areas.
- Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- If suspicious item is found, make no attempt to investigate or examine object.

## **Staff Actions:**

- Evacuate students as quickly as possible, using primary or alternate routes.
- Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
- Do not return to the building until emergency response officials determine it is safe.

| Additional Steps for The School: |  |  |  |  |  |
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# Bomb Threat Checklist To be completed by person receiving the call

# **CALL RECEIVED BY: DATE TIME**

REMAIN CALM! Notify other staff by prearranged signal while caller is on the line. Listen. Do not interrupt the caller except to ask:

| 1. What time is the bomb set f | or?            |              |                     |              |
|--------------------------------|----------------|--------------|---------------------|--------------|
| 2. Where has it been placed?   |                |              |                     |              |
| 3. What does it look like?     |                |              |                     |              |
| 4. Why are you doing this?     |                |              |                     |              |
| 5. Who are you?                |                |              |                     |              |
|                                |                |              |                     |              |
| Words used by caller:          |                |              |                     |              |
| Description of caller:         |                |              |                     |              |
| Estimate age of caller:        | Other          | Other notes: |                     |              |
|                                |                |              |                     |              |
| Voice characteristics:         | Loud           | Soft         | Deep                | High Pitched |
|                                | Raspy          | Pleasant     | Intoxicated         | Nasal        |
| Speech:                        | Rapid          | Slow         | Disguised           | Normal       |
|                                | Laughing       | Slurred      | Lisp                | Stutter      |
| Manner:                        | Calm           | Angry        | Irrational          | Excited      |
|                                | Coherent       | Incoherent   | Deliberate          | Crying       |
|                                | Emotional      | Righteous    | Laughing            | Foul         |
| Language:                      | Excellent      | Good         | Fair                | Poor         |
| Use of certain phrases:        |                |              |                     |              |
| Accent:                        | Local          | Foreign      | Regional            |              |
| Background Noises:             | Airplane       | Animals      | Industrial Machines |              |
|                                | Static         | Motors       | Office Machines     |              |
|                                | Quiet          | Music        | Party Scene         |              |
|                                | Street Traffic | Trains       | PA System           |              |
|                                | TV             | Voices       | Other               |              |
|                                |                |              |                     |              |

# **Earthquake Emergency Preparedness**

District Board Policy (AR 3516.3 Adopted 9/15/16)

# AR 3516.3 Earthquake Emergency Procedure System

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. (Education Code 32282)

(cf. <u>0450</u> - Comprehensive Safety Plan)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code <u>8607</u>; 19 CCR <u>2400-2450</u>)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

The Superintendent or designee may work with the California Governor's Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Education Code 32282)

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: (Education Code 32282)

- 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 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

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

(cf. 4331 - Staff Development)

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 consider the danger of a post-earthquake tsunami when developing evacuation routes and locations, including the need to evacuate to higher ground.

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.

(cf. <u>3543</u> - Transportation Safety and Emergencies)

**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.

(cf. 1112 - Media Relations)

Legal Reference:

**FDUCATION 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

Management Resources:

CALIFORNIA GOVERNOR'S OFFICE OF EMERGENCY SERVICES PUBLICATIONS

The ABCs of Post-Earthquake Evacuation: A Checklist for School Administrators and Faculty

Guide and Checklist for Nonstructural Earthquake Hazards in California Schools, January 2003

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

FEDERAL EMERGENCY MANAGEMENT AGENCY PUBLICATIONS

Guidebook for Developing a School Earthquake Safety Program, 1990

**WEB SITES** 

American Red Cross: <a href="http://www.redcross.org">http://www.redcross.org</a>

California Governor's Office of Emergency Services: http://www.caloes.ca.gov

California Seismic Safety Commission: <a href="http://www.seismic.ca.gov">http://www.seismic.ca.gov</a>

Federal Emergency Management Agency: http://www.fema.gov/hazards/earthquakes

National Incident Management System: http://www.fema.gov/emergency/nims

Regulation SAN MATEO UNION HIGH SCHOOL DISTRICT

approved: September 15, 2016 San Mateo, California

**Additional Steps for The School:** 

#### **Use of School Facilities**

## District Board Policy (BP 1330 Adopted 11/13/14) (AR 1330 Adopted 07/15/10)

#### **Mass Care and Welfare Shelters**

Notwithstanding Section 40043, the governing board of any school district 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 governing board shall cooperate with these agencies in furnishing and maintaining such services as the governing board may deem necessary to meet the needs of the community. (Added by Stats. 1984, c. 1659, § 3.)

#### Management, Direction and Control; Rules and Regulations

The management, direction, and control of school facilities under this article is vested in the governing board of the school district which shall promulgate all rules and regulations necessary to provide, at a minimum, for the following:

- (1) Aid, assistance, and encouragement to any of the activities authorized in Sections 40041 and 40041.5.
- (2) Preservation of order in school facilities and on school grounds, and protection of school facilities and school grounds, including, if the governing board deems necessary, appointment of a person who shall have charge of the school facilities and grounds for purposes of their preservation and protection.
- (3) That the use of school facilities or grounds is not inconsistent with the use of the school facilities or grounds for school purposes or interferes with the regular conduct of schoolwork. (Added by Stats. 1982, c. 1502, p. 5829, § 5. Amended by Stats. 1984, c. 1659, § 4.) (Former § 40042 was repealed by Stats. 1982, c. 1502, p. 5828, § 4.)

## **Emergency Schedule**

## District Board Policy (BP 3516.5 Adopted 07/15/10)

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, to change the regular school day schedule, or to take any necessary action when adverse weather conditions or other emergencies warrant. (AR 3516.5)

#### **Parental Notification**

The Superintendent or designee shall establish a system for informing students and parents/guardians when school buses are not operating or when the school day schedule is changed or the school is closed.

## **Required Supervision of Students**

In the event that students arrive at school when the school day schedule changes or the schedule changes after school has begun, the Superintendent or designee shall ensure that supervision is provided in accordance with the procedures specified in the district's emergency and disaster preparedness plan.

## **Authority to Change School Calendar/Daily Schedule**

The Superintendent or designee may provide a means to compensate for 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.

## **Chapter 7: Positive School Climate**

#### **Positive School Climate**

## District Board Policy (BP 5137 Adopted 07/15/10)

The Board of Trustees desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff. (BP 5137)

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

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

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

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

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

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

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

## **Guidance/Counseling Services**

## District Board Policy (BP 6164.2 Adopted 08/11/16) (AR 6164.2 Adopted 05/04/14)

The Board of Trustees recognizes that a comprehensive counseling program can help promote academic achievement and serve the diverse needs of all district students. Counseling staff shall be available to meet with students to discuss academic, social, or personal difficulties, as well as other issues that may impact student learning. (BP 6164.2)

#### **Academic and Career Counseling**

The district's academic counseling program shall help students establish immediate and long-range educational plans, achieve academic standards, prepare for the high school exit examination, and complete the required curriculum in accordance with their individual needs, abilities, and interests. Insofar as possible, parents/guardians shall be included when making educational plans.

Counseling staff shall help all students plan for the future and become aware of their career potential. Academic planning for higher education shall include information about courses needed for admission to colleges and universities, standardized admission tests, financial aid, and scholarships.

The Superintendent or designee shall establish and maintain a program of guidance, placement, and follow-up for all district students subject to compulsory continuation education. (Education Code 48431)

Colleges and prospective employers, including military recruiters, shall have the same access to students for recruiting purposes. (20 USC 7908; 10 USC 503; Education Code 49603)

#### **Supplemental School Counseling Program for Students in Grades 9-12**

The Board-adopted supplemental school counseling program for students in grades 9-12 shall be delivered by personnel who hold a valid pupil personnel services credential. The district's program shall provide for: (Education Code 52378)

- 1. An individualized review of academic and deportment records
- 2. An individualized review of the career goals of students, and the available academic and career technical education opportunities and community and workplace experiences available to students to support their goals
- 3. An opportunity for a counselor to meet with students and, if practicable the parent/guardian, to discuss available educational and career technical options
- 4. Specialized counseling services for students identified as at risk

A counselor shall review the academic and deportment record of each student in grades 9-12. The counselor shall also provide for an individualized review of each student's career goals and the available academic and career technical education opportunities and community and workplace experiences available that may support the pursuit of those goals. In addition, the counselor shall meet with each student and, if practicable, his/her parent/guardian to explain the records. At the meeting, the counselor shall also explain: (Education Code 52378)

5. The student's educational options

If such services are available to district students, the educational options discussed shall include college preparatory and career technical programs, including regional occupational centers and programs and any other available alternatives.

- 6. The coursework and academic progress needed for satisfactory completion of high school and passage of the high school exit examination
- 7. Eligibility for admission to a four-year institution of postsecondary education, including the University of California (UC) and the California State University (CSU)
- 8. For those students who have not passed one or both parts of the exit exam by the end of grade 12, the availability of intensive instruction and services, as required pursuant to Education Code 37254, for up to two consecutive academic years after the completion of grade 12 or until the student has passed both parts of the exit exam, whichever comes first
- 9. The availability of career technical education

#### **Identification and Intervention Services for Academically At-Risk Students**

The Superintendent or designee shall identify students in grades 9-12 who: (Education Code 52378)

- 1. Are at risk of not graduating with the rest of their class
- 2. Are at risk of not passing the high school exit exam
- 3. Do not have sufficient training to allow them to fully engage in their chosen career

For these identified students, the district shall provide the following additional services:

List of Coursework and Experience: For students in grades 11 and 12 who have not passed one or both parts of
the high school exit exam or who have not satisfied, or are not on track to satisfy, the curricular requirements for
admission to UC and CSU, the district shall provide a list of coursework and experience necessary to assist them
in their current grade level and to successfully transition to postsecondary education or employment. (Education
Code 52378)

For students in grade 12, the list shall also include options for continuing their education if they fail to meet graduation requirements, including, but not limited to, the option of enrolling in an adult education program, enrolling in a community college, continuing enrollment in the district, or continuing to receive intensive instruction and services for up to two academic years after completion of grade 12 or until passage of both parts of the exit exam, whichever comes first. (Education Code 52378)

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 52378)

- 2. Intensive Instruction and Services: For students in grade 11 and 12 who have not passed one or both parts of the high school exit exam, the district shall inform them of the option to receive intensive instruction and services pursuant to Education Code 37254 for up to two consecutive years after the completion of grade 12, or until the student has passed both parts of the exit exam, whichever comes first. (Education Code 52378)
- 3. Individual Conference: For students in grades 10 and 12 who have been provided the list of coursework and experience, the district shall offer and schedule an individual conference with each student, his/her

parent/guardian, and a school counselor. During the conference, the counselor shall apprise the student and his/parent guardian of the following: (Education Code 52378)

- a. Consequences of not passing the high school exit exam
- 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, including, but not limited to, informing students of the option to receive intensive instruction and services for up to two consecutive academic years after completion of grade 12 or until passage of both parts of the exit exam, whichever comes first
- f. Information about postsecondary education and training
- g. Eligibility requirements, including coursework and test requirements, and the progress of the student toward satisfaction of those requirements for admission to four-year institutions of postsecondary education, including at least UC and CSU
- h. The availability of financial aid for postsecondary education

The individual conference shall be scheduled, to the extent feasible, within the following timelines: (Education Code 52378)

- a. For students in grade 10, the conference shall occur between the spring of the year the students are enrolled in grade 10 and the fall of the following year in which the student would be enrolled in grade 11.
- b. For students in grade 12, the conference shall occur after November of that school year in which the student is enrolled in grade 12, but before March of that same school year.
- c. For schools operating on a multitrack year-round calendar, the individual conferences for students in grade 10 and 12 shall occur in a timeframe that is equivalent to the timeframe specified above for schools on a traditional calendar.

## **Personal Counseling**

Counseling staff shall 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.

## **Crisis Counseling**

The Board recognizes the need for a prompt and effective response when students are confronted with a traumatic incident. School counselors shall assist in the development of the comprehensive school safety plan, emergency and disaster preparedness plan, and other prevention and intervention practices designed to assist students before and after a crisis.

In addition, the Superintendent or designee shall identify crisis counseling resources to train district staff in appropriate response techniques and/or to directly help students cope with such crises if they occur.

Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence.

#### **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)

#### **Student Success Teams**

## District Board Policy (BP 6164.5 Adopted 07/15/10) (AR 6164.5 Adopted 07/15/10)

The Board of Trustees encourages the collaboration of parents/guardians, teachers, resource personnel, administrators and students in evaluating the strengths and needs of students having academic, attendance or behavioral difficulties and in identifying strategies and programs that may assist the students. The Superintendent or designee shall establish student success teams as needed to address individual students' needs. (BP 6164.5)

The Superintendent or designee shall establish a process for initiating referrals of students to the student success team.

Each student success team shall develop intervention strategies to assist the student. Such strategies may include changes in program placement or instructional methods, recommendation of supplemental educational services, parent involvement strategies, behavioral interventions, discipline, referrals to other agencies or resources, and/or other appropriate interventions.

The student success team shall monitor the student's progress, evaluate the extent to which the recommended strategies have been implemented, and develop additional interventions as needed.

#### **Student Success Team Membership**

Members of individual student success teams may include:

- 1. The principal or designee
- 2. One or more of the student's classroom teachers or former teachers
- 3. The student's parents/guardians
- 4. The student if appropriate
- 5. Resource personnel or specialists, such as a school counselor, psychologist, nurse, outreach consultant, special education resource person, categorically funded staff person, department chairperson, speech and language specialist, reading specialist, social worker, probation officer, community resource representative, mental health worker or other person relevant to the student's situation

## **Team Responsibilities**

The principal or designee shall:

- 1. Schedule meetings and establish meeting procedures
- 2. Contact parents/guardians and other team members regarding team meetings
- 3. Consult with appropriate school or district resource personnel
- 4. Arrange for observation of the student in the problem situation as needed
- 5. Collect any additional background information necessary to inform team members about the student's strengths and needs
- 6. Help the student and parents/guardians prepare for the meeting
- 7. Facilitate the team meetings
- 8. Ensure that the student's progress is monitored and that follow-up meetings are regularly scheduled

#### **Conflict Resolution/Peer Mediation**

## District Board Policy (BP 5138 Adopted 07/15/10)

To promote student safety and contribute to the maintenance of a positive school climate, the Board of Trustees encourages the development of school-based conflict resolution programs designed to help students learn constructive ways of handling conflict. The Board believes that such programs can reduce violence and promote communication, personal responsibility and problem-solving skills among students.

Conflict resolution strategies shall be considered as part of each school's comprehensive safety plan and incorporated into other district discipline procedures as appropriate. Conflict resolution programs shall not supplant the authority of staff to take appropriate action as necessary to prevent violence, ensure student safety, maintain order in the school, and institute disciplinary measures. (BP5138)

Schoolwide programs may include curriculum in conflict resolution, including, but not limited to, instruction in effective communication and listening, critical thinking, problem-solving processes and the use of negotiation to find mutually acceptable solutions. In addition, the curriculum may address students' ethical and social development, respect for diversity, and interpersonal and behavioral skills.

Conflict resolution programs may incorporate peer mediation strategies in which selected students are specially trained to work with their peers in resolving conflicts.

Students' participation in any peer mediation program shall be voluntary and kept confidential by all parties involved.

In developing a conflict resolution and/or peer mediation program, school-site teams shall address, as appropriate:

- 1. The grade levels and courses in which the conflict resolution curriculum shall be delivered
- 2. Staff development related to the implementation of the curriculum and modeling of appropriate behaviors and communication skills
- 3. The selection of peer mediators involving, to the extent possible, a cross-section of students in terms of grade, gender, race, ethnicity, and socioeconomic status, and including some students who exhibit negative leadership among peers
- 4. Training and support for peer mediators, including training in mediation processes and in the skills related to understanding conflict, communicating effectively and listening
- 5. The process for identifying and referring students to the peer mediation program
- 6. The types of conflicts suitable for peer mediation
- 7. Scheduling and location of peer mediation sessions
- 8. Methods of obtaining and recording agreement from all disputants
- 9. The appropriate involvement of parents/guardians, the community and staff, including counseling/guidance and security staff

- 10. Communications to students, parents/guardians and staff regarding the availability of the program
- 11. Methods of following up with students to determine the effectiveness of the process
- 12. Development of assessment tools to periodically evaluate the success of the program including, but not limited to, measurements of whether there has been a reduction in violence at the school and whether the school's suspension rates have fallen since the program has been introduced

#### **Suicide Prevention**

## District Board Policy (BP 5141.52 Adopted 06/08/17) (AR 5141.52 Adopted 06/08/17)

The Board of Trustees recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop preventive strategies and intervention procedures. (BP 5141.52)

The Superintendent or designee may involve school health professionals, school counselors, administrators, other staff, parents/guardians, students, local health agencies and professionals, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention and intervention.

#### **Prevention and Instruction**

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and self-esteem. Suicide prevention instruction shall be incorporated into the health education curriculum in the secondary grades. Such instruction shall be aligned with state content standards and shall be designed to help students analyze signs of depression and self-destructive behaviors, including potential suicide, and to identify suicide prevention strategies.

At appropriate secondary grades, the district's suicide prevention instruction shall be designed to help students:

- 1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide
- 2. Identify alternatives to suicide and develop coping and resiliency skills
- 3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent
- 4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, and/or suicide prevention services

#### **Parent/Guardian Information**

The Superintendent or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the district's suicide prevention curriculum, risk factors and warning signs of suicide, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis.

#### **Staff Development**

Suicide prevention training for staff shall be designed to help staff identify and respond to students at risk of suicide. The training shall be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health agencies and may include information on:

- 1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors
- 2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior
- 3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health
- 4. School and community resources and services
- 5. District procedures for intervening when a student attempts, threatens, or discloses the desire to commit suicide

#### Intervention

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the principal or school counselor. The principal or counselor shall then notify the student's parents/guardians as soon as possible and may refer the student to mental health resources in the school or community.

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall complete the suicide prevention curriculum, including identification of the warning signs of suicidal behavior

The Superintendent or designee shall establish crisis intervention procedures to ensure student safety and appropriate communications in the event that a suicide occurs or an attempt is made on campus or at a school-sponsored activity.

#### **Site Level Intervention Procedures**

When a suicide attempt or threat is reported, the principal or designee shall:

- 1. Ensure the student's physical safety by one of the following, as appropriate:
  - a. Securing immediate medical treatment if a suicide attempt has occurred
  - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
  - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
- 2. Designate specific individuals to be promptly contacted, including the school counselor, psychologist, nurse, superintendent, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies
- 3. Document the incident in writing as soon as feasible

- 4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed
- 5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the school
- 6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions

In the event that a suicide occurs or is attempted on campus, the principal or designee shall follow the crisis intervention procedures contained in the school safety plan. After consultation with the Superintendent or designee and the student's parents/guardians about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

#### **Identification of Missing Children**

## District Board Policy (BP 5142.1 Adopted 10/12/11)

### **Notices of Missing Children – Mandatory Postings**

Every school shall post in an appropriate area the monthly poster on missing children provided by the Department of Justice (DOJ). (Education Code 38139; Penal Code 14208)

School staffs are also encouraged to monitor "Amber Alerts" issued by law enforcement agencies in serious, time-critical child abduction cases.

If a law enforcement agency notifies the district that a child enrolled in the district has been reported missing, the principal or designee of the school in which the child is enrolled shall place a notice on the front of the child's school record indicating that he/she has been reported missing. If a school receives a record inquiry or request from any person or entity regarding a missing child about whom the school has been notified, the principal or designee shall immediately notify the law enforcement agency that informed the school of the missing child's status. (Education Code 49068.6)

#### **Reporting Missing Children**

Any district employee who recognizes a child who has been reported missing through a DOJ notice, an Amber Alert, or other means shall immediately notify law enforcement using the hotline telephone number listed.

In the event that a district employee witnesses a child abduction, he/she shall immediately contact law enforcement and provide the agency with information on the location of the abduction and a description of the victim, the suspect, and any vehicle involved. He/she shall also notify the Superintendent or designee who shall implement steps, as needed, to ensure the safety of other students.

## **Chapter 8: Safety Plan Goals**

# Capuchino High School Safety Plan Goals

- **Goal 1:** GOAL 1: Create and administer survey that measures school connectedness and caring adult relationships. Compare grade level data at the start and end of each school year.
- Goal 2: GOAL 2a: Truancies and suspensions will decrease overall by 5%.

  GOAL 2b: Increase the use of interventions by each underserved population by 5 % (English Learner, Socioeconomically Disadvantaged, Students with Disabilities, Latino)
- **Goal 3:** GOAL 3: Increase our involvement of and collaboration with community resources connected to emergency response.

## Appendix A: Emergency Preparedness Plan: Immediate Action Response for Staff: The Big Five

## **Immediate Action Response: The Big Five**

An Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. When an emergency occurs, it is critical that staff members take **Immediate** steps to protect themselves, their students, and other people on campus.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must be taught what to do in the event that any of these response actions is implemented.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

| ACTION                | DESCRIPTION   |  |  |
|-----------------------|---|--|--|
| SHELTER IN PLACE      | Implement to isolate students and staff from the outdoor <b>environment</b> and provide greater protection from external airborne contaminants or wildlife. Close windows and air vents and shut down air conditioning/heating units.   |  |  |
| DROP, COVER & HOLD ON | Implement during an <b>earthquake</b> or explosion to protect building occupants from flying and falling debris.  |  |  |
| SECURE CAMPUS         | Initiate for a <b>potential threat</b> of danger in the surrounding community. All classroom office doors are closed and locked and all students and staff remain inside until otherwise directed. Instruction continues as planned.  |  |  |
| LOCK DOWN/BARRICADE   | Initiate for an <b>immediate</b> threat of <b>danger</b> to occupants of a campus or school building and when any movement will put students and staff in jeopardy. Once implemented: no one is allowed to enter or exit rooms for any reason unless directed by law enforcement. |  |  |
| EVACUATION            | Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a pre-determined safe location.   |  |  |
|                       |   |  |  |

#### **Shelter in Place**

**Shelter in Place** is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards. The procedures include closing and sealing doors, windows, and vents: shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

**Shelter in Place** is considered appropriate for, but is not limited to. the following types of emergencies:

- External Chemical Release
- Fire in the Community
- Hazardous Material Spills

A Shelter-in-Place response that is a result of air contamination requires that the HVAC systems must be shut down to provide protection from outside air. Students and staff may freely move about inside the buildings, but no one should leave the protected space until directed by fire officials, law enforcement, or site administration.

#### **Shelter in Place:**

- Requires an understanding that all heating, air conditioning. and ventilation systems may be shut down immediately
- Requires an understanding that all pilot lights and sources of flame may need to be extinguished
- Requires an understanding that any gaps around doors and windows may need to be sealed
- Allows for free movement within classrooms or offices

#### **Staff Actions:**

- Immediately clear students from the halls. Stay away from all doors and windows
- Keep all students in the classroom until further instructions are received. Support those needing special assistance
- Secure individual classrooms: a) close doors and windows; b) shut down the classroom HVAC system; c) turn off
  fans: d) seal gaps under doors and windows with wet towels duct tape, or other materials if instructed by School
  Incident Commander
- Take attendance and call or e-mail status to school secretary, according 10 site protocol
- Wait for another action or, if ALL CLEAR announcement is issued, return to normal class routine

## Drop, Cover and Hold On

**DROP, COVER AND HOLD ON** is the immediate action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies

- Earthquake
- Explosion

In the event of an explosion, earthquake, or other event causing falling debris, immediately "DROP, COVER, and HOLD ON," Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. individuals in wheelchairs can remain in the chair if mobility is limited. Move wheelchair against an interior wall and lock the wheels. Protect head by covering with arms if possible.

#### DROP, COVER, AND HOLD ON:

- Must be practiced for immediate and automatic response
- Is the single most useful action to protect oneself in an earthquake
- In the event it is impossible to duck under sturdy furniture. continue to cover face and head with arms and hold onto something sturdy
- Requires an awareness that most injury in earthquakes is the result of breaking glass or falling objects
- Requires an awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even
  if there is no fire
- Requires alert attention to aftershocks
- Requires that staff and students assist those with special needs to ensure safe cover for all
- Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone

## **STAFF ACTIONS: INSIDE**

- At first recognition of an earthquake, instruct students to move away from windows
- Initiate DROP, COVER AND HOLD ON procedures. Immediately drop to the floor under desks, chairs, or tables\_
   With back to windows, place head between knees, hold on to a table leg with one hand and cover the back at the neck with the other arm
- Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them to shelter against an Interior wall and turn away from windows and other glass
- Any person in a wheelchair should shelter against an Interior wall\_ Turn back to the windows: lock the wheels, and if possible, protect head and neck with arms
- LI Each time an aftershock is felt, **DROP, COVER AND HOLD ON**. Aftershocks frequently occur minutes, days: even weeks following an earthquake
- When it appears safe to release from Cover, assess any injuries and/or damage and report status to Incident Commander according to site communications protocol. Be prepared to call 911 directly if necessary

• Wait for further instructions from School Incident Commander or First Responders or if that seems unlikely and building is compromised, evacuate students to predetermined Evacuation Assembly Area

## **STAFF ACTIONS: OUTSIDE**

- Find a clear spot and drop to the ground\_ (Stay away from buildings, power lines, trees and streetlights, etc.)
- Commence DROP AND COVER in the DROP, COVER AND HOLD ON procedures
- Place head between the knees; cover back of neck with arms and hands
- Any person in a wheelchair should find a clear spot: lock the wheels, and it possible, place head between the knees; cover back of neck with arms and hands
- Remain in place until shaking stops or for at least 20 seconds
- Each time an aftershock is 'felt, **DROP AND COVER.** Aftershocks frequently occur minutes: days, even weeks following an earthquake
- When it appears safe to move, report location, injuries and/or any damage to School Incident Commander according to site communications protocol
- Wait for further instructions from School Incident Commander or First Responders, or if that seems unlikely, evacuate students to predetermined Evacuation Assembly Area

The Big Five: 2017-18

## **Secure Campus**

**SECURE CAMPUS** is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of the event.** Outer gates and other entrance/exit points can be closed **(NOT LOCKED)** to deter a potential perpetrator from entering school grounds.

This response is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Law enforcement activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN / BARRICADE** in which case instruction immediately ceases and students and staff follow **LOCKDOWN / BARRICADE** procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential threat at large in the community from coming onto campus. Secure Campus differs from Lockdown/Barricade in that it allows classroom instruction to continue.

#### **SECURE CAMPUS:**

- Is intended to prevent a potential community threat from entering campus 

  Heightens school safety while honoring instructional time
- Requires that all exterior classroom / office doors are locked and remain locked
- Is intended to prevent intruders from entering occupied areas of the building
- Requires that students and staff remain in SECURE CAMPUS status until ALL CLEAR is issued by School Incident Commander

#### **STAFF ACTIONS:**

- Move to the door and instruct any passing students to return to assigned classroom immediately
- Close and lock the door
- Continue the class instruction or activity as normal
- Enforce the no entrance: no exit protocol. Remain in the classroom or secured area and wait for further instructions
- Be alert to the possibility that the response may elevate to LOCKDOWN/BARRICADE
- Do not call the office to ask questions: School Incident Commander will send out periodic updates
- Wait for another action or, if ALL CLEAR is issued, return to normal class routine

#### STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY)

Gather students together and organize into an orderly formation

- Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a pre-determined classroom location
- Proceed to pre-determined classroom location as quickly as possible
- Once inside, take attendance to ensure all students are accounted for
- By classroom phone, cell phone. walkie-talkie, or other means, contact School Incident Commander to report class location and any absent or missing students
- Implement all classroom policies and procedures for SECURE CAMPUS status
- Wait for another action or. if ALL CLEAR announcement is issued, return to normal class routine

The Big Five: 2017-18

## Lockdown / Barricade

**LOCKDOWN / BARRICADE** is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During **LOCKDOWN / BARRICADE**, students are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or site administration. This response is considered appropriate for, but not limited 10, the following types of emergencies:

- Gunfire
- Threat of extreme violence outside the classroom
- Immediate danger in the surrounding community

Lockdown/Barricade is a protective action against human threat while Shelter-in-Place protects against environmental threat. Lockdown/Barricade requires closing and locking doors and barricading with heavy objects. No one is allowed to enter or exit until door-to-door release by Law Enforcement or School Incident Commander. Shelter-in-Place calls for closed, unlocked doors and allows for the free movement of staff and students within the classroom or office.

#### LOCKDOWN f BARRICADE:

- Is a response to an immediate danger; it is not preceded by any warning
- Demands guick action; an active shooter, for example, can fire one round per second
- Requires common sense thinking under duress do what must be done to best ensure survival of both students and staff
- If it is possible to safely get off campus with students, take that action immediately (Run)
- If it is not possible to get off campus, quickly lockdown inside a safe room and barricade the entrance (Hide)
- Once a room is secured, no one is allowed to enter or exit under any circumstances
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)

#### "THINK ON YOUR FEET

In the event of a Violent Intruder on campus, quick thinking is imperative for survival. Especially when an active threat of violence is present, an individual will have to think on his/her feet to quickly determine the best course of action, These choices may include getting off campus, hiding, implementing Lockdown/Barricade or even, in the most extreme of situations, fighting an assailant. Understanding and practicing these options can help an individual respond decisively and in so doing. best ensure the safety and survival of self, students, and other staff.

In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions and shouting. It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. Quality training can help individuals think clearly in the midst of a chaotic scene. Proper training should include helping staff recognize the sounds of danger and teaching them to forcefully communicate and take necessary action. These actions would likely include:

## **Escape / Get Off Campus**

Only attempt this it you are confident the suspect(s) is not in the immediate vicinity

- Safely get off campus: find a position of cover or safe place for assembly
- Guide/instruct others you encounter on the way to follow you to safety
- Call 911 immediately to report location and request emergency services if necessary
- Once in a safe place stay there

#### Hide / Lockdown/Barricade

- Clear all hallways: get students and staff inside immediately
- Once locked and barricaded inside a room. follow all protocols for Lockdown/Barricade as practiced
- Direct all those in the room to remain still and quiet; turn oil/silence cellphones CI If unable to find cover inside a secure room, quickly seek out a hiding place on campus

## **Fight**

- If confronted by an assailant, as a last resort, consider trying to disrupt or incapacitate through aggressive force or by using items in the environment such as fire extinguishers or chairs
- There are documented instances where aggressive action on the part of the victims resulted in stopping the attacker
- Fighting back is NOT an expectation, merely one option for a last resort response

#### STAFF ACTIONS: IF STUDENTS ARE IN CLASS AT TIME OF LOCK DOWN BARRICADE

- Immediately move to the door and check for passing students. Divert as many students as possible into the classroom
- Close blinds and turn off lights\_ lithe door has a window, cover with a precut piece of heavy black construction paper
- Instruct students to stay quiet and out of sight. Relocate against the wall least visible to the outside and most out of the line of harm
- Turn off television. LCD projector. document camera. etc. The room should be dark and quiet
- Silence all cell phones
- **DO NOT OPEN THE DOOR FOR ANYONE**. Law enforcement and/or School Incident Commander will use keys to unlock door and clear the room.
- Only If there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross. sweatshirt, etc.) on/in the window or slide under the outside door
- If an active threat is still present at the time Law Enforcement comes on scene. Law Enforcement will ignore the red signal until the active threat has been neutralized
- If safe to do so, locate emergency packet and attendance roster. Remove staff ID placard and put it on
- If safe 10 do so, take attendance and document on appropriate form LI Remain in the classroom or secured area until further instructions are provided by School Incident Commander or law enforcement

#### STAFF ACTIONS: IF STUDENTS ARE IN CLASS AT TIME OF LOCK DOWN / BARRICADE

- Do NOT call office to ask questions: School Incident Command will send out periodic updates
- In the extreme instance that a Violent Intruder is able to enter a room. occupants should be prepared to fight back (Fight)
- Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours

## STAFF ACTIONS: IF STUDENTS ARE OUT OF CLASS AT THE TIME OF LOCK DOWN / BARRICADE

- Move students to nearest available safe building or location, without drawing attention to self or students. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option
- Do not chase students that run. Let them go
- Do not go into rooms that cannot be secured and offer no way out
- II secure inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to relocate against the wall least visible to the outside and most out of the line of harm
- Instruct students to stay quiet and out of sight
- Silence all cell phones
- Turn off television, LCD projector, document camera, etc.
- Remain calm. If safe to do so, attempt to maintain separation between students and the perpetrator
- Only If there is a life-threatening emergency inside the room and there is no other way to request medical assistance. place a red colored item (card, red cross, sweatshirt. etc.) on/in the window or slide under the outside door

## STAFF ACTIONS: IF STUDENTS ARE OUT OF CLASS AT THE TIME OF LOCK DOWN I BARRICADE

- If an active threat is still present at the time Law Enforcement comes on scene, Law Enforcement will ignore the red signal until the active threat has been neutralized
- If safe to do so, locate emergency packet and remove staff ID placard and put it on
- If safe to do so, take attendance and document on appropriate form
- If safe to do so and according to site communications protocol, contact School Incident Commander or designee to document your whereabouts as well as any students/staff under your supervision
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)

• Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours

## STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR ACTIVITY CLASSES)

- Gather students together and organize into an orderly formation
- Inform students that as part of **LOCKDOWN / BARRICADE** procedures, the class will evacuate off-campus to a predetermined Off-Site Evacuation Location
- Follow pre-arranged evacuation route to evacuation location
- Should the group be confronted by the intruder who is intent on doing harm, consider taking defensive measures to run, hide or fight the assailant
- Upon arrival at the pre-arranged location, take attendance
- By radio communication or cell phone, contact School Incident Commander or designee or 911 Dispatcher to report class location and any absent or missing students
- Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian until instructed by School Incident Commander or law enforcement

#### **Evacuation**

**EVACUATION** is implemented when conditions make it unsafe to remain in the building\_ This action provides for the orderly movement of students and stall along prescribed routes from inside school buildings to a designated outside area of safety.

**EVACUATION** is considered appropriate for, but is not limited to. the following types of emergencies:

- Bomb threat
- Chemical accident
- Explosion or threat of explosion LI Fire
- Earthquake

In the event of an explosion, earthquake. or other event causing falling debris, EVACUATION will be preceded by a "DROP. COVER and HOLD ON" protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.

#### **EVACUATION:**

- Requires exit from the budding to a designated safe site, on-campus or off-site
- May require that students and staff rely on district bus transportation El May require staff to exit via alternate routes based on circumstances
- Requires that students remain with assigned teachers unless circumstances prohibit that
- Requires that staff and students assist those with special needs to ensure for safe egress of all

#### **STAFF ACTIONS:**

- Prepare students to leave all belongings and calmly exit the building
- Gather emergency supplies/materials (Go Pack) including the student roster for current class and that of 'Buddy Teacher"
- Remove staff ID placard from emergency materials and put it on LI Ensure that the door is closed, but unlocked
- Check with 'Buddy Teacher(s) to determine each other's health status, need to assist with injuries, need to stay with injured students, responsibility to ICS duty. etc.
- If necessary, one "Buddy Teacher" will evacuate both classrooms
- Take care to ensure the safety and address the unique needs of students or staff with disabilities according to site
  protocol

- Emphasize that the class stay together en route to the Evacuation Assembly Area
- Appoint a responsible student to lead class while teacher brings up the rear, seeing that everyone has cleared the
  room. Follow closely with the class, actively monitoring safe egress. Give clear direction for all students to go to
  designated Evacuation Assembly Area
- Use the designated evacuation routes and reassemble in the assigned Evacuation Assembly Area
- According to site protocol, take attendance once class is safely in assembly location
- According to site protocol, report missing students
- Remain in the Evacuation Assembly Area until further instructions
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine

#### HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, but lifting them may be dangerous. Some non-ambulatory people also have respiratory complications, Oversee their careful evacuation from smoke or vapors if danger is immediate.

## To alert visually-impaired individuals:

- Announce the type of emergency
- Offer arm for guidance
- Tell person where you are going, obstacles you encounter
- When you reach safety, ask if further help is needed

## To alert individuals with hearing limitations:

- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures —OR-
- Write a note with evacuation directions

#### To evacuate individuals using crutches, canes or walkers:

- Evacuate these individuals as injured persons
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR¬
- Help carry individual to safety

#### To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators LI Most wheelchairs are too heavy to take downstairs; consult with the affected individual to determine the best carry options
- Reunite person with the wheelchair as soon as it is safe to do so

#### Hazards: Chemicals and Gas

Knowledge of the location of existing pipelines near or on school property is essential for preparedness in the event of a hazardous chemical or gas leak. Pipeline markers are generally yellow, black, and red and can vary in shape and size. Excavation is a leading cause of pipeline damage, so it is important to follow strict on-site protocol prior to digging on school properly. The facilities supervisor should **call 811** to confirm the planned dig location is safe.

All school personnel, including cafeteria managers and custodians, shall immediately report any hazardous chemical or gas odor or leak to the School Incident Commander.

Design school bus routes and student pick-up/drop off locations to avoid contact with pipelines and pipeline rights-of-way. This helps to ensure evacuation routes are safe in a pipeline emergency.

#### How To Detect a Gas Leak

Smell, listen, and always be alert to signs of a gas leak. A gas leak can be detected by a sulfur-like odor, a hissing, whistling, or roaring sound coming from underground or a gas appliance, dirt spraying into the air, or the appearance of dead vegetation in an otherwise moist area.

#### **STAFF ACTIONS:**

#### **OUTSIDE SCHOOL BUILDINGS**

- Initiate SHELTER-IN-PLACE immediately by clearing students from the hallways and grounds, Stay away from all
  doors and windows
- Secure individual classrooms: a) close doors and windows: b) shut down the classroom HVAC system: c) turn off
  fans: d) seal gaps under doors and windows with wet towels, duct tape, or other materials if instructed by Incident
  Command
- Keep all students in the classroom until further instructions are received. Support those needing special assistance
- Take attendance and call ore-mall status to School Incident Command staff, according to site protocol
- Wait for another action or, if ALL CLEAR announcement is issued. return to normal class routine

# Hazards: Fire Off-Site

A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, whether it is a wind-driven or chemical-driven fire, and how the surrounding terrain might influence the flames. Responding to a fire in the surrounding community requires "think-on-your-feet" alertness.

## **STAFF ACTIONS:**

- If students are to be evacuated and it is safe to do so. take attendance prior to leaving the building site
- Remove staff ID placard from emergency packet and put it on
- Evacuate immediately to assembly area. DO NOT STOP to collect belongings, but be sure to bring the classroom
  Go Pack which should include attendance roster and emergency supplies. <u>Leave windows, doors closed, but unlocked.</u>
- Stay calm. Maintain control of the students at a safe distance from the fire and fire fighting equipment
- Take attendance at the assembly area. Report any missing students to the School Incident Commander/site administrator and emergency response personnel
- Remain with students until Incident Command has determined it is safe to return
- Follow school emergency protocols for return to school

# Hazards: Fire On-Site

#### **STAFF ACTIONS:**

#### FIRE WITHIN SCHOOL BUILDING

- Evacuate immediately to assembly area. DO NOT STOP to collect belongings, but be sure to bring attendance roster and emergency supplies. Leave the windows and doors closed. but unlocked
- Stay calm: maintain control of the students at the designated assembly area
- Take attendance. Report missing students to the School Incident Commander/Site Administrator and emergency response personnel
- Maintain supervision of students until the Fire Department determines it is safe to return to the school building

## First Aid: Triage

First Aid response is an important part of any emergency response plan and should be developed in cooperation with partner agencies including local Emergency Medical Services, local hospitals, and the health department. All employees should be trained, and staff roles should be clearly defined and integrated into the site's written plan.

#### THE BASICS OF FIRST AID RESPONSE

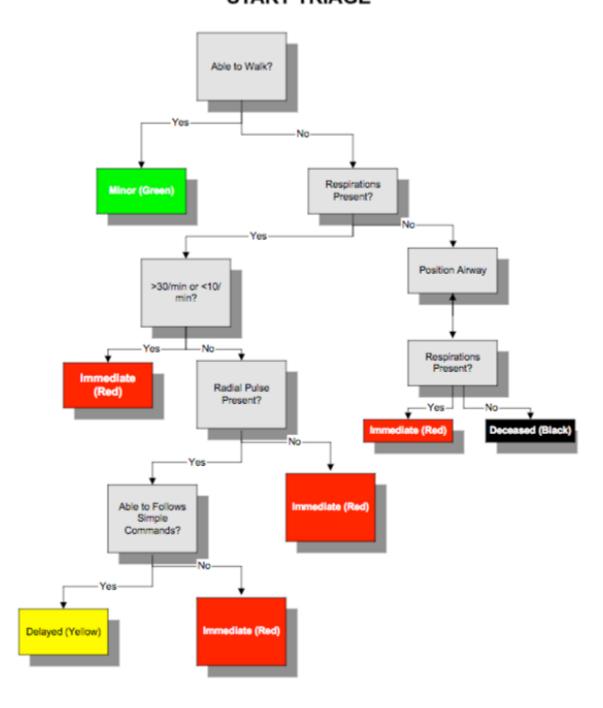
- Remain calm and assess the situation
- Be sure the situation is sale for the responder
- In the case of serious injury involving difficulty breathing, loss of consciousness, uncontrolled bleeding, head injury, or possible poisoning, call 9-1-1 immediately
- Do NOT move a severely injured or ill person unless absolutely necessary for immediate safety
- If moving is necessary, protect the neck by keeping it straights to prevent further injury

### RECOMMENDED FIRST AID EQUIPMENT AND SUPPLIES FOR SCHOOLS

- 1. Portable stretcher and cot with waterproof cover
- 2. Ten Triage Tags
- 3. Blankets, sheets/pillows/pillow cases (disposable covers are suitable)
- 4. Wash cloths, hand towels, and small portable basin
- 5. Covered waste receptacle with disposable liners
- 6. Bandage scissors, tweezers
- 7. Disposable thermometer
- 8. Pocket mask/face shield for CPR
- 9. Disposable latex free gloves
- 10. Cotton tipped applicators, individually packaged
- 11. Assorted Band-Aids (1"x3")
- 12. Gauze squares (2'1)(2'; 4" 4"), individually packaged
- 13. Adhesive tape (1" width)
- 14. Gauze bandage (2 and 4' widths) rolls
- 15. Ace bandage (2" and 4. widths)
- 16. Splints (long and short)
- 17. Cold packs
- 18. Triangular bandages for sling & Safety pins
- 19. Tongue blades
- 20. Disposable facial tissues, paper towels, sanitary napkins
- 21. One flashlight with spare bulb and batteries

First Aid: Triage

## SAN MATEO COUNTY START TRIAGE



## **Appendix B: Bomb Threat Report**

Date:

## **BOMB THREAT REPORT**

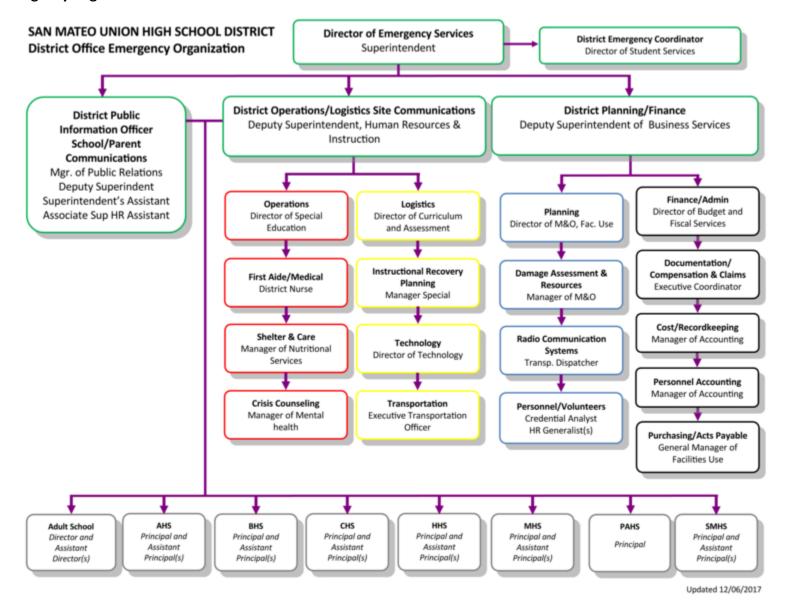
Sometimes bomb threats are hoaxes or pranks and are frequently anonymous phone calls. Threats should be handled quickly and efficiently.

- Contact an administrator by calling "9-9-9" and call "9-1-1"
- Record information using the form below
- WAIT FOR INSTRUCTIONS FROM THE MAIN OFFICE OR LAW ENFORCEMENT REGARDING APPROPRIATE RESPONSE INTERVENTION

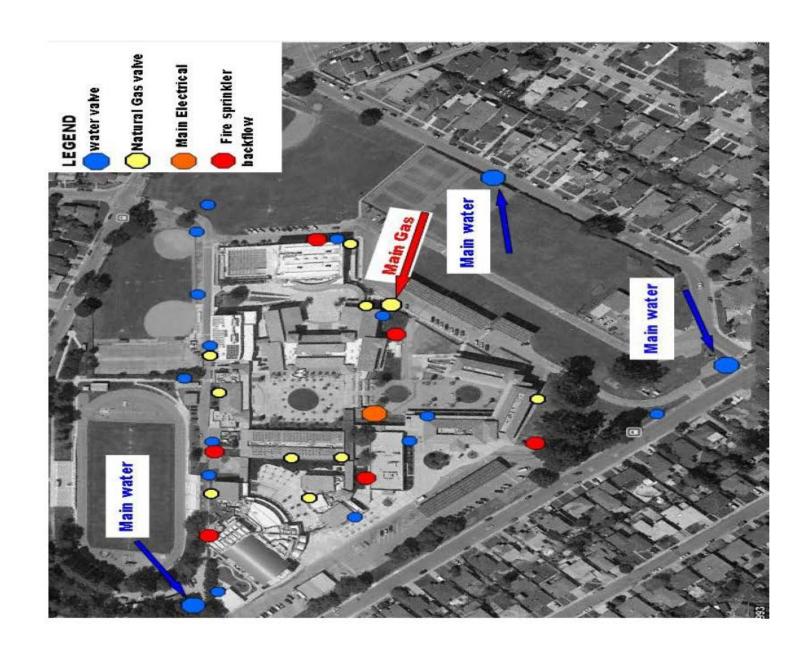
Time:

| Call Received by:         |                      |                         | ne #:    |          |
|---------------------------|----------------------|-------------------------|----------|----------|
| When is the bomb set to   | o explode?           |                         |          |          |
| Where is it located?      |                      |                         |          |          |
| What will cause it to exp | plode?               |                         |          |          |
| What kind of bomb is it   | ?                    |                         |          |          |
| Did the person give a re  | ason for the threat? | •                       |          |          |
| Can you identify the cal  | ler?                 |                         |          |          |
| Exact threat:             |                      |                         |          |          |
|                           |                      |                         |          |          |
| Voice on phone:           | Man                  | Woman                   | Child    | Age:     |
|                           | Intoxicated          | Speech Impediment?      |          |          |
|                           | Accent?              | Other:                  |          |          |
| Background noise:         | Music                | Talk                    | Children | Machines |
|                           | Vehicle              | Typing                  | Traffic  | Airplane |
|                           | Party                | Other background noise: |          |          |
| Additional Information:   |                      |                         |          |          |
| Completed By:             |                      | Date:                   |          |          |

## **Appendix C: Emergency Organization Chart**



## **Appendix D: School Evacuation Map**



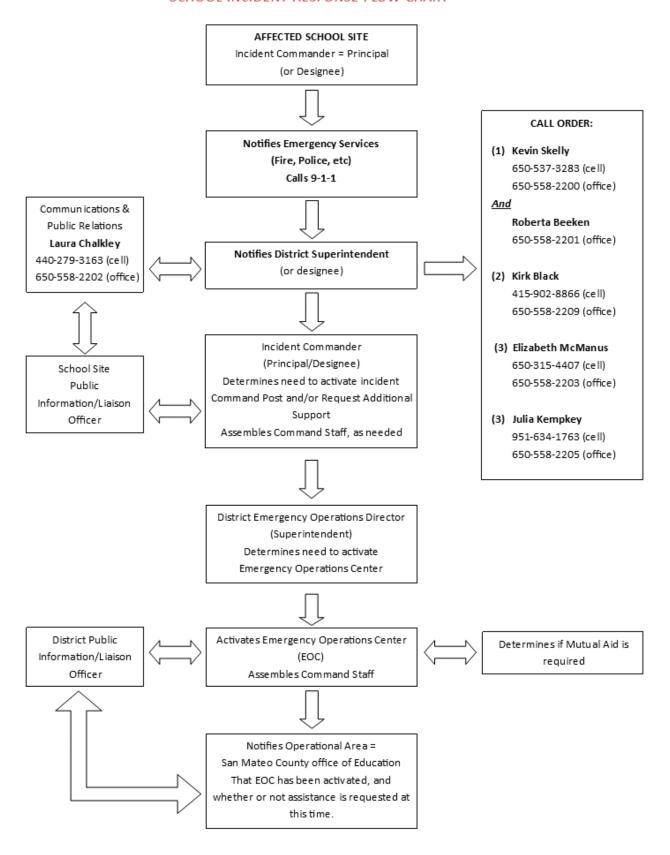


Appendix E: School Organization/Emergency Response Chart

Comprehensive School Safety Plan 254 of 281 8/7/19

# School Incident Response Flow Chart

#### SCHOOL INCIDENT RESPONSE FLOW CHART



#### **Appendix F: Annual School Checklists**

# SAN MATEO UNION HIGH SCHOOL DISTRICT ANNUAL EMERGENCY REVIEW CHECKLIST

School: Capuchino High School School Year: 2018

| DATE      | ACTIVITY   | RESPONSIBLE PERSON | DATE COMPLETED |
|-----------|--|--------------------|----------------|
| July      | School Facilities/Grounds Hazard<br>Assessment                                       |                    |                |
| July      | Review School Buildings Plan   |                    |                |
| July      | Review Evacuation Routes   |                    |                |
| September | Update Emergency Phone Numbers and Resources   |                    |                |
| September | Inventory of Special Staff Skills  |                    |                |
| September | Survey of Neighborhood Resources   |                    |                |
| September | Assign Staff Emergency Functions   |                    |                |
| September | Update Site Web Site with Parent<br>Emergency Information                            |                    |                |
| September | Send Message to Parents/Parent Groups re: Emergency Plans, contact information, etc. |                    |                |
| September | Update Bus Routes to Identify Potential Hazards                                      |                    |                |
| September | Staff Orientation of Plan  |                    |                |
| 1st Sem   | Fire Drill   |                    |                |
|           | Earthquake Drill   |                    |                |
|           | Other Drill  |                    |                |
| 2nd Sem   | Fire Drill   |                    |                |
|           | Earthquake Drill   |                    |                |
|           | Other Drill:   |                    |                |
| April     | Review Plan  |                    |                |

#### SAN MATEO UNION HIGH SCHOOL DISTRICT

#### SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST

School: Capuchino High School School Year: 2018 Administrator Completing Survey: Guedes (see

CHS\_Emergency\_Checklists

#### SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST - 1: PLANNING

#### CHECKLIST - 1: Planning

YES NO

COMMENTS/CORRECTIVE ACTION
NEEDED

Are you and your staff aware that, under Government Code 3100, you are Disaster Service Workers? Do you and they understand what this entails?

Does your school have a disaster plan and is it updated regularly?

Have you identified a team of leaders in your school community who will assist in your emergency planning efforts?

Are you, your teachers and your staff aware of what roles and responsibilities they have under the plan?

Does your plan incorporate the principles of SEMS (Standardized Emergency Management System) and NIMS (National Incident Management System) as required?

Is your staff trained to perform the responsibilities under SEMS/NIMS?

Have you had drills and exercises that involve the performance of SEMS/NIMS duties?

Have you conducted an inventory of the kinds of skills or needs of your staff?

Have you trained your staff in CPR, basic First Aid, SERT (School Emergency Response Team), damage assessment and search and rescue?

Does your staff know the location and have maps of the facility showing the main gas, electricity and water shut-off valves?

Have you made a list and map of the locations of first aid and emergency supplies and made sure the items are restocked on a regular basis?

Does your site have sufficient supplies (water, food, blankets) to handle emergency situations that may last up to three days?

Is everyone aware of primary evacuation routes and alternate routes? Do your drills include using alternative routes?

Have bookshelves, file cabinets, free-standing bookcases, aquariums, etc. been bolted to the wall or arranged to support each other?

#### SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST - 2: MITIGATION

#### **CHECKLIST – 2: Mitigation**

YES NO

COMMENTS/CORRECTIVE ACTION NEEDED

Have heavy items been removed from the tops of bookshelves and cabinets?

Have windows in classrooms and other campus buildings been equipped with safety glass or covered with protective film?

Are partitions, suspended ceilings, overhead lights and air ducts secured to the structure of the building?

Are televisions mounted and secured properly in classrooms?

Have you evaluated exits in classrooms, multipurpose rooms and offices to ensure they will remain clear for evacuation routes in an emergency?

Have inventories been made of hazardous materials throughout your schools and facilities?

Are hazardous materials identified, separated and stored properly?

Is there an earthquake preparedness program in your plan?

Are there any programs established between the District, agencies and community groups that discuss the school District's policies regarding student release and retention and the development of family preparedness plans?

How and where are you storing vital data, plans and records? Do you have duplicate copies of important documents stored in an off-site location?

Does your District have a policy requiring the use of SEMS/NIMS?

Has your administration clearly communicated OES policy and performance expectation to all staff?

Has your District incorporated the principles of SEMS/NIMS in its plan, emergency response procedures and training materials?

Are the school site plans coordinated with the District's plan?

Has your staff been trained in SEMS/NIMS and do they understand the basic principles as required?

#### SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST – 3: RESPONSE

#### CHECKLIST – 3: Response

YES NO

COMMENTS/CORRECTIVE ACTION NEEDED

Has your staff been trained in how to perform any functions to which they may be assigned during a declared disaster?

Does your school District have an arrangement with structural engineers who will report to the campus directly after a disaster to evaluate the facilities?

Do you have arrangements in place with local vendors to provide services, fuel for generators, and materials to support recovery efforts?

Have you identified an evacuation site? Is there an alternate location if your original site is not useable?

Have you determined how to transport students to an alternate location if necessary?

Do you know if your school has been designated as a potential mass care shelter? Do you have a Memorandum of Understanding with public health agencies or with the American Red Cross?

Do you know what to do with seriously injured students?

Does your school have clearly established student tracking procedures?

Have you developed emergency sanitation procedures?

Have you determined who will serve as the Public Information Officer to provide information to the media after a disaster, and is that person properly trained in accordance with SEMS/NIMS?

Have you identified personnel who can translate information to non-English speaking parents or guardians?

Has a central Emergency Operations Center (EOC), "command post" or other central planning area been identified?

Has the EOC been equipped with maps of the campus, facilities and hazards in the area, a student roster for the current year, first aid supplies and other tools necessary to manage the emergency response after a disaster?

| Does your campus have an internal communication system such as walkie talkies, bullhorn and/or public address system? |            |  |        |  |  |
|---|------------|--|--------|--|--|
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| Comprehensive School Safety Plan  | 263 of 281 |  | 8/7/19 |  |  |

#### SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST – 4: RECOVERY

The following items are usually District-level responsibilities. An individual campus site might want to check with its District to determine the procedures that will be followed or develop a campus plan.

#### CHECKLIST – 4: Recovery

YES NO

COMMENTS/CORRECTIVE ACTION NEEDED

Have you Identified record keeping requirements and sources of financial aid for disaster relief?

Is someone designated to determine if buildings are safe after an event?

Do you have an established absentee policy for staff and students after a disaster?

Do you have an established agreement with mental health professionals to provide counseling to students and their families after the disaster?

Are there established alternative teaching methods for students unable to return immediately to classes: correspondence classes, tele-teaching, group tutoring, on-line teaching, etc?

Is there a plan for conducting classes if some of the school facilities are damaged – half-day sessions, alternative sites, portable classrooms?

Are you familiar with the procedures involved, and forms used in claiming disaster assistance from the state and federal governments? Work with your local or state emergency services professionals to maximize your cost-recovery abilities.

#### Checklist adapted from:

California Governor's Office of Emergency Services, School Emergency Response: Using SEMS at Districts and Sites - <a href="http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/SEMSschoolplan/\$file/SEMSschoolplan.pdf">http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/SEMSschoolplan/\$file/SEMSschoolplan.pdf</a>

# SAN MATEO UNION HIGH SCHOOL DISTRICT SCHOOL SAFETY/HAZARD ASSESSMENT CHECKLIST

School: Capuchino High School School Year:

#### **School Exterior and Play Areas**

#### SCHOOL EXTERIOR AND PLAY AREAS

YES NO

COMMENTS/CORRECTIVE ACTION NEEDED

School grounds are fenced.

Signs posted for visitors to report to office and sign-in

Restricted areas are clearly marked

Shrubs and foliage are trimmed for good line of sight.

Bus loading and drop-off zones are clearly identified.

Access to bus loading area is restricted to other vehicles during loading/unloading.

Staff is assigned to bus loading/drop-off areas.

There is a maintenance schedule for:

- a. Outside Lights
- b. Locks/Hardware
- c. Storage Sheds
- d. Windows

Parent drop-off and pick-up area is clearly defined.

Lighting around the building is adequate.

Lighting is provided at entrances and other possible access points.

Directional lights are aimed at the building.

The school is free of graffiti.

Play areas are fenced.

Playground equipment has tamper-proof fasteners.

Visual surveillance of bicycle racks is possible.

Visual surveillance of parking lots is possible.

Parking stickers are issued for assigned parking areas.

Ground floor windows have no broken panes.

Locking window hardware is in working order.

Doors are locked when classrooms are vacant.

Basement windows are protected with grill or cover.

High-risk areas are protected by security locks.

- a. Main Office
- b. Cafeteria

#### **School Exterior and Play Areas**

#### SCHOOL EXTERIOR AND PLAY AREAS

YES NO

COMMENTS/CORRECTIVE ACTION NEEDED

- c. Computer Lab
- d. Industrial Arts rooms
- e. Science Labs
- f. Nurse's Office
- g. Boiler Room
- h. Electrical Rooms
- i. Phone line access closet
- j. Emergency cache storage facility
- k. Other (describe):

Unused areas of the school can be closed off during after-school activities

Restricted areas are properly identified.

School has written regulations restricting students' and visitors' access to buildings and grounds.

Other (describe):

Other (describe):

#### **SCHOOL INTERIOR**

SCHOOL INTERIOR

YES NO

COMMENTS/CORRECTIVE ACTION
NEEDED

School has a central alarm system

The entrance is visible from the main office

The entrance for visitors is clearly marked and designated

Multiple entries to the building are controlled and supervised

Visitors are required to sign-in

Visitors are issued I.D. badges or passes

Proper identification is required of vendors, repairmen

All staff (full-time, part-time and bus drivers) are issued an ID card that is worn in a visible manner

10. The following areas are properly lighted:

- a. Hallways
- b. Bathrooms
- c. Stairwells
- d. Other

Hallways and bathrooms are supervised by staff.

#### **SCHOOL INTERIOR**

# SCHOOL INTERIOR YES NO COMMENTS/CORRECTIVE ACTION NEEDED

Bathroom walls are free of graffiti.

Doors accessing internal courtyards are securely locked from the inside.

Exit signs are clearly visible and pointing in the correct direction.

Computers are plugged into protected circuit breakers; plugs are not daisy-chained.

Access to electrical panels is restricted.

Mechanical rooms and other hazardous areas are kept locked using key-only access locking system.

School files and records are maintained in locked, vandal-proof, fireproof containers or vaults.

School maintains a record of all maintenance on doors, windows, lockers and other areas of the site.

Students are restricted from entering vacant classrooms alone.

Students are required to have written permission to leave school during school hours.

There are written regulations regarding access and control of school personnel using the building after hours.

Faculty members are required to lock classrooms upon leaving.

A person is designated to perform the following security checks at the end of the day:

- a. All classrooms are locked.
- b. All restrooms are empty.
- c. All locker rooms are empty.
- d. All exterior entrances are locked.
- e. All night lights are working.
- f. The alarm system is set.

The telephone numbers of the principal and/or other assigned contact people are provided to the local police department and fire department in the event of a suspicious or emergency situation.

Law enforcement personnel monitor school grounds after school hours.

All school equipment is permanently marked with an identification number.

An up-to-date inventory is maintained for all expendable school supplies.

School storage is available for valuable items:

a. During school hours

#### SCHOOL INTERIOR

# SCHOOL INTERIOR YES NO COMMENTS/CORRECTIVE ACTION NEEDED

b. After school

The school has regular maintenance and/or testing of the security alarm system at least annually.

Classrooms are numbered.

The public address system works properly.

- a. It can be accessed from several areas at school.
- b. It can be heard and understood outside.

Convex mirrors are used to see around hallway corners.

There is two-way communication between the office and:

- a. Classrooms
- b. Duty stations
- c. Portable classrooms
- d. Staff outside the building
- e. Bus drivers
- f. Maintenance personnel
- g. Other (describe)

A control system is in place to track keys and duplicates.

Other (describe)

Other (describe)

#### SCHOOL POLICY DEVELOPMENT AND ENFORCEMENT

# SCHOOL POLICY DEVELOPMENT AND ENFORCEMENT YES NO COMMENTS/CORRECTIVE ACTION NEEDED

School Conduct Policy is reviewed and updated annually

A visitor screening policy is in effect.

The school has a Crisis Management Plan in effect that is reviewed and updated annually.

A chain-of-command has been established for the school when the principal and/or other administrators are away from the building.

The school has implemented proactive security measures on campus, at school-sponsored events, and on all school property (to include school buses).

Disciplinary consequences for infractions of the Code of Conduct are fairly and consistently enforced.

Parents are an integral part of student discipline procedures and actions.

#### SCHOOL POLICY DEVELOPMENT AND ENFORCEMENT

#### **COMMENTS/CORRECTIVE ACTION** YES NO SCHOOL POLICY DEVELOPMENT AND ENFORCEMENT **NEEDED** The school provides a system for anonymous reporting of problems or incidents by staff and students. Specific policies and/or procedures are in place that detail staff responsibilities for monitoring and supervising students outside the classroom (e.g., hallways, cafeteria, and restrooms). School has implemented a proactive policy regarding parental actions during sporting events The Workplace Accident and Illness Prevention Program is an integral part of the School's Safety Plan. Other (describe) Other (describe) **DATA COLLECTION PROCEDURES COMMENTS/CORRECTIVE ACTION** DATA COLLECTION PROCEDURES NO YES **NEEDED** All violations of state and federal law are reported to law enforcement. A reporting procedure for disruptive and violent incidents on campus has been established. Records of data have been established to identify and analyze recurring problems. Accident reports are filed when a student a student is injured on school property or during school-related activities. The incident reporting system is reviewed and updated annually. Other (describe) INTERVENTION AND PREVENTION PLAN **COMMENTS/CORRECTIVE ACTION** INTERVENTION AND PREVENTION PLAN YES NO **NEEDED Additional Comments:**

\* School Safety/Hazard Assessment Checklist adapted from work by the Virginia State Education Department and modified by the New York State Police as a resource for school administrators.

Prepared By:

Date Prepared:

#### SAN MATEO UNION HIGH SCHOOL DISTRICT

#### ANNUAL CLASSROOM SAFETY/HAZARD ASSESSMENT CHECKLIST

School: Capuchino High School Room #:

Audit Performed by: Date:

YES NO COMMENTS

Are all lighting fixtures securely mounted, in good condition, and clean? Are exposed bulbs covered with lenses?

Are electrical outlets and switches in working order with covers present?

Is the number of electrical outlets adequate to permit the use of classroom equipment without requiring the permanent use of extension cords?

Are potential hazards eliminated, such as uncovered extension cords across aisles, improperly grounded electrical equipment, blinds in poor repair, etc.

Are freestanding cabinets, bookcases, and wall shelves secured to a structural support?

Are heavy objects removed from high shelves? (High shelves are shelves above the heads of seated students/teacher desk)

Are desks, chairs, table in good repair?

Are A.V. equipment and computers securely attached to a portable (rolling) cart with lockable wheels?

Is the T.V. monitor securely fastened to a securely fastened platform and/or cart?

Are wall-mounted projections screens in proper working order and properly secured to the wall?

Are computers, printers and other heavy equipment secured to prevent movement?

Is the classroom piano secured against rolling during an earthquake?

Are wall-mounted clocks, maps, fire extinguishers, etc., secured against falling?

Are hanging plants secured to prevent them from swinging free or breaking windows during an earthquake?

Is lab equipment secure to prevent movement?

Are chemicals stored in low, closed cabinets to prevent spillage?

Has an inventory of the chemicals stored in the classroom been prepared and copy given to site administration?

Are animal cages secured to prevent movement?

Are aquariums and other potentially hazardous displays properly anchored and secured and located away from seating areas?

Are floors in good condition and not slippery?

Is there any loose or peeling paint present?

When classes are in session, is access to classroom doors to the schoolyard, fire escape, corridors or connecting with other classrooms clear at all times?

Is adequate aisle space provided to ensure a quick exit of students is possible?

Are fire drill escape plan signs provided and up to date?

Are fire extinguishers located in readily accessible positions?

Does room have emergency bag(s)?

Are emergency procedures posted In visable place?

#### Form to be completed and returned to your Site Administrator no later than

# SAN MATEO UNION HIGH SCHOOL DISTRICT EVACUATION ROUTES HAZARD CHECKLIST

| School: Capuchino High School  |     |    | Room #:  |
|--|-----|----|----------|
| Audit Performed by:  |     |    | Date:    |
|  |     |    |          |
|  | YES | NO | COMMENTS |
| Is any maintenance and/or repair being done that places construction obstacles in normal evacuation routes?                        |     |    |          |
| Do hallways and/or doors contain glass panels?   |     |    |          |
| Are these panels of safety (tempered) glass?   |     |    |          |
| Do lockers, bookshelves and other storage units line hallways?   |     |    |          |
| Is lighting dependent on electricity rather than sunlight?   |     |    |          |
| Do building exit routes pass through arcades, canopies or porch-like structures?   |     |    |          |
| Do building exit routes pass over bridges or near streams, rivers, canals, shorelines, seasonal wetlands or other bodies of water? |     |    |          |
| Are clay or slate tiles on roofs of school buildings?  |     |    |          |
| Is building faced with parapets, balconies or cornices?  |     |    |          |
| Are gas, sewer and power lines near outdoor assembly areas?  |     |    |          |
| Other:   |     |    |          |
| Other:   |     |    |          |
|  |     |    |          |
| Other:   |     |    |          |
| Other:   |     |    |          |
|  |     |    |          |
| Additional Comments:   |     |    |          |

Note: (1) This form is to be completed each school year prior to return of teachers and staff. Form should be reviewed each semester noting any changes as appropriate.

- (2) Results of this assessment may require:
  - memo to staff alerting them to temporary changes in normal evacuation routes;
  - completion of a Hazardous Report Form included in the Emergency Management Plan Appendices.

# SAN MATEO UNION HIGH SCHOOL DISTRICT DRILL/EXERCISE PLANNING CHECKLIST

School: Capuchino High School Date of Drill:

Prepared by:

ASSESS TRAINING NEEDS DONE DATE COMMENTS

Analyze the threats and hazards

What are the highest priority natural, technological or man-made hazards of the school?

What physical or geographic components of the school are most vulnerable to these threats?

#### What functions are in most need of rehearsal?

Evacuation Lockdown Student Release

Communications Medical/First Aide Personnel Mgmt

Coordination and Control Incident Command Resource Mgmt/Supplies Distribution

External Agency Interaction Search and Rescue Other:

**Comments:** 

**DEFINE THE SCOPE** 

Determine the suitable exercise types:

Orientation Seminar Drill Tabletop Functional Full Scale

**Comments:** 

DEFINE THE SCOPE DONE DATE COMMENTS

**Obtain Support of:** 

- Superintendent
- Parents

#### **Coordinate with Participating Agencies:**

- Police
- Fire Department
- Public Works
- Emergency Medical Services
- School Resource Officer
- Hospital(s)
- State Agency(s)
- Volunteer Organizations

**DEFINE THE SCOPE DONE DATE COMMENTS**  Local Authorities/ Town Manager **Prepare Pre-Exercise Notification:** Superintendent **Parents Develop Planning Milestones Coordinate Orientations and/or Trainings Write Statement of Purpose Compose Exercise Narrative/Scenario Identify Expected Actions** WRITE MAJOR AND DETAILED EVENTS DONE DATE **COMMENTS** Plan exercise enhancements: Props Color cards Computers **Press Releases** Identify an evaluation team to determine how actions will be monitored and measured against plans and procedures Prepare evaluation plan and checklists Conduct pre-exercise briefings **POST EXERCISE OPTIONS** DONE DATE **COMMENTS** Conduct post-exercise review with staff and Other participants **Prepare After-Action Report** Identify post-exercise mitigation activities Identify additional training/drills **Additional Comments:** 

#### SAN MATEO UNION HIGH SCHOOL DISTRICT

#### AMERICAN RED CROSS FACILITY/SHELTER OPENING CHECKLIST

| Facility Name: | Facility Representative: |
|----------------|--------------------------|
| Location:      | Date of Facility Check:  |

Conducted by:

**Date of Last Facility Check:** 

Conducted by:

Name of Person Addressing issues: Date Issues Addressed:

**Contact Information for Person Addressing Issues:** 

AREAS TO REVIEW YES NO NA U COMMENTS

Are indoor and outdoor walking surfaces free of tripping or falling hazards (uneven sidewalks, unprotected /raised walkways, ramps, or docks; loose/missing tiles; telephone wires; extension cords; etc.?

Are the paths to exits relatively straight and clear of obstructions (blocked, chained, partially blocked, obstructed by garbage cans, etc.)?

Are all emergency exits properly identified and secured?

Are there at least two exits from each floor?

Are illuminated exit and exit directional signs visible from all aisles?

Is there an emergency evacuation plan and identified meeting place?

Are there guidelines for directing occupants to an identified assembly area away from the building once they reach the ground floor?

Are there any site specific hazards (hazardous chemicals, machinery?) If so describe.

Is the facility clean, neat, and orderly?

Are the following building systems in good working order:

Electrical

Water

| Sewage System  |       |
|--|-------|
| HVAC, if necessary   |       |
| Other:   |       |
| Other:   |       |
| Are fire extinguishers and smoke detectors present, inspected and properly serviced?                 |       |
| If power fails, is automatic emergency lighting available for egress roués, stars, and restrooms?    |       |
| Are first aid kits available and fully stocked? Where:   |       |
| Will occupants of the building be notified that an emergency evacuation is necessary by PA or alarm? |       |
| ANY DAMAGE OR ADDITIONAL COMMENTS:   |       |
|  |       |
| American Red Cross Reviewer's Signature:   | Date: |

Facility Reviewers Signature:

Date:

| Appendix G: Additional Attachments |  |  |
|------------------------------------|--|--|
|                                    |  |  |
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## Scheduled Emergency Drills & Training 2018-19

| Date                        | Period/Approximate Time                | Type of Drill/Training                       |
|-----------------------------|--|--|
| Friday, August 17, 2018     | Post -lunch session                    | Staff Emergency Preparedness Presentation    |
|                             |  | and Evacuation Practice (without students)   |
| Tuesday, August 28, 2018    | NA                                     | Administrator and Emergency Preparedness     |
| *selected safety staff only |  | Team get training from the San Mateo County  |
|                             |  | Office of Education                          |
| Monday, September 17, 2018  | 3 <sup>rd</sup> Period / 10:10-10:45am | Secure Campus                                |
| Thursday, October 18, 2018  | 1 <sup>st</sup> Period / 10:18-10:38am | CA Great Shakeout- Earthquake Drill with ABC |
| 0.00                        | 50.00                                  | Evacuation                                   |
| Thursday, November 15, 2018 | 2 <sup>nd</sup> Period / 10:45-11:05am | Lockdown Barricade Drill                     |
| Tuesday, January 30, 2019   | AST / 11:45am - 12:15pm                | Fire Drill with evacuation                   |
| Friday, April 12, 2019      | 4 <sup>th</sup> Period/11:30-12:00pm   | Shelter in Place Drill                       |
| Wednesday, May 1, 2019      | Period Unannounced                     | TBD  |

# SAN MATEO UNION HIGH SCHOOL DISTRICT ANNUAL EMERGENCY REVIEW CHECKLIST

| DATE                | ACTIVITY)  | RESPONSIBLE<br>PERSON(S)     | DATE and Time (if appropriate) COMPLETED |
|---------------------|--|------------------------------|--|
| August              | School Facilities/Grounds Hazard<br>Assessment   | JOEY TIPPON                  | 8/26/18                                  |
| August              | Review School Buildings Plan   | Morrique                     | 8/2/18                                   |
| August              | Review Evacuation Routes   | Mongine                      | 812/18                                   |
| September           | Update Emergency Phone<br>Numbers and Resources  | Marigue/ Main Office         | 8/15/18 school inform                    |
| September           | Inventory of Special Staff Skills  | Monegine                     | Inproces                                 |
| September           | Survey of Neighborhood<br>Resources  | Mangue                       | 9/12/18                                  |
| September           | Assign Staff Emergency<br>Functions  | Morique                      | 9/12/18                                  |
| September           | Update Site Web Site with Parent<br>Emergency Information                                  | Navy Karen                   | Summer > 8/15/18                         |
| September           | Send Message to Parents/Parent<br>Groups re: Emergency Plans,<br>contact information, etc. | Nancy (Koren<br>Nancy (Koren | 9/12/18 9/20/18                          |
| September           | Update Bus Routes to Identify<br>Potential Hazards   | Joey TiPYON                  | 9/20/18                                  |
| September           | Staff Orientation of Plan  | Morigue bredge               | 8/17/18                                  |
| 1 <sup>st</sup> Sem | Fire Drill   | 1                            | 9/17/18                                  |
| 1st Sem             | Earthquake Drill   |                              | 10/18/18                                 |
| 1 <sup>st</sup> Sem | Lockdown / Barricade   |                              | 11/15/18                                 |
| 2 <sup>nd</sup> Sem | Fire Drill   |                              | 5/1118                                   |
| 2 <sup>nd</sup> Sem | Secret Carney  |                              | 4/12/19                                  |
| 2 <sup>nd</sup> Sem | Lockdown / Berricade   | Mongre Gudes                 | 1/29/19                                  |
| January             | Review Safe School Plan and get<br>Site Council Approval                                   | Monigue buedes               | 1/28/19                                  |



## SAN MATEO UNION HIGH SCHOOL DISTRICT SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST

School: School Year: Administrator Completing Survey:

# SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST - 1: PLANNING

| CHECKLIST - 1: Planning   | YES | NO | COMMENTS/CORRECTIVE<br>ACTION NEEDED                 |
|---|-----|----|--|
| Are you and your staff aware that, under Government<br>Code 3100, you are Disaster Service Workers? Do you<br>and they understand what this entails?              | X   |    |  |
| Does your school have a disaster plan and is it updated regularly?  | X   |    |  |
| Have you identified a team of leaders in your school<br>community who will assist in your emergency planning<br>efforts?  | X   |    |  |
| Are you, your teachers and your staff aware of what roles and responsibilities they have under the plan?  | 1   |    |  |
| Does your plan incorporate the principles of SEMS<br>(Standardized Emergency Management System) and<br>NIMS (National Incident Management System) as<br>required? | X   |    |  |
| Is your staff trained to perform the responsibilities under<br>SEMS/NIMS?   | X   |    |  |
| Have you had drills and exercises that involve the<br>performance of SEMS/NIMS duties?  | 1   |    |  |
| Have you conducted an inventory of the kinds of skills<br>or needs of your staff?   |     | X  | ley (and roles - Yes<br>I some staff still and opens |
| Have you trained your staff in CPR, basic First Aid,<br>SERT (School Emergency Response Team), damage<br>assessment and search and rescue?                        | X   |    |  |
| Does your staff know the location and have maps of the<br>facility showing the main gas, electricity and water shut-<br>off valves?                               | V   | ,  |  |
| Have you made a list and map of the locations of first<br>aid and emergency supplies and made sure the items<br>are restocked on a regular basis?                 | /   |    |  |
| Does your site have sufficient supplies (water, food,<br>blankets) to handle emergency situations that may last<br>up to three days?                              | X   |    |  |
| is everyone aware of primary evacuation routes and<br>alternate routes? Do your drills include using alternative<br>routes?                                       | X   |    |  |
| Have bookshelves, file cabinets, free-standing  | X   |    |  |



| ases, aquarium<br>ged to support e | s, etc. been bolted to<br>ach other? | the wall or |  |  |
|------------------------------------|--------------------------------------|-------------|--|--|
|                                    |                                      |             |  |  |

#### SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST - 2: MITIGATION

| CHECKLIST - 2: Mitigation  | YES | NO | COMMENTS/CORRECTIVE<br>ACTION NEEDED |
|--|-----|----|--------------------------------------|
| Have heavy items been removed from the tops of<br>bookshelves and cabinets?  | X   |    | over show / needs                    |
| Have windows in classrooms and other campus<br>buildings been equipped with safety glass or covered<br>with protective film?   | X   |    |                                      |
| Are partitions, suspended ceilings, overhead lights<br>and air ducts secured to the structure of the building?   | X   |    |                                      |
| Are televisions mounted and secured properly in<br>classrooms?   | X   |    |                                      |
| Have you evaluated exits in classrooms, multipurpose<br>rooms and offices to ensure they will remain clear for<br>evacuation routes in an emergency?   | X   |    |                                      |
| Have inventories been made of hazardous materials<br>throughout your schools and facilities?   | X   |    |                                      |
| Are hazardous materials identified, separated and<br>stored properly?  | X   |    |                                      |
| is there an earthquake preparedness program in your plan?  | X   |    |                                      |
| Are there any programs established between the<br>District, agencies and community groups that discuss<br>the school District's policies regarding student release<br>and retention and the development of family<br>proparedness plans? | X   |    |                                      |
| How and where are you storing vital data, plans and<br>records? Do you have duplicate copies of important<br>documents stored in an off-site location?   | X   |    |                                      |
| Does your District have a policy requiring the use of<br>SEMS/NIMS?  | X   |    |                                      |
| Has your administration clearly communicated OES<br>policy and performance expectation to all staff?   | X   |    |                                      |
| Has your District incorporated the principles of<br>SEMS/NIMS in its plan, emergency response<br>procedures and training materials?  | X   |    |                                      |
| Are the school site plans coordinated with the<br>District's plan?   | X   |    |                                      |
| Has your staff been trained in SEMS/NIMS and do<br>they understand the basic principles as required?   | X   |    | 4                                    |

| Page | 3 | 1 | 9 | ı | _ | Q | + |
|------|---|---|---|---|---|---|---|
| 0.00 |   |   |   |   |   |   |   |

#### SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST - 3: RESPONSE

| CHECKLIST - 3: Response   | YE  | N | COMMENTS/CORRECTIVE<br>ACTION NEEDED |
|---|-----|---|--------------------------------------|
|   | s   | 0 | ACTION NEEDED                        |
| Has your staff been trained in how to perform any functions to which they may be assigned during a declared disaster?   | X   |   |                                      |
| Does your school District have an arrangement with structural engineers who will report to the campus directly after a disaster to evaluate the facilities? (Not Do you have arrangements in place with local vendors                     | (4) |   |                                      |
| Do you have arrangements in place with local vendors<br>to provide services, fuel for generators, and materials<br>to support recovery efforts?   |     | X |                                      |
| Have you identified an evacuation site? Is there an<br>alternate location if your original site is not useable?   | X   |   |                                      |
| Have you determined how to transport students to an<br>alternate location if necessary?   | 8   |   |                                      |
| Do you know if your school has been designated as a<br>potential mass care shelter? Do you have a<br>Memorandum of Understanding with public health<br>agencies or with the American Red Cross?   |     | X |                                      |
| Do you know what to do with seriously injured<br>students?  | X   |   |                                      |
| Does your school have clearly established student<br>tracking procedures?   | X   |   |                                      |
| Have you developed emergency sanitation<br>procedures?  | V   |   |                                      |
| Have you determined who will serve as the Public<br>Information Officer to provide information to the media<br>after a disaster, and is that person properly trained in<br>accordance with SEMS/NIMS?                                     | X   |   |                                      |
| Have you identified personnel who can translate<br>information to non-English speaking parents or<br>guardians?   | X   |   |                                      |
| Has a central Emergency Operations Center (EOC),<br>"command post" or other central planning area been<br>identified?   | X   |   |                                      |
| Has the EOC been equipped with maps of the<br>campus, facilities and hazards in the area, a student<br>rostor for the current year, first aid supplies and other<br>looks necessary to manage the emergency response<br>after a disaster? | X   |   |                                      |
| Does your campus have an internal communication<br>system such as walkie talkies, bullhorn and/or public<br>address system?   | X   |   |                                      |



#### SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST - 4: RECOVERY

The following items are usually District-level responsibilities. An individual campus site might want to check with its District to determine the procedures that will be followed or develop a campus plan.

| CHECKLIST - 4: Recovery   | YE<br>S | 0 | ACTION NEEDED   |
|---|---------|---|---|
| Have you Identified record keeping<br>requirements and sources of financial aid for<br>disaster relief?   |         | X |   |
| Is someone designated to determine if<br>buildings are safe after an event?   | X       |   |   |
| Do you have an established absentee policy<br>for staff and students after a disaster?  | X       |   |   |
| Do you have an established agreement with<br>mental health professionals to provide<br>counseling to students and their families after<br>the disaster?   | X       |   |   |
| Are there established alternative teaching<br>methods for students unable to return<br>immediately to classes: correspondence<br>classes, tele-teaching, group tutoring, on-line<br>teaching, etc?  | X       |   |   |
| is there a plan for conducting classes if some<br>of the school facilities are damaged – half-<br>day sessions, alternative sites, portable<br>classrooms?  | X       |   |   |
| Are you familiar with the procedures<br>involved, and forms used in claiming disaster<br>assistance from the state and federal<br>governments? Work with your local or state<br>emergency services professionals to<br>maximize your cost-recovery abilities. |         | 入 | I am not but<br>hould wisk directly<br>with district on I<br>these functions<br>by procedures |

Checklist adapted from:
California Governor's Office of Emergency Services, School Emergency Response: Using SEMS at
Districts and Sites http://www.oss.ca.gov/Operational/DESHome.nstPDF/SEMSschoolplan/\$file/SEMSschoolplan.pdf



# SAN MATEO UNION HIGH SCHOOL DISTRICT ANNUAL CLASSROM SAFETY/HAZARD ASSESSMENT CHECKLIST Teachers could complete as part of check-in or check-out School: HS Room(a): All biriblings of Classonians

| · ·  | YE<br>S | N | N/A | COMMENTS      |
|--|---------|---|-----|---------------|
| Are all lighting fixtures securely mounted, in good condition,<br>and clean? Are exposed bulbs covered with lenses?  | V       |   |     |               |
| Are electrical outlets and switches in working order with<br>covers present?   | 1       |   |     |               |
| Is the number of electrical outlets adequate to parmit the<br>use of classroom equipment without requiring the<br>permanent use of extension cords?            | 1       |   |     |               |
| Are potential hazards eliminated, such as uncovered<br>extension cords across alsies, improperly grounded<br>efectrical aquipment, blinds in poor repair, atc. | 1       |   |     |               |
| Are freestanding cabinets, bookcases, and wall shelves<br>secured to a structural support?   | 1       |   |     |               |
| Are heavy objects removed from high shelves? (High sholves are shelves above the heads of seated students/teacher desk)  | 1       |   |     |               |
| Are desks, chairs, table in good repair?   | 0       |   |     |               |
| Are A.V. equipment and computers securely attached to a<br>portable (rolling) cart with lockable wheels?   |         |   |     |               |
| is the T.V. monitor securely fastened to a securely fastened<br>platform anxi/or cart?   |         |   |     |               |
| Are wall-mounted projections screens in proper working<br>order and properly secured to the wall?  | 1       |   |     |               |
| Are computers, printers and other heavy equipment secured<br>to prevent movement?  |         |   |     |               |
| is the classroom plano secured against rolling during an earthquake?   | 1       |   |     |               |
| Are wall-mounted clocks, maps, fire extinguishers, etc., secured against falling?  | V       |   |     |               |
| Are hanging plants secured to prevent them from swinging<br>free or breaking windows during an earthquake?   | 1       |   |     |               |
| Is lab equipment secure to prevent movement?   | V       |   |     |               |
| Are chemicals stored in low, closed cabinets to prevent<br>spillage?   |         | 1 |     | The all Times |
| Has an inventory of the chemicals stored in the classroom<br>been prepared and copy given to site administration?  |         |   |     |               |
| Are animal cages secured to prevent movement?  |         |   | V   |               |
| Are aquariums and other potentially hazardous displays<br>properly anchored and secured and located away from<br>seating areas?                                |         |   | 1   |               |
| Are floors in good condition and not slippery?   | V       |   |     |               |
| Is there any loose or peeling paint present?   |         | 1 |     |               |
| When classes are in session, is access to classroom doors to the schoolyard, fire escape, corridors or connecting with other classrooms clear at all times?    | 1       |   |     |               |
| is adequate aisle space provided to ensure a quick exit of<br>students is possible?  | V       |   |     |               |
| Are fire drill escape plan signs provided and up to date?  |         |   |     |               |

| Are fire extinguishers located in readily accessible<br>positions? | 1   |   |  |
|--|-----|---|--|
| Does room have emergeony beg(s)?                                   | V   |   |  |
| Are emergency proceedures posted in visable place?                 | 1./ | 1 |  |

#### SAN MATEO UNION HIGH SCHOOL DISTRICT

#### **EVACUATION ROUTES HAZARD CHECKLIST**

|   | YE | NO | LOCATION                                |
|---|----|----|---|
| is any maintenance and/or repair being<br>done that places construction obstacles<br>in normal evacuation routes?                           |    | X  |   |
| Do hallways and/or doors contain glass<br>panels?   | X  |    | A,B,C,D,E,F,G, H,J, Building            |
| Are these panels of safety (tempered) glass?  | X  |    | dit                                     |
| Do lockers, bookshelves and other<br>storage units line hallways?   |    | Х  |   |
| is lighting dependent on electricity<br>rather than sunlight?   |    | X  |   |
| Do building exit routes pass through<br>arcades, canopies or porch-like<br>structures?  | X  |    | A, B, &, D, E, F, H, J Building's       |
| Do building exit routes pass over<br>oridges or near streams, rivers, canals,<br>shorelines, seasonal wetlands or other<br>bodies of water? |    | X  | 11/0/17/0/07                            |
| Are clay or slate tiles on roofs of school<br>buildings?  | Х  |    | A.D.E.G. H. Buildings                   |
| s building faced with parapets,<br>balconies or cornices?   | X  |    | AIDEIGH Buildings BICIE191415 Duildings |
| Are gas, sewer and power lines near<br>outdoor assembly areas?  |    | X  | Vicip Julians                           |
| Other:  |    | /  |   |
| Other:  |    |    |   |
| Other:  |    |    |   |
| Other:  |    |    | -                                       |

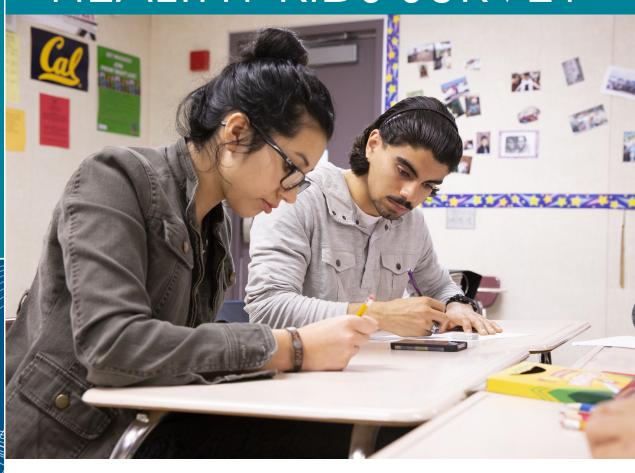
Note: (1) This form is to be completed each school year prior to return of teachers and staff. Form should be reviewed each semester noting any changes as appropriate.

- (2) Results of this assessment may require:

  memo to staff elerting them to temporary changes in normal evacuation routes;
  - completion of a Hazardous Report Form included in the Emergency Management Plan Appendices.



# CALIFORNIA HEALTHY KIDS SURVEY



Capuchino High Secondary 2018-2019 Main Report





This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For contract information, contact:

Hilva Chan California Department of Education Coordinated School Health and Safety Office 1430 N Street Sacramento, CA 95814 hchan@cde.ca.gov

#### Recommended citation:

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Date prepared: 22 Jan 2019 CDS code: 41690474130738

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## **PREFACE**

#### HYPERLINK FEATURE

The digital version of this report has been hyperlinked. Click on the title of a section or a table in the List of Tables and you will be automatically directed to the actual content section or table in the report.

#### **ALERT**

Categories "High," "Moderate," and "Low" are included for some scales on the report for districts or schools to compare results to those from prior years. This is the last year these "High," "Moderate," and "Low" categories are provided in reports.

This report provides the detailed results for each question from the 2018-19 *California Healthy Kids Survey* (CHKS) for schools within the district. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education's *California School Climate*, *Health*, *and Learning Survey* (CalSCHLS) System. CalSCHLS, is the largest, most comprehensive effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by CalSCHLS. Appendix I lists the schools that administered the survey in the district and their response rates; Appendix II provides more information about CHKS questions.

These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments; and ensure college and career readiness. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, parent involvement, and addressing the needs of vulnerable groups.

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the CalSCHLS website (<a href="calschls.org">calschls.org</a>), including Helpful Resources for Local Control and Accountability Plans (<a href="calschls.org/docs/lcap\_cal\_schls.pdf">calschls.org/docs/lcap\_cal\_schls.pdf</a>). The California Safe and Supportive Schools website (<a href="californiaS3.wested.org">californiaS3.wested.org</a>) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS Regional Centers offer a Data Workshop to help identify local needs and develop action plans to meet those needs, including a *Listening to Students Workshop* for involving student voice in the process (see below).

#### THE SURVEY

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs. Appendix II is a brief

guide to key CHKS Core Module indicators designed to help survey users more easily understand and interpret their findings.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

#### **Core Module**

As summarized in Appendix II, the Core Module consists of key questions, identified by an expert advisory committee, that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, college and career readiness, positive development, and well-being. The majority of the questions are school-specific, including the following indicators:

- student grades, truancy, attendance, academic motivation, and school connectedness, as indicators of engagement;
- developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- perceived school safety, bullying, and victimization; and
- violence perpetration, substance use, and crime-related behavior (e.g., weapons possession).

The Core Module also assesses the scope and nature of substance use and includes two key indicators of mental health: chronic sadness and contemplation of suicide. These questions provide insights into important barriers to learning and development.

A wide range of demographic questions help districts identify and address the needs of significant and vulnerable student subgroups, including those required to be included in LCAP efforts. These subgroups include race/ethnicity, gender, and socioeconomic status; homeless, migrant, and foster status; and English language proficiency.

What's New? For 2018-19, the following improvements were made to the Core Module:

- Added a sleep duration question to help assess nighttime sleep quality
- Added the high school suicide ideation to the middle school survey
- Modified wording of two e-cigarette questions about perceived harm from use
- Added "Juul" as an example on the e-cigarette use items

### **School Climate Module (Supplementary)**

To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is available. It provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention, peer relationships, respect for diversity, and the quality of the physical environment (<u>calschls.org/survey-administration/downloads/#ssm\_sc</u>). These questions are also included in the staff survey to provide a more comprehensive picture of stakeholder perceptions and how the perceptions of students and staff differ from each other.

#### Social Emotional Health Module (Supplementary)

The SEHM greatly enhances the value of the CHKS as a strength-based assessment of positive emotions,

engagement, ability to build and maintain relationships, and other social-emotional capacities linked to student mental health and well-being, academic success, and college and career readiness. It includes 56 items that capture the totality of core adolescent psychological assets. The combination of the SEHM and Core Module yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs.

### SURVEY ADMINISTRATION AND SAMPLE

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Each student's participation was voluntary, anonymous, and confidential.

- Table A1.1 describes the target sample of students and the final number and percent of students who completed the survey (the participation response rate).
- Appendix I lists all the secondary schools in the district that were eligible to participate in the survey and the percentage of their enrolled students that completed the survey (included in the district report).

#### NEW IN 2018! EXPLORE RESULTS ON THE ONLINE DATA DASHBOARD

The most recent state representative and district CHKS results can be examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/). The dashboard can be used to graphically display statewide and district key indicators from the Core and School Climate Module, trends over time, and disparities in survey outcomes across subgroups. Subgroup differences by gender, race/ethnicity, parental education, parent military status, homeless and migrant status, afterschool participation, gender identity, and sexual orientation can be examined. In addition, results can be displayed for English learners, free and reduced-priced meal eligible students, and foster youth – three important LCAP priority subgroups. In addition to displaying results interactively on the web, dashboard results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

#### THE REPORT

The report tables, organized by topic, provide the percentages responding to each question response option by grade level. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables reporting risk-behavior data include the percentages of youth who responded negatively (did not engage in the behavior).

#### Racial/Ethnic and Gender Results

In this report, summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender. Schools can request supplementary reports disaggregating all their CHKS results by the race/ethnicity or gender of students or by other demographic categories.

#### UNDERSTANDING THE DATA

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results. These include changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind. A more

detailed discussion of these topics can be found in the *CHKS Guidebook to Data Use and Dissemination* (data.calschls.org/resources/chks\_guidebook\_3\_datause.pdf).

#### Representativeness

Among the most important factors affecting the quality of survey results is the level and type of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 70 percent. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

#### **Changes Between Survey Administrations**

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

#### RESOURCES

<u>CalSCHLS.org</u> contains numerous guidebooks and other resources for using and understanding survey results.

- *CHKS Guidebook to Data Use and Dissemination* provides step-by-step instructions on how to interpret survey results and effectively disseminate them (<u>data.calschls.org/resources/chks\_guidebook\_3\_datause.pdf</u>).
- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets/).
- Assessing School Climate describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (<a href="mailto:data.calschls.org/resources/Cal-SCHLS\_AssessingClimate2013-14.pdf">data.calschls.org/resources/Cal-SCHLS\_AssessingClimate2013-14.pdf</a>).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (<u>data.calschls.org/resources/S3\_schoolclimateguidebook\_final.pdf</u>).
- Using CalSCHLS to Assess Social-Emotional Learning and Health describes how the CHKS Core and Social Emotional Health Module (SEHM) provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS\_AssessSELH.pdf). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.
- *Helpful Resources for Local Control and Accountability Plans* describes how survey items align with LCAP priorities and indicators (<u>calschls.org/docs/lcap\_cal\_schls.pdf</u>). Also available is an LCAP-related PowerPoint presentation (<u>calschls.org/site/assets/files/1036/cal-schls-lcap\_schoolclimatev6-1.pptx</u>).

- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on <u>calschls.org/about</u>.
- CDE's **California Safe and Supportive Schools** website (<u>CaliforniaS3.wested.org</u>) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The CalSCHLS Item Crosswalk (calschls.org/resources/#survey\_resources\_and\_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

#### **NEXT STEPS**

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some additional steps you should take and some custom services (additional fees apply) available from the CalSCHLS Regional Centers. These will help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

## Engage Students, Staff, and Parents in Reviewing the Results and Action Planning

Engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results. Obtain their input into how the school might better meet the identified needs. Engage them in developing a detailed action plan to guide school/community collaborative efforts. This communicates to stakeholders that you value their input into how to improve the school/community and gives them an opportunity for meaningful participation.

As part of this process, it is highly recommended that you conduct a structured *Listening to Students Workshop* designed to explore with students—as staff observe—the meaning of survey results and obtain student input on how to address the needs identified by the survey. WestEd staff also can conduct a *Data Use Action Planning Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center 888.841.7536 or email CalSCHLS@wested.org.

#### **Compare Results with Other Data**

The value of your CHKS results will be greatly enhanced if examined in the context of the following sources of related data.

- Staff and Parent Surveys. If your school district(s) have administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Item Crosswalk (calschls.org/resources/#survey resources and tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If the district(s) did not administer these companion surveys, urge them to do so next time.
- **Elementary CHKS Results**. Examine how the results from 9<sup>th</sup> and 11<sup>th</sup> graders compare with those from 5<sup>th</sup> and 7<sup>th</sup> graders if your district(s) also administered the CHKS at these school

levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle-school levels might help mitigate problems that are evident among older students.

- Other Data. Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- Similar District and Statewide Results. The results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website (data.calschls.org/resources/Biennial State 1517.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports/). How you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

#### **Data Workshop**

To assist in your review of the survey results, you can request your CalSCHLS Regional Center to conduct a structured, customized Data Workshop. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS TA Center (888.841.7536) or email calschls@wested.org.

### **Request Additional Reports and Data**

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services are available through the CalSCHLS Regional Centers to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

#### **School Reports and School Climate Report Cards**

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school. Two types of reports are available:

- A full report with all the survey results
- A short, user-friendly, graphic School Climate Report Card that provides results across eight
  domains of school climate and provides an overall School Climate Index score based on those
  domains (calschls.org/reports-data/#slcr)

#### **District School Climate Report Card**

For districts that survey all their schools, a district-level School Climate Report Card can be requested. This is a powerful, useful tool for guiding efforts to meet the school climate and pupil engagement priorities for the Local Control and Accountability Plan.

#### **Disaggregated Reports**

The staff of the CalSCHLS Regional Centers can produce full reports that look at how results vary by demographic subgroups (e.g., race/ethnicity), or by other characteristics of youth, such as those who are low in academic motivation compared those who are high. This can be valuable for identifying what subgroups need to be targeted with what resources and programs. Given the LCAP requirement that districts identify and address the needs of underserved subgroups, doing this would be a natural next step for addressing subgroup disparities.

#### **Additional Analysis of Data**

The complete dataset is available electronically for additional analysis (<u>CalSCHLS.org/reports-data</u>). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools within a district. You can also request an analysis by WestEd staff of any topic of interest.

#### **Add Questions to Your Next Surveys**

Determine what additional information is needed from students to guide school improvement efforts and add questions to your next CHKS, staff, or parent surveys. All three surveys are designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (888.841.7536) or email CalSCHLS@wested.org.

Exhibit 1
Major School-Related Domains and Constructs Assessed by CalSCHLS in Secondary Schools

|  | Student<br>Core | Student<br>School<br>Climate | Student<br>Social<br>Emotional<br>Health | Staff<br>Survey | Parent<br>Survey |
|--|-----------------|------------------------------|--|-----------------|------------------|
| Student Well-Being                             |                 |                              |  |                 |                  |
| Academic mindset                               |                 |                              | ✓  |                 |                  |
| Academic motivation                            | ✓               | ✓                            |  | ✓               | ✓                |
| Academic performance (grades)                  | ✓               |                              |  |                 |                  |
| Alcohol, tobacco, and drug use                 | $\checkmark$    |                              |  | ✓               | ✓                |
| Attendance (absences, truancy, reasons absent) | ✓               |                              |  | $\checkmark$    |                  |
| Behavioral self-control                        |                 |                              | ✓  |                 |                  |
| Collaboration                                  |                 |                              | ✓  |                 |                  |
| Emotional self-regulation                      |                 |                              | ✓  |                 |                  |
| Empathy  |                 |                              | ✓  |                 |                  |
| Gratitude                                      |                 |                              | ✓  |                 |                  |
| Optimism                                       |                 |                              | ✓  |                 |                  |
| Perceived safety                               | ✓               |                              |  | ✓               | ✓                |
| Persistence                                    |                 |                              | ✓  |                 |                  |
| Problem solving                                |                 |                              | ✓  |                 |                  |
| School connectedness                           | ✓               |                              |  |                 |                  |
| Self-awareness                                 |                 |                              | ✓  |                 |                  |
| Self-efficacy                                  |                 |                              | ✓  |                 |                  |
| Sleep duration (hours of sleep)                | ✓               |                              |  |                 |                  |
| Social-emotional competencies and health       |                 |                              | ✓  | ✓               |                  |
| Social emotional distress                      |                 |                              | <b>√</b>                                 |                 |                  |
| Violence and victimization (bullying)          | <b>✓</b>        |                              |  | <b>√</b>        | <b>√</b>         |
| Zest   |                 |                              | <b>√</b>                                 |                 |                  |
| School Climate                                 |                 |                              |  |                 |                  |
| Academic rigor and norms                       |                 |                              |  | <b>√</b>        | <b>√</b>         |
| College and career supports                    |                 | <b>√</b>                     |  | <b>√</b>        | <b>√</b>         |
| Family support                                 |                 | <u> </u>                     | <b>√</b>                                 | <u> </u>        | <u> </u>         |
| High expectations                              | ✓               |                              | •  | <b>√</b>        | <b>√</b>         |
| Meaningful participation and decision-making   |                 |                              |  |                 |                  |
| Parent involvement                             |                 |                              |  | <u> </u>        |                  |
| Quality of physical environment                |                 | <b>√</b>                     |  |                 |                  |
| Relationships among staff                      | •               | <u> </u>                     |  | <u> </u>        | •                |
| Relationships among students                   |                 | <b>√</b>                     | <b>√</b>                                 | <u> </u>        | <b>√</b>         |
| Relationships between students and staff       | <b>✓</b>        | <u>*</u>                     | •  | <b>→</b>        |                  |
| Respect for diversity and cultural sensitivity | *               |                              |  | <b>→</b>        |                  |
| Teacher and other supports for learning        |                 |                              |  | <b>→</b>        |                  |
| School Climate Improvement Practices           |                 | <u> </u>                     |  | •               | *                |
| Bullying prevention                            |                 | <b>√</b>                     |  | <b>✓</b>        | <b>✓</b>         |
| Discipline and order (policies, enforcement)   |                 |                              |  | <b>→</b>        | <u> </u>         |
|  |                 | <b>V</b>                     |  | <b>∨</b> ✓      | •                |
| Services and policies to address student needs |                 |                              |  | <b>∨</b> ✓      |                  |
| Social-emotional/behavioral supports           |                 | <b>V</b>                     |  | ./              | <b>v</b>         |
| Staff supports                                 | VV              |                              |  | <b>v</b>        |                  |

XV

### **ACKNOWLEDGMENTS**

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Gregory Austin, Ph.D. Thomas Hanson, Ph.D. CalSCHLS Co-Directors, WestEd

Tom Herman Administrator, Coordinated School Health and Safety Office California Department of Education

# **Survey Module Administration**

Table 1
CHKS Survey Modules Administered

| Survey Module   | Administered |
|---|--------------|
| A. Core (Required)  | X            |
| B. Alcohol and Other Drugs (AOD) Module                         |              |
| C. Building Healthy Communities (BHC) Module                    |              |
| D. Cal-Well Module  |              |
| E. Closing the Achievement Gap (CTAG) Module                    | X            |
| F. District Afterschool Module (DASM)                           |              |
| G. Drug Free Communities (DFC) Module                           |              |
| H. Gang Risk Awareness Module (GRAM)                            |              |
| I. Gender Identity & Sexual Orientation-Based Harassment Module | X            |
| J. Military-Connected School Module                             |              |
| K. Physical Health & Nutrition Module                           |              |
| L. Resilience & Youth Development Module                        |              |
| M. Safety & Violence Module                                     |              |
| N. School Climate Module  |              |
| O. Sexual Behavior Module                                       |              |
| P. Social Emotional Health Module (SEHM)                        | X            |
| Q. Tobacco Module   |              |
| Z. Custom Questions   |              |

# **Core Module Results**

# 1. Survey Sample

Table A1.1 Student Sample for Core Module

|                     | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---------------------|---------|----------|----------|----------|
| Student Sample Size |         |          |          |          |
| Target sample       | 285     | 317      | 321      | 281      |
| Final number        | 259     | 264      | 265      | 205      |
| Response Rate       | 91%     | 83%      | 83%      | 73%      |

# 2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

| Key Indicators of School Climate and Student Well- | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Table |
|--|---------|----------|----------|----------|-------|
| School Engagement and Supports                     | ,,      | ,,       | ,,       | ,,       |       |
| School connectedness <sup>†</sup>                  | 64      | 63       | 48       | 56       | A4.6  |
| Academic motivation <sup>†</sup>                   | 72      | 73       | 69       | 65       | A4.6  |
| Chronic truancy (twice a month or more often)§     | 1       | 4        | 5        | 11       | A4.2  |
| Caring adult relationships <sup>‡</sup>            | 59      | 56       | 62       | 70       | A4.5  |
| High expectations <sup>‡</sup>                     | 74      | 69       | 69       | 75       | A4.5  |
| Meaningful participation <sup>‡</sup>              | 28      | 26       | 22       | 30       | A4.5  |
| Facilities upkeep <sup>†</sup>                     | 60      | 58       | 48       | 47       | A4.13 |
| Parent involvement in school <sup>†</sup>          | 59      | 54       | 47       | 49       | A4.6  |
| School Safety                                      |         |          |          |          |       |
| School perceived as very safe or safe              | 61      | 60       | 49       | 56       | A5.1  |
| Experienced any harassment or bullying§            | 42      | 29       | 27       | 31       | A5.2  |
| Had mean rumors or lies spread about you§          | 36      | 31       | 32       | 22       | A5.3  |
| Been afraid of being beaten up§                    | 21      | 13       | 8        | 4        | A5.4  |
| Been in a physical fight§                          | 11      | 6        | 9        | 2        | A5.4  |
| Seen a weapon on campus§                           | 21      | 16       | 10       | 9        | A5.6  |
| Substance Use and Mental Health                    |         |          |          |          |       |
| Current alcohol or drug use ¶                      | 14      | 32       | 31       | 29       | A6.5  |
| Current marijuana use¶                             | 11      | 24       | 22       | 21       | A6.5  |
| Current binge drinking¶                            | 4       | 6        | 9        | 10       | A6.5  |
| Very drunk or "high" 7 or more times, ever         | 5       | 13       | 19       | 19       | A6.7  |
| Been drunk or "high" on drugs at school, ever      | 8       | 15       | 20       | 15       | A6.9  |
| Current cigarette smoking¶                         | 1       | 2        | 1        | 3        | A7.3  |
| Current electronic cigarette use¶                  | 13      | 25       | 19       | 27       | A7.3  |
| Experienced chronic sadness/hopelessness§          | 35      | 37       | 36       | 40       | A8.4  |
| Considered suicide§                                | 19      | 19       | 14       | 14       | A8.5  |

<sup>&</sup>lt;sup>†</sup>Average percent of respondents reporting "Agree" or "Strongly agree."

<sup>&</sup>lt;sup>‡</sup>Average percent of respondents reporting "Pretty much true" or "Very much true."

<sup>§</sup>Past 12 months.

<sup>¶</sup>Past 30 days.

# 3. Demographics

Table A3.1

Gender of Sample

|        | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|--------|--------------|------------|------------|---------------|
| Male   | 52           | 50         | 52         | 53            |
| Female | 48           | 50         | 48         | 47            |

Question HS/MS A.3: What is your sex?

Note: Cells are empty if there are less than 10 respondents.

Table A3.2

Hispanic or Latino

|     | Grade 9 |    |    |    |
|-----|---------|----|----|----|
|     | %       | %  | %  | %  |
| No  | 57      | 52 | 48 | 53 |
| Yes | 43      | 48 | 52 | 47 |

Question HS/MS A.5: Are you of Hispanic or Latino origin?

Note: Cells are empty if there are less than 10 respondents.

Table A3.3 *Race* 

|                                     | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|-------------------------------------|--------------|------------|------------|---------------|
| American Indian or Alaska Native    | 2            | 0          | 2          | 1             |
| Asian                               | 27           | 14         | 25         | 27            |
| Black or African American           | 2            | 1          | 1          | 2             |
| Native Hawaiian or Pacific Islander | 8            | 5          | 5          | 9             |
| White                               | 19           | 28         | 27         | 27            |
| Mixed (two or more) races           | 42           | 51         | 40         | 34            |

Question HS/MS A.6: What is your race?

Table A3.4

Living Situation

|  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|--|--------------|------------|------------|---------------|
| A home with one or more parent or guardian                           | 91           | 93         | 90         | 90            |
| Other relative's home  | 1            | 2          | 3          | 2             |
| A home with more than one family                                     | 5            | 3          | 5          | 6             |
| Friend's home  | 1            | 0          | 0          | 1             |
| Foster home, group care, or waiting placement                        | 0            | 0          | 0          | 0             |
| Hotel or motel   | 0            | 0          | 0          | 0             |
| Shelter, car, campground, or other transitional or temporary housing | 0            | 0          | 0          | 0             |
| Other living arrangement   | 2            | 1          | 1          | 1             |

Question HS/MS A.8: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.

Note: Cells are empty if there are less than 10 respondents.

Table A3.5

Highest Education of Parents

|  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|--|--------------|------------|------------|---------------|
| Did not finish high school                             | 12           | 13         | 13         | 10            |
| Graduated from high school                             | 13           | 19         | 21         | 22            |
| Attended college but did not complete four-year degree | 16           | 19         | 17         | 22            |
| Graduated from college                                 | 44           | 40         | 42         | 37            |
| Don't know   | 15           | 8          | 6          | 9             |

Question HS/MS A.9: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)

Table A3.6
Free or Reduced Price Meals Eligibility

|            | Grade 9<br>% | Grade 10 | Grade 11 | Grade 12<br>% |
|------------|--------------|----------|----------|---------------|
| No         | 58           | 62       | 62       | 59            |
| Yes        | 24           | 26       | 31       | 34            |
| Don't know | 18           | 13       | 7        | 7             |

Question HS/MS A.10: Do you receive free or reduced-price lunches at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.)

Note: Cells are empty if there are less than 10 respondents.

Table A3.7

Participation in Migrant Education Program, Past 3 Years

|            | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|------------|---------|----------|----------|----------|
|            | %       | %        | %        | %        |
| No         | 78      | 93       | 89       | 90       |
| Yes        | 1       | 0        | 1        | 1        |
| Don't know | 22      | 7        | 10       | 9        |

Question HS/MS A.11: In the past three years, were you part of the Migrant Education Program or did your family move to find seasonal or temporary work in agriculture or fishing?

Note: Cells are empty if there are less than 10 respondents.

Table A3.8

Language Spoken at Home

|            | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|------------|--------------|------------|------------|---------------|
| English    | 59           | 65         | 63         | 61            |
| Spanish    | 22           | 24         | 28         | 21            |
| Mandarin   | 1            | 0          | 0          | 1             |
| Cantonese  | 2            | 1          | 4          | 2             |
| Taiwanese  | 0            | 0          | 0          | 0             |
| Tagalog    | 4            | 2          | 2          | 3             |
| Vietnamese | 0            | 0          | 0          | 0             |
| Korean     | 0            | 1          | 0          | 1             |
| Other      | 11           | 7          | 3          | 11            |

Question HS/MS A.12: What language is spoken most of the time in your home?

Table A3.9

English Language Proficiency – All Students

|                                     | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|-------------------------------------|---------|----------|----------|----------|
| How well do you                     | %       | %        | %        | %        |
| understand English?                 |         |          |          |          |
| Very well                           | 86      | 97       | 92       | 92       |
| •                                   | 14      | 3        | 8        |          |
| Well                                |         |          |          | 7        |
| Not well                            | 0       | 0        | 0        | 1        |
| Not at all                          | 0       | 0        | 0        | 0        |
| speak English?                      |         |          |          |          |
| Very well                           | 85      | 92       | 87       | 87       |
| Well                                | 15      | 7        | 12       | 10       |
| Not well                            | 0       | 0        | 0        | 3        |
| Not at all                          | 0       | 0        | 0        | 0        |
| read English?                       |         |          |          |          |
| Very well                           | 82      | 89       | 86       | 90       |
| Well                                | 16      | 10       | 13       | 8        |
| Not well                            | 1       | 1        | 0        | 2        |
| Not at all                          | 0       | 0        | 0        | 0        |
| write English?                      |         |          |          |          |
| Very well                           | 81      | 84       | 81       | 83       |
| Well                                | 17      | 15       | 16       | 13       |
| Not well                            | 1       | 0        | 3        | 4        |
| Not at all                          | 0       | 0        | 0        | 0        |
| English Language Proficiency Status |         |          |          |          |
| Proficient                          | 82      | 88       | 83       | 86       |
| Not proficient                      | 18      | 12       | 17       | 14       |

Question HS/MS A.13-16: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

Notes: Cells are empty if there are less than 10 respondents.

English Language Proficiency was determined by creating a scale score using four survey questions - how well do you understand... speak... read... and write English. Response options are reverse coded so higher values indicate higher English proficiency level ("Not at all" (1); "Not well" (2); "Well" (3); and "Very well" (4)). The scale score was computed by averaging the survey responses. Respondents are categorized as "Proficient" or "Not Proficient" based on the English language proficiency scale.

Proficient: students with average item response > 3.5; and Not Proficient: students with average item response  $\le 3.5$ .

Table A3.10
English Language Proficiency – Students Speaking a Language Other Than English at Home

|                                     | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|-------------------------------------|---------|----------|----------|----------|
|                                     | %       | %        | %        | %        |
| How well do you                     |         |          |          |          |
| understand English?                 |         |          |          |          |
| Very well                           | 74      | 92       | 84       | 81       |
| Well                                | 26      | 8        | 16       | 15       |
| Not well                            | 0       | 0        | 0        | 4        |
| Not at all                          | 0       | 0        | 0        | 0        |
| speak English?                      |         |          |          |          |
| Very well                           | 71      | 84       | 77       | 75       |
| Well                                | 29      | 16       | 22       | 19       |
| Not well                            | 0       | 0        | 1        | 6        |
| Not at all                          | 0       | 0        | 0        | 0        |
| read English?                       |         |          |          |          |
| Very well                           | 67      | 80       | 75       | 79       |
| Well                                | 29      | 16       | 25       | 16       |
| Not well                            | 3       | 3        | 0        | 5        |
| Not at all                          | 1       | 0        | 0        | 0        |
| write English?                      |         |          |          |          |
| Very well                           | 69      | 74       | 69       | 71       |
| Well                                | 27      | 25       | 26       | 19       |
| Not well                            | 3       | 1        | 4        | 10       |
| Not at all                          | 1       | 0        | 0        | 0        |
| English Language Proficiency Status |         |          |          |          |
| Proficient                          | 67      | 79       | 71       | 75       |
| Not proficient                      | 33      | 21       | 29       | 25       |

Question HS/MS A.12-16: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English. Notes: Cells are empty if there are less than 10 respondents.

English Language Proficiency was determined by creating a scale score using four survey questions - how well do you understand... speak... read... and write English. Response options are reverse coded so higher values indicate higher English proficiency level ("Not at all" (1); "Not well" (2); "Well" (3); and "Very well" (4)). The scale score was computed by averaging the survey responses. Respondents are categorized as "Proficient" or "Not Proficient" based on the English language proficiency scale.

Proficient: students with average item response > 3.5; and Not Proficient: students with average item response < 3.5.

Table A3.11
Number of Days Attending Afterschool Program

|               | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|---------------|--------------|------------|------------|---------------|
| 0 days        | 86           | 90         | 84         | 84            |
| 1 day         | 2            | 2          | 4          | 6             |
| 2 days        | 2            | 2          | 3          | 3             |
| 3 days 4 days | 3            | 2          | 2          | 3             |
| 4 days        | 0            | 2          | 1          | 1             |
| 5 days        | 7            | 3          | 6          | 2             |

Question HS/MS A.17: How many days a week do you usually go to your school's afterschool program? Note: Cells are empty if there are less than 10 respondents.

Table A3.12

Military Connections

|            | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|------------|---------|----------|----------|----------|
|            | %       | %        | %        | %        |
| No         | 95      | 96       | 99       | 96       |
| Yes        | 4       | 3        | 1        | 2        |
| Don't know | 2       | 1        | 0        | 2        |

Question HS A.129/MS A.119: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

Table A3.13
Sexual Orientation

|                    | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|--------------------|--------------|------------|------------|---------------|
| Straight (not gay) | 86           | 84         | 85         | 85            |
| Gay or Lesbian     | 2            | 1          | 1          | 1             |
| Bisexual           | 4            | 9          | 9          | 6             |
| I am not sure yet  | 4            | 2          | 3          | 3             |
| Something else     | 2            | 2          | 1          | 2             |
| Decline to respond | 2            | 1          | 1          | 1             |

Question HS A.130/MS A.120: Which of the following best describes you?

Note: Cells are empty if there are less than 10 respondents.

Table A3.14

Gender Identity

|                                   | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|-----------------------------------|--------------|------------|------------|---------------|
| No, I am not transgender          | 98           | 99         | 98         | 97            |
| Yes, I am transgender             | 0            | 0          | 0          | 0             |
| I am not sure if I am transgender | 0            | 0          | 1          | 0             |
| Decline to respond                | 1            | 0          | 1          | 2             |

Question HS A.131/MS A.121: Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?

# 4. School Performance, Supports, and Engagement

Table A4.1

Grades, Past 12 Months

|             | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|-------------|--------------|------------|------------|---------------|
| Mostly A's  | 25           | 23         | 21         | 18            |
| A's and B's | 37           | 35         | 35         | 33            |
| Mostly B's  | 8            | 10         | 11         | 13            |
| B's and C's | 15           | 20         | 20         | 26            |
| Mostly C's  | 4            | 6          | 4          | 3             |
| C's and D's | 11           | 3          | 5          | 5             |
| Mostly D's  | 0            | 1          | 2          | 0             |
| Mostly F's  | 1            | 1          | 2          | 1             |

Question HS/MS A.18: During the past 12 months, how would you describe the grades you mostly received in school?

Note: Cells are empty if there are less than 10 respondents.

Table A4.2

Truancy, Past 12 Months

|                       | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|-----------------------|--------------|------------|------------|---------------|
| 0 times               | 86           | 74         | 73         | 59            |
| 1-2 times             | 8            | 15         | 12         | 15            |
| A few times           | 4            | 7          | 9          | 13            |
| Once a month          | 1            | 0          | 0          | 2             |
| Twice a month         | 0            | 2          | 1          | 4             |
| Once a week           | 0            | 0          | 0          | 2             |
| More than once a week | 1            | 2          | 4          | 5             |

Question HS/MS A.21: During the past 12 months, about how many times did you skip school or cut classes? Note: Cells are empty if there are less than 10 respondents.

Table A4.3

Absences, Past 30 Days

|   | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|---|--------------|------------|------------|---------------|
| I did not miss any days of school in the past 30 days | 59           | 50         | 48         | 41            |
| 1 day   | 17           | 24         | 23         | 25            |
| 2 days  | 14           | 14         | 21         | 16            |
| 3 or more days  | 10           | 13         | 8          | 18            |

Question HS/MS A.19: In the past 30 days, how often did you miss an entire day of school for any reason? Note: Cells are empty if there are less than 10 respondents.

Table A4.4

Reasons for Absence, Past 30 Days

|  | Grade 9 | Grade 10 % | Grade 11 % | Grade 12<br>% |
|--|---------|------------|------------|---------------|
| Does not apply; I didn't miss any school   | 57      | 47         | 47         | 37            |
| Illness (feeling physically sick), including problems with breathing or your teeth | 29      | 38         | 38         | 40            |
| Were being bullied or mistreated at school   | 1       | 1          | 1          | 0             |
| Felt very sad, hopeless, anxious, stressed, or angry                               | 5       | 11         | 14         | 16            |
| Didn't get enough sleep  | 9       | 10         | 14         | 22            |
| Didn't feel safe at school or going to and from school                             | 0       | 0          | 0          | 3             |
| Had to take care of or help a family member or friend                              | 3       | 3          | 4          | 6             |
| Wanted to spend time with friends  | 0       | 0          | 0          | 4             |
| Used alcohol or drugs  | 1       | 0          | 1          | 2             |
| Were behind in schoolwork or weren't prepared for a test or class assignment       | 3       | 4          | 8          | 13            |
| Were bored or uninterested in school   | 4       | 5          | 5          | 6             |
| Had no transportation to school  | 2       | 2          | 1          | 3             |
| Other reason   | 14      | 12         | 11         | 15            |

Question HS/MS A.20: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.)

Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A4.5
School Environment Scales (Developmental Supports)

|  | Grade 9<br>% | Grade 10<br>% | Grade 11 % | Grade 12<br>% | Table |
|--|--------------|---------------|------------|---------------|-------|
| Total school supports                                    |              |               |            |               |       |
| Average reporting "Pretty much true" or "Very much true" | 54           | 50            | 51         | 58            |       |
| High   | 23           | 21            | 19         | 31            |       |
| Moderate   | 61           | 56            | 60         | 54            |       |
| Low  | 16           | 23            | 21         | 15            |       |
| Caring adults in school                                  |              |               |            |               |       |
| Average reporting "Pretty much true" or "Very much true" | 59           | 56            | 62         | 70            | A4.7  |
| High   | 27           | 27            | 27         | 38            |       |
| Moderate   | 59           | 58            | 61         | 53            |       |
| Low  | 14           | 15            | 12         | 9             |       |
| High expectations-adults in school                       |              |               |            |               |       |
| Average reporting "Pretty much true" or "Very much true" | 74           | 69            | 69         | 75            | A4.8  |
| High   | 47           | 38            | 36         | 46            |       |
| Moderate   | 49           | 51            | 55         | 45            |       |
| Low  | 5            | 12            | 9          | 9             |       |
| Meaningful participation at school                       |              |               |            |               |       |
| Average reporting "Pretty much true" or "Very much true" | 28           | 26            | 22         | 30            | A4.9  |
| High   | 4            | 8             | 5          | 11            |       |
| Moderate   | 47           | 37            | 35         | 42            |       |
| Low  | 49           | 55            | 60         | 47            |       |

Notes: Cells are empty if there are less than 10 respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Respondents were categorized as being "High," "Moderate," and "Low" based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from "Not at all true" (1), "A little true" (2), "Pretty much true" (3), and "Very much true" (4). Students were classified as "High" if their average question response was greater than 3; "Moderate" if their average question response was greater than or equal to 2 and less than or equal to 3; and "Low" if their average question response was less than 2.

Table A4.6
School Connectedness, Academic Motivation, and Parent Involvement Scales

|   | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% | Table |
|---|--------------|------------|------------|---------------|-------|
| School connectedness                          |              |            |            |               |       |
| Average reporting "Agree" or "Strongly agree" | 64           | 63         | 48         | 56            | A4.10 |
| High  | 50           | 53         | 32         | 41            |       |
| Moderate                                      | 45           | 42         | 59         | 48            |       |
| Low   | 5            | 5          | 9          | 11            |       |
| Academic motivation                           |              |            |            |               |       |
| Average reporting "Agree" or "Strongly agree" | 72           | 73         | 69         | 65            | A4.11 |
| High  | 33           | 35         | 25         | 25            |       |
| Moderate                                      | 45           | 42         | 50         | 46            |       |
| Low   | 22           | 23         | 25         | 29            |       |
| Parent involvement in school                  |              |            |            |               |       |
| Average reporting "Agree" or "Strongly agree" | 59           | 54         | 47         | 49            | A4.12 |
| High  | 43           | 37         | 29         | 33            |       |
| Moderate                                      | 46           | 48         | 52         | 50            |       |
| Low   | 11           | 15         | 19         | 16            |       |

Notes: Cells are empty if there are less than 10 respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Respondents were categorized as being "High," "Moderate," and "Low" based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from "Strongly disagree" (1), "Disagree" (2), "Neither disagree nor agree" (3), "Agree" (4), and "Strongly agree" (5). The following thresholds were used to classify question averages into "High," "Moderate," and "Low" categories:

|          | School Connectedness       | Academic Motivation | Parent Involvement in School  |
|----------|----------------------------|---------------------|-------------------------------|
| High     | > 3.75                     | $\geq 4$            | > 4.25                        |
| Moderate | $\geq$ 2.5 and $\leq$ 3.75 | $\geq$ 3 and $<$ 4  | $> 3.25 \text{ and} \le 4.25$ |
| Low      | < 2.5                      | < 3                 | ≤ 3.25                        |

Table A4.7

Caring Relationships Scale Questions

|  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|------------|------------|------------|
| Caring adults in school                                  |              |            |            |            |
| Average reporting "Pretty much true" or "Very much true" | 59           | 56         | 62         | 70         |
| At my school, there is a teacher or some other adult     |              |            |            |            |
| who really cares about me.                               |              |            |            |            |
| Not at all true  | 8            | 15         | 8          | 6          |
| A little true  | 37           | 34         | 32         | 23         |
| Pretty much true   | 37           | 32         | 39         | 35         |
| Very much true   | 18           | 19         | 22         | 35         |
| who notices when I'm not there.                          |              |            |            |            |
| Not at all true  | 15           | 13         | 16         | 12         |
| A little true  | 32           | 37         | 30         | 27         |
| Pretty much true   | 32           | 31         | 35         | 34         |
| Very much true   | 21           | 18         | 18         | 26         |
| who listens to me when I have something to say.          |              |            |            |            |
| Not at all true  | 8            | 9          | 7          | 6          |
| A little true  | 21           | 23         | 22         | 17         |
| Pretty much true   | 43           | 37         | 45         | 37         |
| Very much true   | 28           | 30         | 26         | 40         |

Question HS/MS A.35, 37, 39: At my school, there is a teacher or some other adult... who really cares about me... who notices when I am not there... who listens to me when I have something to say.

Table A4.8

High Expectations Scale Questions

|  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|------------|------------|------------|
| High expectations-adults in school                       |              |            |            |            |
| Average reporting "Pretty much true" or "Very much true" | 74           | 69         | 69         | 75         |
| At my school, there is a teacher or some other adult     |              |            |            |            |
| who tells me when I do a good job.                       |              |            |            |            |
| Not at all true  | 6            | 11         | 8          | 8          |
| A little true  | 27           | 29         | 30         | 22         |
| Pretty much true   | 38           | 37         | 40         | 38         |
| Very much true   | 29           | 23         | 22         | 32         |
| who always wants me to do my best.                       |              |            |            |            |
| Not at all true  | 1            | 7          | 4          | 2          |
| A little true  | 16           | 17         | 18         | 18         |
| Pretty much true   | 38           | 40         | 42         | 38         |
| Very much true   | 44           | 37         | 36         | 41         |
| who believes that I will be a success.                   |              |            |            |            |
| Not at all true  | 4            | 10         | 8          | 5          |
| A little true  | 23           | 21         | 25         | 21         |
| Pretty much true   | 36           | 36         | 36         | 31         |
| Very much true   | 37           | 33         | 31         | 43         |

Question HS/MS A.36, 38, 40: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

Table A4.9

Meaningful Participation Scale Questions

|  | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|--|---------|----------|----------|----------|
| Meaningful participation at school                       | , 0     | ,,       | , ,      | , 0      |
| Average reporting "Pretty much true" or "Very much true" | 28      | 26       | 22       | 30       |
| At school  |         |          |          |          |
| I do interesting activities.                             |         |          |          |          |
| Not at all true  | 13      | 22       | 25       | 17       |
| A little true  | 32      | 30       | 35       | 32       |
| Pretty much true   | 33      | 28       | 26       | 32       |
| Very much true   | 22      | 20       | 15       | 20       |
| I help decide things like class activities or rules.     |         |          |          |          |
| Not at all true  | 43      | 51       | 52       | 41       |
| A little true  | 37      | 28       | 31       | 36       |
| Pretty much true   | 16      | 15       | 14       | 15       |
| Very much true   | 5       | 6        | 3        | 8        |
| I do things that make a difference.                      |         |          |          |          |
| Not at all true  | 25      | 39       | 42       | 31       |
| A little true  | 49      | 34       | 35       | 37       |
| Pretty much true   | 21      | 20       | 15       | 21       |
| Very much true   | 5       | 7        | 7        | 10       |
| I have a say in how things work.                         |         |          |          |          |
| Not at all true  | 39      | 51       | 48       | 41       |
| A little true  | 36      | 28       | 35       | 32       |
| Pretty much true   | 22      | 14       | 12       | 20       |
| Very much true   | 3       | 7        | 5        | 7        |
| I help decide school activities or rules.                |         |          |          |          |
| Not at all true  | 65      | 62       | 67       | 58       |
| A little true  | 21      | 24       | 21       | 27       |
| Pretty much true   | 12      | 9        | 8        | 9        |
| Very much true   | 2       | 5        | 4        | 6        |

Question HS/MS A.41-45: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.

Table A4.10 School Connectedness Scale Questions

|  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12 |
|--|--------------|------------|------------|----------|
| School connectedness                               | //           | 70         |            |          |
| Average reporting "Agree" or "Strongly agree"      | 64           | 63         | 48         | 56       |
| I feel close to people at this school.             |              |            |            |          |
| Strongly disagree                                  | 2            | 2          | 5          | 6        |
| Disagree   | 6            | 8          | 10         | 6        |
| Neither disagree nor agree                         | 26           | 23         | 31         | 29       |
| Agree  | 48           | 41         | 39         | 43       |
| Strongly agree                                     | 17           | 26         | 15         | 16       |
| I am happy to be at this school.                   |              |            |            |          |
| Strongly disagree                                  | 2            | 3          | 6          | 5        |
| Disagree   | 5            | 8          | 10         | 8        |
| Neither disagree nor agree                         | 20           | 24         | 37         | 31       |
| Agree  | 55           | 43         | 33         | 41       |
| Strongly agree                                     | 18           | 22         | 14         | 15       |
| I feel like I am part of this school.              |              |            |            |          |
| Strongly disagree                                  | 4            | 3          | 6          | 7        |
| Disagree   | 8            | 9          | 10         | 10       |
| Neither disagree nor agree                         | 31           | 27         | 42         | 34       |
| Agree  | 45           | 41         | 33         | 37       |
| Strongly agree                                     | 12           | 20         | 9          | 11       |
| The teachers at this school treat students fairly. |              |            |            |          |
| Strongly disagree                                  | 4            | 3          | 5          | 4        |
| Disagree   | 6            | 12         | 14         | 9        |
| Neither disagree nor agree                         | 24           | 29         | 32         | 28       |
| Agree  | 51           | 44         | 41         | 47       |
| Strongly agree                                     | 15           | 12         | 8          | 12       |
| I feel safe in my school.                          |              |            |            |          |
| Strongly disagree                                  | 1            | 2          | 4          | 7        |
| Disagree   | 6            | 6          | 10         | 4        |
| Neither disagree nor agree                         | 31           | 28         | 37         | 32       |
| Agree  | 49           | 47         | 40         | 46       |
| Strongly agree                                     | 12           | 16         | 8          | 11       |

Question HS/MS A.22-26: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.

Table A4.11
Academic Motivation Scale Questions

|  | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|--|---------|----------|----------|----------|
|  | %       | %        | %        | %        |
| Academic motivation                                      |         |          |          |          |
| Average reporting "Agree" or "Strongly agree"            | 72      | 73       | 69       | 65       |
| I try hard to make sure that I am good at my schoolwork. |         |          |          |          |
| Strongly disagree  | 2       | 0        | 2        | 3        |
| Disagree   | 3       | 3        | 2        | 4        |
| Neither disagree nor agree                               | 13      | 12       | 15       | 19       |
| Agree  | 41      | 44       | 47       | 40       |
| Strongly agree   | 41      | 40       | 34       | 34       |
| I try hard at school because I am interested in my work. |         |          |          |          |
| Strongly disagree  | 4       | 4        | 5        | 7        |
| Disagree   | 12      | 12       | 10       | 12       |
| Neither disagree nor agree                               | 28      | 27       | 34       | 31       |
| Agree  | 34      | 35       | 34       | 33       |
| Strongly agree   | 22      | 22       | 17       | 16       |
| I work hard to try to understand new things at school.   |         |          |          |          |
| Strongly disagree  | 4       | 1        | 2        | 4        |
| Disagree   | 5       | 7        | 5        | 4        |
| Neither disagree nor agree                               | 20      | 20       | 24       | 26       |
| Agree  | 45      | 42       | 45       | 42       |
| Strongly agree   | 27      | 30       | 24       | 25       |
| I am always trying to do better in my schoolwork.        |         |          |          |          |
| Strongly disagree  | 2       | 0        | 2        | 3        |
| Disagree   | 4       | 5        | 2        | 6        |
| Neither disagree nor agree                               | 17      | 17       | 18       | 22       |
| Agree  | 38      | 37       | 46       | 40       |
| Strongly agree   | 40      | 42       | 31       | 29       |

Question HS/MS A.31-34: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork. Note: Cells are empty if there are less than 10 respondents.

Table A4.12

Parent Involvement Scale Questions

|  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|--|--------------|------------|------------|---------------|
| Parent involvement in school   |              |            |            |               |
| Average reporting "Agree" or "Strongly agree"  | 59           | 54         | 47         | 49            |
| Teachers at this school communicate with parents about what students are expected to learn in class. |              |            |            |               |
| Strongly disagree  | 3            | 3          | 5          | 5             |
| Disagree   | 9            | 14         | 17         | 15            |
| Neither disagree nor agree   | 30           | 35         | 36         | 35            |
| Agree  | 46           | 36         | 36         | 38            |
| Strongly agree   | 13           | 12         | 7          | 6             |
| Parents feel welcome to participate at this school.  |              |            |            |               |
| Strongly disagree  | 2            | 2          | 2          | 2             |
| Disagree   | 4            | 5          | 5          | 7             |
| Neither disagree nor agree   | 30           | 33         | 40         | 37            |
| Agree  | 49           | 46         | 43         | 40            |
| Strongly agree   | 14           | 15         | 10         | 13            |
| School staff takes parent concerns seriously.  |              |            |            |               |
| Strongly disagree  | 4            | 3          | 6          | 7             |
| Disagree   | 4            | 10         | 10         | 7             |
| Neither disagree nor agree   | 36           | 35         | 38         | 36            |
| Agree  | 42           | 35         | 37         | 35            |
| Strongly agree   | 14           | 17         | 9          | 14            |

Question HS/MS A.28-30: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff takes parent concerns seriously.

Table A4.13

Quality of School Physical Environment

|                                      | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|--------------------------------------|--------------|------------|------------|---------------|
| My school is usually clean and tidy. |              |            |            |               |
| Strongly disagree                    | 1            | 2          | 4          | 10            |
| Disagree                             | 9            | 13         | 19         | 16            |
| Neither disagree nor agree           | 30           | 27         | 29         | 27            |
| Agree                                | 49           | 44         | 42         | 39            |
| Strongly agree                       | 10           | 14         | 6          | 8             |

Question HS/MS A.27: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.

# 5. School Violence, Victimization, and Safety

Table A5.1
Perceived Safety at School

|                         | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|-------------------------|--------------|------------|------------|---------------|
| Very safe               | 6            | 13         | 10         | 12            |
| Safe                    | 55           | 47         | 39         | 44            |
| Neither safe nor unsafe | 37           | 36         | 43         | 39            |
| Unsafe                  | 2            | 3          | 7          | 4             |
| Very unsafe             | 0            | 1          | 1          | 0             |

Question HS A.99/MS A.88: How safe do you feel when you are at school?

Table A5.2

Reasons for Harassment on School Property, Past 12 Months

|   | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---------|----------|----------|----------|
|   | %       | %        | %        | %        |
| Race, ethnicity, or national origin               |         |          |          |          |
| 0 times   | 78      | 86       | 84       | 80       |
| 1 time  | 8       | 7        | 7        | 6        |
| 2 or more times                                   | 14      | 7        | 8        | 14       |
| Religion  |         |          |          |          |
| 0 times   | 92      | 98       | 94       | 96       |
| 1 time  | 4       | 1        | 2        | 1        |
| 2 or more times                                   | 4       | 1        | 4        | 3        |
| Gender  |         |          |          |          |
| 0 times   | 93      | 96       | 93       | 92       |
| 1 time  | 2       | 1        | 3        | 3        |
| 2 or more times                                   | 5       | 2        | 4        | 4        |
| Because you are gay or lesbian or someone thought |         |          |          |          |
| you were  |         |          |          |          |
| 0 times   | 92      | 92       | 94       | 96       |
| 1 time  | 4       | 2        | 2        | 1        |
| 2 or more times                                   | 4       | 6        | 4        | 3        |
| A physical or mental disability                   |         |          |          |          |
| 0 times   | 95      | 96       | 94       | 96       |
| 1 time  | 3       | 2        | 3        | 1        |
| 2 or more times                                   | 2       | 2        | 3        | 3        |
| You are an immigrant or someone thought you were  |         |          |          |          |
| 0 times   | 94      | 97       | 95       | 94       |
| 1 time  | 3       | 2        | 5        | 2        |
| 2 or more times                                   | 3       | 1        | 1        | 4        |
| Any of the above six reasons                      | 35      | 21       | 23       | 25       |

Question HS A.115-120/MS A.105-110: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were.

Table A5.2

Reasons for Harassment on School Property, Past 12 Months – Continued

|                  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|------------------|--------------|------------|------------|---------------|
| Any other reason |              |            |            |               |
| 0 times          | 77           | 82         | 89         | 86            |
| 1 time           | 8            | 6          | 3          | 5             |
| 2 or more times  | 15           | 12         | 8          | 9             |
| Any harassment   | 42           | 29         | 27         | 31            |

Question HS A.115-121/MS A.105-111: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were... Any other reason.

Table A5.3

Verbal Harassment at School, Past 12 Months

|   | Grade 9<br>% | Grade 10 | Grade 11 | Grade 12 |
|---|--------------|----------|----------|----------|
| During the past 12 months, how many times on school property have you | 70           | 70       | 70       | 70       |
| had mean rumors or lies spread about you?                             |              |          |          |          |
| 0 times   | 64           | 69       | 68       | 78       |
| 1 time  | 18           | 16       | 15       | 10       |
| 2 to 3 times  | 9            | 6        | 8        | 6        |
| 4 or more times   | 8            | 8        | 9        | 5        |
| had sexual jokes, comments, or gestures made to you?                  |              |          |          |          |
| 0 times   | 67           | 73       | 73       | 78       |
| 1 time  | 10           | 10       | 8        | 8        |
| 2 to 3 times  | 7            | 10       | 9        | 4        |
| 4 or more times   | 15           | 7        | 9        | 9        |
| been made fun of because of your looks or the way you talk?           |              |          |          |          |
| 0 times   | 64           | 75       | 75       | 78       |
| 1 time  | 13           | 11       | 11       | 9        |
| 2 to 3 times  | 6            | 7        | 6        | 5        |
| 4 or more times   | 16           | 8        | 8        | 8        |
| been made fun of, insulted, or called names?                          |              |          |          |          |
| 0 times   | 58           | 73       | 76       | 80       |
| 1 time  | 11           | 8        | 9        | 5        |
| 2 to 3 times  | 14           | 7        | 4        | 7        |
| 4 or more times   | 16           | 12       | 11       | 8        |

Question HS A.103-105, 114/MS A.93-95, 104: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names? Note: Cells are empty if there are less than 10 respondents.

Table A5.4
Violence and Victimization on School Property, Past 12 Months

|  | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|--|---------|----------|----------|----------|
| During the past 12 months, how many times on school                | 70      | 70       | 70       | 70       |
| property have you  |         |          |          |          |
| been pushed, shoved, slapped, hit, or kicked by                    |         |          |          |          |
| someone who wasn't just kidding around?                            |         |          |          |          |
| 0 times  | 80      | 87       | 90       | 91       |
| 1 time   | 10      | 7        | 6        | 3        |
| 2 to 3 times   | 4       | 3        | 3        | 4        |
| 4 or more times  | 6       | 3        | 2        | 1        |
| been afraid of being beaten up?                                    |         |          |          |          |
| 0 times  | 79      | 87       | 92       | 96       |
| 1 time   | 14      | 6        | 5        | 2        |
| 2 to 3 times   | 3       | 5        | 2        | 1        |
| 4 or more times  | 4       | 2        | 1        | 1        |
| been threatened with harm or injury?                               |         |          |          |          |
| 0 times  | 95      | 93       | 95       | 98       |
| 1 time   | 2       | 5        | 3        | 1        |
| 2 to 3 times   | 1       | 1        | 1        | 1        |
| 4 or more times  | 2       | 0        | 0        | 0        |
| been in a physical fight?  |         |          |          |          |
| 0 times  | 89      | 94       | 91       | 98       |
| 1 time   | 6       | 4        | 6        | 0        |
| 2 to 3 times   | 2       | 1        | 2        | 1        |
| 4 or more times  | 2       | 1        | 1        | 0        |
| been threatened or injured with a weapon (gun, knife, club, etc.)? |         |          |          |          |
| 0 times  | 95      | 97       | 98       | 100      |
| 1 time   | 3       | 2        | 2        | 0        |
| 2 to 3 times   | 0       | 1        | 0        | 0        |
| 4 or more times  | 2       | 0        | 0        | 0        |
| been offered, sold, or given an illegal drug?                      |         |          |          |          |
| 0 times  | 81      | 74       | 74       | 82       |
| 1 time   | 8       | 10       | 9        | 7        |
| 2 to 3 times   | 6       | 8        | 8        | 5        |
| 4 or more times  | 4       | 7        | 9        | 7        |

Question HS A.100-102, 107, 111, 113/MS A.90-92, 97, 101, 103: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury? Note: Cells are empty if there are less than 10 respondents.

Table A5.5

Property Damage on School Property, Past 12 Months

|  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12 |
|--|--------------|------------|------------|----------|
| Had your property stolen or deliberately damaged |              |            |            |          |
| 0 times  | 79           | 90         | 90         | 92       |
| 1 time   | 15           | 7          | 5          | 6        |
| 2 to 3 times                                     | 4            | 2          | 4          | 0        |
| 4 or more times                                  | 2            | 1          | 1          | 2        |
| Damaged school property on purpose               |              |            |            |          |
| 0 times  | 91           | 95         | 97         | 97       |
| 1 time   | 5            | 3          | 2          | 2        |
| 2 to 3 times                                     | 2            | 2          | 2          | 0        |
| 4 or more times                                  | 2            | 1          | 0          | 0        |

Question HS A.106, 108/MS A.96, 98: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?

*Note: Cells are empty if there are less than 10 respondents.* 

Table A5.6
Weapons Possession on School Property, Past 12 Months

|   | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12 |
|---|--------------|------------|------------|----------|
| Carried a gun                                       |              |            |            |          |
| 0 times   | 100          | 99         | 98         | 100      |
| 1 time  | 0            | 1          | 1          | 0        |
| 2 to 3 times  | 0            | 0          | 0          | 0        |
| 4 or more times                                     | 0            | 0          | 0          | 0        |
| Carried any other weapon (such as a knife or club)  |              |            |            |          |
| 0 times   | 96           | 96         | 97         | 99       |
| 1 time  | 1            | 2          | 2          | 0        |
| 2 to 3 times  | 1            | 2          | 0          | 0        |
| 4 or more times                                     | 2            | 0          | 2          | 0        |
| Seen someone carrying a gun, knife, or other weapon |              |            |            |          |
| 0 times   | 79           | 84         | 90         | 91       |
| 1 time  | 11           | 9          | 7          | 5        |
| 2 to 3 times  | 6            | 5          | 3          | 3        |
| 4 or more times                                     | 4            | 3          | 1          | 1        |

Question HS A.109, 110, 112/MS A.99, 100, 102: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?

Table A5.7

Cyber Bullying, Past 12 Months

|                 | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|-----------------|--------------|------------|------------|---------------|
| 0 times (never) | 73           | 82         | 78         | 82            |
| 1 time          | 15           | 9          | 11         | 9             |
| 2 to 3 times    | 8            | 4          | 6          | 7             |
| 4 or more times | 4            | 5          | 5          | 1             |

Question HS A.122/MS A.112: During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?

### 6. Alcohol and Other Drug Use

Table A6.1
Summary Measures of Level of AOD Use and Perceptions

|  | Grade 9<br>% | Grade 10 | Grade 11 | Grade 12 | Table |
|--|--------------|----------|----------|----------|-------|
| Lifetime illicit AOD use to get "high"               | 27           | 47       | 48       | 49       | A6.2  |
| Lifetime alcohol or drug use                         | 27           | 48       | 49       | 50       | A6.2  |
| Lifetime marijuana use                               | 16           | 33       | 37       | 36       | A6.2  |
| Lifetime very drunk or high (7 or more times)        | 5            | 13       | 19       | 19       | A6.7  |
| Lifetime drinking and driving involvement            | na           | 13       | 18       | 18       | A6.11 |
| Current alcohol or drug use                          | 14           | 32       | 31       | 29       | A6.5  |
| Current marijuana use                                | 11           | 24       | 22       | 21       | A6.5  |
| Current heavy drug use                               | 6            | 11       | 12       | 14       | A6.5  |
| Current heavy alcohol use (binge drinking)           | 4            | 6        | 9        | 10       | A6.5  |
| Current alcohol or drug use on school property       | 7            | 14       | 10       | 13       | A6.8  |
| Harmfulness of occasional marijuana use <sup>‡</sup> | 34           | 26       | 21       | 20       | A6.12 |
| Difficulty of obtaining marijuana§                   | 7            | 5        | 4        | 6        | A6.13 |

<sup>†</sup>Excludes prescription pain medication, diet pills, and prescription stimulant.

<sup>&</sup>lt;sup>‡</sup>Great harm.

<sup>§</sup>Very difficult.

Table A6.2
Summary of AOD Lifetime Use

|  | Grade 9<br>% | Grade 10 | Grade 11 | Grade 12<br>% |
|--|--------------|----------|----------|---------------|
| Alcohol  | 21           | 39       | 41       | 41            |
| Marijuana  | 16           | 33       | 37       | 36            |
| Inhalants  | 4            | 0        | 3        | 2             |
| Cocaine, methamphetamine, or any amphetamines  | na           | 1        | 2        | 3             |
| Heroin   | na           | 0        | 1        | 0             |
| Ecstasy, LSD, or other psychedelics  | na           | 2        | 3        | 5             |
| Prescription pain medication, opioids, tranquilizers, sedatives, diet pills, or other prescription stimulant | na           | 8        | 8        | 12            |
| Cold/cough medicines or other over-the-counter medicines to get "high"                                       | na           | 6        | 8        | 6             |
| Any other drug, pill, or medicine to get "high"  | 3            | 3        | 2        | 3             |
| Any of the above AOD use   | 27           | 48       | 49       | 50            |
| Any illicit AOD use to get "high"  | 27           | 47       | 48       | 49            |

<sup>†</sup>Excludes prescription pain medication, diet pills, and prescription stimulant.

Table A6.3

Lifetime AOD Use

|   | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|------------|------------|------------|
| Alcohol (one full drink)                      | /0           | /0         | /0         | //         |
| 0 times                                       | 79           | 61         | 59         | 59         |
| 1 time  | 5            | 12         | 10         | 9          |
| 2 to 3 times                                  | 8            | 9          | 10         | 10         |
| 4 or more times                               | 8            | 19         | 21         | 21         |
| Marijuana (smoke, vape, eat, or drink)        |              |            |            |            |
| 0 times                                       | 84           | 67         | 63         | 64         |
| 1 time  | 4            | 9          | 4          | 4          |
| 2 to 3 times                                  | 4            | 5          | 10         | 10         |
| 4 or more times                               | 9            | 20         | 23         | 22         |
| Inhalants                                     |              |            |            |            |
| 0 times                                       | 96           | 100        | 97         | 98         |
| 1 time  | 2            | 0          | 0          | 1          |
| 2 to 3 times                                  | 1            | 0          | 1          | 0          |
| 4 or more times                               | 2            | 0          | 1          | 1          |
| Cocaine, methamphetamine, or any amphetamines |              |            |            |            |
| 0 times                                       | na           | 99         | 98         | 97         |
| 1 time  | na           | 0          | 2          | 2          |
| 2 to 3 times                                  | na           | 0          | 0          | 1          |
| 4 or more times                               | na           | 1          | 1          | 0          |
| Heroin  |              |            |            |            |
| 0 times                                       | na           | 100        | 99         | 100        |
| 1 time  | na           | 0          | 1          | 0          |
| 2 to 3 times                                  | na           | 0          | 0          | 0          |
| 4 or more times                               | na           | 0          | 0          | 0          |
| Ecstasy, LSD, or other psychedelics           |              |            |            |            |
| 0 times                                       | na           | 98         | 97         | 95         |
| 1 time  | na           | 1          | 2          | 3          |
| 2 to 3 times                                  | na           | 1          | 1          | 0          |
| 4 or more times                               | na           | 0          | 1          | 2          |

Question HS A.49-52, 54, 55/MS A.50-52: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Heroin... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms).

Table A6.3

Lifetime AOD Use – Continued

|   | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---------|----------|----------|----------|
| Prescription pain medication or opioids,  | %       | %        | %        | %        |
| tranquilizers, or sedatives   |         |          |          |          |
| 0 times   | na      | 95       | 94       | 93       |
| 1 time  | na      | 1        | 3        | 1        |
| 2 to 3 times  | na      | 2        | 2        | 3        |
| 4 or more times   | na      | 2        | 1        | 3        |
| Diet pills  |         |          |          |          |
| 0 times   | na      | 97       | 98       | 97       |
| 1 time  | na      | 0        | 1        | 0        |
| 2 to 3 times  | na      | 1        | 0        | 0        |
| 4 or more times   | na      | 2        | 0        | 3        |
| Ritalin <sup>TM</sup> or Adderall <sup>TM</sup> or other prescription             |         |          |          |          |
| stimulant   |         |          |          |          |
| 0 times   | na      | 98       | 97       | 95       |
| 1 time  | na      | 1        | 1        | 1        |
| 2 to 3 times  | na      | 0        | 0        | 2        |
| 4 or more times   | na      | 0        | 1        | 1        |
| Cold/cough medicines or other over-the-counter medicines to get "high"            |         |          |          |          |
| 0 times   | na      | 94       | 92       | 94       |
| 1 time  | na      | 2        | 2        | 3        |
| 2 to 3 times  | na      | 2        | 3        | 1        |
| 4 or more times   | na      | 1        | 3        | 2        |
| Any other drug, pill, or medicine to get "high" or for reasons other than medical |         |          |          |          |
| 0 times   | 97      | 97       | 98       | 97       |
| 1 time  | 0       | 0        | 1        | 0        |
| 2 to 3 times  | 1       | 1        | 2        | 1        |
| 4 or more times   | 1       | 2        | 0        | 2        |

Question HS A.56-60/MS A.54: During your life, how many times have you used the following?... Prescription pain medication or opioids ( $Vicodin^{TM}$ ,  $OxyContin^{TM}$ ,  $Percodan^{TM}$ ,  $Lortab^{TM}$ ), tranquilizers, or sedatives ( $Xanax^{TM}$ ,  $Ativan^{TM}$ )... Diet pills ( $Didrex^{\mathbb{R}}$ ,  $Dexedrine^{\mathbb{R}}$ ,  $Xenadrine^{\mathbb{R}}$ , Skittles, M&M's)... Ritalin $^{TM}$  or  $Adderall^{TM}$  or other prescription stimulant... Cold/cough medicines or other over-the-counter medicines to get "high"... Any other drug, pill, or medicine to get "high" or for reasons other than medical.

Table A6.4
Lifetime Marijuana Consumption

|   | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12 |
|---|--------------|------------|------------|----------|
| During your life, how many times have you used marijuana in any of the following ways | , -          | ,-         | , -        | ,-       |
| Smoke it?   |              |            |            |          |
| 0 times   | 86           | 73         | 71         | 69       |
| 1 time  | 4            | 4          | 3          | 3        |
| 2 to 3 times  | 4            | 8          | 5          | 7        |
| 4 or more times   | 6            | 15         | 21         | 20       |
| In an electronic or e-cigarette or other vaping device?                               |              |            |            |          |
| 0 times   | 85           | 69         | 67         | 71       |
| 1 time  | 4            | 9          | 5          | 5        |
| 2 to 3 times  | 2            | 5          | 7          | 4        |
| 4 or more times   | 9            | 17         | 22         | 19       |
| Eat or drink it in products made with marijuana?                                      |              |            |            |          |
| 0 times   | 91           | 86         | 76         | 76       |
| 1 time  | 4            | 5          | 10         | 7        |
| 2 to 3 times  | 3            | 4          | 6          | 5        |
| 4 or more times   | 3            | 4          | 9          | 12       |

Question HS A.64-66/MS A.58-60: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In an electronic or e-cigarette or other vaping device?... Eat or drink it in products made with marijuana?

Table A6.5

Current AOD Use, Past 30 Days

|   | Grade 9 | Grade 10 | Grade 11 | Grade 12<br>% |
|---|---------|----------|----------|---------------|
| Alcohol (one or more drinks of alcohol)                                       | 8       | 21       | 20       | 20            |
| Binge drinking (5 or more drinks in a row)                                    | 4       | 6        | 9        | 10            |
| Marijuana (smoke, vape, eat, or drink)  | 11      | 24       | 22       | 21            |
| Inhalants   | 2       | 0        | 2        | 0             |
| Prescription drugs to get "high" or for reasons other than prescribed         | na      | 2        | 2        | 1             |
| Other drug, pill, or medicine to get "high" or for reasons other than medical | 2       | 2        | 2        | 3             |
| Any drug use  | 12      | 25       | 21       | 21            |
| Heavy drug use  | 6       | 11       | 12       | 14            |
| Any AOD Use   | 14      | 32       | 31       | 29            |
| Two or more substances at the same time                                       | na      | 5        | 5        | 7             |

Question HS A.70-76/MS A.64-68: During the past 30 days, on how many days did you use... one or more drinks of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (smoke, vape, eat, or drink)... inhalants (things you sniff, huff, or breathe to get "high")... prescription drugs to get "high" or for reasons other than prescribed ... any other drug, pill, or medicine to get "high" or for reasons other than medical... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

Notes: Cells are empty if there are less than 10 respondents.

Heavy drug use was calculated based on pattern of combined current drug use on three or more days (marijuana, inhalants, prescription pain medicine to get "high" (high school only), or any other illegal drug/pill to get "high").

Table A6.6
Frequency of Current AOD Use, Past 30 Days

|  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12 |
|--|--------------|------------|------------|----------|
| Alcohol (one or more drinks)               |              | ·          |            |          |
| 0 days                                     | 92           | 79         | 80         | 80       |
| 1 or 2 days                                | 4            | 16         | 13         | 14       |
| 3 to 9 days                                | 2            | 3          | 5          | 4        |
| 10 to 19 days                              | 1            | 1          | 0          | 0        |
| 20 or more days                            | 1            | 1          | 1          | 2        |
| Binge drinking (5 or more drinks in a row) |              |            |            |          |
| 0 days                                     | 96           | 94         | 91         | 90       |
| 1 or 2 days                                | 2            | 3          | 7          | 6        |
| 3 to 9 days                                | 1            | 2          | 2          | 2        |
| 10 to 19 days                              | 1            | 0          | 0          | 0        |
| 20 or more days                            | 0            | 1          | 0          | 1        |
| Marijuana (smoke, vape, eat, or drink)     |              |            |            |          |
| 0 days                                     | 89           | 76         | 78         | 79       |
| 1 or 2 days                                | 6            | 14         | 11         | 8        |
| 3 to 9 days                                | 2            | 5          | 5          | 3        |
| 10 to 19 days                              | 2            | 2          | 2          | 3        |
| 20 or more days                            | 1            | 4          | 4          | 6        |

Question HS A.70-72/MS A.64-66: During the past 30 days, on how many days did you use... one or more drinks of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (smoke, vape, eat, or drink)?

Table A6.7

Lifetime Drunk or "High"

|   | Grade 9<br>% | Grade 10 | Grade 11 % | Grade 12<br>% |
|---|--------------|----------|------------|---------------|
| Very drunk or sick after drinking alcohol           | //           | //       | 70         | 70            |
| 0 times   | 90           | 80       | 78         | 76            |
| 1 to 2 times  | 6            | 12       | 13         | 13            |
| 3 to 6 times  | 2            | 5        | 5          | 6             |
| 7 or more times                                     | 2            | 3        | 4          | 4             |
| "High" (loaded, stoned, or wasted) from using drugs |              |          |            |               |
| 0 times   | 87           | 71       | 69         | 70            |
| 1 to 2 times  | 6            | 10       | 7          | 6             |
| 3 to 6 times  | 4            | 6        | 6          | 4             |
| 7 or more times                                     | 4            | 12       | 18         | 19            |
| Very drunk or "high" 7 or more times                | 5            | 13       | 19         | 19            |

Question HS A.61, 62/MS A.55, 56: During your life, how many times have you been... very drunk or sick after drinking alcohol... "high" (loaded, stoned, or wasted) from using drugs?

Table A6.8

Current AOD Use on School Property, Past 30 Days

|  | Grade 9      | Grade 10     | Grade 11 | Grade 12 |
|--|--------------|--------------|----------|----------|
| Alcohol  | %            | %            | %        | %        |
| 0 days   | 98           | 94           | 97       | 96       |
| 1 to 2 days  | 0            | 4            | 2        | 4        |
| 3 or more days   | 2            | 2            | 1        | 0        |
| Marijuana (smoke, vape, eat, or drink)   | <del>_</del> | <del>_</del> |          |          |
| 0 days   | 94           | 88           | 93       | 90       |
| 1 to 2 days  | 3            | 7            | 5        | 6        |
| 3 or more days   | 3            | 5            | 2        | 3        |
| Any other drug, pill, or medicine to get "high" or for reasons other than medical? |              |              |          |          |
| 0 days   | 99           | 99           | 98       | 99       |
| 1 to 2 days  | 0            | 1            | 1        | 1        |
| 3 or more days   | 1            | 0            | 0        | 0        |
| Any of the above   | 7            | 14           | 10       | 13       |

Question HS A.80-82/MS A.72-74: During the past 30 days, on how many days on school property did you use... at least one drink of alcohol... marijuana (smoke, vape, eat, or drink)... any other drug, pill, or medicine to get "high" or for reasons other than medical?

*Note: Cells are empty if there are less than 10 respondents.* 

Table A6.9
Lifetime Drunk or "High" on School Property

|                 | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|-----------------|--------------|------------|------------|---------------|
| 0 times         | 92           | 85         | 80         | 85            |
| 1 to 2 times    | 5            | 8          | 8          | 6             |
| 3 to 6 times    | 1            | 3          | 6          | 3             |
| 7 or more times | 2            | 4          | 5          | 6             |

Question HS A.63/MS A.57: During your life, how many times have you been... drunk on alcohol or "high" on drugs on school property?

Table A6.10
Cessation Attempts

|                           | Grade 9 |    | Grade 11 |    |
|---------------------------|---------|----|----------|----|
| Alcohol                   | %       | %  | %        | %  |
| Does not apply, don't use | na      | 80 | 77       | 75 |
| 0 times                   | na      | 16 | 16       | 18 |
| 1 time                    | na      | 2  | 4        | 4  |
| 2 to 3 times              | na      | 1  | 1        | 2  |
| 4 or more times           | na      | 1  | 2        | 1  |
| Marijuana                 |         |    |          |    |
| Does not apply, don't use | na      | 75 | 73       | 75 |
| 0 times                   | na      | 14 | 13       | 14 |
| 1 time                    | na      | 5  | 7        | 7  |
| 2 to 3 times              | na      | 4  | 4        | 3  |
| 4 or more times           | na      | 2  | 3        | 0  |

Question HS A.96, 97: How many times have you tried to quit or stop using... alcohol... marijuana?

Table A6.11

Drinking While Driving, Lifetime

|   | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|---|--------------|------------|------------|---------------|
| Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using |              |            |            |               |
| Never   | na           | 87         | 82         | 82            |
| 1 time  | na           | 4          | 6          | 7             |
| 2 times   | na           | 3          | 3          | 2             |
| 3 to 6 times  | na           | 2          | 5          | 5             |
| 7 or more times   | na           | 4          | 3          | 4             |

Question HS A.98/MS A.87: During your life, how many times have you ever driven a car when you had been using alcohol or drugs, or been in a car driven by a friend when he or she had been using?... In your life, how many times have you ridden in a car driven by someone who had been using alcohol or drugs?

Table A6.12
Perceived Harm of AOD Use

|   | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|------------|------------|------------|
| Alcohol - drink occasionally                    | ,,,          | ,,         | ,,         | ,,,        |
| Great   | 28           | 20         | 22         | 23         |
| Moderate  | 28           | 35         | 31         | 29         |
| Slight  | 28           | 28         | 28         | 28         |
| None  | 15           | 17         | 19         | 20         |
| Alcohol - 5 or more drinks once or twice a week |              |            |            |            |
| Great   | 53           | 51         | 52         | 49         |
| Moderate  | 24           | 30         | 24         | 21         |
| Slight  | 8            | 8          | 10         | 11         |
| None  | 15           | 11         | 14         | 19         |
| Marijuana - use occasionally                    |              |            |            |            |
| Great   | 34           | 26         | 21         | 20         |
| Moderate  | 30           | 30         | 28         | 29         |
| Slight  | 21           | 20         | 27         | 23         |
| None  | 15           | 25         | 24         | 28         |
| Marijuana - use daily                           |              |            |            |            |
| Great   | 57           | 48         | 44         | 41         |
| Moderate  | 16           | 22         | 22         | 21         |
| Slight  | 10           | 11         | 15         | 16         |
| None  | 17           | 19         | 19         | 23         |

Question HS A.87-90/MS A.79-82: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily. Note: Cells are empty if there are less than 10 respondents.

Table A6.13
Perceived Difficulty of Obtaining Alcohol and Marijuana

|                  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|------------------|--------------|------------|------------|---------------|
| Alcohol          | ·            |            |            |               |
| Very difficult   | 7            | 7          | 5          | 5             |
| Fairly difficult | 11           | 6          | 8          | 8             |
| Fairly easy      | 21           | 28         | 26         | 23            |
| Very easy        | 24           | 33         | 40         | 38            |
| Don't know       | 38           | 25         | 20         | 25            |
| Marijuana        |              |            |            |               |
| Very difficult   | 7            | 5          | 4          | 6             |
| Fairly difficult | 11           | 5          | 5          | 5             |
| Fairly easy      | 20           | 25         | 23         | 25            |
| Very easy        | 22           | 41         | 49         | 37            |
| Don't know       | 39           | 24         | 19         | 26            |

Question HS A.93, 94/MS A.85, 86: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana.

#### 7. Tobacco Use

Table A7.1
Summary of Key CHKS Tobacco Indicators

|   | Grade 9<br>% | Grade 10 | Grade 11 | Grade 12 | Table |
|---|--------------|----------|----------|----------|-------|
| <b>Use Prevalence and Patterns</b>                          |              | 70       | 70       | 70       |       |
| Ever smoked a whole cigarette                               | 3            | 6        | 5        | 9        | A7.2  |
| Current cigarette smoking <sup>†</sup>                      | 1            | 2        | 1        | 3        | A7.3  |
| Current cigarette smoking at school <sup>†</sup>            | 0            | 0        | 0        | 0        | A7.4  |
| Ever tried smokeless tobacco                                | 2            | 3        | 2        | 5        | A7.2  |
| Current smokeless tobacco use <sup>†</sup>                  | 0            | 0        | 1        | 1        | A7.3  |
| Current smokeless tobacco use at school <sup>†</sup>        | 0            | 0        | 1        | 1        | A7.4  |
| Ever used electronic cigarettes                             | 24           | 40       | 40       | 40       | A7.2  |
| Current use of electronic cigarettes <sup>†</sup>           | 13           | 25       | 19       | 27       | A7.3  |
| Current use of electronic cigarettes at school <sup>†</sup> | 8            | 12       | 9        | 11       | A7.4  |
| Cessation Attempts  |              |          |          |          |       |
| Tried to quit or stop using cigarettes                      | na           | 2        | 2        | 2        | A7.5  |
| Attitudes and Correlates                                    |              |          |          |          |       |
| Harmfulness of occasional cigarette smoking <sup>‡</sup>    | 34           | 34       | 37       | 35       | A7.6  |
| Harmfulness of smoking 1 or more packs/day <sup>‡</sup>     | 67           | 72       | 71       | 64       | A7.6  |
| Difficulty of obtaining cigarettes§                         | 10           | 6        | 6        | 8        | A7.8  |

<sup>†</sup>Past 30 days.

<sup>&</sup>lt;sup>‡</sup>Great harm.

 $<sup>\</sup>S Very \ difficult.$ 

Table A7.2

Lifetime Tobacco Use

|   | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|------------|------------|------------|
| A whole cigarette   |              |            |            |            |
| 0 times   | 97           | 94         | 95         | 91         |
| 1 time  | 1            | 1          | 2          | 2          |
| 2 to 3 times  | 1            | 3          | 3          | 2          |
| 4 or more times   | 1            | 2          | 0          | 6          |
| Smokeless tobacco   |              |            |            |            |
| 0 times   | 98           | 97         | 98         | 95         |
| 1 time  | 1            | 1          | 1          | 2          |
| 2 to 3 times  | 0            | 0          | 0          | 1          |
| 4 or more times   | 1            | 1          | 0          | 1          |
| Electronic cigarettes, e-cigarettes, or other vaping device |              |            |            |            |
| 0 times   | 76           | 60         | 60         | 60         |
| 1 time  | 5            | 11         | 7          | 6          |
| 2 to 3 times  | 3            | 9          | 9          | 6          |
| 4 or more times   | 15           | 21         | 25         | 28         |

Question HS A.46-48/MS A.46-49: During your life, how many times have you used the following? A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as Juul, e-hookah, hookah pens, or vape pens.

Table A7.3

Any Current Use and Daily Use

|  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|------------|------------|------------|
| Cigarettes   |              |            |            |            |
| Any  | 1            | 2          | 1          | 3          |
| Daily (20 or more days)                                | 0            | 0          | 0          | 0          |
| Smokeless tobacco                                      |              |            |            |            |
| Any  | 0            | 0          | 1          | 1          |
| Daily (20 or more days)                                | 0            | 0          | 0          | 0          |
| Electronic cigarettes/e-cigarettes/other vaping device |              |            |            |            |
| Any  | 13           | 25         | 19         | 27         |
| Daily (20 or more days)                                | 1            | 5          | 3          | 7          |

Question HS A.67-69/MS A.61-63: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as Juul, e-hookah, hookah pens, or vape pens?

Table A7.4

Current Smoking on School Property, Past 30 Days

|   | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12 |
|---|--------------|------------|------------|----------|
| Cigarettes  | 70           | 7.0        | 7.0        | 70       |
| 0 days  | 100          | 100        | 100        | 100      |
| 1 or 2 days   | 0            | 0          | 0          | 0        |
| 3 to 9 days   | 0            | 0          | 0          | 0        |
| 10 to 19 days   | 0            | 0          | 0          | 0        |
| 20 or more days   | 0            | 0          | 0          | 0        |
| Smokeless tobacco   |              |            |            |          |
| 0 days  | 100          | 100        | 99         | 99       |
| 1 or 2 days   | 0            | 0          | 0          | 1        |
| 3 to 9 days   | 0            | 0          | 0          | 0        |
| 10 to 19 days   | 0            | 0          | 0          | 0        |
| 20 or more days   | 0            | 0          | 0          | 0        |
| Electronic cigarettes, e-cigarettes, or other vaping device |              |            |            |          |
| 0 days  | 92           | 88         | 91         | 89       |
| 1 or 2 days   | 6            | 7          | 5          | 5        |
| 3 to 9 days   | 0            | 3          | 3          | 3        |
| 10 to 19 days   | 1            | 0          | 0          | 0        |
| 20 or more days   | 0            | 2          | 1          | 2        |

Question HS A.77-79/MS A.69-71: During the past 30 days, on how many days on school property did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as Juul, e-hookah, hookah pens, or vape pens?

Table A7.5
Cigarette Smoking Cessation Attempts

|                           | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|---------------------------|--------------|------------|------------|---------------|
| Does not apply, don't use | na           | 93         | 93         | 91            |
| 0 times                   | na           | 6          | 5          | 7             |
| 1 time                    | na           | 0          | 1          | 1             |
| 2 to 3 times              | na           | 0          | 0          | 1             |
| 4 or more times           | na           | 1          | 1          | 0             |

Question HS A.95: How many times have you tried to quit or stop using cigarettes?

Note: Cells are empty if there are less than 10 respondents.

Table A7.6

Perceived Harm of Cigarette Smoking

|  | Grade 9<br>% | Grade 10 % | Grade 11 | Grade 12<br>% |
|--|--------------|------------|----------|---------------|
| Smoke cigarettes occasionally                | , ,          | , -        | , -      | , -           |
| Great  | 34           | 34         | 37       | 35            |
| Moderate                                     | 34           | 36         | 35       | 31            |
| Slight                                       | 13           | 15         | 12       | 14            |
| None   | 18           | 15         | 16       | 21            |
| Smoke 1 or more packs of cigarettes each day |              |            |          |               |
| Great  | 67           | 72         | 71       | 64            |
| Moderate                                     | 13           | 10         | 11       | 13            |
| Slight                                       | 2            | 3          | 3        | 3             |
| None   | 17           | 15         | 15       | 20            |

Question HS A.83, 84/MS A.75, 76: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day. Note: Cells are empty if there are less than 10 respondents.

Table A7.7

Perceived Harm of E-Cigarette Use Compared to Smoking

|  | Grade 9<br>% | Grade 10 | Grade 11 %     | Grade 12<br>% |
|--|--------------|----------|----------------|---------------|
| Use e-cigarettes or vaping device occasionally         | , -          | , -      | , <del>-</del> | , -           |
| Great  | 27           | 23       | 24             | 21            |
| Moderate   | 34           | 35       | 33             | 32            |
| Slight   | 24           | 27       | 26             | 27            |
| None   | 15           | 15       | 17             | 21            |
| Use e-cigarettes or vaping devices several times a day |              |          |                |               |
| Great  | 53           | 60       | 49             | 47            |
| Moderate   | 22           | 23       | 28             | 24            |
| Slight   | 11           | 5        | 10             | 12            |
| None   | 13           | 13       | 13             | 18            |

Question HS A.85, 86/MS A.77, 78: How much do people risk harming themselves physically and in other ways when they do the following?... Use e-cigarettes (electronic) or vaping device occasionally... Use e-cigarettes or vaping devices several times a day (100 puffs or more).

Table A7.8

Perceived Difficulty of Obtaining Cigarettes and E-Cigarettes

|                               | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|-------------------------------|--------------|------------|------------|---------------|
| Cigarettes                    | -70          | 70         | 70         | 70            |
| Very difficult                | 10           | 6          | 6          | 8             |
| Fairly difficult              | 17           | 17         | 10         | 13            |
| Fairly easy                   | 19           | 24         | 28         | 24            |
| Very easy                     | 12           | 16         | 23         | 20            |
| Don't know                    | 43           | 37         | 33         | 36            |
| E-cigarettes or vaping device |              |            |            |               |
| Very difficult                | 6            | 4          | 3          | 6             |
| Fairly difficult              | 10           | 6          | 5          | 6             |
| Fairly easy                   | 21           | 27         | 23         | 24            |
| Very easy                     | 29           | 42         | 49         | 42            |
| Don't know                    | 34           | 22         | 20         | 22            |

Question HS A.91, 92/MS A.83, 84: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes.... E-cigarettes (electronic) or vaping device

### 8. Other Physical and Mental Health Risks

Table A8.1

Hours of Sleep

| noms of steep    |              |            |            |            |
|------------------|--------------|------------|------------|------------|
|                  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12 % |
| 4 or less hours  | 3            | 4          | 5          | 6          |
| 5 hours          | 5            | 4          | 8          | 12         |
| 6 hours          | 12           | 22         | 22         | 29         |
| 7 hours          | 29           | 37         | 35         | 31         |
| 8 hours          | 33           | 24         | 25         | 17         |
| 9 hours          | 14           | 8          | 3          | 4          |
| 10 or more hours | 4            | 1          | 2          | 0          |
|                  |              |            |            |            |

Question MS A.127/MS A.117: On an average school night, how many hours of sleep do you get?

Note: Cells are empty if there are less than 10 respondents.

Table A8.2

Eating of Breakfast

|     | Grade 9<br>% | Grade 10 | Grade 11 % | Grade 12<br>% |
|-----|--------------|----------|------------|---------------|
| No  | 34           | 42       | 40         | 47            |
| Yes | 66           | 58       | 60         | 53            |

Question HS A.126/MS A.116: Did you eat breakfast today? Note: Cells are empty if there are less than 10 respondents.

Table A8.3
Chronic Sad or Hopeless Feelings, Past 12 Months

|     | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|-----|---------|----------|----------|----------|
|     | %       | %        | %        | %        |
| No  | 65      | 63       | 64       | 60       |
| Yes | 35      | 37       | 36       | 40       |

Question HS A.124/MS A.114: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

Table A8.4
Seriously Considered Attempting Suicide, Past 12 Months

|     | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|-----|---------|----------|----------|----------|
| No  | 81      | 81       | 86       | 86       |
| Yes | 19      | 19       | 14       | 14       |

Question HS A.125/MS A.115: During the past 12 months, did you ever seriously consider attempting suicide? Note: Cells are empty if there are less than 10 respondents.

Table A8.5

Gang Involvement

|     | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|-----|---------|----------|----------|----------|
|     | %       | %        | %        | %        |
| No  | 97      | 97       | 98       | 98       |
| Yes | 3       | 3        | 2        | 2        |

Question HS A.123/MS A.113: Do you consider yourself a member of a gang?

#### 9. Race/Ethnic Breakdowns

Table A9.1
School Supports and Engagement by Race/Ethnicity - 9th Grade

|   | Grade 9 |       |       |    |       |       |       |  |
|---|---------|-------|-------|----|-------|-------|-------|--|
| Percent of Students (%)                         | T/H     | AI/AN | Asian | AA | IH/PI | White | Mixed |  |
| School Environment                              |         |       |       |    |       |       |       |  |
| Total school supports <sup>‡</sup>              | 53      |       | 56    |    | 58    | 52    | 53    |  |
| Caring adults in school <sup>‡</sup>            | 59      |       | 58    |    | 69    | 52    | 62    |  |
| High expectations-adults in school <sup>‡</sup> | 73      |       | 78    |    | 80    | 72    | 72    |  |
| Meaningful participation at school <sup>‡</sup> | 26      |       | 31    |    | 24    | 31    | 25    |  |
| School Connectedness <sup>†</sup>               | 63      |       | 68    |    | 69    | 65    | 61    |  |
| Academic Motivation <sup>†</sup>                | 69      |       | 81    |    | 65    | 69    | 67    |  |
| Parent Involvement in School <sup>†</sup>       | 67      |       | 58    |    | 60    | 56    | 55    |  |

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. †Average percent of respondents reporting "Agree" or "Strongly agree." ‡Average percent of respondents reporting "Pretty much true" or "Very much true."

Table A9.2
School Supports and Engagement by Race/Ethnicity - 10th Grade

|   | Grade 10 |       |       |    |       |       |       |  |
|---|----------|-------|-------|----|-------|-------|-------|--|
| Percent of Students (%)                         | H/L      | AI/AN | Asian | AA | Id/HN | White | Mixed |  |
| School Environment                              |          |       |       |    |       |       |       |  |
| Total school supports <sup>‡</sup>              | 48       |       | 56    |    | 49    | 50    | 50    |  |
| Caring adults in school <sup>‡</sup>            | 54       |       | 61    |    | 47    | 55    | 56    |  |
| High expectations-adults in school <sup>‡</sup> | 68       |       | 72    |    | 83    | 67    | 67    |  |
| Meaningful participation at school <sup>‡</sup> | 23       |       | 35    |    | 15    | 26    | 27    |  |
| School Connectedness <sup>†</sup>               | 60       |       | 69    |    | 47    | 63    | 61    |  |
| Academic Motivation <sup>†</sup>                | 72       |       | 89    |    | 52    | 67    | 72    |  |
| Parent Involvement in School <sup>†</sup>       | 53       |       | 59    |    | 31    | 55    | 51    |  |

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. †Average percent of respondents reporting "Agree" or "Strongly agree." ‡Average percent of respondents reporting "Pretty much true" or "Very much true."

Table A9.3
School Supports and Engagement by Race/Ethnicity - 11th Grade

|   | Grade 11 |       |       |    |       |       |       |  |
|---|----------|-------|-------|----|-------|-------|-------|--|
| Percent of Students (%)                         | H/L      | AI/AN | Asian | AA | Id/HN | White | Mixed |  |
| School Environment                              |          |       |       |    |       |       |       |  |
| Total school supports <sup>‡</sup>              | 47       |       | 52    |    | 58    | 54    | 52    |  |
| Caring adults in school <sup>‡</sup>            | 58       |       | 64    |    | 69    | 63    | 61    |  |
| High expectations-adults in school <sup>‡</sup> | 63       |       | 71    |    | 70    | 74    | 69    |  |
| Meaningful participation at school <sup>‡</sup> | 19       |       | 20    |    | 32    | 23    | 24    |  |
| School Connectedness <sup>†</sup>               | 45       |       | 47    |    | 52    | 53    | 47    |  |
| Academic Motivation <sup>†</sup>                | 65       |       | 74    |    | 75    | 70    | 67    |  |
| Parent Involvement in School <sup>†</sup>       | 46       |       | 49    |    | 53    | 39    | 52    |  |

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. †Average percent of respondents reporting "Agree" or "Strongly agree." ‡Average percent of respondents reporting "Pretty much true" or "Very much true."

Table A9.4
School Supports and Engagement by Race/Ethnicity - 12th Grade

|   | Grade 12 |      |       |    |       |       |       |
|---|----------|------|-------|----|-------|-------|-------|
| Percent of Students (%)                         | H/L      | ALAN | Asian | AA | NH/PI | White | Mixed |
| School Environment                              |          |      |       |    |       |       |       |
| Total school supports <sup>‡</sup>              | 56       |      | 62    |    | 54    | 56    | 54    |
| Caring adults in school <sup>‡</sup>            | 65       |      | 75    |    | 64    | 73    | 61    |
| High expectations-adults in school <sup>‡</sup> | 70       |      | 80    |    | 76    | 73    | 70    |
| Meaningful participation at school <sup>‡</sup> | 32       |      | 33    |    | 21    | 22    | 32    |
| School Connectedness <sup>†</sup>               | 56       |      | 56    |    | 40    | 55    | 62    |
| Academic Motivation <sup>†</sup>                | 65       |      | 73    |    | 68    | 54    | 66    |
| Parent Involvement in School <sup>†</sup>       | 50       |      | 51    |    | 51    | 40    | 57    |

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. †Average percent of respondents reporting "Agree" or "Strongly agree." ‡Average percent of respondents reporting "Pretty much true" or "Very much true."

Table A9.5
Feeling Safe or Very Safe at School by Race/Ethnicity

|                                     | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|-------------------------------------|--------------|------------|------------|---------------|
| Hispanic or Latino                  | 55           | 58         | 54         | 51            |
| American Indian or Alaska Native    |              |            |            |               |
| Asian                               | 68           | 52         | 52         | 61            |
| Black or African American           |              |            |            |               |
| Native Hawaiian or Pacific Islander | 64           | 58         | 58         | 53            |
| White                               | 66           | 62         | 41         | 53            |
| Mixed (two or more) races           | 49           | 61         | 49         | 59            |

Table A9.6

Harassment Due to Six Reasons at School in the Past 12 Months by Race/Ethnicity

|                                     | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|-------------------------------------|--------------|------------|------------|---------------|
| Hispanic or Latino                  | 31           | 19         | 19         | 20            |
| American Indian or Alaska Native    |              |            |            |               |
| Asian                               | 32           | 24         | 25         | 25            |
| Black or African American           |              |            |            |               |
| Native Hawaiian or Pacific Islander | 40           | 25         | 25         | 27            |
| White                               | 40           | 23         | 28         | 29            |
| Mixed (two or more) races           | 35           | 19         | 24         | 25            |

Notes: Cells are empty if there are less than 10 respondents.

The six reasons include race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; a physical or mental disability; and immigrant status.

Table A9.7

Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity

|                                     | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|-------------------------------------|--------------|------------|------------|---------------|
| Hispanic or Latino                  | 34           | 27         | 23         | 23            |
| American Indian or Alaska Native    |              |            |            |               |
| Asian                               | 42           | 33         | 27         | 30            |
| Black or African American           |              |            |            |               |
| Native Hawaiian or Pacific Islander | 53           | 25         | 33         | 33            |
| White                               | 45           | 32         | 33         | 38            |
| Mixed (two or more) races           | 41           | 28         | 29         | 31            |

Table A9.8

Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity

|                                     | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|-------------------------------------|--------------|------------|------------|---------------|
| Hispanic or Latino                  | 3            | 9          | 4          | 4             |
| American Indian or Alaska Native    |              |            |            |               |
| Asian                               | 0            | 0          | 4          | 2             |
| Black or African American           |              |            |            |               |
| Native Hawaiian or Pacific Islander | 7            | 0          | 0          | 0             |
| White                               | 2            | 6          | 0          | 2             |
| Mixed (two or more) races           | 2            | 7          | 6          | 7             |

Table A9.9
Cigarette Smoking in the Past 30 Days by Race/Ethnicity

|                                     | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|-------------------------------------|--------------|------------|------------|---------------|
| Hispanic or Latino                  | 2            | 2          | 2          | 3             |
| American Indian or Alaska Native    |              |            |            |               |
| Asian                               | 0            | 3          | 0          | 0             |
| Black or African American           |              |            |            |               |
| Native Hawaiian or Pacific Islander | 0            | 8          | 0          | 0             |
| White                               | 0            | 2          | 2          | 7             |
| Mixed (two or more) races           | 2            | 3          | 1          | 4             |

Table A9.10

Any Alcohol Use in the Past 30 Days by Race/Ethnicity

|                                     | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|-------------------------------------|--------------|------------|------------|---------------|
| Hispanic or Latino                  | 10           | 25         | 21         | 20            |
| American Indian or Alaska Native    |              |            |            |               |
| Asian                               | 0            | 6          | 20         | 5             |
| Black or African American           |              |            |            |               |
| Native Hawaiian or Pacific Islander | 13           | 25         | 0          | 13            |
| White                               | 13           | 25         | 14         | 36            |
| Mixed (two or more) races           | 11           | 21         | 26         | 24            |

Table A9.11

Any Marijuana Use in the Past 30 Days by Race/Ethnicity

|                                     | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|-------------------------------------|--------------|------------|------------|---------------|
| Hispanic or Latino                  | 16           | 29         | 19         | 21            |
| American Indian or Alaska Native    |              |            |            |               |
| Asian                               | 2            | 9          | 14         | 5             |
| Black or African American           |              |            |            |               |
| Native Hawaiian or Pacific Islander | 7            | 33         | 18         | 20            |
| White                               | 10           | 28         | 26         | 36            |
| Mixed (two or more) races           | 20           | 27         | 26         | 22            |

Table A9.12
Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity

|                                     | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|-------------------------------------|--------------|------------|------------|---------------|
| Hispanic or Latino                  | 40           | 41         | 36         | 41            |
| American Indian or Alaska Native    |              |            |            |               |
| Asian                               | 28           | 45         | 39         | 41            |
| Black or African American           |              |            |            |               |
| Native Hawaiian or Pacific Islander | 47           | 17         | 25         | 40            |
| White                               | 34           | 34         | 34         | 40            |
| Mixed (two or more) races           | 39           | 41         | 37         | 38            |

#### 10. Gender Breakdowns

Table A10.1
School Supports and Engagement by Gender

|   | Grade 9 |      | Grade 10 |      | Grade 11 |      | Grade 12 |      |
|---|---------|------|----------|------|----------|------|----------|------|
|   | Female  | Male | Female   | Male | Female   | Male | Female   | Male |
|   | %       | %    | %        | %    | %        | %    | %        | %    |
| School Environment                              |         |      |          |      |          |      |          |      |
| Total school supports <sup>‡</sup>              | 49      | 59   | 53       | 48   | 52       | 48   | 57       | 59   |
| Caring adults in school <sup>‡</sup>            | 54      | 65   | 57       | 55   | 61       | 60   | 69       | 70   |
| High expectations-adults in school <sup>‡</sup> | 70      | 80   | 72       | 66   | 73       | 65   | 74       | 75   |
| Meaningful participation at school <sup>‡</sup> | 24      | 32   | 30       | 23   | 23       | 19   | 29       | 31   |
| School Connectedness†                           | 62      | 67   | 62       | 62   | 49       | 48   | 53       | 58   |
| Academic Motivation <sup>†</sup>                | 76      | 70   | 77       | 69   | 75       | 63   | 70       | 60   |
| Parent Involvement in School <sup>†</sup>       | 56      | 64   | 55       | 53   | 46       | 48   | 47       | 50   |

<sup>&</sup>lt;sup>†</sup>Average percent of respondents reporting "Agree" or "Strongly agree."

<sup>&</sup>lt;sup>‡</sup>Average percent of respondents reporting "Pretty much true" or "Very much true."

Table A10.2
Select Perceived Safety, Harassment, Alcohol and Other Drug Use, and Mental Health Measures by Gender

|  | Grade 9 |      | Grade 10 |      | Grade 11 |      | Grade 12 |      |
|--|---------|------|----------|------|----------|------|----------|------|
|  | Female  | Male | Female   | Male | Female   | Male | Female   | Male |
| D 1 10.64 401 1                                    | %       | %    | %        | %    | %        | %    | %        | %    |
| Perceived Safety at School                         |         |      |          |      |          |      |          |      |
| Feel safe or very safe at school                   | 57      | 65   | 59       | 61   | 45       | 55   | 52       | 60   |
| Harassment/Bullying at School                      |         |      |          |      |          |      |          |      |
| During the past 12 months at school, have you been |         |      |          |      |          |      |          |      |
| harassed/bullied for any of the six reasons        | 33      | 34   | 25       | 18   | 28       | 20   | 24       | 26   |
| harassed/bullied for any reasons                   | 43      | 39   | 33       | 27   | 34       | 20   | 28       | 33   |
| Current ATOD Use                                   |         |      |          |      |          |      |          |      |
| During the past 30 days, did you                   |         |      |          |      |          |      |          |      |
| have at least one drink of alcohol at school       | 1       | 3    | 8        | 4    | 3        | 2    | 6        | 3    |
| use cigarettes                                     | 2       | 1    | 4        | 1    | 2        | 1    | 3        | 4    |
| use electronic cigarettes                          | 11      | 16   | 29       | 22   | 25       | 13   | 29       | 25   |
| have at least one drink of alcohol                 | 10      | 6    | 27       | 14   | 20       | 19   | 26       | 15   |
| use marijuana                                      | 11      | 10   | 25       | 22   | 24       | 20   | 24       | 18   |
| Mental Health                                      |         |      |          |      |          |      |          |      |
| Chronic sad or hopeless feelings, past 12 months   | 46      | 24   | 43       | 31   | 49       | 24   | 55       | 27   |

# **Closing the Achievement Gap (CTAG) Module**

## 1. Module Sample

Table E1.1
Student Sample for CTAG Module

|                     | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---------------------|---------|----------|----------|----------|
| Student Sample Size |         |          |          |          |
| Target sample       | 285     | 317      | 321      | 281      |
| Final number        | 250     | 258      | 260      | 202      |
| Response Rate       | 88%     | 81%      | 81%      | 72%      |

### 2. Fairness and Respect for Diversity

Table E2.1

All Students Treated with Respect

|                            | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|----------------------------|--------------|------------|------------|---------------|
| Strongly disagree          | 5            | 8          | 9          | 6             |
| Disagree                   | 13           | 17         | 10         | 11            |
| Neither disagree nor agree | 23           | 26         | 34         | 32            |
| Agree                      | 39           | 33         | 39         | 33            |
| Strongly agree             | 20           | 17         | 9          | 17            |

Question HS/MS E.1: How strongly do you agree or disagree with the following statements?... Teachers and other adults at this school treat all students with respect.

Note: Cells are empty if there are less than 10 respondents.

Table E2.2

Books and Lessons Include Examples of My Race/Ethnicity

|                            | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|----------------------------|---------|----------|----------|----------|
|                            | %       | %        | %        | %        |
| Strongly disagree          | 9       | 13       | 9        | 7        |
| Disagree                   | 11      | 17       | 12       | 17       |
| Neither disagree nor agree | 36      | 38       | 38       | 38       |
| Agree                      | 31      | 21       | 31       | 26       |
| Strongly agree             | 13      | 11       | 10       | 11       |

Question HS/MS E.6: How strongly do you agree or disagree with the following statements?... The books and lessons in my classes include examples of my race or ethnic background.

Table E2.3
All Students Treated Fairly When They Break Rules

|                            | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|----------------------------|--------------|------------|------------|---------------|
| Strongly disagree          | 10           | 18         | 14         | 11            |
| Disagree                   | 18           | 17         | 23         | 22            |
| Neither disagree nor agree | 33           | 32         | 35         | 31            |
| Agree                      | 28           | 21         | 21         | 23            |
| Strongly agree             | 11           | 12         | 7          | 12            |

Question HS/MS E.7: How strongly do you agree or disagree with the following statements?... All students are treated fairly when they break school rules.

Note: Cells are empty if there are less than 10 respondents.

Table E2.4

Been Disrespected Because of Race/Ethnicity/Nationality

|                            | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|----------------------------|--------------|------------|------------|---------------|
| Strongly disagree          | 48           | 46         | 44         | 45            |
| Disagree                   | 25           | 19         | 21         | 17            |
| Neither disagree nor agree | 15           | 21         | 22         | 21            |
| Agree                      | 7            | 6          | 9          | 9             |
| Strongly agree             | 5            | 7          | 4          | 7             |

Question HS/MS E.8: How strongly do you agree or disagree with the following statements?... I have been disrespected or mistreated by an adult at this school because of my race, ethnicity, or nationality.

*Note: Cells are empty if there are less than 10 respondents.* 

Table E2.5
Tension Between Different Cultures/Race/Ethnic Groups

|                            | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|----------------------------|--------------|------------|------------|---------------|
| Strongly disagree          | 24           | 31         | 28         | 27            |
| Disagree                   | 23           | 25         | 23         | 22            |
| Neither disagree nor agree | 36           | 30         | 32         | 35            |
| Agree                      | 11           | 8          | 12         | 11            |
| Strongly agree             | 7            | 6          | 5          | 6             |

Question HS/MS E.9: How strongly do you agree or disagree with the following statements?... There is a lot of tension in this school between different cultures, races, or ethnicities.

#### 3. Supports for Learning

Table E3.1

Encourage Students to Work Hard in School

|                            | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|----------------------------|--------------|------------|------------|---------------|
| Strongly disagree          | 2            | 4          | 7          | 2             |
| Disagree                   | 6            | 7          | 3          | 5             |
| Neither disagree nor agree | 15           | 24         | 21         | 24            |
| Agree                      | 48           | 41         | 52         | 46            |
| Strongly agree             | 29           | 24         | 18         | 23            |

Question HS/MS E.2: How strongly do you agree or disagree with the following statements?... Teachers and other adults encourage me to work hard in school so I can be successful in college or at the job I choose. Note: Cells are empty if there are less than 10 respondents.

Table E3.2

Adults Work Hard to Help with Schoolwork

|                            | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|----------------------------|--------------|------------|------------|---------------|
| Strongly disagree          | 3            | 5          | 5          | 3             |
| Disagree                   | 5            | 7          | 8          | 4             |
| Neither disagree nor agree | 20           | 24         | 32         | 26            |
| Agree                      | 49           | 46         | 42         | 44            |
| Strongly agree             | 23           | 19         | 12         | 23            |

Question HS/MS E.3: How strongly do you agree or disagree with the following statements?... The teachers and other adults work hard to help me with my schoolwork when I need it.

Table E3.3
Classrooms Lessons Are Helpful in Real Life

|                            | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|----------------------------|--------------|------------|------------|---------------|
| Strongly disagree          | 8            | 13         | 10         | 7             |
| Disagree                   | 12           | 17         | 15         | 16            |
| Neither disagree nor agree | 28           | 31         | 36         | 30            |
| Agree                      | 38           | 26         | 30         | 35            |
| Strongly agree             | 14           | 13         | 9          | 12            |

Question HS/MS E.4: How strongly do you agree or disagree with the following statements?... Teachers show how classroom lessons are important and helpful to me in real life.

Note: Cells are empty if there are less than 10 respondents.

Table E3.4

Given Chance to Take Part in Class Discussions/Activities

|                            | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|----------------------------|--------------|------------|------------|---------------|
| Strongly disagree          | 3            | 6          | 4          | 3             |
| Disagree                   | 5            | 6          | 2          | 4             |
| Neither disagree nor agree | 19           | 27         | 30         | 23            |
| Agree                      | 54           | 43         | 49         | 48            |
| Strongly agree             | 19           | 19         | 15         | 22            |

Question HS/MS E.5: How strongly do you agree or disagree with the following statements?... Teachers give me a chance to take part in classroom discussions or activities.

### 4. Physical Environment

Table E4.1 Schoolyard and Buildings are Clean and in Good Condition

|                            | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|----------------------------|--------------|------------|------------|---------------|
| Strongly disagree          | 4            | 7          | 8          | 6             |
| Disagree                   | 6            | 8          | 17         | 14            |
| Neither disagree nor agree | 29           | 27         | 29         | 25            |
| Agree                      | 42           | 38         | 33         | 36            |
| Strongly agree             | 19           | 21         | 14         | 19            |

Question HS/MS E.10: How strongly do you agree or disagree with the following statements?... The schoolyard and buildings are clean and in good condition.

# Gender Identity & Sexual Orientation-Based Harassment Module

### 1. Module Sample

Table I1.1
Student Sample for Gender Identity & Sexual Orientation-Based Harassment Module

|                     | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---------------------|---------|----------|----------|----------|
| Student Sample Size |         |          |          |          |
| Target sample       | 285     | 317      | 321      | 281      |
| Final number        | 249     | 4        | 238      | 2        |
| Response Rate       | 87%     | 1%       | 74%      | 1%       |

#### 2. Gender Identity and Sexual Orientation

Table I2.1

Gender Identity

|  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|--|--------------|------------|------------|---------------|
| Female                                     | 49           |            | 46         |               |
| Male                                       | 50           |            | 51         |               |
| I do not identify as either female or male | 0            |            | 0          |               |
| I'm not sure yet                           | 0            |            | 0          |               |
| Decline to respond                         | 0            |            | 2          |               |

Question HS/MS I.48: What is your current gender identity, even if it is different than the gender you were assigned at birth?

### 3. Perceptions of LGBTQ-Related School Safety

Table I3.1
Student Perceptions of School Safety, LGBTQ-Specific

|   | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|---|--------------|------------|------------|---------------|
| My school is safe for   |              |            |            |               |
| guys who are not as "masculine" as other guys.                                      |              |            |            |               |
| Strongly disagree   | 3            |            | 6          |               |
| Disagree  | 15           |            | 15         |               |
| Agree   | 62           |            | 65         |               |
| Strongly agree  | 20           |            | 14         |               |
| girls who are not as "feminine" as other girls.                                     |              |            |            |               |
| Strongly disagree   | 3            |            | 5          |               |
| Disagree  | 14           |            | 11         |               |
| Agree   | 63           |            | 64         |               |
| Strongly agree  | 21           |            | 20         |               |
| students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ). |              |            |            |               |
| Strongly disagree   | 3            |            | 4          |               |
| Disagree  | 16           |            | 14         |               |
| Agree   | 60           |            | 66         |               |
| Strongly agree  | 21           |            | 16         |               |
| students with LGBTQ parents.  |              |            |            |               |
| Strongly disagree   | 3            |            | 3          |               |
| Disagree  | 11           |            | 10         |               |
| Agree   | 65           |            | 69         |               |
| Strongly agree  | 21           |            | 18         |               |

Question HS/MS I.1-4: My school is safe for... guys who are not as "masculine" as other guys... girls who are not as "feminine" as other girls... students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ)... students with LGBTQ parents.

Table I3.1
Student Perceptions of School Safety, LGBTQ-Specific – Continued

|   | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|---|--------------|------------|------------|---------------|
| My school is safe for                                     |              |            |            |               |
| teachers and staff who are LGBTQ.                         |              |            |            |               |
| Strongly disagree   | 3            |            | 3          |               |
| Disagree  | 10           |            | 9          |               |
| Agree   | 65           |            | 68         |               |
| Strongly agree  | 21           |            | 20         |               |
| LGBTQ allies (people who are supportive of LGBTQ people). |              |            |            |               |
| Strongly disagree   | 3            |            | 3          |               |
| Disagree  | 9            |            | 8          |               |
| Agree   | 63           |            | 68         |               |
| Strongly agree  | 24           |            | 21         |               |

Question HS/MS 1.5-6: My school is safe for... teachers and staff who are LGBTQ... LGBTQ allies (people who are supportive of LGBTQ people).

## 4. Bullying Incidents, Negative Attitudes, and Pro-Bullying Beliefs

Table I4.1

Bullying Incidents on School Property during the Past 12 months, LGBTQ-Specific

|   | Grade 9<br>% | Grade 10 % | Grade 11 | Grade 12 |
|---|--------------|------------|----------|----------|
| During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons? | - W          | 70         | 70       |          |
| Because you are lesbian, gay, bisexual, asexual, non-binary, or transgender or someone thought you were                     |              |            |          |          |
| 0 times   | 93           |            | 94       |          |
| 1 time  | 5            |            | 4        |          |
| 2-3 times   | 1            |            | 1        |          |
| 4 or more times   | 1            |            | 1        |          |
| Because you aren't as "masculine" as other guys or because you aren't as "feminine" as other girls                          |              |            |          |          |
| 0 times   | 89           |            | 94       |          |
| 1 time  | 5            |            | 2        |          |
| 2-3 times   | 4            |            | 3        |          |
| 4 or more times   | 2            |            | 1        |          |
| Because you have LGBTQ parents or family members or because someone thought they were                                       |              |            |          |          |
| 0 times   | 99           |            | 98       |          |
| 1 time  | 0            |            | 2        |          |
| 2-3 times   | 0            |            | 0        |          |
| 4 or more times   | 0            |            | 0        |          |
| Because you have LGBTQ friends or because someone thought you did   |              |            |          |          |
| 0 times   | 95           |            | 96       |          |
| 1 time  | 2            |            | 3        |          |
| 2-3 times   | 1            |            | 1        |          |
| 4 or more times   | 2            |            | 0        |          |

Question HS/MS 1.7-10: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Because you are lesbian, gay, bisexual, asexual, non-binary, or transgender or someone thought you were... Because you aren't as "masculine" as other guys or because you aren't as "feminine" as other girls... Because you have LGBTQ parents or family members or because someone thought they were... Because you have LGBTQ friends or because someone thought you did. Note: Cells are empty if there are less than 10 respondents.

Table I4.2

Offensive LGBTQ-Related Language among Peers

|  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12 |
|--|--------------|------------|------------|----------|
| How often do you hear other students make negative comments or use slurs about someone's | ,-           | , -        | , -        | , -      |
| sex (male or female)?  |              |            |            |          |
| Never  | 36           |            | 32         |          |
| Rarely   | 28           |            | 25         |          |
| Sometimes  | 27           |            | 29         |          |
| Often  | 9            |            | 14         |          |
| sexual orientation?  |              |            |            |          |
| Never  | 31           |            | 25         |          |
| Rarely   | 22           |            | 22         |          |
| Sometimes  | 27           |            | 36         |          |
| Often  | 21           |            | 17         |          |
| gender identity or expression?   |              |            |            |          |
| Never  | 38           |            | 35         |          |
| Rarely   | 26           |            | 22         |          |
| Sometimes  | 22           |            | 29         |          |
| Often  | 14           |            | 13         |          |
| having LGBTQ parents or family members?  |              |            |            |          |
| Never  | 66           |            | 64         |          |
| Rarely   | 21           |            | 20         |          |
| Sometimes  | 7            |            | 13         |          |
| Often  | 6            |            | 3          |          |
| having LGBTQ friends?  |              |            |            |          |
| Never  | 59           |            | 50         |          |
| Rarely   | 22           |            | 26         |          |
| Sometimes  | 13           |            | 19         |          |
| Often  | 7            |            | 5          |          |

Question HS/MS I.24-28: How often do you hear other students make negative comments or use slurs about someone's... sex (male or female)?... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being not being "feminine" or "masculine" enough, etc.)?... having LGBTQ parents or family members?... having LGBTQ friends?

Note: Cells are empty if there are less than 10 respondents.

Table I4.3
Offensive LGBTQ-Related Language among Adults

|  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12 |
|--|--------------|------------|------------|----------|
| How often do you hear teachers or school staff make negative comments or use slurs about someone's | 70           | 70         | ,,,        | 7,6      |
| sex (male or female)?  |              |            |            |          |
| Never  | 93           |            | 89         |          |
| Rarely   | 4            |            | 6          |          |
| Sometimes  | 2            |            | 3          |          |
| Often  | 1            |            | 1          |          |
| sexual orientation?  |              |            |            |          |
| Never  | 94           |            | 91         |          |
| Rarely   | 3            |            | 5          |          |
| Sometimes  | 2            |            | 3          |          |
| Often  | 1            |            | 1          |          |
| gender identity or expression?   |              |            |            |          |
| Never  | 97           |            | 91         |          |
| Rarely   | 1            |            | 5          |          |
| Sometimes  | 1            |            | 3          |          |
| Often  | 1            |            | 1          |          |
| having LGBTQ parents or family members?  |              |            |            |          |
| Never  | 97           |            | 91         |          |
| Rarely   | 2            |            | 5          |          |
| Sometimes  | 0            |            | 3          |          |
| Often  | 1            |            | 1          |          |
| having LGBTQ friends?  |              |            |            |          |
| Never  | 97           |            | 91         |          |
| Rarely   | 2            |            | 5          |          |
| Sometimes  | 0            |            | 3          |          |
| Often  | 1            |            | 1          |          |

Question HS/MS 1.34-38: How often do you hear teachers or school staff make negative comments or use slurs about someone's... sex (male or female)?... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being "feminine" or "masculine" enough, etc.)?... having LGBTQ parents or family members?... having LGBTQ friends?

## 5. Intervening Behaviors, Response to Bullying, and Supports

Table I5.1
Intervening Behaviors by Peers, LGBTQ-Specific

|   | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12 |
|---|--------------|------------|------------|----------|
| How often do you see or hear other students STOP OR TRY TO STOP others from making negative comments or using slurs about someone's | ,0           | ,          | ,          | , .      |
| sex (male or female)?   |              |            |            |          |
| Never stop  | 20           |            | 25         |          |
| Rarely stop   | 15           |            | 14         |          |
| Sometimes stop  | 24           |            | 18         |          |
| Often stop  | 10           |            | 13         |          |
| Not applicable  | 30           |            | 29         |          |
| sexual orientation?   |              |            |            |          |
| Never stop  | 20           |            | 24         |          |
| Rarely stop   | 18           |            | 18         |          |
| Sometimes stop  | 24           |            | 19         |          |
| Often stop  | 11           |            | 14         |          |
| Not applicable  | 27           |            | 25         |          |
| gender identity or expression?  |              |            |            |          |
| Never stop  | 21           |            | 25         |          |
| Rarely stop   | 15           |            | 17         |          |
| Sometimes stop  | 23           |            | 17         |          |
| Often stop  | 10           |            | 12         |          |
| Not applicable  | 32           |            | 29         |          |

Question HS/MS I.29-31: How often do you see or hear other students STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... (Mark Not Applicable if you have never observed a situation where students had the opportunity to intervene.) sex (male or female)?... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being "feminine" or "masculine" enough, etc.)?

Table I5.1
Intervening Behaviors by Peers, LGBTQ-Specific – Continued

|   | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|---|--------------|------------|------------|---------------|
| How often do you see or hear other students STOP OR TRY TO STOP others from making negative comments or using slurs based on the following characteristics? | ,-           |            |            |               |
| having LGBTQ parents or family members?   |              |            |            |               |
| Never stop  | 21           |            | 24         |               |
| Rarely stop   | 12           |            | 10         |               |
| Sometimes stop  | 19           |            | 13         |               |
| Often stop  | 9            |            | 9          |               |
| Not applicable  | 39           |            | 44         |               |
| having LGBTQ friends?   |              |            |            |               |
| Never stop  | 19           |            | 23         |               |
| Rarely stop   | 13           |            | 13         |               |
| Sometimes stop  | 22           |            | 14         |               |
| Often stop  | 11           |            | 12         |               |
| Not applicable  | 35           |            | 38         |               |

Question HS/MS I.32, 33: How often do you see or hear other students STOP OR TRY TO STOP others from making negative comments or using slurs based on the following characteristics? (Mark Not Applicable if you have never observed a situation where students had the opportunity to intervene.) having LGBTQ parents or family members?... having LGBTQ friends?

Table I5.2
Intervening Behaviors by Adults, LGBTQ-Specific

|   | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---------|----------|----------|----------|
| How often do you see or hear teachers or school staff | 70      | 70       | 70       | 70       |
| STOP OR TRY TO STOP others from making negative       |         |          |          |          |
| comments or using slurs about someone's               |         |          |          |          |
| sex (male or female)?                                 |         |          |          |          |
| Never stop  | 11      |          | 13       |          |
| Rarely stop   | 7       |          | 8        |          |
| Sometimes stop  | 10      |          | 14       |          |
| Often stop  | 36      |          | 32       |          |
| Not applicable  | 36      |          | 33       |          |
| sexual orientation?                                   |         |          |          |          |
| Never stop  | 11      |          | 12       |          |
| Rarely stop   | 6       |          | 9        |          |
| Sometimes stop  | 12      |          | 16       |          |
| Often stop  | 38      |          | 35       |          |
| Not applicable  | 34      |          | 29       |          |
| gender identity or expression?                        |         |          |          |          |
| Never stop  | 12      |          | 13       |          |
| Rarely stop   | 5       |          | 8        |          |
| Sometimes stop  | 12      |          | 16       |          |
| Often stop  | 33      |          | 32       |          |
| Not applicable  | 38      |          | 32       |          |
| having LGBTQ parents or family members?               |         |          |          |          |
| Never stop  | 12      |          | 13       |          |
| Rarely stop   | 6       |          | 7        |          |
| Sometimes stop  | 10      |          | 12       |          |
| Often stop  | 29      |          | 26       |          |
| Not applicable  | 43      |          | 42       |          |
| having LGBTQ friends?                                 |         |          |          |          |
| Never stop  | 12      |          | 13       |          |
| Rarely stop   | 5       |          | 8        |          |
| Sometimes stop  | 10      |          | 11       |          |
| Often stop  | 31      |          | 27       |          |
| Not applicable  | 42      |          | 40       |          |

Question HS/MS 1.39-43: How often do you see or hear teachers or school staff STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... (Mark Not Applicable if you have never observed a situation where teachers or other school staff had the opportunity to intervene.) sex (male or female)?... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being "feminine" or "masculine" enough, etc.)?... having LGBTQ parents or family members?... having LGBTQ friends?

Table I5.3
Student Response to Bullying

|  | Grade 9 % | Grade 10 % | Grade 11 | Grade 12 |
|--|-----------|------------|----------|----------|
| If another student was bullying me, I would tell the principal or assistant principal.         |           |            |          |          |
| Strongly disagree  | 14        |            | 23       |          |
| Disagree   | 34        |            | 33       |          |
| Agree  | 40        |            | 33       |          |
| Strongly agree   | 12        |            | 11       |          |
| If another student was bullying me, I would tell one of the teachers or other staff at school. |           |            |          |          |
| Strongly disagree  | 14        |            | 24       |          |
| Disagree   | 34        |            | 29       |          |
| Agree  | 37        |            | 35       |          |
| Strongly agree   | 15        |            | 12       |          |
| If I tell a teacher that someone is bullying me, the teacher will do something to help.        |           |            |          |          |
| Strongly disagree  | 6         |            | 12       |          |
| Disagree   | 15        |            | 14       |          |
| Agree  | 58        |            | 56       |          |
| Strongly agree   | 21        |            | 18       |          |

Question HS/MS I.44-46: How much do you agree with the following statements?... If another student was bullying me, I would tell the principal or assistant principal... If another student was bullying me, I would tell one of the teachers or other staff at school... If I tell a teacher that someone is bullying me, the teacher will do something to help.

Table 15.4
Willingness to Seek Help about LGBTQ-Related Issues at School

|   | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|---|--------------|------------|------------|---------------|
| If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to | 70           | 70         | 70         | 70            |
| a school counselor or school psychologist?  |              |            |            |               |
| Not at all likely   | 27           |            | 42         |               |
| A little likely   | 43           |            | 37         |               |
| Very likely   | 30           |            | 21         |               |
| a teacher?  |              |            |            |               |
| Not at all likely   | 45           |            | 59         |               |
| A little likely   | 43           |            | 30         |               |
| Very likely   | 12           |            | 11         |               |
| a school principal or assistant principal?  |              |            |            |               |
| Not at all likely   | 61           |            | 70         |               |
| A little likely   | 26           |            | 23         |               |
| Very likely   | 12           |            | 7          |               |
| other adults at school?   |              |            |            |               |
| Not at all likely   | 67           |            | 72         |               |
| A little likely   | 24           |            | 22         |               |
| Very likely   | 8            |            | 6          |               |
| a friend at your school?  |              |            |            |               |
| Not at all likely   | 22           |            | 24         |               |
| A little likely   | 37           |            | 32         |               |
| Very likely   | 41           |            | 44         |               |

Question HS/MS I.14-18: If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to... a school counselor or school psychologist?... a teacher?... a school principal or assistant principal?... other adults at school (e.g., the school custodian, hallway monitor, or parent volunteer)?... a friend at your school?

Table I5.5
Willingness to Seek Help about LGBTQ-Related Issues outside of School

|   | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|---|--------------|------------|------------|---------------|
| If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to |              |            |            |               |
| a sibling?  |              |            |            |               |
| Not at all likely   | 48           |            | 48         |               |
| A little likely   | 27           |            | 27         |               |
| Very likely   | 25           |            | 25         |               |
| your parent or guardian?  |              |            |            |               |
| Not at all likely   | 39           |            | 46         |               |
| A little likely   | 30           |            | 27         |               |
| Very likely   | 31           |            | 28         |               |
| a friend's parent or other adult not at school?   |              |            |            |               |
| Not at all likely   | 59           |            | 62         |               |
| A little likely   | 30           |            | 24         |               |
| Very likely   | 11           |            | 15         |               |

Question HS/MS I.19-21: If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to... a sibling?... your parent or guardian?... a friend's parent or other adult not at school?

Note: Cells are empty if there are less than 10 respondents.

Table I5.6
Supports from Adults on Personal Problems

|  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|--|--------------|------------|------------|---------------|
| There are adults at this school I could turn to if I had a personal problem. |              |            |            |               |
| Strongly disagree  | 11           |            | 19         |               |
| Disagree   | 19           |            | 17         |               |
| Agree  | 47           |            | 50         |               |
| Strongly agree   | 23           |            | 15         |               |

Question HS/MS I.47: How much do you agree with the following statements?... There are adults at this school I could turn to if I had a personal problem.

#### 6. School Resources and Policies

Table I6.1

Knowledge of LGBTQ-Specific Resources and Policies at School

|  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|--|--------------|------------|------------|---------------|
| Does your school have support groups or clubs for students who are LGBTQ and friends or allies of LGBTQ students?                              |              |            |            |               |
| Yes  | 70           |            | 78         |               |
| No   | 4            |            | 3          |               |
| Don't know   | 27           |            | 19         |               |
| Do you learn about LGBTQ people or issues in your classes at school?   |              |            |            |               |
| Yes  | 44           |            | 52         |               |
| No   | 33           |            | 30         |               |
| Don't know   | 23           |            | 18         |               |
| If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go? |              |            |            |               |
| Yes  | 40           |            | 44         |               |
| No   | 29           |            | 23         |               |
| Don't know   | 31           |            | 33         |               |

Question HS/MS I.11-13: Does your school have support groups or clubs for students who are LGBTQ and friends or allies of LGBTQ students (e.g., Gay-Straight Alliances)?... Do you learn about LGBTQ people or issues in your classes at school?... If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go?

Table I6.2
School Policy on Gender & Sex-Based Harassment

|  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|--|--------------|------------|------------|---------------|
| Does your school have a policy that prohibits students and staff from harassing someone based on |              |            |            |               |
| sexual orientation?  |              |            |            |               |
| Yes  | 46           |            | 51         |               |
| No   | 4            |            | 6          |               |
| Don't know   | 50           |            | 42         |               |
| gender identity or expression?   |              |            |            |               |
| Yes  | 44           |            | 51         |               |
| No   | 4            |            | 6          |               |
| Don't know   | 51           |            | 42         |               |

Question HS/MS 1.22, 23: Does your school have a policy that prohibits students and staff from harassing someone based on... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being "feminine" or "masculine" enough), etc.? Note: Cells are empty if there are less than 10 respondents.

### **Social Emotional Health Module**

## 1. Module Sample

Table P1.1
Student Sample for Social Emotional Health Module

|                     | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---------------------|---------|----------|----------|----------|
| Student Sample Size |         |          |          |          |
| Target sample       | 285     | 317      | 321      | 281      |
| Final number        | 2       | 252      | 24       | 200      |
| Response Rate       | 1%      | 79%      | 7%       | 71%      |

#### 2. Summary of Key Indicators

Table P2.1

Key Indicators of Social Emotional Health

|  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% | Table |
|--|--------------|------------|------------|---------------|-------|
| Covitality <sup>†</sup>                | , -          | 68         | 67         | 68            | P3.1  |
| Belief in self <sup>†</sup>            |              | 65         | 65         | 63            | P4.1  |
| Belief in others <sup>†</sup>          |              | 72         | 69         | 73            | P5.1  |
| Emotional competence <sup>†</sup>      |              | 77         | 71         | 78            | P6.1  |
| Engaged living <sup>†</sup>            |              | 58         | 61         | 57            | P7.1  |
| Social emotional distress <sup>†</sup> |              | 34         | 25         | 38            | P8.1  |
| Growth mindset <sup>‡</sup>            |              | 71         | 74         | 63            | P9.1  |
| Goals <sup>†</sup>                     |              | 84         | 86         | 84            | P10.1 |
| Collaboration <sup>†</sup>             |              | 71         | 67         | 71            | P11.1 |
| Problem solving <sup>†</sup>           |              | 54         | 60         | 57            | P12.1 |

Notes: Cells are empty if there are less than 10 respondents.

Table numbers refer to tables with scale categories for domains or sub-domains, or item-level results for the survey questions that comprise each scale.

<sup>&</sup>lt;sup>†</sup>Average percent of respondents reporting "Pretty much true" or "Very much true."

<sup>&</sup>lt;sup>‡</sup>Average percent of respondents reporting "A little true" or "Not at all true."

#### 3. Covitality

Table P3.1

Covitality and Subscales

|  | Grade 9<br>% | Grade 10                                      | Grade 11 | Grade 12 | Table |
|--|--------------|---|----------|----------|-------|
| Covitality   | , ,          | , <u>, , , , , , , , , , , , , , , , , , </u> | , ,      | , ,      |       |
| Average reporting "Pretty much true" or "Very much true" |              | 68  | 67       | 68       |       |
| High   |              | 47  | 36       | 39       |       |
| Moderate   |              | 48  | 55       | 58       |       |
| Low  |              | 4   | 9        | 4        |       |
| Belief in self   |              |   |          |          |       |
| Average reporting "Pretty much true" or "Very much true" |              | 65  | 65       | 63       | P4.1  |
| High   |              | 34  | 35       | 30       |       |
| Moderate   |              | 57  | 65       | 60       |       |
| Low  |              | 9   | 0        | 11       |       |
| Belief in others   |              |   |          |          |       |
| Average reporting "Pretty much true" or "Very much true" |              | 72  | 69       | 73       | P5.1  |
| High   |              | 56  | 45       | 47       |       |
| Moderate   |              | 38  | 45       | 49       |       |
| Low  |              | 6   | 9        | 5        |       |
| Emotional competence                                     |              |   |          |          |       |
| Average reporting "Pretty much true" or "Very much true" |              | 77  | 71       | 78       | P6.1  |
| High   |              | 55  | 50       | 50       |       |
| Moderate   |              | 43  | 50       | 50       |       |
| Low  |              | 2   | 0        | 0        |       |
| Engaged living   |              |   |          |          |       |
| Average reporting "Pretty much true" or "Very much true" |              | 58  | 61       | 57       | P7.1  |
| High   |              | 33  | 36       | 30       |       |
| Moderate   |              | 49  | 50       | 56       |       |
| Low  |              | 18  | 14       | 14       |       |

Notes: Cells are empty if there are less than 10 respondents. Table numbers refer to tables with scale categories for sub-domains. The response options for the survey questions that make up each scale range from "Not at all true" (1), "A little true" (2), "Pretty much true" (3), and "Very much true" (4). Students were classified as "High" if their average question response was greater than 3; "Moderate" if their average question response was greater than or equal to 2 and less than or equal to 3; and "Low" if their average question response was less than 2.

#### 4. Belief in Self

Table P4.1

Belief in Self Domain and Subdomains

|  | Grade 9<br>% | Grade 10 % | Grade 11 | Grade 12<br>% | Table |
|--|--------------|------------|----------|---------------|-------|
| Belief in self   |              |            |          |               |       |
| Average reporting "Pretty much true" or "Very much true" |              | 65         | 65       | 63            |       |
| High   |              | 34         | 35       | 30            |       |
| Moderate   |              | 57         | 65       | 60            |       |
| Low  |              | 9          | 0        | 11            |       |
| Self-efficacy  |              |            |          |               |       |
| Average reporting "Pretty much true" or "Very much true" |              | 83         | 72       | 82            | P4.2  |
| High   |              | 47         | 39       | 41            |       |
| Moderate   |              | 51         | 61       | 54            |       |
| Low  |              | 2          | 0        | 5             |       |
| Self-awareness   |              |            |          |               |       |
| Average reporting "Pretty much true" or "Very much true" |              | 66         | 72       | 67            | P4.3  |
| High   |              | 38         | 35       | 36            |       |
| Moderate   |              | 49         | 61       | 53            |       |
| Low  |              | 12         | 4        | 11            |       |
| Persistence  |              |            |          |               |       |
| Average reporting "Pretty much true" or "Very much true" |              | 46         | 50       | 41            | P4.4  |
| High   |              | 20         | 13       | 17            |       |
| Moderate   |              | 58         | 74       | 53            |       |
| Low  |              | 21         | 13       | 31            |       |

Notes: Cells are empty if there are less than 10 respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Respondents were categorized as being "High," "Moderate," and "Low" based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from "Not at all true" (1), "A little true" (2), "Pretty much true" (3), and "Very much true" (4). Students were classified as "High" if their average question response was greater than 3; "Moderate" if their average question response was greater than or equal to 2 and less than or equal to 3; and "Low" if their average question response was less than 2.

Table P4.2 Self-Efficacy Scale Questions

|  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|--|--------------|------------|------------|---------------|
| Self-efficacy  |              |            |            |               |
| Average reporting "Pretty much true" or "Very much true" |              | 83         | 72         | 82            |
| I can work out my problems.                              |              |            |            |               |
| Not at all true  |              | 2          | 0          | 4             |
| A little true  |              | 21         | 35         | 18            |
| Pretty much true   |              | 45         | 30         | 49            |
| Very much true   |              | 33         | 35         | 30            |
| I can do most things if I try.                           |              |            |            |               |
| Not at all true  |              | 2          | 0          | 3             |
| A little true  |              | 9          | 14         | 11            |
| Pretty much true   |              | 46         | 50         | 49            |
| Very much true   |              | 43         | 36         | 37            |
| There are many things that I do well.                    |              |            |            |               |
| Not at all true  |              | 3          | 0          | 5             |
| A little true  |              | 16         | 35         | 16            |
| Pretty much true   |              | 43         | 35         | 48            |
| Very much true   |              | 38         | 30         | 33            |

Question HS/MS P.1-3: Please tell us how true each statement is of you... I can work out my problems... I can do most things if I try... There are many things that I do well.

Table P4.3
Self-Awareness Scale Questions

|  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|------------|------------|------------|
| Self-awareness   |              |            |            |            |
| Average reporting "Pretty much true" or "Very much true" |              | 66         | 72         | 67         |
| There is a purpose to my life.                           |              |            |            |            |
| Not at all true  |              | 8          | 0          | 8          |
| A little true  |              | 22         | 26         | 18         |
| Pretty much true   |              | 30         | 35         | 34         |
| Very much true   |              | 40         | 39         | 41         |
| I understand my moods and feelings.                      |              |            |            |            |
| Not at all true  |              | 15         | 4          | 12         |
| A little true  |              | 22         | 26         | 27         |
| Pretty much true   |              | 36         | 35         | 33         |
| Very much true   |              | 27         | 35         | 28         |
| I understand why I do what I do.                         |              |            |            |            |
| Not at all true  |              | 10         | 4          | 9          |
| A little true  |              | 24         | 22         | 26         |
| Pretty much true   |              | 36         | 39         | 37         |
| Very much true   |              | 31         | 35         | 29         |

Question HS/MS P.4, 6, 7: Please tell us how true each statement is of you... There is a purpose to my life... I understand my moods and feelings... I understand why I do what I do.

Table P4.4

Persistence Scale Questions

|   | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12 |
|---|--------------|------------|------------|----------|
| Persistence   |              |            |            |          |
| Average reporting "Pretty much true" or "Very much true"                                  |              | 46         | 50         | 41       |
| When I do not understand something, I ask the teacher again and again until I understand. |              |            |            |          |
| Not at all true   |              | 18         | 22         | 21       |
| A little true   |              | 35         | 26         | 34       |
| Pretty much true  |              | 27         | 35         | 26       |
| Very much true  |              | 20         | 17         | 19       |
| I try to answer all the questions asked in class.   |              |            |            |          |
| Not at all true   |              | 20         | 13         | 24       |
| A little true   |              | 36         | 35         | 37       |
| Pretty much true  |              | 29         | 39         | 24       |
| Very much true  |              | 15         | 13         | 16       |
| When I try to solve a math problem, I will not stop until I find a final solution.        |              |            |            |          |
| Not at all true   |              | 17         | 13         | 30       |
| A little true   |              | 35         | 43         | 33       |
| Pretty much true  |              | 30         | 30         | 27       |
| Very much true  |              | 18         | 13         | 11       |

Question HS/MS P.9-11: Please tell us how true each statement is of you... When I do not understand something, I ask the teacher again and again until I understand... I try to answer all the questions asked in class... When I try to solve a math problem, I will not stop until I find a final solution.

#### 5. Belief in Others

Table P5.1

Belief in Others Domain and Subdomains

|  | Grade 9<br>% | Grade 10<br>% | Grade 11 % | Grade 12<br>% | Table |
|--|--------------|---------------|------------|---------------|-------|
| Belief in others   |              |               |            |               |       |
| Average reporting "Pretty much true" or "Very much true" |              | 72            | 69         | 73            |       |
| High   |              | 56            | 45         | 47            |       |
| Moderate   |              | 38            | 45         | 49            |       |
| Low  |              | 6             | 9          | 5             |       |
| School supports  |              |               |            |               |       |
| Average reporting "Pretty much true" or "Very much true" |              | 71            | 77         | 77            | P5.2  |
| High   |              | 39            | 22         | 48            |       |
| Moderate   |              | 50            | 78         | 47            |       |
| Low  |              | 11            | 0          | 6             |       |
| Family connectedness                                     |              |               |            |               |       |
| Average reporting "Pretty much true" or "Very much true" |              | 70            | 56         | 64            | P5.3  |
| High   |              | 48            | 45         | 38            |       |
| Moderate   |              | 41            | 36         | 45            |       |
| Low  |              | 11            | 18         | 17            |       |
| Peer supports  |              |               |            |               |       |
| Average reporting "Pretty much true" or "Very much true" |              | 75            | 76         | 77            | P5.4  |
| High   |              | 55            | 55         | 52            |       |
| Moderate   |              | 34            | 32         | 38            |       |
| Low  |              | 10            | 14         | 10            |       |

Notes: Cells are empty if there are less than 10 respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Respondents were categorized as being "High," "Moderate," and "Low" based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from "Not at all true" (1), "A little true" (2), "Pretty much true" (3), and "Very much true" (4). Students were classified as "High" if their average question response was greater than 3; "Moderate" if their average question response was greater than or equal to 2 and less than or equal to 3; and "Low" if their average question response was less than 2.

Table P5.2 School Supports Scale Questions

|  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|--|--------------|------------|------------|---------------|
| School supports  |              |            |            |               |
| Average reporting "Pretty much true" or "Very much true" |              | 71         | 77         | 77            |
| At my school, there is a teacher or some other adult     |              |            |            |               |
| who always wants me to do my best.                       |              |            |            |               |
| Not at all true  |              | 7          | 0          | 3             |
| A little true  |              | 17         | 13         | 18            |
| Pretty much true   |              | 40         | 57         | 39            |
| Very much true   |              | 37         | 30         | 42            |
| who listens to me when I have something to say.          |              |            |            |               |
| Not at all true  |              | 10         | 4          | 6             |
| A little true  |              | 23         | 17         | 17            |
| Pretty much true   |              | 38         | 65         | 38            |
| Very much true   |              | 30         | 13         | 40            |
| who believes that I will be a success.                   |              |            |            |               |
| Not at all true  |              | 10         | 0          | 6             |
| A little true  |              | 21         | 35         | 21            |
| Pretty much true   |              | 36         | 52         | 31            |
| Very much true   |              | 33         | 13         | 43            |

Question HS/MS A.38-40: At my school, there is a teacher or some other adult... who always wants me to do my best... who listens to me when I have something to say... who believes that I will be a success. Note: Cells are empty if there are less than 10 respondents.

Table P5.3
Family Connectedness Scale Questions

|  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|--|--------------|------------|------------|---------------|
| Family connectedness                                     |              |            |            |               |
| Average reporting "Pretty much true" or "Very much true" |              | 70         | 56         | 64            |
| My family members really help and support one another.   |              |            |            |               |
| Not at all true  |              | 7          | 9          | 10            |
| A little true  |              | 18         | 36         | 22            |
| Pretty much true   |              | 32         | 9          | 32            |
| Very much true   |              | 42         | 45         | 35            |
| There is a feeling of togetherness in my family.         |              |            |            |               |
| Not at all true  |              | 10         | 14         | 12            |
| A little true  |              | 19         | 27         | 24            |
| Pretty much true   |              | 28         | 23         | 33            |
| Very much true   |              | 42         | 36         | 31            |
| My family really gets along well with each other.        |              |            |            |               |
| Not at all true  |              | 10         | 18         | 15            |
| A little true  |              | 24         | 27         | 25            |
| Pretty much true   |              | 28         | 18         | 28            |
| Very much true   |              | 38         | 36         | 32            |

Question HS/MS P.51-53: How true do you feel these statements are about your family and friends?... My family members really help and support one another... There is a feeling of togetherness in my family... My family really gets along well with each other.

Table P5.4

Peer Supports Scale Questions

|  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|--|--------------|------------|------------|---------------|
| Peer supports  |              |            |            |               |
| Average reporting "Pretty much true" or "Very much true"         |              | 75         | 76         | 77            |
| I have a friend my age who really cares about me.                |              |            |            |               |
| Not at all true  |              | 7          | 14         | 6             |
| A little true  |              | 10         | 9          | 12            |
| Pretty much true   |              | 26         | 23         | 31            |
| Very much true   |              | 57         | 55         | 51            |
| I have a friend my age who talks with me about my problems.      |              |            |            |               |
| Not at all true  |              | 12         | 14         | 11            |
| A little true  |              | 17         | 9          | 16            |
| Pretty much true   |              | 21         | 23         | 25            |
| Very much true   |              | 50         | 55         | 48            |
| I have a friend my age who helps me when I'm having a hard time. |              |            |            |               |
| Not at all true  |              | 10         | 14         | 10            |
| A little true  |              | 17         | 14         | 15            |
| Pretty much true   |              | 25         | 27         | 27            |
| Very much true   |              | 48         | 45         | 48            |

Question HS/MS P.54-56: How true do you feel these statements are about your family and friends?... I have a friend my age who really cares about me... I have a friend my age who talks with me about my problems... I have a friend my age who helps me when I'm having a hard time.

#### 6. Emotional Competence

Table P6.1

Emotional Competence Domain and Subdomains

|  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% | Table |
|--|--------------|------------|------------|---------------|-------|
| <b>Emotional competence</b>                              |              |            |            |               |       |
| Average reporting "Pretty much true" or "Very much true" |              | 77         | 71         | 78            |       |
| High   |              | 55         | 50         | 50            |       |
| Moderate   |              | 43         | 50         | 50            |       |
| Low  |              | 2          | 0          | 0             |       |
| Emotional regulation                                     |              |            |            |               |       |
| Average reporting "Pretty much true" or "Very much true" |              | 82         | 78         | 81            | P6.2  |
| High   |              | 47         | 57         | 44            |       |
| Moderate   |              | 51         | 39         | 55            |       |
| Low  |              | 2          | 4          | 1             |       |
| Empathy  |              |            |            |               |       |
| Average reporting "Pretty much true" or "Very much true" |              | 82         | 78         | 85            | P6.3  |
| High   |              | 57         | 61         | 51            |       |
| Moderate   |              | 39         | 39         | 46            |       |
| Low  |              | 4          | 0          | 3             |       |
| Behavioral self-control                                  |              |            |            |               |       |
| Average reporting "Pretty much true" or "Very much true" |              | 68         | 58         | 69            | P6.4  |
| High   |              | 31         | 32         | 30            |       |
| Moderate   |              | 65         | 64         | 68            |       |
| Low  |              | 4          | 5          | 3             |       |

Notes: Cells are empty if there are less than 10 respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Respondents were categorized as being "High," "Moderate," and "Low" based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from "Not at all true" (1), "A little true" (2), "Pretty much true" (3), and "Very much true" (4). Students were classified as "High" if their average question response was greater than 3; "Moderate" if their average question response was greater than or equal to 2 and less than or equal to 3; and "Low" if their average question response was less than 2.

Table P6.2

Emotional Regulation Scale Questions

| 2  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|--|--------------|------------|------------|---------------|
| Emotional Regulation                                     |              |            |            |               |
| Average reporting "Pretty much true" or "Very much true" |              | 82         | 78         | 81            |
| I accept responsibility for my actions.                  |              |            |            |               |
| Not at all true  |              | 1          | 0          | 1             |
| A little true  |              | 16         | 22         | 13            |
| Pretty much true   |              | 44         | 30         | 46            |
| Very much true   |              | 39         | 48         | 41            |
| When I make a mistake I admit it.                        |              |            |            |               |
| Not at all true  |              | 2          | 0          | 3             |
| A little true  |              | 20         | 17         | 20            |
| Pretty much true   |              | 42         | 48         | 49            |
| Very much true   |              | 36         | 35         | 29            |
| I can deal with being told no.                           |              |            |            |               |
| Not at all true  |              | 2          | 4          | 4             |
| A little true  |              | 14         | 22         | 18            |
| Pretty much true   |              | 41         | 39         | 46            |
| Very much true   |              | 42         | 35         | 32            |

Question HS/MS P.12, 14, 15: Please tell us how true each statement is of you... I accept responsibility for my actions... When I make a mistake I admit it... I can deal with being told no.

Table P6.3

Empathy Scale Questions

|  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|--|--------------|------------|------------|---------------|
| Empathy  |              |            |            |               |
| Average reporting "Pretty much true" or "Very much true" |              | 82         | 78         | 85            |
| I feel bad when someone gets their feelings hurt.        |              |            |            |               |
| Not at all true  |              | 6          | 4          | 4             |
| A little true  |              | 12         | 17         | 13            |
| Pretty much true   |              | 30         | 35         | 43            |
| Very much true   |              | 53         | 43         | 41            |
| I try to understand what other people go through.        |              |            |            |               |
| Not at all true  |              | 5          | 4          | 3             |
| A little true  |              | 13         | 22         | 11            |
| Pretty much true   |              | 38         | 22         | 45            |
| Very much true   |              | 44         | 52         | 41            |
| I try to understand how other people feel and think.     |              |            |            |               |
| Not at all true  |              | 5          | 0          | 2             |
| A little true  |              | 14         | 18         | 12            |
| Pretty much true   |              | 36         | 27         | 41            |
| Very much true   |              | 46         | 55         | 45            |

Question HS/MS P.16, 18, 20: Please tell us how true each statement is of you... I feel bad when someone gets their feelings hurt... I try to understand what other people go through... I try to understand how other people feel and think.

Table P6.4
Behavioral Self-Control Scale Questions

|  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|--|--------------|------------|------------|---------------|
| Behavioral self-control                                  |              |            |            |               |
| Average reporting "Pretty much true" or "Very much true" |              | 68         | 58         | 69            |
| I can wait for what I want.                              |              |            |            |               |
| Not at all true  |              | 4          | 4          | 5             |
| A little true  |              | 23         | 30         | 25            |
| Pretty much true   |              | 44         | 39         | 41            |
| Very much true   |              | 30         | 26         | 29            |
| I don't bother others when they are busy.                |              |            |            |               |
| Not at all true  |              | 4          | 14         | 4             |
| A little true  |              | 32         | 41         | 31            |
| Pretty much true   |              | 40         | 23         | 42            |
| Very much true   |              | 25         | 23         | 24            |
| I think before I act.                                    |              |            |            |               |
| Not at all true  |              | 4          | 5          | 3             |
| A little true  |              | 31         | 38         | 26            |
| Pretty much true   |              | 45         | 33         | 51            |
| Very much true   |              | 20         | 24         | 21            |

Question HS/MS P.21, 23, 24: Please tell us how true each statement is of you... I can wait for what I want... I don't bother others when they are busy... I think before I act.

#### 7. Engaged Living

Table P7.1

Engaged Living Domain and Subdomains

|  | Grade 9<br>% | Grade 10<br>% | Grade 11<br>% | Grade 12 % | Table |
|--|--------------|---------------|---------------|------------|-------|
| Engaged living                                       |              |               |               |            |       |
| Average reporting "Pretty much true "Very much true" | " or         | 58            | 61            | 57         |       |
| High   |              | 33            | 36            | 30         |       |
| Moderate   |              | 49            | 50            | 56         |       |
| Low  |              | 18            | 14            | 14         |       |
| Optimism   |              |               |               |            |       |
| Average reporting "Pretty much true "Very much true" | " or         | 55            | 62            | 57         | P7.2  |
| High   |              | 27            | 36            | 26         |       |
| Moderate   |              | 53            | 55            | 57         |       |
| Low  |              | 21            | 9             | 17         |       |
| Gratitude  |              |               |               |            |       |
| Average reporting "Pretty much true "Very much true" | " or         | 70            | 72            | 69         | P7.3  |
| High   |              | 35            | 57            | 36         |       |
| Moderate   |              | 54            | 35            | 55         |       |
| Low  |              | 11            | 9             | 9          |       |
| Zest   |              |               |               |            |       |
| Average reporting "Pretty much true "Very much true" | " or         | 50            | 48            | 45         | P7.4  |
| High   |              | 23            | 30            | 21         |       |
| Moderate   |              | 53            | 43            | 55         |       |
| Low  |              | 23            | 26            | 24         |       |

*Notes: Cells are empty if there are less than 10 respondents.* 

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Respondents were categorized as being "High," "Moderate," and "Low" based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from "Not at all true" (1), "A little true" (2), "Pretty much true" (3), and "Very much true" (4). Students were classified as "High" if their average question response was greater than 3; "Moderate" if their average question response was greater than or equal to 2 and less than or equal to 3; and "Low" if their average question response was less than 2.

Table P7.2

Optimism Scale Questions

| opinion seme questions  | Grade 9<br>% | Grade 10 | Grade 11 | Grade 12 % |
|---|--------------|----------|----------|------------|
| Optimism  |              |          |          |            |
| Average reporting "Pretty much true" or "Very much true"            |              | 55       | 62       | 57         |
| Each day I look forward to having a lot of fun.                     |              |          |          |            |
| Not at all true   |              | 16       | 5        | 16         |
| A little true   |              | 35       | 50       | 32         |
| Pretty much true  |              | 28       | 27       | 33         |
| Very much true  |              | 22       | 18       | 19         |
| I usually expect to have a good day.                                |              |          |          |            |
| Not at all true   |              | 16       | 9        | 13         |
| A little true   |              | 28       | 18       | 31         |
| Pretty much true  |              | 33       | 41       | 33         |
| Very much true  |              | 22       | 32       | 23         |
| Overall, I expect more good things to happen to me than bad things. |              |          |          |            |
| Not at all true   |              | 18       | 9        | 12         |
| A little true   |              | 22       | 23       | 24         |
| Pretty much true  |              | 34       | 36       | 36         |
| Very much true  |              | 25       | 32       | 28         |

Question HS/MS P.25, 27, 28: Please tell us how true each statement is of you... Each day I look forward to having a lot of fun... I usually expect to have a good day... Overall, I expect more good things to happen to me than bad things.

Table P7.3

Gratitude Scale Questions

|  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|--|--------------|------------|------------|---------------|
| Gratitude  |              |            |            |               |
| Average reporting "Pretty much true" or "Very much true" |              | 70         | 72         | 69            |
| On most days I feel grateful.                            |              |            |            |               |
| Not at all true  |              | 8          | 9          | 6             |
| A little true  |              | 21         | 17         | 23            |
| Pretty much true   |              | 37         | 22         | 34            |
| Very much true   |              | 33         | 52         | 36            |
| On most days I feel thankful.                            |              |            |            |               |
| Not at all true  |              | 8          | 9          | 7             |
| A little true  |              | 21         | 17         | 22            |
| Pretty much true   |              | 36         | 17         | 36            |
| Very much true   |              | 35         | 57         | 35            |
| On most days I feel appreciative.                        |              |            |            |               |
| Not at all true  |              | 11         | 9          | 9             |
| A little true  |              | 21         | 22         | 27            |
| Pretty much true   |              | 38         | 17         | 33            |
| Very much true   |              | 30         | 52         | 31            |

Question HS/MS P.35-37: Please tell us how true each statement is of you... On most days I feel GRATEFUL... On most days I feel THANKFUL... On most days I feel APPRECIATIVE.

Table P7.4

Zest Scale Questions

|  | Grade 9<br>% | Grade 10 % | Grade 11 | Grade 12 % |
|--|--------------|------------|----------|------------|
| Zest   |              |            |          |            |
| Average reporting "Pretty much true" or "Very much true" |              | 50         | 48       | 45         |
| On most days I feel energetic.                           |              |            |          |            |
| Not at all true  |              | 18         | 17       | 21         |
| A little true  |              | 32         | 35       | 35         |
| Pretty much true   |              | 29         | 17       | 24         |
| Very much true   |              | 21         | 30       | 20         |
| On most days I feel active.                              |              |            |          |            |
| Not at all true  |              | 19         | 26       | 16         |
| A little true  |              | 30         | 26       | 38         |
| Pretty much true   |              | 28         | 17       | 26         |
| Very much true   |              | 23         | 30       | 20         |
| On most days I feel enthusiastic.                        |              |            |          |            |
| Not at all true  |              | 20         | 13       | 21         |
| A little true  |              | 30         | 39       | 34         |
| Pretty much true   |              | 31         | 26       | 27         |
| Very much true   |              | 19         | 22       | 18         |

Question HS/MS P.38-40: Please tell us how true each statement is of you... On most days I feel ENERGETIC... On most days I feel ENTHUSIASTIC.

## 8. Social Emotional Distress

Table P8.1 Social Emotional Distress Scale Questions

|   | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|---|--------------|------------|------------|---------------|
| Social emotional distress                                   |              |            |            |               |
| Average reporting "Pretty much true" or "Very much true"    |              | 34         | 25         | 38            |
| High  |              | 18         | 5          | 16            |
| Moderate  |              | 33         | 41         | 41            |
| Low   |              | 49         | 55         | 43            |
| I had a hard time breathing because I was anxious.          |              |            |            |               |
| Not at all true   |              | 58         | 59         | 52            |
| A little true   |              | 21         | 23         | 18            |
| Pretty much true  |              | 10         | 14         | 15            |
| Very much true  |              | 11         | 5          | 14            |
| I worried that I would embarrass myself in front of others. |              |            |            |               |
| Not at all true   |              | 27         | 41         | 27            |
| A little true   |              | 27         | 32         | 29            |
| Pretty much true  |              | 21         | 9          | 26            |
| Very much true  |              | 25         | 18         | 18            |
| I was tense and uptight.                                    |              |            |            |               |
| Not at all true   |              | 39         | 41         | 34            |
| A little true   |              | 28         | 27         | 24            |
| Pretty much true  |              | 19         | 27         | 27            |
| Very much true  |              | 14         | 5          | 16            |
| I had a hard time relaxing.                                 |              |            |            |               |
| Not at all true   |              | 35         | 29         | 28            |
| A little true   |              | 26         | 43         | 26            |
| Pretty much true  |              | 21         | 19         | 25            |
| Very much true  |              | 17         | 10         | 22            |

Question HS/MS P.41-44: Over the past month, how true do you feel these statements are about you?... I had a hard time breathing because I was anxious... I worried that I would embarrass myself in front of others... I was tense and uptight... I had a hard time relaxing.

Table P8.1
Social Emotional Distress Scale Questions – Continued

|   | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|---|--------------|------------|------------|---------------|
| I felt sad and down.                                    |              |            |            |               |
| Not at all true   |              | 34         | 36         | 28            |
| A little true   |              | 24         | 32         | 24            |
| Pretty much true  |              | 17         | 14         | 23            |
| Very much true  |              | 25         | 18         | 25            |
| I was easily irritated.                                 |              |            |            |               |
| Not at all true   |              | 22         | 32         | 23            |
| A little true   |              | 27         | 32         | 27            |
| Pretty much true  |              | 20         | 14         | 26            |
| Very much true  |              | 31         | 23         | 24            |
| It was hard for me to cope and I thought I would panic. |              |            |            |               |
| Not at all true   |              | 52         | 59         | 51            |
| A little true   |              | 21         | 18         | 16            |
| Pretty much true  |              | 13         | 5          | 19            |
| Very much true  |              | 14         | 18         | 15            |
| It was hard for me to get excited about anything.       |              |            |            |               |
| Not at all true   |              | 48         | 64         | 45            |
| A little true   |              | 29         | 14         | 28            |
| Pretty much true  |              | 13         | 18         | 15            |
| Very much true  |              | 10         | 5          | 12            |

Question HS/MS P.45-48: Over the past month, how true do you feel these statements are about you?... I felt sad and down... I was easily irritated... it was hard for me to cope and I thought I would panic... it was hard for me to get excited about anything.

Table P8.1 Social Emotional Distress Scale Questions – Continued

|                                     | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12 % |
|-------------------------------------|--------------|------------|------------|------------|
| I was easily annoyed and sensitive. | ·            | ·          |            |            |
| Not at all true                     |              | 37         | 45         | 34         |
| A little true                       |              | 25         | 32         | 25         |
| Pretty much true                    |              | 19         | 14         | 21         |
| Very much true                      |              | 20         | 9          | 19         |
| I was scared for no good reason.    |              |            |            |            |
| Not at all true                     |              | 58         | 64         | 56         |
| A little true                       |              | 20         | 23         | 22         |
| Pretty much true                    |              | 11         | 9          | 11         |
| Very much true                      |              | 12         | 5          | 11         |

Question HS/MS P.49, 50: Over the past month, how true do you feel these statements are about you?... I was easily annoyed and sensitive... I was scared for no good reason.

#### 9. Growth Mindset

Table P9.1

Growth Mindset Scale Questions

|   | Grade 9<br>% | Grade 10 % | Grade 11 | Grade 12 |
|---|--------------|------------|----------|----------|
| Growth mindset§   |              |            |          |          |
| Average reporting "A little true" or "Not at all true"                |              | 71         | 74       | 63       |
| High  |              | 49         | 50       | 37       |
| Moderate  |              | 44         | 45       | 51       |
| Low   |              | 7          | 5        | 12       |
| My intelligence is something I cannot change very much.               |              |            |          |          |
| Not at all true   |              | 31         | 30       | 28       |
| A little true   |              | 29         | 30       | 22       |
| Pretty much true  |              | 26         | 22       | 29       |
| Very much true  |              | 14         | 17       | 21       |
| Challenging myself will not make me any smarter.                      |              |            |          |          |
| Not at all true   |              | 49         | 59       | 42       |
| A little true   |              | 25         | 23       | 27       |
| Pretty much true  |              | 15         | 14       | 22       |
| Very much true  |              | 11         | 5        | 9        |
| There are some things I am not capable of learning.                   |              |            |          |          |
| Not at all true   |              | 32         | 27       | 22       |
| A little true   |              | 38         | 45       | 39       |
| Pretty much true  |              | 19         | 18       | 24       |
| Very much true  |              | 11         | 9        | 15       |
| If I am not naturally smart in a subject, I will never do well in it. |              |            |          |          |
| Not at all true   |              | 54         | 59       | 39       |
| A little true   |              | 27         | 23       | 33       |
| Pretty much true  |              | 11         | 14       | 18       |
| Very much true  |              | 8          | 5        | 10       |

Question HS/MS P.5, 22, 30, 34: Please tell us how true each statement is of you... My intelligence is something I cannot change very much... Challenging myself will not make me any smarter... There are some things I am not capable of learning... If I am not naturally smart in a subject, I will never do well in it.

<sup>§</sup>All survey questions that comprise the scale were reverse-coded in computing the scale score and defining scale categories (high, moderate, and low).

#### 10. Goals

Table P10.1

Goals Scale Questions

|  | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12<br>% |
|--|--------------|------------|------------|---------------|
| Goals  |              |            |            |               |
| Average reporting "Pretty much true" or "Very much true" |              | 84         | 86         | 84            |
| High   |              | 67         | 61         | 65            |
| Moderate   |              | 29         | 39         | 32            |
| Low  |              | 4          | 0          | 4             |
| I am looking forward to a successful career.             |              |            |            |               |
| Not at all true  |              | 2          | 0          | 3             |
| A little true  |              | 10         | 4          | 10            |
| Pretty much true   |              | 27         | 26         | 32            |
| Very much true   |              | 61         | 70         | 56            |
| I have high goals and expectations for myself.           |              |            |            |               |
| Not at all true  |              | 6          | 4          | 6             |
| A little true  |              | 13         | 22         | 11            |
| Pretty much true   |              | 26         | 22         | 35            |
| Very much true   |              | 55         | 52         | 49            |
| I don't expect very much of myself in the future.§       |              |            |            |               |
| Not at all true  |              | 61         | 59         | 60            |
| A little true  |              | 23         | 27         | 20            |
| Pretty much true   |              | 8          | 9          | 13            |
| Very much true   |              | 8          | 5          | 7             |

Question HS/MS P.13, 19, 32: Please tell us how true each statement is of you... I am looking forward to a successful career... I have high goals and expectations for myself... I don't expect very much of myself in the future.

<sup>§</sup> Survey question was reverse-coded in computing the scale score and defining scale categories (high, moderate, and low).

## 11. Collaboration

**Table P11.1** *Collaboration Scale Questions* 

|   | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12 |
|---|--------------|------------|------------|----------|
| Collaboration   | ·            |            |            |          |
| Average reporting "Pretty much true" or "Very much true"          |              | 71         | 67         | 71       |
| High  |              | 36         | 45         | 32       |
| Moderate  |              | 61         | 50         | 64       |
| Low   |              | 4          | 5          | 4        |
| I enjoy working together with other students on class activities. |              |            |            |          |
| Not at all true   |              | 10         | 0          | 9        |
| A little true   |              | 23         | 39         | 30       |
| Pretty much true  |              | 37         | 26         | 38       |
| Very much true  |              | 29         | 35         | 23       |
| When I work in school groups, I do my fair share.                 |              |            |            |          |
| Not at all true   |              | 2          | 0          | 2        |
| A little true   |              | 12         | 27         | 15       |
| Pretty much true  |              | 46         | 32         | 46       |
| Very much true  |              | 39         | 41         | 36       |
| I like to listen to other students' ideas in class.               |              |            |            |          |
| Not at all true   |              | 10         | 10         | 4        |
| A little true   |              | 29         | 24         | 27       |
| Pretty much true  |              | 38         | 43         | 46       |
| Very much true  |              | 24         | 24         | 23       |

Question HS/MS P.8, 26, 31: Please tell us how true each statement is of you... I enjoy working together with other students on class activities... When I work in school groups, I do my fair share... I like to listen to other students' ideas in class.

# 12. Problem Solving

Table P12.1

Problem Solving Scale Questions

|   | Grade 9<br>% | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|------------|------------|------------|
| Problem solving   | 70           | 70         | -70        | 7/0        |
| Average reporting "Pretty much true" or "Very much true"        |              | 54         | 60         | 57         |
| High  |              | 25         | 32         | 24         |
| Moderate  |              | 58         | 55         | 61         |
| Low   |              | 17         | 14         | 15         |
| When I need help I find someone to talk with.                   |              |            |            |            |
| Not at all true   |              | 13         | 13         | 13         |
| A little true   |              | 35         | 26         | 24         |
| Pretty much true  |              | 27         | 17         | 36         |
| Very much true  |              | 26         | 43         | 27         |
| I try to work out my problems by talking or writing about them. |              |            |            |            |
| Not at all true   |              | 24         | 36         | 22         |
| A little true   |              | 32         | 18         | 33         |
| Pretty much true  |              | 26         | 18         | 26         |
| Very much true  |              | 18         | 27         | 19         |
| I trust my ability to solve difficult problems.                 |              |            |            |            |
| Not at all true   |              | 8          | 10         | 7          |
| A little true   |              | 26         | 14         | 31         |
| Pretty much true  |              | 38         | 38         | 39         |
| Very much true  |              | 28         | 38         | 24         |

Question HS/MS P.17, 29, 33: Please tell us how true each statement is of you... When I need help I find someone to talk with... I try to work out my problems by talking or writing about them... I trust my ability to solve difficult problems.

# **Appendix**

# CHKS Content Overview, 2018-19

This brief guide to key CHKS Core Module indicators is designed to help survey users more easily understand and interpret their findings. References are provided to the tables in CHKS reports where results for the indicators discussed can be found. References are also made to other relevant CHKS reports, factsheets, and resources that can be downloaded from the CalSCHLS website (calschls.org) for further information. What Works Briefs that provide guidance on best practices related to areas assessed by the survey are available from the California Safe and Supportive Schools website (californias3.wested.org/tools/wwb).

Special attention is directed toward indicators related to the requirements of California's Local Control and Accountability Plans (LCAP).<sup>2</sup> For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.<sup>3</sup>

#### MAIN CONTENT FOCUS: SCHOOL CLIMATE AND THE NEEDS OF THE WHOLE CHILD

The main purpose of the CHKS Core Module is to assess indicators of school climate, pupil engagement, and student supports, all three key priorities required of Local Control and Accountability Plans. It seeks to provide schools with essential data to determine the degree to which they provide the conditions and supports that all youth need to succeed in school and developmentally thrive. Twenty-nine items assessing seven domains are used to calculate a School Climate Index (SCI) score that is included in a *School Climate Report Card* that districts can request at the district and school level.<sup>4</sup> The items used in the SCI assess school connectedness, developmental supports (e.g., caring adult relationships), and safety, including bullying and victimization.

School climate, as measured by the CHKS, is strongly related to student performance on standardized academic tests. Data for high school students show that as CHKS SCI scores increased—as the schools became safer, more supportive, and more engaging—test performance increased as well.<sup>5</sup>

In a ground-breaking analysis, a positive school climate was a distinguishing characteristic of California secondary schools that "beat the odds" academically and consistently performed better on the state's standardized tests than *would be predicted* based on the characteristics of their students (i.e., comparing schools with similar student demographics). The higher (more positive) the CHKS SCI, the greater the probability there was for beating the odds. School climate was more strongly associated with beating the odds than a school's level of personnel resources.<sup>6</sup>

In addition, the CHKS Core Module provides data to help understand the degree to which schools address the needs of the Whole Child. CHKS data show that California secondary schools made greater progress

<sup>&</sup>lt;sup>1</sup> To see how local results compare with state averages in California, download a copy of the latest Biennial State CHKS report (<u>calschls.org/reports-data/#biennial\_statewide\_student\_reports</u>). The Biennial State data are derived from a randomly-selected, representative state sample. County level reports are also available on the CHKS website. Biennial State CHKS data can also be examined interactively on the CalSCHLS Data Dashboard (<u>calschls.org/reports-data/dashboard/</u>).

<sup>&</sup>lt;sup>2</sup> For a guide to how CalSCHLS survey items align with LCAP indicator requirements, download Helpful Resources for Local Control and Accountability Plans at <a href="mailto:calschls.org/resources/#survey\_content\_guides">calschls.org/resources/#survey\_content\_guides</a>.

<sup>&</sup>lt;sup>3</sup> Austin. (2016). Download calschls.org/docs/factsheet-15.pdf

<sup>&</sup>lt;sup>4</sup> See calschls.org/reports-data/#slcr

<sup>&</sup>lt;sup>5</sup> O'Malley & Hanson. (2012). Download <u>data.calschls.org/resources/S3factsheet3</u> API 20120716.pdf

<sup>&</sup>lt;sup>6</sup> Voight, Austin, & Hanson. (2013). Download www.wested.org/online\_pubs/hd-13-10.pdf

in raising standardized test scores over a one-year period when they had higher percentages of students who: (1) were less engaged in risky behaviors such as substance use and violence; (2) were more likely to eat nutritiously and exercise; and (3) reported experiencing caring adult relationships and high expectations at school.<sup>7</sup> These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance.

#### **GRADE-LEVEL PATTERNS**

More than twenty years of survey administration has demonstrated that as youth progress through secondary school, they become: (1) less likely to feel connected to school and be academically motivated; and (2) more likely to report truancy, involvement in substance use, and chronic sadness and hopelessness. Here are some additional grade-level patterns in CHKS data:

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.
- **Ninth graders** report the lowest rates of developmental support and perceived safety.
- Nontraditional (continuation school) students report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11<sup>th</sup> graders in traditional comprehensive high schools. They also exhibit lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services.

# DEMOGRAPHIC CHARACTERISTICS AND POPULATION SUBGROUP DIFFERENCES (Section 3)

A wide range of indicators of the demographic and background characteristics of the survey respondents help users gain a better sense of how representative the survey sample is compared to the student population overall. They also enable users to analyze how survey results vary by important subgroups in the school and help them to identify, and target programs for, youth most in need. School districts can use these data to meet the LCAP requirement to demonstrate actions across state priorities in regard to socioeconomically disadvantaged students, English learners, and foster youth, as well as other indicators such as race/ethnicity, homeless youth, and LGBT youth.

In the standard CHKS report, breakdowns for selected key indicators are provided by race/ethnicity and gender. For selected key indicators, the CalSCHLS Data Dashboard (<a href="calschls.org/reports-data/dashboard/">calschls.org/reports-data/dashboard/</a>) can be used to display subgroup differences by gender, race/ethnicity, parental education, parent military status, homeless and migrant status, afterschool participation, gender identity, and sexual orientation. Results can also be displayed for English learners, free and reduced-priced meal eligible students, and foster youth-three important LCAP priority subgroups. Districts/schools can also request reports disaggregating all their results by demographic characteristics from their CalSCHLS Regional Center (call 888.841.7536 or email CalSCHLS@wested.org).

<sup>&</sup>lt;sup>7</sup> Hanson & Austin. (2003). Download data.calschls.org/resources/FACTSHEET-3.pdf

<sup>&</sup>lt;sup>8</sup> In interpreting the results for 11<sup>th</sup> graders, note that many youth who are most disengaged and involved in high risk behaviors may have already dropped out of school or did not participate in the survey because of truancy or absenteeism.

<sup>&</sup>lt;sup>9</sup> Austin, Dixon, & Bailey. (2007). Download <u>data.calschls.org/resources/FACTSHEET-7.pdf</u>

#### Racial-Ethnic Identification

Respondents self-report their identification with six racial/ethnic groups plus mixed (two or more) race. In one study of CHKS data, both academic performance and school well-being—the degree to which students feel safe at, supported by, and connected to the school—varied consistently and persistently across schools by racial/ethnic groupings. <sup>10</sup> They were lowest in schools with large proportions of African American and Hispanic students, as well as in low-income schools. Controlling for socioeconomic status and other school demographic characteristics reduced these racial/ethnic group differences, but they still remained. This suggests that school climate factors related to student well-being may also play a role in the racial-ethnic achievement gap. One strategy to close the gap may be to enhance learning supports that foster caring adult relationships, high expectations, meaningful participation, safety, and connectedness in schools serving large proportions of low-income African American and Hispanic students.

In the majority of cases, with notable exceptions for Asians, the racial/ethnic gaps in performance, engagement, perceived support, and safety are greater within-schools than between-schools. 11 African American, Latino, and Asian students feel less safe, engaged, and supported than their White peers within the same school. Inequities in these factors, for the various racial/ethnic groups, can possibly contribute to the achievement gap. Further, these findings suggest that practices designed to ensure equal access to academic resources, opportunities, learning supports, and promotion of common experiences may be effective in ameliorating the gap.

#### **Foster Care Youth**

Compared to youth who live with their parents, foster care youth report much higher rates of substance abuse, poor school attendance and grades, more violence-related behaviors, more harassment, and higher depression risk. <sup>12</sup> They were also more likely to be low in caring adult relationships and total developmental support.

#### **Sexual Orientation and Gender Identity**

Lesbian, gay, bisexual, and transgender (LGBT) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.<sup>13</sup> For example, analysis of the latest Biennial CHKS data indicate that LGBT youth <sup>14</sup> are:

- about 30 percentage points more likely than non-LGBT youth to experience harassment and bullying at school;
- 30-to-40 percentage points more likely to exhibit chronic sadness;
- 2-to-3 times more likely to smoke cigarettes, binge drink, and to have been drunk or high at school; and
- receive substantially fewer social supports from teachers and peers at school than their counterparts who do not identify as LGBT.

Because of such disparities, it is important to examine disparities across LGBT and non-LGBT youth to identify needs and support the development of practices that promote the healthy development and safety of all youth.

<sup>&</sup>lt;sup>10</sup> Austin, Hanson, Bono, & Zheng. (2008). Download <u>data.calschls.org/resources/factsheet\_8.pdf</u>

<sup>&</sup>lt;sup>11</sup> Hanson, Austin, & Li. (2012). Download <u>data.calschls.org/resources/FACTSHEET-13</u> <u>20120405.pdf</u>

<sup>12</sup> Austin, Jones, & Annon. (2007). Download <u>data.calschls.org/resources/FACTSHEET-6.pdf</u>

<sup>&</sup>lt;sup>13</sup> Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology*, 12, 465-487.

<sup>&</sup>lt;sup>14</sup> See calschls.org/reports-data/dashboard/

#### SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 4)

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates. <sup>15</sup> A 2009 Gallup study found that a one-percentage-point uptick in a school's average student engagement was connected to a six-point increase in reading achievement and eight points in math. <sup>16</sup> CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

It is important to look at engagement from three perspectives: behavioral, emotional, and cognitive. The CHKS provides data on all three types. As discussed below, the Academic Motivation scale and self-reported grades provide insight into cognitive engagement; the School Connectedness scale, into emotional engagement; attendance and truancy data, on behavioral engagement. Other behavioral engagement indicators on the survey include substance use at school and violence perpetration. Research shows that student engagement is malleable and that all three types are influenced by the level to which students perceive the school as having a positive environment.

The CHKS Developmental Supports scales provide insight into whether students experience in their school the three protective factors that characterize a positive school climate and are linked to school connectedness and positive academic, behavioral, and health outcomes. Other school climate factors assessed are the level of parent involvement and the quality of the school physical environment, both also LCAP priorities. The likelihood that students will be motivated and engaged is increased to the extent that their teachers, family, and friends effectively support their purposeful involvement in learning and in school.

#### **Self-Reported Grades**

The CHKS asks students to indicate what grades they mostly received in school in the past 12 months. Although self-reports are not as accurate as actual report card data, they provide a general sense of the school performance of the survey respondents from their self-perception. To learn more about the factors that might be causing poor performance, request a CHKS report showing how all the survey results vary by level of performance (call 888.841.7536 or email CalSCHLS@wested.org).

#### **Academic Motivation**

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand new things at school, and always try to do better. On the 2015-17 State CHKS, the percentage of students strongly agreeing with the questions on this scale declined from 45 percent in 7<sup>th</sup> grade to 28 percent in 11<sup>th</sup>. <sup>17</sup>

In order to achieve rigorous academic goals, students need not only a challenging and engaging curriculum, but they need to be emotionally connected to their learning. Student perceptions of the school environment and their degree of school connectedness influence their achievement motivation. But students may be behaviorally and/or emotionally invested in a given activity without actually exerting the

<sup>&</sup>lt;sup>15</sup> Wang, M-T, & Eccles, J. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction*, 28, 12-23.

<sup>16</sup> Gallop. (2014). Download <u>www.gallup.com/services/178769/state-america-schools-report.aspx</u>

<sup>&</sup>lt;sup>17</sup> Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial State 1517.pdf

necessary mental effort to understand and master the knowledge, craft, or skill that the activity promotes. This scale provides insight into the overall level of that mental effort.

In addition, the supplementary School Climate Module includes an Academic Mindset and Learning Engagement scale and a series of questions about supports for learning and academic rigor.

#### **Absenteeism and Truancy**

Before good teachers with quality curriculums and engaging activities can improve academic performance, the students have to show up. The CHKS provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 3 or more of the past 30 school days), what were the reasons for absences, and the level of truancy. Users can request reports looking at the characteristics of youth based on absenteeism and truancy indicators to guide efforts to improve the LCAP pupil engagement priority (call 888.841.7536 or email CalSCHLS@wested.org).

Poor attendance is a marker of a wider variety of other problems, including low school connectedness and learning engagement. Both the US Department of Education and the California Office of the Attorney General have launched initiatives designed to raise awareness about and combat chronic absenteeism, generally defined as missing 10 percent of school days. According to a report by Attendance Works, the nation's large and persistent achievement gaps are rooted in a largely hidden crisis of chronic absenteeism, especially among low-income and minority children.<sup>18</sup>

Biennial State CHKS data indicate that the most important reasons for being absent in secondary school, after illness, are generally not getting enough sleep and anxiety or stress, followed by being behind in school work, and being bored or uninterested in school, another good indicator of disengagement.<sup>19</sup>

Truancy has been identified as one of the most powerful predictors of both poor achievement and delinquency.<sup>20</sup> Truants are also more likely to use drugs and have deviant friends. Among high school staff statewide, truancy is the top-rated of fourteen potential school problems assessed by the California School Staff Survey.

#### **Developmental Supports**

Research shows that when schools (or families or communities) provide three developmental supports—caring adult relationships, high expectations, and opportunities for meaningful participation—students are more likely to report more positive academic, social-emotional, and health outcomes, including higher grades, school connectedness, attendance, and perceived safety. CHKS measures these supports using multi-item scales. Results overall suggest that the great majority of students do not receive sufficient levels of support and that the supports received are lower in high school than in middle school, even though student need for them is arguably higher. 21 22 23 24 25 26

<sup>&</sup>lt;sup>18</sup> Attendance Works & Everyone Graduates Center. (2017, September). *Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence*. Download <a href="https://www.attendanceworks.org/portraits-of-change/">www.attendanceworks.org/portraits-of-change/</a>

<sup>&</sup>lt;sup>19</sup> Austin, Hanson, Polik, & Zheng. (2018). Download <u>data.calschls.org/resources/Biennial\_State\_1517.pdf</u>

<sup>&</sup>lt;sup>20</sup> Robins & Ratcliff. (1978). *Long Range Outcomes Associated With School Truancy*. Rockville, MD: Public Health Service (DHEW). Garry, E. M., & Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention. (1996). *Truancy: First Step to a Lifetime of Problems*. Cairns, R. B., Cairns, B. D., & Neckerman, H. J. (1989). Early school dropout: Configurations and determinants. *Child Dev*, 60(6), 1437-52.

<sup>&</sup>lt;sup>21</sup> Hanson & Austin. (2002). Download <u>data.calschls.org/resources/factsheet.pdf</u>

<sup>&</sup>lt;sup>22</sup> Hanson & Austin. (2002). Download data.calschls.org/resources/FACTSHEET-3.pdf

<sup>&</sup>lt;sup>23</sup> Hanson. (2011). Download data.calschls.org/resources/S3factsheet1\_caring\_20120223.pdf

<sup>&</sup>lt;sup>24</sup> Hanson. (2012). Download <u>data.calschls.org/resources/S3factsheet2</u> <u>participation 20120224.pdf</u>

<sup>&</sup>lt;sup>25</sup> O'Malley & Amarillas. (2011). Download <u>data.calschls.org/resources/S3</u> WhatWorksBrief1 CaringRelationships final.pdf

<sup>&</sup>lt;sup>26</sup> O'Malley & Amarillas, (2011), Download data, calschls.org/resources/S3 WhatWorksBrief2 MeaningfulPart final.pdf

#### **School Connectedness**

School connectedness is one of the indicators of school climate that a California school district must address in its LCAP. Research shows that school connectedness is associated with multiple positive academic, social-emotional, and health outcomes.<sup>27</sup> It also shows that youth who feel safe at school, experience caring adults, and have opportunities for engagement and other developmental supports are more likely to feel connected to the school. The CHKS five-item School Connectedness scale is an important differentiator between low-performing and high-performing high schools and has value as an indicator of school quality. The online Query CalSCHLS system (calschls.org/reports-data/query-calschls/) enables examination of how key survey indicators vary by school connectedness.

School connectedness appears to have increased in California in the second half of the last decade, but it still declines markedly after elementary school. A substantial majority of high school students are not highly connected to their schools. On the 2015-17 State CHKS, the average percentage of students strongly agreeing to these scale questions declined from 28 percent in 7<sup>th</sup> grade to 15 percent in 11<sup>th</sup>, a decline similar to that found for the Academic Motivation scale.<sup>28</sup> This may be related at least in part to their lower levels of developmental support. Prior analyses have indicated that the lowest rates of both connectedness and test scores are in low-income schools.<sup>29</sup> <sup>30</sup>

#### Parent Involvement

Parent involvement, including promoting parental participation in pupil programs, is one of the LCAP state priorities. A three-item scale assesses student perceptions (level of agreement) of three components of parental involvement: teachers communicating with parents about what students are expected to learn in class, parents feeling welcome to participate at this school, and school staff taking parent concerns seriously. The same questions also are asked on the staff and parent surveys so that perceptions can be compared across all three stakeholder groups. A large and growing body of evidence has linked school success to the manner and degree to which a school communicates with parents, engages them both in school activities and education, and fosters a school climate that parents perceive as warm, inviting, and helpful.<sup>31</sup>

#### **Facilities and Physical Environment**

As an indicator of student perceptions of the school's physical environment, the CHKS includes a question asking students how much they agree the school "is usually clean and tidy." Additional questions are included in the supplementary School Climate Module. An analysis of data from the questions on both modules found that a plurality of students report that their school facilities are in good condition, but a non-trivial minority of students were dissatisfied with the condition of their school facilities. Between 20 percent and 25 percent of students disagree or strongly disagree on the quality of the physical environment items. Almost one-third of schools serving 11<sup>th</sup> graders were categorized as having low quality physical environments based on student reports on the clean and tidy item. Student perceptions of the quality of their school's physical environment were strongly related to student achievement.

<sup>&</sup>lt;sup>27</sup> National Research Council and the Institute of Medicine. (2004). *Engaging schools: Fostering high school students' motivation to learn*. Washington, D.C.: The National Academies Press.

<sup>&</sup>lt;sup>28</sup> Austin, Hanson, Polik, & Zheng, (2018), Download data.calschls.org/resources/Biennial State 1517.pdf

<sup>&</sup>lt;sup>29</sup> Austin, Hanson, & Voight. (2013). Download data.calschls.org/resources/S3factsheet5\_connectedness\_20130827.pdf

<sup>&</sup>lt;sup>30</sup> O'Malley & Amarillas. (2011). Download <u>data.calschls.org/resources/S3 WhatWorksBrief4 Connectedness final.pdf</u>

<sup>&</sup>lt;sup>31</sup> Wilder, S. (2014). Effects of parental involvement on academic achievement. A meta-synthesis. *Educational Review*, 66:3, 377-397.

<sup>32</sup> Hanson & Austin. (2017). Download calschls.org/docs/facilities122216.pdf

#### SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 5)

The CHKS asks students a wide range of questions to ascertain the scope and nature of physical and verbal violence and victimization that occurs on campus, as well as vandalism, and the overall level of school safety.<sup>33</sup> Physical violence and weapons on campus have long been a major public concern. Equally disruptive are the uncounted acts of bullying, teasing, and other nonviolent misbehavior among youth, such as substance use and sales on campus.<sup>34</sup> These behaviors adversely affect not only students' ability to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession.<sup>35</sup> <sup>36</sup> <sup>37</sup>

#### **Perceived Safety**

Perceived safety is another indicator that districts/schools are required to monitor as part of their LCAP school climate priority. School safety is more than the antithesis of violence. Perceived school safety is psychological as well as physical. Feelings of insecurity can have multiple sources, not all of which correctly reflect the level of danger and violence on a school campus, such as verbal bullying. Both physical and psychological safety are essential for high quality teaching and learning. It is a key factor in students feeling connected to school. Another indicator important for attendance is the percentage of students who report missing school because they didn't feel safe (Table A4.4).

State CHKS data show that the percentage of students who perceive their school as safe or very safe has consistently dropped markedly between 7<sup>th</sup> and 9<sup>th</sup> grades.<sup>38</sup> If students report low levels of perceived school safety, pay close attention to all the indicators related to bullying and victimization, as well as mental health. Schools may want to request comparisons of students' perceptions of their own safety with the actual level of violence and other safety-related indicators self-reported by students. Consider conducting follow-up student voice and feedback sessions such as focus groups or Student Listening Circles and integrating questions on why students do not feel safe.<sup>39</sup>

#### **Harassment and Victimization**

Most of the safety-related questions on the survey assess victimization. Because a relatively small number of students can victimize a large number of their peers, victimization questions provide more insight into the overall school climate. Nonviolent harassment in any form—threats, intimidation, rumors, and ostracism—can instill a sense of vulnerability, isolation, frustration, and fear among its victims, leading to engagement in health risk behaviors or avoidance behaviors such as missing school and social isolation. This type of misbehavior, vastly more common than any other, ruins the school day for many students. In *Bruised Inside* (2000), the National Association of Attorneys General describes harassment by peers as one of the two causes for kids to express anger using guns, knives, and fists.<sup>40</sup>

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status),

<sup>&</sup>lt;sup>33</sup> The CHKS also includes two violence-related questions that are not school based: the frequency students experienced cyberbullying and whether they are gang members.

<sup>&</sup>lt;sup>34</sup> Juvonen, J., & Graham, S. (2001). Peer harassment in school: The plight of the vulnerable and victimized. New York: Guilford Press.

<sup>&</sup>lt;sup>35</sup> Barton, P. E. (2001). Facing the hard facts in education reform. Princeton, NJ: Educational Testing Service.

<sup>&</sup>lt;sup>36</sup> O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3 WhatWorksBrief5 ViolencePerpetration\_final.pdf

<sup>&</sup>lt;sup>37</sup> O'Malley & Amarillas. (2011). Download <u>data.calschls.org/resources/S3</u> WhatWorksBrief6 ViolenceVictimization final.pdf

<sup>&</sup>lt;sup>38</sup> Austin, Hanson, Polik, & Zheng. (2018). Download <u>data.calschls.org/resources/Biennial\_State\_1517.pdf</u>

<sup>&</sup>lt;sup>39</sup> O'Malley & Amarillas, (2011). Download data, calschls, org/resources/S3 WhatWorksBrief3 Safety final, pdf

<sup>&</sup>lt;sup>40</sup> Horn, D. M., National Association of Attorneys General., & Washington (State). (2000). *Bruised inside: What our children say about youth violence, what causes it, and what we need to do about it: A report of the National Association of Attorneys General (NAAG)*. Washington, DC: National Association of Attorneys General.

as well as for any other reason (Table A5.2). About three-in-ten secondary students report experiencing some harassment in the past year on the State CHKS, with the percentages declining between 7<sup>th</sup> and 11<sup>th</sup> grades. Analyses show that victims of harassment are more likely to not feel safe at, and connected to, school; to have higher truancy; and to experience lower developmental (resilience) supports at school. They report higher rates of fighting and weapons possession at school, as well as risk of depression. Students who report bias-related harassment, particularly for disability and sexual orientation, have poorer well-being than students who were only harassed for other reasons.

Different forms of verbal harassment at school are assessed: mean rumors or lies; sexual-related jokes, comments, or gestures; being made fun of because of looks or speech; and, more generally, being made fun of, insulted or called names. Physical victimization is assessed by having been pushed/shoved, threatened with harm or injury (without or without weapon), and being afraid of being beaten up. Students are also asked whether they have ever been in a physical fight as a measure of general violence.

The supplementary School Climate Module includes Bullying Prevention and Respect for Diversity scales to provide insight into what the school is doing to reduce the problem.

#### **Vandalism and Weapons**

Two other safety-related areas assessed by the survey are school vandalism and weapons possession. Students are asked whether they damaged school property or had their property damaged at school and whether they carried a knife or other weapon to school or observed someone doing it. Overall, weapons possession is not common. Statewide, only about two percent of secondary students report carrying a gun and 4-5 percent report carrying another weapon. <sup>44</sup> About 16 percent of 7<sup>th</sup> and 9<sup>th</sup> graders reporting seeing someone carrying a weapon, dropping to 13 percent of 11<sup>th</sup> graders.

#### **SUBSTANCE USE AND MENTAL HEALTH (Sections 6-8)**

Two important barriers to learning, positive youth development, and health are assessed: substance use and mental health.

#### Alcohol and Other Drug Use (Section 6)

The misuse of alcohol and other drugs (AOD) continues to be among the most important issues confronting the nation. For schools, the problem is particularly relevant. Years of research have shown that adolescent substance use is closely connected to academic performance and contributes to raising the level of truancy and absenteeism, special education, disciplinary problems, disengagement and dropout rates, teacher turnover, and property damage.

Reflecting this, on the California School Staff Survey, high school staff statewide are more likely to perceive alcohol and drug use as moderate to severe problems at their schools than all of seven violence-related indicators (49% for both alcohol and drugs in 2004-06), ranking them among the top 3 of 14 problem indicators.<sup>45</sup>

#### Alcohol and Other Drug Use at School (Section 6)

AOD use at school is especially troubling. It reflects a level of drug involvement so pervasive that the

<sup>&</sup>lt;sup>41</sup> Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial State 1517.pdf

<sup>&</sup>lt;sup>42</sup> Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

<sup>43</sup> Austin, Nakamoto, & Bailey. (2010). Download <u>data.calschls.org/resources/FACTSHEET-10.pdf</u>

<sup>44</sup> Austin, Hanson, Polik, & Zheng. (2018). Download <u>data.calschls.org/resources/Biennial\_State\_1517.pdf</u>

<sup>&</sup>lt;sup>45</sup> Statewide CSSS. (2018). Download data.calschls.org/resources/Statewide 1517 CSSS.pdf

potential repercussions for violation of school rules are disregarded by these youths. This is behavior that threatens not only the user's learning ability but also school efforts to educate all youth. It also is an indirect indicator of school disengagement. An analysis of CHKS data found that substance use and intoxication at school, being offered drugs at school, and lifetime intoxication, were significantly related to changes in California achievement test scores one year later. <sup>46</sup> Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools. <sup>47</sup> <sup>48</sup>

#### **Cigarette Smoking (Section 7)**

Current smokers are significantly more likely than nonsmokers to engage in alcohol and other drug use, be involved in violence and gang membership, and experience school-related problems and disengagement. To a lesser extent, current smokers are also more likely than nonsmokers to be victims of violence and harassment, feel unsafe at school, and experience incapacitating sadness and loneliness. These results suggest that efforts to reduce student smoking may be more successful if embedded in approaches that address a broad range of risk behaviors and problems.<sup>49 50</sup>

#### **Mental Health (Section 8)**

The CHKS Core provides two measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; and (2) whether they ever contemplated suicide. Students who experience chronic sadness, compared to their peers who do not, are at elevated risk of a wide range of educational, health, social, and emotional problems, including lower school attendance, performance, and connectedness. <sup>51</sup> They also report lower levels of the developmental supports in their schools and communities that have been shown to mitigate these problems. Similar findings are found among youth who have contemplated suicide. <sup>52</sup>

CHKS data also show that students who report bias-related harassment, particularly for disability and sexual orientation, have poorer overall well-being than students who are harassed for other reasons or not harassed. Students who report any harassment are about twice as likely to experience chronic sadness/hopelessness than their non-harassed peers.<sup>53</sup> <sup>54</sup>

See also the percentage of students who report missing school because they "felt very sad, hopeless, anxious, stressed, or angry" (Table A4.4). In addition, the supplementary School Climate Module includes a Social and Emotional Supports scale that provides insight from students on what the school does to help promote mental health and the fostering of social-emotional competencies.

<sup>&</sup>lt;sup>46</sup> Hanson, T. L., Austin, G. A., & Lee-Bayha, J. (2004). Ensuring that No Child is Left Behind: How are Student Health Risks & Resilience Related to the Academic Progress of Schools. San Francisco: WestEd.

<sup>47</sup> Hanson & Austin. (2003), Download data.calschls.org/resources/FACTSHEET-3.pdf

<sup>&</sup>lt;sup>48</sup> O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3 WhatWorksBrief8 AOD final.pdf

<sup>&</sup>lt;sup>49</sup> Hanson & Zheng. (2006). Download data.calschls.org/resources/factsheet2update.pdf

<sup>&</sup>lt;sup>50</sup> Austin, McCarthy, Slade, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-5.pdf

<sup>&</sup>lt;sup>51</sup> Austin, Nakamoto, & Bailey. (2010). Download <u>data.calschls.org/resources/FACTSHEET-11.pdf</u>

<sup>&</sup>lt;sup>52</sup> Austin, Cragle, Delong-Cotty. (2012). Download <u>data.calschls.org/resources/FACTSHEET-12.pdf</u>

<sup>&</sup>lt;sup>53</sup> Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download <u>data.calschls.org/resources/FACTSHEET-4.pdf</u>

<sup>&</sup>lt;sup>54</sup> Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf

# Capuchino High School Emergency Response Packet 2018-2019

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#### **Site Emergency Telephone Numbers**

| Main Office (Sandra Fewer)                               | 650-558-2701 | or | x2701 |  |  |  |  |
|--|--------------|----|-------|--|--|--|--|
| Reception (Sandra Valenzuela)                            | 650-558-2714 | or | x2714 |  |  |  |  |
| Health Aide (Claribel Luna)                              | 650-558-2722 | or | x2722 |  |  |  |  |
| Switchboard (Abbie Martinez)                             | 650-558-2708 | or | x2708 |  |  |  |  |
| Administrator Cell Phones for Emergency Situations Only: |              |    |       |  |  |  |  |
| Jesse Boise  | 805-886-5080 | or | x2700 |  |  |  |  |
| Monique de Brito Guedes                                  | 415-299-1568 | or | x2703 |  |  |  |  |
| Nancy Kuei   | 408-242-4324 | or | x2702 |  |  |  |  |
|  |              |    |       |  |  |  |  |

#### **EMERGENCY = Dial Extension "888"**

#### Checklist

- □ Make sure Emergency Evacuation Map is visible by exit of classroom/office
- □ Keep red emergency bag in visible and accessible location
- □ Keep emergency clipboard in visible and accessible location
- ☐ Maintain a **current** roster for each class on clipboard
- ☐ Identify student leaders for each period maintain list on clipboard
- □ Indicate on sub plans where emergency information is located
- □ Turn in list of Students/Staff Needing Special Assistance

#### **Emergency Protocol 2018-19**

#### Purpose~

The purpose of the emergency protocol is to enhance the school's level of preparedness for emergencies and disasters by establishing a program of emergency drills and exercises.

- A DRILL is an exercise in which predetermined response actions are implemented.
- AN EXERCISE is a scenario-based event to train and prepare for implementing emergency actions and the campus' emergency operations plan.

**Scheduled Emergency Drills & Training** 

| Date                        | Period/Approximate Time                | Type of Drill/Training                      |
|-----------------------------|--|---|
|                             | ,                                      | , ,   |
| Friday, August 17, 2018     | Post -lunch session                    | Staff Emergency Preparedness Presentation   |
|                             |  | and Evacuation Practice (without students)  |
| Tuesday, August 28, 2018    | NA                                     | Administrator and Emergency Preparedness    |
| *selected safety staff only |  | Team get training from the San Mateo County |
|                             |  | Office of Education                         |
| Monday, September 17, 2018  | 3 <sup>rd</sup> Period / 10:10-10:45am | Secure Campus                               |
| Thursday, October 18, 2018  | 1 <sup>st</sup> Period / 10:18-10:38am | CA Great Shakeout- Earthquake Drill with    |
|                             |  | ABC Evacuation                              |
| Thursday, November 15, 2018 | 2 <sup>nd</sup> Period / 10:45-11:05am | Lockdown Barricade Drill                    |
| Tuesday, January 29, 2019   | 5 <sup>th</sup> Period/11:30-12:00pm   | Fire Drill with evacuation                  |
| Friday, April 12, 2019      | 4 <sup>th</sup> Period/11:30-12:00pm   | Shelter in Place Drill                      |
| Wednesday, May 1, 2019      | Period Unannounced                     | TBD   |

#### **Faculty and Staff Responsibilities**

- 1. Participate in all drills and exercises. Implement protocol in real emergencies.
- 2. Take part in Disaster Team, where necessary and/or assigned.
- 3. Maintain a current roster of all classes on emergency clipboard.
- 4. California Government Code, Chapter 8, Section 3100 states: "... all public employees are hereby declared to be <u>disaster service workers</u> subject to disaster service activities as may be assigned to them by their superiors or by law." With this in mind, please prepare yourself at home and at work in the event you are required to stay longer than your scheduled day. The principal or designee will release staff members as the needs change. Communicate any extenuating circumstances to site administration.

#### In Evacuations:

- 1. Identify student leaders for each period to assist in evacuations.
- 2. Bring emergency clipboard and red bag to all evacuations.
- 3. While evacuating, everyone is to stay together and to quickly and quietly evacuate following the 4 Evacuation Rules.: **Don't talk! Don't push! Don't run! Don't turn back!**
- 4. Supervise students in a drill or emergency evacuation. Help keep students calm and quiet.
- 5. Take roll during drill or emergency and report any missing/injured student or adults.
  - a. Turn in Attendance Form to Assembly Area Leader
- 6. Remain with students until "All Clear" is announced and/or released by law enforcement.

#### **All-School Evacuation Site:**

- ABC Phase 1
- Football Field Phase 2

#### **All-School Evacuation Off-Site:** Green Hills Country Club

## **Emergency Operations Plan (Disaster Preparedness)**

| Site Operation<br>Team/Roles | Personnel                           | Duties   |
|------------------------------|-------------------------------------|--|
| Incident Command             | Jesse Boise - Principal             | Maintains communication with District                |
| Officer                      | Sandra Fewer- Admin Assistant       | Announces Emergency Calls and All Clear              |
|                              | Janice Harui - Cover                | Communicates with Outside Emergency                  |
| Site Operations Officer      | Nancy Kuei – AP                     | Oversees Site Operation Teams                        |
|                              | Vicki Mahoney – Cover               | Crosses of crosses                                   |
| Upper Parking Lot            | Shannon Henricks (near main office  | Controls entrance Gate Main Parking Lot.             |
| Main Gate Access             | gate)                               | Maintains clear entrances for emergency              |
|                              | Alex Chavez (far main lot gate)     | vehicles. Directs vehicles away from school          |
|                              |                                     | until all clear is announced.                        |
| Search and Rescue/           | Monique Guedes- AP                  | Unlocks lower gate. Gathers building checks          |
| Evacuation Building          | Sandra Fewer-Admin Assistant        | information and disseminates to other teams          |
| Checks                       | or                                  | Building Checks Team- Responds to the red            |
|                              | Law Enforcement                     | "ER" cards posted on doors                           |
|                              | Vicki Mahoney-Cover                 | Sandra accounts for all staff                        |
| Student Status               | Vicki Mahoney                       | Responsible for accounting for all students          |
|                              | Abigail Martinez                    | Collects "Student Status" Cards                      |
|                              | Imelda Gomez                        |  |
|                              | Salvador Castillo                   |  |
|                              | IB Assistant & Copy Clerk - Cover   |  |
| First Aid                    | Claribel Luna (front of school)     | Sets up first aid station at "Evacuation Area"       |
|                              | Athletic Trainer (football/bus loop | Provide first aid                                    |
|                              | hillside)                           | Possesses emergency information for all              |
|                              | Faith Cabie-Ramil                   | students and staff                                   |
|                              | Alex Chavez                         | Responds to "ER Cards"                               |
|                              | Sandra Rogge - Cover                |  |
| Parent/Child                 | Nancy Kuei                          | Assists with release of students from campus to      |
| Reunification                | Salvador Castillo                   | parents and designated adults                        |
|                              | Abigail Martinez                    | Processes Student Release Forms                      |
|                              | Janice Harui                        |  |
|                              | Dulce Hatch                         |  |
| Cl. lv. 1.C.                 | Joyce Lynn- Cover                   |  |
| Shelter and Care             | Kelly McLoughlin                    | Evaluates and provides for immediate sanitary        |
|                              | Joyce Lynn<br>Food Services         | facilities and water                                 |
|                              | Sandra Valenzuela-Cover             | Determines need and availability of food and shelter |
| Crisis Intervention          | Lucero Govea                        |  |
| Crisis intervention          | Truc Nguyen                         | Provide and access psychological first aid services  |
|                              | Leticia Barajas                     | Access local/regional providers for ongoing          |
|                              | Shannon Henricks                    | crisis counseling for students, staff, parents       |
|                              | Rosa Oceguera -Cover                | crisis counseling for students, stair, parents       |
| Site Security                | Mauricio Rodriguez - Dean           | Directs parents to Student Release. Directs          |
| one occurry                  | Campus Aides                        | students to the evacuation area.                     |
|                              | Admin - Cover                       | Assists students and staff with special needs.       |
|                              | 3070                                | Security around perimeter of campus (as              |
|                              |                                     | needed)  |
| Utility Control/Damage       | Joey Tipton - PM                    | Checks utilities and takes appropriate action.       |
| Assessment                   | Operations Staff                    | Checks condition of campus for hazards and           |
|                              | Shalen Prasad - cover               | structural damage                                    |
|                              | "Dorson Dosnonsible" is absent      |  |

<sup>\*</sup>Cover only applies if "Person Responsible" is absent.

## Evacuation Building Checks Fire, Earthquake, and Secure the Building Drills

| Fire, Eartnquake, and Secure the Building Drills |   |  |  |  |
|--|---|--|--|--|
| Person Responsible                               | Building/Area   |  |  |  |
| Principal Boise                                  | Incident Command Post - Main Parking Lot  |  |  |  |
| AP Guedes- Cover Boise                           | Main Office   |  |  |  |
| Sandra Fewer                                     | Confirm emergency   |  |  |  |
| Janice Harui - Cover Fewer                       | Make announcements (when applicable)  |  |  |  |
| Harui/Gomez- Office Sweep                        | ABC: Exit to Main Parking Lot Command Post  |  |  |  |
| Shannon Henricks                                 | Manages Entrance Gate - Main Parking Lot  |  |  |  |
| <ul> <li>gate closest to main</li> </ul>         | Maintains Clear Entrance for Emergency Vehicles   |  |  |  |
| office in main lot                               | Directs all other vehicles away from school until all clear.                                |  |  |  |
| Alex Chavez                                      | No vehicles leave!  |  |  |  |
| <ul> <li>far gate in main lot</li> </ul>         | ABC and Full Evac: Remain at Gate until Command Post instructs otherwise                    |  |  |  |
| Campus Aide (PT) [Tony or                        | Second Floor of H Building Classrooms   |  |  |  |
| Kyra]  | Upper Gyms  |  |  |  |
| Campus Aide (FT) Eddy Cover                      | Bring Cart out to bus loop hillside   |  |  |  |
|  | ABC: Exit to bus loop hillside Command Post   |  |  |  |
| AP (Kuei)  | Boys' Locker Room   |  |  |  |
| Campus Aide (PT) Cover [Tony                     | Main Gym/Lobby (bottom, main floor, 3 <sup>rd</sup> floor)                                  |  |  |  |
| or Kyra]   | Pool Area   |  |  |  |
|  | ABC: Exit to bus loop hillside Command Post   |  |  |  |
| Campus Aide (FT) Eddy                            | Arts Building (C building)  |  |  |  |
| Campus Aide (PT) Cover [Tony                     | I Building (Green Construction)   |  |  |  |
| or Kyra]   | ABC: Exit to Upper Gate at Back Access Roads  |  |  |  |
| Mauricio Rodriguez                               | • B106, B107  |  |  |  |
| (Area A)   | Library/Bathroom  |  |  |  |
| Joyce Lynn- Cover                                | Career Center   |  |  |  |
|  |   |  |  |  |
| Mauricio Rodriguez                               | D-wing/Science Building   |  |  |  |
| (Area B)   | D Wing Bathrooms  |  |  |  |
| Campus Aide (PT) Cover [Tony                     | ABC: Exit to Stadium Command Post   |  |  |  |
| or Kyra]   |   |  |  |  |
| Counselor (Barajas) Campus                       | A Building: A301-303 Up and A205-209 & Staff Work Room Down (level 3 and part of            |  |  |  |
| Aide (FT) Eddy Cover                             | level 2)  |  |  |  |
|  | ABC: Exit to bus loop hillside Command Post and Send the All Clear with Area Leader.        |  |  |  |
| Counselor (Cabie-Ramil)                          | A Building: A201-204 Up and A101-104 Down (level 1 and part of level 2)                     |  |  |  |
| Campus Aide (FT) Eddy Cover                      | ABC: Exit to bus loop hillside Command Post and Send the All Clear with Area Leader.        |  |  |  |
| AP (Guedes)                                      | First Floor of H Building Classrooms  |  |  |  |
| Campus Aide (PT) Cover [Tony                     | Downstairs Gym Area   |  |  |  |
| or Kyra]   | o Girls' Locker Room, Dance Studio, Strength Center   |  |  |  |
|  | ABC: Exit to Stadium Command Post   |  |  |  |
| Drew Bywater                                     | Feast Classroom & Cafeteria/bathrooms (students with no period)/Kitchen                     |  |  |  |
| Campus Aide (PT) Cover [Tony                     | ABC: Exit to Stadium Command Post   |  |  |  |
| or Kyra]   |   |  |  |  |
| Plant Manager & Team                             | Plant Manager office  |  |  |  |
| <b>5</b>   | Boiler room   |  |  |  |
|  | Filter Room for Pool  |  |  |  |
|  | • Pool  |  |  |  |
|  | Main Theater/Little Theatre (basement)  |  |  |  |
| Abigail Martinez                                 | Take Visitor's Log to Command Post and TA/students in office                                |  |  |  |
| Imelda Gomez -Cover                              |   |  |  |  |
|  |   |  |  |  |
| All Clear Protocols                              | State your name, and say, "My area is clear."   |  |  |  |
| 2.00. 1.0000.0                                   | If covering, state your name and who you cleared. Example: "This is Eddy, Chavez section is |  |  |  |
|  | clear."   |  |  |  |
|  |   |  |  |  |

# "ABC" Suggested Emergency Routes Phase I Evacuation

Remember: Think critically and use your own judgement; always choose safest route available

 $oldsymbol{A}$  - West Campus – evacuate to Football Field/Stadium

➤ Assembly Area Leaders - Guedes, Rodriguez, Govea (Govea-runner--- cover is Bywater)

|  | Terror and the control of the contro |
|--|--|
| Classroom/Office   | Evacuation Route   |
| Upper Gyms, Dance Studio,<br>Strength Center, Girls' Locker<br>Room, Pool, Softball Field, | Evacuate to Back Access Road Proceed up the hill to the football field   |
| Basketball courts  |  |
| Main Gym, Boys' Locker<br>Room   | Exit north towards bus loop hillside, take ramp to bus loop hillside   |
| Cafeteria and Feast Class  | Exit to Upper Spirit Court, turn right, and exit through gate (next to Maintenance Office) Proceed to football field   |
| Science Wing (D1-D3)   | Lead class to east exit towards D-wing student bathrooms, exit through double doors Turn right towards Art building Turn right before Ceramics classroom and take stairs towards west gates that lead to back access road Turn right onto back access road to football field   |
| Science Wing (D4-D8)   | Lead class to west exit towards stadium, exit through side door through garden Turn right onto back access road to football field  |
| H101, H103, H105   | Exit and turn left Exit out to driveway adjacent swimming pool Exit through north gates to Back Access Road, turn left and lead students to the football field   |
| H107, H109   | Exit and turn right Walk between Upper Gym and H Wing towards driveway adjacent swimming pool, turn left through driveway Exit through north gates to Back Access Road, turn left and lead students to the football field  |
| H201, H203, H205, H209,<br>H210, H212, H214, Offices                                       | Exit and turn left Take north stairway to first floor Exit out to driveway adjacent swimming pool Exit through north gates to Back Access Road, turn left and lead students to the football field  |
| H222   | Exit and turn left, then right at corner Take north stairway to first floor Exit out to driveway adjacent swimming pool Exit through north gates to Back Access Road, turn left and lead students to the football field  |
| H225, H229, H232   | Exit and turn right Enter the Upper Spirit Court and take stairway to the right of the cafeteria to the Back Access Road Turn left and lead students to the football field   |
| Music Building   | Exit out of west doors, turn right onto the Back Access Road Turn left and lead students to the football field   |

# ${f B}$ - East Campus – evacuate to Bus Loop Hillside

# Assembly Area Leaders - Kuei, Barajas, Cabie-Ramil, (Athletic Trainer- runner---cover is Wilson)

| Classroom/Office                                      | Evacuation Route  |
|---|---|
| A101-104  | Exit and turn right down to the bus loop sidewalk Turn left and lead students to the bus loop hillside; take ramp to bus loop hillside  |
| A201-204  | Exit and turn right and walk across lower spirit court toward driveway Turn right at driveway/ramp toward bus loop sidewalk Turn left and lead students to the bus loop hillside; take ramp to bus loop hillside                        |
| A205-209/Copy Room/IB Office                          | Exit and walk across lower spirit court toward driveway/ramp Turn right at driveway/ramp toward bus loop sidewalk Turn left and lead students to the bus loop hillside; take ramp to bus loop hillside                                  |
| Practice Field/Tennis Courts                          | Lead students to the bus loop hillside, take ramp to bus loop hillside  |
| H115 & H117 Labs and Staff Lounge<br>H136, H139, H140 | Exit out to Athletics' Courtyard Exit through east gates to the bus loop sidewalk and lead students to the bus loop hillside; take ramp to bus loop hillside  |
| H129, H131 Conference Room, H132                      | Exit to driveway/ramp and turn left to the bus loop sidewalk; lead students to the bus loop hillside; take ramp to bus loop hillside  |
| H226  | Exit and turn right, then left at corner Take east stairway to first floor Exit out to Athletics' Courtyard Exit through east gates to the bus loop sidewalk and lead students to the bus loop hillside; take ramp to bus loop hillside |
| H235. H237 Conference Room,<br>H240, H246, H249, H250 | Exit and turn right Take east stairway to first floor Exit out to Athletics' Courtyard Exit through east gates to the bus loop sidewalk and lead students to the bus loop hillside; take ramp to bus loop hillside                      |

# C - South Campus - evacuate to Main Parking Lot

#### > Assembly Area Leaders -Harui, Mahoney, Gomez (McLoughlin-runner--cover is Lynn)

| Classroom/Office                 | <b>Evacuation Route</b>   |
|----------------------------------|---|
| Administration Building/CCR      | Exit through main or side doors to main parking lot, turn right, walk to    |
|                                  | south-end of main parking lot   |
| Library/Career Center/B106, B107 | Exit to main parking lot, turn right, walk to south-end of main parking lot |
| I-Lab                            | Exit, turn left, walk to south-end of main parking lot                      |
| Arts/Ceramics/Media              | Exit, turn right, walk to south-end of main parking lot                     |
| Music/Theater                    | Exit out through main doors, walk to south-end of main parking lot          |
| A301-303                         | Exit, turn left then right down hallway toward main gate                    |
|                                  | Turn left at the corner and exit out to main parking lot, walk to south-end |
|                                  | of main parking lot   |

Incident Command Post – Main Parking Lot

Disaster Team: Boise, Fewer, Harui, Castillo, Mahoney, Luna, Martinez, [Gomez, Valenzuela, Hatch lined up in parking lot with visitors and students from main office]

#### Football Field - Phase 2

#### *Incident Command Post - Entrance to Stadium*

- Disaster Team: Boise, Fewer, Harui, Jimenez-Williams, Mahoney, Luna, Gomez, Martinez, Valenzuela, Hatch
- > Area Leaders: Rodriguez, Guedes, Kuei, Govea
- Runners (Athletic Trainer--- covers Loughlin)

#### *Important procedures:*

- ➤ All <u>teachers on prep need to check in with area leaders</u> ready for an assignment
  - If leaving campus, be sure to sign out at the main office so lives are not risked trying to search for staff members who are not on campus.
- ➤ General staff communicate needs with area leaders
- ➤ Area Leader Responsibilities:
  - Communicate between teachers and command post
  - Assign duties to teachers on prep and campus aides
  - Check in with command post
  - Maintain order at site

# Safety Plan Goals: Revisions and Progress Towards the Goal

Capuchino High School 1501 Magnolia Ave San Bruno, CA 94066

# Goals last year...

# Safety Plan Goals

2017-2018

**GOAL 1:** Capuchino High School will provide safe, physical and social environment for students and staff.

**GOAL 2**: Reduce the number of truancies, suspensions, and expulsions as a school.

**GOAL 3:** Increase our involvement of and collaboration with community resources connected to emergency response.

# Proposed Goals this year...

# Safety Plan Goals

GOAL 1 and 2 from last year are being revised to align with SPSA goals...

**GOAL 1** (revised): Create and administer survey that measures school connectedness and caring adult relationships. Compare grade level data at the start and end of each school year.

**GOAL 2a** (revised): Truancies and suspensions will decrease overall by 5%.

**GOAL 2b** (revised): Voted/approved change for 2b: Increase the use of interventions by each underserved population by 5 % (English Learner, Socioeconomically Disadvantaged, Students with Disabilities, Latino)

**GOAL 3 (continue with this goal):** Increase our involvement of and collaboration with community resources connected to emergency response.

**GOAL 1** (revised): Create and administer survey that measures school connectedness and caring adult relationships. Compare grade level data at the start and end of each school year.

## Metric

- Healthy Kids Survey Annual Data
   Comparison for Capuchino High
   School
  - School Connectedness: Average Total% of Students Who "Strongly Agree" or"Agree"
  - Caring Adult Relationships: Average
     Total % of Students Reporting "Very
     Much True" or "Pretty Much True"

# Goal 1: Evidence of progress towards the goal is ongoing

# Data to be added (TBD)

| School Connectedness: Average Total % of Students Who<br>"Strongly Agree" or "Agree" |     |      |      |      |
|--|-----|------|------|------|
|  | 9th | 10th | 11th | 12th |
| 2018-2019  | TBD | TBD  | TBD  | TBD  |
| 2017-2018  | 64% | 59%  | 61%  | 59%  |

| Caring Adult Relationships: Average Total % of Students Reporting "Very Much True" or "Pretty Much True" |             |      |      |      |
|--|-------------|------|------|------|
|  | 9th Graders | 10th | 11th | 12th |
| 2018-2019  | TBD         | TBD  | TBD  | TBD  |
| 2017-2018  | 61%         | 58%  | 64%  | 62%  |

## GOAL 2a:

Truancies and suspensions will decrease overall by 5%.

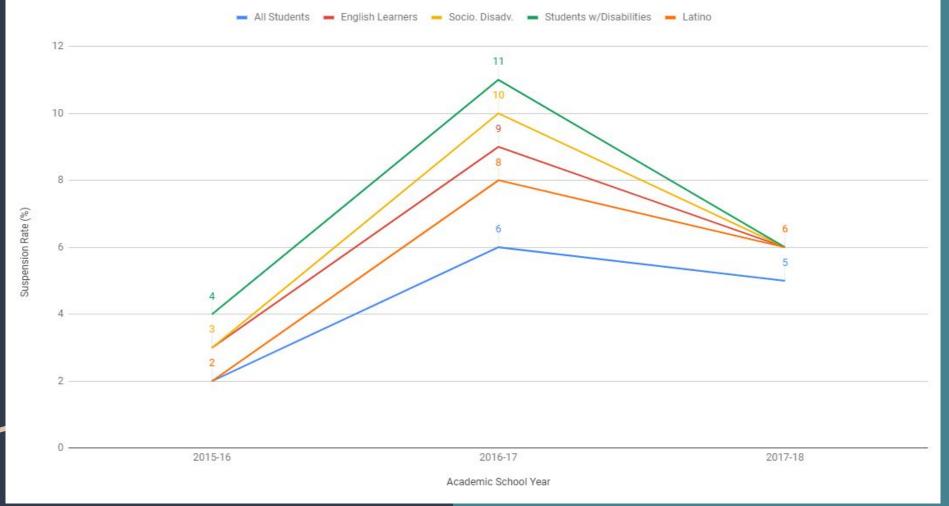
# GOAL 2b:

Decrease the suspension rate of each underserved population (English Learner, Socioeconomically Disadvantaged, Students with Disabilities, Latino) by 5%.

# Metric

- CA Dept of Education/ Five-by-Five
   Placement Grid Report
  - Suspension rate
    - <u>Disaggregation</u> by group
- Aeries Data for Capuchino High School
  - Truancy rate
    - Disaggregation by group

# Capuchino High School Suspensions



Goal 3 (continued.): Increase involvement of and collaboration with community resources connected to emergency response.

## Metric

- Contact log includes emergency response and Capuchino H.S. communications
- Emergency drill(s) will include participation of fire, police, and/or medical services.
- Emergency response team meetings at Capuchino H.S. will include SRO/SB police
- Green Hill Country Club and CHS will renew agreements for off- site evacuations

# Goal 3: Evidence of Progress towards the Goal

### **Safety Team Committee Meetings**

- Meetings included wide range of stakeholders
  - Admin, SRO, Classified,
     Certificated, Parent, and Student
- Dates
  - o 4/26/18
  - o 11/28/18
  - 0 1/15/19

#### **Emergency drills**

- Participation of San Bruno Police
- Debrief with our SRO

### **Green Hill Country Club**

CHS will renew agreements for off- site evacuations to begin 2019-20

# Discussion and the Vote

- Clarification questions
- Edits to proposed goals
- Vote

## Capuchino High School Safety Plan Signature Page School Year 2018-2019

The undersigned members of the Capuchino High School Site Council certify that the requirements for the SB187 Safety Plan have been met.

| Jesse Boise                     | Principal                             | - LA   |
|---------------------------------|---------------------------------------|--|
| Nancy Kuei                      | Assistant Principal                   | 1  |
| Andrea Gould                    | School Site Council Chairperson       | And Eborg  |
| Yoanna Rodriguez                | Classified Staff Representative       | 3 Podrique   |
| Scott Kuchenig                  | Teacher's Association Representative  | The same of the sa |
| NA (see above Yoanna Rodriguez) | Classified Association Representative |  |
| Leticia Bernal                  | Parent Representative                 | Jung J   |
| Thomy Ledesma (SBPD)            | Law Enforcement Representative        | Tyllo  |
| Aleyda Villalobos Rivera        | Student Representative                | aleyda Waladas   |