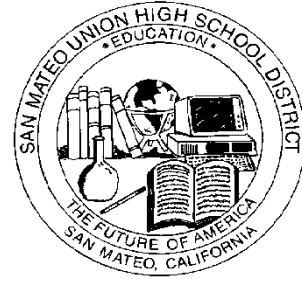


SAN MATEO UNION HIGH SCHOOL DISTRICT



SB 187

Comprehensive School Safety Plan Process & Templates

San Mateo High School

Address: 506 North Delaware Street
San Mateo, California 94402

Phone: (650) 558-2399

E-Mail: agelb@smuhsd.org

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Preface

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

The undersigned members of the San Mateo High School Safety Planning Committee certify that the requirements for the SB 187 Safety Plan have been met

Principal

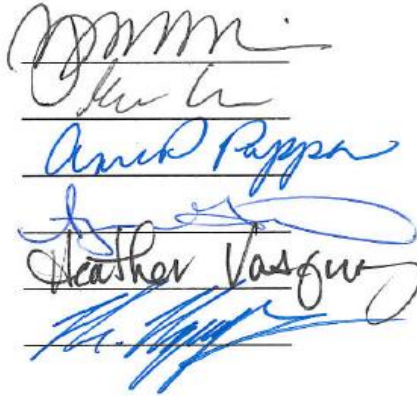
President, School Site Council

Teachers' Association Representative

Classified Employees' Representative

Parent Representative

Law Enforcement Representative

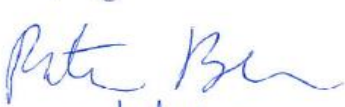


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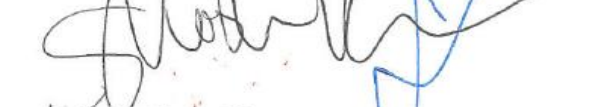
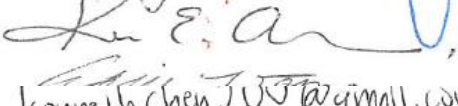
Additional Members of SLT and School Site Council

School Safety Plan was signed Monday, November 14th and Monday, November 21st, 2017


Alicia Gorgani

Mai-Mai

Pete Ben

Bobbi

Ruth

Ashlee

Kenneth Chen

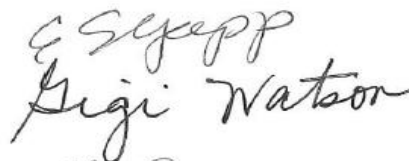
kenneth.chen200@gmail.com

Wong, eddie 23@gmail.com

Ethan Padriani@gmail.com

thomasliushao@hotmail.com

ashlee.e.choi@gmail.com


Gigi Watson


Conway

NORMAN (I wanna be on the committee)


J. Morales

Ethan Padriani



thomas



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.

(1) General Description of the School

San Mateo High School, home of the Bearcats, is one of seven high schools in the San Mateo Union High School District. The school was established in 1902 and is one of three public high schools located in the city of San Mateo. San Mateo is a city of approximately 100,000 residents, located 20 miles south of San Francisco. San Mateo High School students come primarily from the surrounding diverse socio-economic and ethnic suburban communities of San Mateo, Foster City, Hillsborough, and Burlingame. The high school shares its campus with the district administrative offices and the Adult School. The high school has a long tradition of providing its students with both an exemplary academic program as well as a wide range of excellent co-curricular opportunities, including an extensive athletic program and over 30 student clubs. Its full range of academic courses includes: a rigorous Honors and Advanced Placement program, an award winning biotechnology program, a visual arts certificate pathway, and an outstanding performing arts program. The high school has a modified A/B block schedule that provides students and teachers with the opportunity to enrich the curriculum and instruction through project-based learning, the extensive use of technology, and individualized support.

(2) School Vision and Mission Statement

School Vision and Mission: ~ **Peace, Passion, Pride** ~

At San Mateo High School, staff and students unite around academic rigor and an unrivaled tradition of school spirit. Our school stands out, even in the state of California, as a place of valued diversity. Coming from the full range of socio-economic backgrounds and over thirty ethnic groups, our students reside in Burlingame, San Mateo, Foster City and Hillsborough, and include members of the African-American, Asian, Caucasian, Filipino, Latino, and Pacific Islander communities. We work to create a cohesive whole, giving our students opportunities to create lasting memories with people from a vast array of backgrounds.

San Mateo High School is a passionate place, and our quad bustles with the energy of a college campus. Our students, intensely spirited, strive to meet our school's potential and to better our rivals. Our staff members are highly-qualified and serve as both academic and community activists. Our parents are also highly involved and dedicate time to supporting our school and community ambitions. We seek greater truths in our classrooms, in understanding who we are as individuals and as a school. We work to put words into action; we reach toward rising expectations; we focus on what is possible rather than on what is not.

Our goal is to serve the needs of all of our students. We excel in **Advanced Placement** and specialized courses, visual and performing arts, student leadership and government, and athletics. We work at integrating the latest technology into our new school facilities. While striving to prepare our students for both college and the working world, we maintain a commitment to community service and volunteerism. We recognize that our students have a wide array of needs, from acquiring a foundation of academic skills, to learning at an accelerated pace, to developing language, to overcoming disabilities. We expect our students to develop socially and academically, becoming responsible members of the community as well as productive and successful members of society.

San Mateo High School's mission is to provide our diverse student population with opportunities to make successful academic, career and life choices.

(3) Demographics and Student Achievement Data

San Mateo has long prided itself on its rich history, diversity and academics. SMHS is committed to preparing as many students for post-secondary education as possible and consistently sends graduates to prestigious universities across the country. However, a close examination of standardized test scores and the rates for graduation, dropouts, and UC completion of significant subgroups at SMHS revealed a serious gap exists between Hispanic students and Asian and White students. The action plan developed by the SMHS community attempts to close the achievement gap and make curriculum relevant to all students. Overall, our demographic changes reflect county trends, with a decrease in all ethnic subgroups, with the exception of Hispanic and Filipino residents. Given the percentages of our student population that are English Language Learners (ELL), Special Education (SPED) students, and Socioeconomically Disadvantaged (SED) students, these subgroups have received particular attention. SMHS enrollment percentages of these subgroups are nearly double those of other schools in the district, and many individual students qualify for multiple subgroups. Hispanic enrollment continues to be the largest-growing ethnic subgroup at SMHS.

Data on graduation rates and standardized testing results for SMHS subgroups revealed the following trends. In the Class of 2010 (255 graduates), our graduation rate for our Hispanic students was 79.3% compared to 89.2% for Asians and 85.7% for White. Other significant subgroups' graduation rates include 61.1% for English Language Learners and 72.5% for Socioeconomically Disadvantaged. The dropout rate in 2009-2010 for Hispanic students (15) was significantly higher than other subgroups, Asian (3) and White (4).

For the 2013 school year, San Mateo High School's school-wide API grew from 793 to 800, meeting the expected growth target. SMHS' Asian students' API was 925, and White students' API was 881. Furthermore, all of our significant subgroups showed gains, with the exception of our English Learner population. While Hispanic students made a tremendous gain in their API from 593 to 653, they continue to lag behind other ethnic subgroups. Based on the San Mateo Union High School District Post-secondary Readiness Report, 50% of the 2010 graduating class was UC/CSU eligible. Of this 50%, 45.7% committed to attend a four-year institution. Aggregated data revealed, however, that of the 255 graduates, fewer Hispanic students (19 out of 78, or 24.5%) completed the UC/CSU course requirements, 30 compared to Asian students (43 out of 60, or 71.6%) and White students (54 out of 78, or 69.2%). Of the non-UC/CSU eligible students, 48.1% committed to attend a community college or trade school.

After assessing these trends, SMHS decided to make closing the achievement gap a major priority of our action plan. In addition to closing the achievement gap, two other significant issues arose during focus team and home group discussions: the need to look beyond standardized assessment and foster deeper critical thinking skills in our students, and the need to develop career pathways to meet the needs of the over 50% of our student body that does not choose to attend a four-year university. Additional support for both these action plan items came from our student survey, in which students requested more attention be paid to their personalized post-secondary plans, and to the district-wide school climate survey taken by our staff, where critical thinking and career pathways emerged as two of the top priorities.

(4) School Climate Data Review and Summary – Strengths and Areas of Growth

SMHS has a number of experienced staff and faculty who are bilingual in English and Spanish; this allows better communication with students, parents or family members of our Hispanic population regarding issues pertaining to student academic success.

Over the past six years, SMHS has implemented programs to assist students who are academically at-risk of not graduating or who are in need of additional emotional, mental, social and cultural support. Academic support includes planning and implementing Intervention Day, as well as including Response to Intervention strategies, such as co-taught courses, daily afterschool homework centers, weekly Family Literacy Night, and bi-weekly tutorial periods.

This year, we expanded our interventions with courses such as Guided Studies, Blended Learning, and Intensive English and Algebra courses. Faculty, staff and students receive training on cultural sensitivity and awareness to provide increased emotional support for at-risk students. Learning Teams (cohorts of teachers dedicated to a specific academic goal) meet in grade-level groups to review pertinent student data, identify needs and deficiencies of students, and develop instructional plans to support the needs of the diverse population. Parents groups, including the Black Parent Association, the Latino Parent Association, the Pacific Islander Parent Group, and the Parent Teacher Organization (PTO), also work in their capacities to help students meet SMHS Expected Schoolwide Learning Results (ESLRs) and as well as individual student and staff needs. These parent groups often volunteer to lead or assist at school events and functions throughout the year, support tutorial, and, maintain an overall positive school climate.

Critical Areas of Need:

1. To increase opportunities for students to explore career goals and develop technical and vocational skills.
2. Improve methods of instruction that focus on critical thinking and practical applications.
3. Increase the academic achievement of under-performing subgroups by focusing on student motivation and organization, by fostering positive student/teacher relationships and by examining culturally responsive teaching.

a. Component 1: People (Students/Staff/Administration/Community)

According to the October 2016 CBEDS report, 1675 students are enrolled at SMHS, which is an increase in about 250 students since our last WASC visitation. The student body is diverse in several ways; ethnically, socio-economically, and in academic background. The ethnic breakdown of San Mateo High School's student body is 25.1% Latino, 21.9% White, 24.2% Asian, 3% Pacific Islander, 5% Filipino and 2% African American, and 18.3 % Multi-Ethnic.

We have seen a slight increase in enrollment this year. Since we are an open enrollment district, the District has approved a number of intra-district transfers. Staffing at our schools has been affected by capacity issues and declining enrollment in some of our neighborhood schools; the District allowed few transfers out of San Mateo High School. Student demographics are reflective of the surrounding communities and show a wide range of socioeconomic, ethnic/language, and academic backgrounds.

The number of Latino students has varied over the last several years, due to the method used in reporting this information to CALPADS.

San Mateo has a total of 87 credentialed staff members, 81 of whom are classroom teachers. There are 12 teachers who are teaching less than full-time. There are three SMHS teachers, who have been assigned as TOSAs (Teachers on Special Assignment) who have varying numbers of release periods. The TOSAs are in the area of: Professional Development, Instructional Technology, and Language and Literacy Coach. There are no teachers with emergency teaching credentials or waivers. SMHS also has a total of eight instructional aides working in the Special Education and ELD departments.

The Special Education Program consists of seven Special Education teachers serving approximately 170 students or 12.3% of our student population. The special education population at San Mateo has remained stable over the past few years. After reaching a high in the 2007-08 school year, the percent of English Language Learners (ELLs) at San Mateo

Student Achievement

The achievement gap is also evident in the academic performance of Latino students in both mathematics and English. For the past few years, we have held Academic Intervention Nights after the first six-week marking period of the fall semester. The purpose of these nights is to identify 9th & 10th graders who earned two or more Ds and Fs. Once students were identified, they and their families were invited to a meeting where counselors would review graduation requirements, attendance policies and learn about study skills and new strategies to implement. In 2012, 160 9th & 10th graders were identified. In 2013, over 350 students were identified. This year, there were 64 9th graders and 91 10th graders. For the past five years, approximately 60-65% of these students are Latino, 20-25% are white and 30% are ELD students. Further evidence of this gap is the lack of Latino participation in advanced level courses including the extensive Advanced Placement Program at San Mateo. However, last year we worked with EOS (Equal Opportunity Schools) to assist us in identifying more students of color who had at least one adult on campus who thought they should be in an Honors or Advanced Placement class. In addition to this recommendation, we looked at students' grades, test scores and "grit" – the resilient quality that enables students to persevere and succeed.

Since the majority of ELL students are Spanish-speaking and underperforming, the school has also increased support services by adding an Intervention Counselor and hiring Spanish-speaking personnel for more parent outreach. San Mateo High School uses a variety of assessments to measure the overall academic achievement of students including the SAT, Advanced Placement Exams, the California High School Exit Exam (CAHSEE), student GPAs, and student performance in core academic courses. Addressing the achievement gap meant introducing the aforementioned targeted interventions. The effect of these targeted interventions has seen an increase in participation by under-represented sub-groups in Advanced Placement courses at San Mateo High School. Latino populations have grown from 70 students enrolled in AP courses during the 2012-13 school year to 96 in 2014-15 – a 37% increase. In 2015, 452 students took over 957 AP Exams in 19 subject areas. *0% of students scored with a 3 or higher.

Summary of Key Student Outcome Data

- Of graduating seniors who have taken the SAT Reasoning Exam, scores have increased with the exception of math. The 2009-10 scores were as follows: CR-560, Math-595 and Writing-563. In 2012-13 CR-569, Math-595 and Writing-580.
- In 2014, 454 students took 927 AP tests. 78% had a pass rate of 3 or higher.
- The percentage of UC/CSU eligible students has decreased from 50% in 2010 to 40% in 2012.
- The percentage of graduates from 2011-2013 attending a four year institution has decreased from 45.7% to 40.9%, while the percentage of graduates attending a community college or trade school has increased from 48.1% to 55.8%.

Significant Developments and Other Schoolwide Supports

Instructional program changes include an increased number of Intensive English and Algebra Support, as well as Strategic English and Algebra Support. We offer Guided Studies as an intervention class in grades 9-11, and currently offer 14 co-taught content classes, decreasing the number of SAI sections in the Special Education Department.

San Mateo has one of the highest Free and Reduced lunch (NSLP) populations in the District. According to the SMHS WASC Self-Study Visiting Committee Report 2012, 29% were on free lunch and 5.3% on reduced lunch. In 2014, the amount of students participating in the program has increased to 31%. We actively inform families of the application process each year during parent orientation. Through the generosity of the San Mateo High School Foundation, funds are provided to students on the NSLP to buy yearbooks and graphing calculators, attend prom and field trips. Students must be in good standing in order to receive financial assistance for these items.

San Mateo has an active GATE program. Services to these students are coordinated at the district level and include enrichment activities as well as assistance with preparation for college. The majority of GATE students at San Mateo are encouraged to take a rigorous course of study that includes Advanced Placement classes.

San Mateo has a supportive parent community that includes the following active organizations: Parent Teacher Organization (PTO), San Mateo High School Foundation, Athletic Boosters, Drama Boosters, Music Boosters, Pacific Islander Parent and the Latino Parent groups.

The Black Parents Association, which is district-wide, is also actively involved on SMHS campus. Parents also serve on School Site Council. In addition to providing financial support through fundraising, these parent groups serve in an advisory capacity to the administration and School Leadership Team. Although each group's input may be specific to its area of interest, parent input is also sought and considered for larger school issues such as a change in the calendar or schedule or proposals for new programs. In 2002, a group of parents, alumni, and community members formed the San Mateo High School Foundation. Initially focused on raising funds for the school's athletic facilities, the foundation has changed its focus and is now raising funds to support SMHS academic needs. No matter the focus, the Foundation continues to support the needs of the school.

b. Component 2: Programs

San Mateo High School is a comprehensive high school with a full slate of UC-approved college preparatory classes. Some exemplary programs at SMHS include:

Performing Arts

San Mateo High School has a robust performing arts program that includes drama, music, and dance. The success of the drama program attracts students from throughout the district to apply for intra-district transfers to SMHS. In addition to acting and film classes, the SMHS drama department is the only one in the district to offer an advanced course in Musical Theatre. Along with an orchestra, symphonic band, jazz band, choir and concert choir, the music program includes the only competing Marching Band in the district, which is consistently recognized for its excellence. The Dance Program has been expanded over the last several years and now includes a four-year sequence of dance from beginning to advance.

Biotechnology Pathway

San Mateo High School offers the award-winning, nationally recognized San Mateo Biotechnology Career Pathway (SMBCP) Program that consists of three levels of Biotechnology and an internship research program. SMBCP is a collaborative partnership between educators, industry, and the community to bring high-level science concepts, industry employee etiquette, work-place experiences and career exploration to students. In addition to the seven sections offered during the day, one additional section is offered in the early morning, to accommodate students' busy schedules.

Publications

The San Mateo Hi, an award-winning student newspaper, is published every six weeks by the Journalism class. In 2011, the newspaper won awards for sports photography, feature writing, column writing and web design at the San Francisco Press Club Awards. The class 25 maintains an online version of the newspaper: www.thebearcat.net. Each year, an intern is placed at the San Mateo Daily Journal.

The Elm, SMHS' yearbook, has been published annually since 1902. The Publications class produces a 270+ page color yearbook, the 2010 edition of which was selected by our publisher, Walsworth, to be displayed at trade shows because of its overall excellence in design and content.

Student Leadership and Renaissance

At SMHS, we are aware of the needs of an ever-changing school population and strive to promote a positive atmosphere through various activities during the school day and outside of school. There is no mistaking the importance of student activities to the life or effectiveness of our school; consequently, San Mateo High School has the largest leadership program in the district.

The leadership program, organized as a class, includes both elected and appointed positions. The Leadership class consists of the ASB officers (11th and 12th graders), the Senior Class Council and appointed commissioners, delegates and liaisons (11th & 12th).

The goal of the Renaissance Leadership class, created in the 2008-09 school year, is to teach students the philosophies and strategies of the Renaissance System. Students study leadership,

character, communication and organizational skills to enhance their efforts in developing Renaissance at San Mateo High School. The Renaissance students explore the 10 building blocks of Renaissance and apply them throughout the year. They provide a wide range of new activities to celebrate excellence, achievement and improvement by the students and staff. These events provide unity and foster positive relations among our student body, the staff at San Mateo High School and our partners outside of school. The key ingredient for Renaissance is recognition. The students in the Renaissance class strive to recognize and celebrate academic success of the students and staff at San Mateo High School every day. Their mottoes include phrases such as “Dream, Believe, Achieve, Succeed”, “Commit to Graduate” and “Changing lives, impacting futures.” Each year we have seen growth in the academic success of our students measured by the percentage of students earning a GPA of 3.0 or higher.

Athletics and Co-Curricular Activities

The key word in “Student Activities” is STUDENT! Embracing the philosophy that the best student activity programs are student led, our students participate in the planning and hosting of a myriad of events, from sports rallies, arts presentations and Mutual Respect assemblies to Back to School Night and Open House. There are over fifty student clubs on campus. The life lessons that can only be taught through activities would be justification alone, but as we know, student activities create the atmosphere that makes learning possible. At San Mateo High School, we host more events than most schools, seeking to inspire and connect with as many students at possible.

Since its first Bay Area Girls’ Basketball Championship in 1907, the Bearcats have had a long history of championship teams, spirited competition and good sportsmanship. Presently, over five hundred students compete on over fifty different teams during the fall, winter and spring sports seasons.

In the performing arts, a large number of students participate in a thriving extra-curricular drama program, which produces three shows a year, including two musicals. The Marching Band and Color Guard take part in a number of local parades and competitions. Every student enrolled in dance class participates in the annual dance concert, ***Mateo in Motion***. The school also has a Dance Team, which performs during assemblies, rallies and at athletic events, as well as at community functions, and competes locally in the Bay Area.

Mock Trial allows students to pit their wits against teams from other schools in a legal environment, which reinforces understanding of our constitution and of the rights and responsibilities of US citizens through the examination of a fictional case. With the help of a teacher advisor and attorney coaches from the community who donate their time, participants from all grade levels take on the roles of attorneys, witnesses and courtroom personnel to learn more about the legal system at the same time as they improve their poise, critical thinking and debating skills.

The SMHS Quiz Bowl team competes all over the Bay Area in different academic tournaments. They participate in the TV show Bay Area Quiz Kids with many other schools from around the area. They have gone to national championships in Chicago three times and 27 have toured London as the grand-prize winners of the TV tournament. They practice every lunch period in their teacher advisor’s room and actively pursue knowledge on their own.

c. Component 3: Physical Environment

Location

San Mateo High School is located 20 miles south of San Francisco, in San Mateo, a city of 100,000, serving the surrounding communities of San Mateo, Foster City, Hillsborough and Burlingame. SMHS is one of six comprehensive high schools in the San Mateo Union High School District (SMUHSD). School and community pride are an integral part of the school environment. San Mateo High School is an ethnically and socioeconomically diverse educational community committed to academic excellence, community service, school spirit and leadership. San Mateo, home of the Bearcats, strives for excellence in our academic, athletic, performing arts, leadership, and community service and staff development programs. We have a long tradition of providing both an exemplary academic program and a wide range of excellent co-curricular opportunities, including an extensive athletic program and more than 50 student clubs. The entire school community has worked hard to ensure that every student feels connected to school by creating programs and services that reach out to all students. These programs include a comprehensive special education program, English Language Development, a Freshman orientation program, a strong honors and Advanced Placement (AP) program, an award-winning biotechnology program, and an outstanding performing arts program and many others designed to enhance the school's climate. Students participate in challenging curriculum that will prepare them for their post high school experiences whether it is continuing education or the workforce. We provide computer support for both teachers and students, including wireless internet access in every classroom. We are dedicated to the ongoing development of programs, activities and services to meet the growing needs of a global society. San Mateo High School's mission is to provide our diverse learning community with opportunities to make successful academic, career and life choices.

Grounds

School Facility Conditions and Planned Improvements (School Year 2015-16)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

In May 2001, the original school buildings were deemed seismically unsound and had to be evacuated immediately. Hence, San Mateo High School is a relatively new facility, having been rebuilt from 2000-2005.

Outside facilities: Our main gym, completed in 2002, is a joint use facility with the City of San Mateo. Our athletic facilities include a new school gymnasium, an artificial turf field and an all-weather track. On an average day, over 1,500 students, staff, and community members use our facilities. On September 24, 2014, after school, a gas leak was discovered at San Mateo High School. For precautionary reasons, school and district officials closed San Mateo High School on September 25 as the school was secured for students and staff. After assessing the leak, District Facilities determined the school to be safe and classes resumed on September 26. The gas leaks have been repaired.

Computer Rooms: There is wireless access throughout the SMHS campus. In addition to a computer

lab in the school library, the school has three computer labs; one mac lab for Journalism, Yearbook, Digital Photography and Art and Multimedia classes and two pc labs for teacher/class use. Students and teachers have access to these labs with Internet access throughout the school day. There are five mobile lab carts available for special programs such as Intensive Math and English support classes and Special Education. Each classroom is equipped with Internet access for teacher and student use as well as an LCD projector with remote and document camera. We have nineteen SMARTBoards.

Classrooms: Each classroom is equipped with Internet access for teacher and student use as well as an LCD projector with remote and document camera. There is wireless access throughout the SMHS campus.

Stadium Bleachers: Installation of bleachers was completed at BearCat Stadium in October of 2014. San Mateo High School hosted fans for the first time in over 2 years on October 10, 2014. Since then, SMHS has hosted a variety of football, soccer, and school wide events in the stadium bleachers.

Multi-Purpose Room (MPR): The Grand opening for the MPR was held before Back to School Night on September 3rd, 2015. The building contains 12 rooms. There are Art and English classes that utilize the space, as well as various groups for after school practices and meetings. M108 is also used for staff meetings and banquets.

A rotation of painters, maintenance staff, and electricians is scheduled to be on the San Mateo High School campus several times a year to take care of facility needs, from paint touchups to moving of white boards. The principal meets with the SMUHSD Director of Maintenance and Operations to identify and prioritize campus needs. Emergency issues, such as graffiti or a broken window, take priority and are fixed immediately. An Assistant Principal meets with the SMHS Facility Manager weekly and includes the San Mateo Parks and Recreation Supervisor to attend the meeting monthly to review the calendar of activities and facility needs. Every summer, the whole facility is cleaned and repairs are made, so that the school community is welcomed back to a new school year.

School Facility Good Repair Status (School Year 2015-16)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken/Planned
	Exemplary	Good	Fair	Poor	
Gas Leaks, Mechanical/HVAC, Sewer	☐	☒	☐	☐	
Interior: Interior Surfaces	☐	☒	☐	☐	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	☐	☒	☐	☐	
Electrical: Electrical	☐	☒	☐	☐	
Restrooms/ Fountains: Restrooms, Sinks/ Fountains	☐	☒	☐	☐	
Safety: Fire Safety, Hazardous Materials	☐	☒	☐	☐	
Structural: Structural Damage, Roofs	☐	☒	☐	☐	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	☐	☒	☐	☐	
Overall Rating	☐	☒	☐	☐	

- Description of any needed maintenance to ensure good repair

School Buildings and classrooms

San Mateo High School has the following # of classrooms:

Building Wing	# of Teaching Rooms
A Lower	5 (A004, A006, A008, A009, A007 + 1 Student Government Office)
A Main	11 (A142, A143, A144, A145, A146, A147, A157, A160, A161, A162, A163)
A Upper	17 (A200, A202, A203, A204, A205, A206, A215, A217, A218, A219, A220, A221, A232, A234, A235, A236, A237)
B Lower	1 (B102)
B Upper	7 (B200, B201, B202, B203, B204, B205, B207)
C Lower	5 (C006, C007, C010, C011, C012)
C Upper	7 (C104, C105, C107, C110, C111, C113, C114)
D	1
E	2 (E115, E116)
Conference Room for Faculty/Staff meetings	1 (C100)
M	12 (M1, M2, M3, M5, M127, M130, M131, M111, M112, M110, M101, M108)
Gym	2 (East and west)
Dance Room	1
Wrestling Room	1
Weight Room	1
Faculty Lounge	1
Library	1
Computer Lab Rooms	3 (A148, C013, A222)
Cafeteria	1
College and Career Counseling	1

Internal Security Procedures

This year, San Mateo High School, along with all other schools in the San Mateo Union High School District, and many schools in San Mateo County, is implementing the Big 5 Emergency Protocols. The San Mateo County Office of Education has been working in partnership with the San Mateo County Sheriff, the Office of Emergency Services, the San Mateo County Police Chiefs and Sheriff Association, and a community Emergency Response Task Force to create a standardized set of protocols for emergency response in schools known as the Big 5. The Big 5 are specific emergency guidelines in the event of an ***Shelter in Place, Duck, Cover, Hold On (Earthquake), Secure Campus, Lockdown/Barricade, and Evacuation***. Following is a listing and description each emergency protocol for San Mateo High school.

Shelter in Place

Implemented to isolate students and staff from the outdoor environmental contamination and provide greater protection from external airborne contaminants or wildlife. Close windows and air vents and shut down air conditioning/heating units are all features of this emergency response. Instruction continues.

Procedures

1. Notification via Public Address System.
2. Direct students and staff to nearest room, clear hallways. Staff Doors and Windows
3. Closed (unlocked)
4. Seal gaps in door with tape, wet towels as directed
5. Shut off HVAC System
6. Shut off Fans
7. Attendance Taken (check later)
8. Normal class activities continue.

Duck, Cover, Hold On

Implemented during an earthquake or explosion to protect building occupants from flying and falling debris.

Procedures

Inside of building/classrooms:

- Avoid glass and falling objects.
- Move away from windows.
- Move out from under suspended light fixtures and skylights.
- If possible, open doors to prevent jamming if the building shakes.
- Get under desks or tables where available. If there are no tables nearby or not enough, drop to the floor against an interior wall or doorway.
- Drop to knees with back to the windows and knees together.
- Clasp both hands firmly behind the head, covering the neck. Cover ears with forearms.
- Bury face in arms, protecting the head. Close eyes tightly.
- Stay in the above position until the earthquake is over or until further instructions.
- Once earthquake ends, evacuate building.

Outside of buildings:

- Move away from the building, trees and exposed wires.
- On the stairs, sit down, hold onto handrail and cover eyes.
- In the hallway, take the protective position alongside the walls. Try to avoid earthquake hazards such as unsecured lockers.
- Once earthquake ends, move to evacuation location.

Secure Campus

Initiated for a potential threat 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.

Procedures

1. Notification via Public Address System.
2. Entrances to campus locked or secured.
3. Lock classroom doors to stop access from potential intruders from the outside.
4. Direct students and staff to nearest room, clear hallways.
5. Inform students that there is an emergency on campus and for their safety they need to stay in that class until their safety can be ensured.

Lockdown/Barricade

Initiate for an immediate threat of danger 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.

Procedures:

1. Notification via Public Address System.
2. Lock classroom doors and barricade entry to stop access from the outside.
3. Direct students and staff to nearest room, clear hallways.
4. Inform students that there is an emergency on campus and for their safety they need to stay in that class until their safety can be ensured.
5. Turn off lights. Cover up hallway windows. Stay out of view.
6. When under desks, students should face away from any windows.
7. Lock windows and close blinds. Move students away from windows.
8. Do not release students and do not allow strangers into your room.
9. REPORT STATUS VIA EMAIL, PHONE, or WALKIE TALKIE

EMAIL Procedures:

- Log into school email mailbox website: <http://mail.smuhsd.org> and close all other computer applications.

All Certificated, Classified Staff, cafeteria crew: Report your status, your class, any aides:

Email to: smhs_emergency@smuhsd.org

Email subject: <STAFF LAST NAME>, <ROOM #>, <"OK"> or <HELP>

Use all CAPS

Evacuation

Implemented when conditions outside the building or off-site are safer than inside or on-site. Requires the orderly movement of students and staff from school buildings to a pre-determined safe location. San Mateo High School evacuates to the on-site stadium field. Off-site the pre-determined location is the San Mateo Courthouse parking lot or other spot designated by law enforcement.

Procedures:

1. Upon alarm sound or direction of administration evacuate.
2. Take roll and bring roll book with you.
3. Bring the Emergency Packet with Room # and have it up above head level of the student body
4. Lock your doors
5. Escort your students out of the building
6. Walk your class away from the building and keep the flow of traffic moving
7. Wait for instruction to enter the building or walk to the designated areas on map
8. Take roll again once arrived to designated area

d. Component 4: Methods of Communication [(How will the plan be communicated to the public)]

The following persons and entities will be informed of the Comprehensive School Safety Plan

- Each parent organization at the school site, including the parent teacher organization (PTO) and parent clubs
- Representatives of the student body government
- School Site Council
- Teachers and staff at meetings
- Communicated to the general public through the school website
- Communicated to the following entities:
 - Law Enforcement Agencies (by Student Support Services)

(5) School Action Plan and Goals

The following WASC 2012 Schoolwide Action Plans, written in chart format, reflect the WASC action plans for the following school years: 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-2017. The last year's timelines remain on the chart to continue the ongoing evaluation of the self-study.

Action Plan #1 To increase opportunities for students to explore career goals and develop technical and vocational skills.		
Objective 1: Research and implement curriculum to guide students through career exploration		
STEPS	Timeline	Responsibility
A. SCHOOLWIDE CAREER FOCUS 1. Create and implement plans for each grade, starting with incoming freshmen (Class of 2020): 1. District Guidance Council Build on the Foundation: <u>9th grade</u>: 4 year plan <u>10th grade</u>: Career Interest Inventory-survey gives a list of possible careers based on interest which then gives list of colleges that offer that major. <u>11th grade</u>: College Exploration <u>12th grade</u>: College Application Analyze Data → provide outreach to students → improve outreach to universities/career tech programs & work experience → professional speakers day, “career day” 2. Professional Speakers’ Day – Faculty member will help “guide” conversations @ Professional Speakers Day – Clear expectations of what we want our speakers to present. – Who will continue with implementation? – Will a committee be formed? 3. Continual training on Naviance – How to upload/submit letters of recommendation – How to recommend students for classes	Spring 2017-ongoing Class of 2020 Class of 2019 Class of 2017 Class of 2017 Fall 2016	Teachers, Counselors, College & Career Advisor College & Career Advisor

Fall	Spring		Teachers
How to submit letters of recommendation How to recommend class levels/support, etc. 4. Bring back “senior panel” for success stories 5. Annually identify students, grades 9-12, for pathways/career-related classes offered at or through SMHS (use interest surveys to guide). Students to remain UC/CSU-eligible and able to exit or change pathway throughout high school. <i>Sample Pathways:</i> <i>English/Visual Arts classes ➤ Journalism & Publications</i> <i>Biology recommendation + Course Preview day ➤ Biotechnology</i> <i>8th Grade Events with SMHS ➤ Performing Arts Classes</i> <i>School-wide Teacher Recommendations ➤ Visual Arts Classes</i>		Ongoing Ongoing	Counselors/Teachers
B. PILOT INNOVATIVE CAREER PROGRAMMING 1. Establish a baseline of student visits to Career Center. 2. Run pilot career program in all 10th grade tutorials, “ Career Success,” oversee and monitor 3. Evaluate efficacy of the pilot and make appropriate modifications to structure and curriculum of career program for 10th graders		Fall 2016 Fall 2016 Fall 2016	College and Career Advisor Junior Achievement & College/Career Advisor

Objective 2: Assess career goals: determine range of student interests and growing future industry		
A. <u>Career Interest Survey</u> 1. Develop (or select an existing) Career Interest Survey for 9 th graders and later years. 2. Oversee student interest data collection, as well as analyze the Senior Early Bird Survey for possible reference 3. Utilize data to identify individual student's interests for scholarship and field trip opportunities 4. Utilize data to identify grouped interests and trends that could inform offerings/training on campus (<i>note in AERIES</i>)	Spring 2017 2016-ongoing Fall 2016	SWAT: Career Interest Surveys College Counselor and College and Career Advisor Career SWAT College & Career Center
B. Investigate local and community college offerings/field trips as related to results of Interest Survey. Require community-college-bound seniors, as well as those undecided in their plans, to attend field trip based on career interest.	Spring 2016-ongoing	AP and Counselors
C. Utilize research available to understand future vocational trends and market needs (i.e.: <u>Occupational Outlook Handbook</u> , CA Dept. of Labor website).	Spring 2016	Staff

Objective 3: Support specific training and technical/vocational opportunities		
A. Identify/cultivate on- and off-site available career technical classes 1. Analyze programs already in existence on our campus (Biotechnology, Hospitality, Art Certificate) and modify as needed 2. Educate staff about current programs and opportunities through ROP and community college 3. Based on common post-secondary interests, investigate creating new onsite technical/vocational opportunities a. Research Career Technical Education at other schools (High Schools and Community Colleges) b. Present ideas for various programs/pathways/academies and identify staff interest c. Seek funding and community resources and experts to implement academy or expand offerings d. Investigate possibility of offering AP Computer Science, Culinary Arts, and expanding to Twilight Biotechnology courses	2016-ongoing Fall 2016–ongoing Spring 2016	Career SWAT, Counselors, Administration, College and Career Advisor
B. Identify/cultivate opportunities for student internships, volunteer work and mentoring by professionals through clubs and community college	Ongoing	Internship Coordinator/TOSA
C. Identify/cultivate field trips, job shadows and onsite speaker opportunities	2016	College and Career Advisor
D. Create and provide training and suggested guidelines to all teachers for including career education into their classes	2016	CTE Teachers

Objective 4: Review and modify all aspects of program annually		
A. Create reliable database of student participation in specific training and technical/vocational opportunities	Baseline: January 2016; then annually	Administration and Career SWAT
B. Track impact on student grades, and self-reported attitude toward school and post-secondary goals	Annually	Administration and Career SWAT

Action Plan #2 Improve methods of instruction that focus on critical thinking and practical applications		
STEPS	Timeline	Responsibility
Objective 1: Educate ourselves and gather information regarding critical thinking		
Create cross curricular Faculty Action Team (also known as CT-SWAT)	January, 2016	Staff and Admin
Define the school vision of critical thinking and include student input	Spring, 2016 and ongoing	CT-SWAT
Survey staff about current instructional strategies, assessments, activities and projects involving critical thinking	Spring, 2016	CT-SWAT
Look at data and measures of critical thinking in students (i.e. PSAT Critical Reading); possibly develop our own measure	Fall 2016	CT-SWAT
Seek out professional development on successful critical thinking techniques (workshops, conferences, etc.)	Spring, 2016 and ongoing	CT-SWAT and PD Coordinator
Provide training for staff on the content and upcoming implementation of Common Core Standards, focusing on opportunities created by the standards to infuse curriculum with critical thinking applications.	Fall 2012 and ongoing	Core subject departments will begin in Fall 2012. Other core subjects will follow thereafter. Initial information and planning has already begun on the district level at curriculum councils.
Objective 2: Develop techniques of teaching critical thinking		
<i>Define</i> , develop, and <i>implement</i> school wide academic vocabulary that encourages critical thinking.	Fall, 2012 and ongoing	CT-SWAT/ Faculty
Create and find methodologies for critical thinking, considering students' personal interests and real life connections.	Fall, 2012 and ongoing	CT-SWAT/ Faculty
Share best practices using peers as a resource (peer observations, student feedback)	Spring 2013 and ongoing	CT-SWAT/ Faculty
Support professional development for leaders of critical thinking SWAT	Fall, 2012 and ongoing	CT-SWAT/ Faculty/ PD Coordinator
Objective 3: Share and implement critical thinking practices		
Allocate collaborative time for planning, i.e. peer observations (Windows of opportunity when schedules are developed*)	Spring-summer 2012* and ongoing	Assistant Principals and Counseling/SLT
Implement findings and share results	Spring and fall, 2013 and ongoing	CT-SWAT/ Staff
Support professional development for teachers	Ongoing	PD Coordinator/ Admin/District
Increase the use of critical thinking instructional	Fall 2013 and	

strategies, activities, and projects aligned to school's vision of critical thinking. (For example, English CT include writing essays, analyzing, predicting, and open ended questions; Math and Science include relationships macro/micro levels; Increase the number of critical thinking questions on assessments. Implemented P.D. series faculty-wide	ongoing	CT-SWAT/Staff
Provide feedback mechanism from students to staff (survey)		CT-SWAT/Students
Objective 4: Evaluate implemented practices and make appropriate modifications		
Re-administer tests or measures of critical thinking to students. <i>Develop and</i> implement new measures if necessary.	Fall 2014	CT-SWAT/ Staff
During staff evaluations, include critical thinking as one part of the standards (Now on faculty evaluation)	Ongoing	Administration
Peer observations	Ongoing	CT-SWAT/ Staff
Meet as a SWAT and evaluate program's effectiveness	Winter-Spring 2014	CT-SWAT

Action Plan #3: Increase the academic achievement of under-performing subgroups by focusing on student motivation and organization, by fostering positive student/teacher relationships and by examining culturally responsive teaching.		
Objective 1: Improve student motivation, organization, and performance by fostering positive student/teacher relationships		
STEPS	Timeline	Responsibility
Gather and analyze data on underperforming subgroups through: teacher and student surveys, STAR scores, 8 th grade pass rate, GMRT reading tests. While data is gathered, explore a zero tolerance policy for disorganization. Require notebooks for all students. Collect feedback from departments on notebook strategies	2012-2013 2014-2015 Fall 2014	Administration/ Counseling Dept/ support teachers
Create a cohort group and curriculum for freshman tutorial, with emphasis on positive peer relations and models and organization. Continue and expand upon current Ambassadors Program. Continue CAHSEE prep tutorials for 11 th & 12 th graders who have not yet passed CAHSEE.	Spring 2013	Administration/ Counseling Dept/ support teachers
Research and decide upon a set of instructional practices and/or programs to pilot. Expand Guided Studies program-grades 9-11 Expand inclusion classes.	Fall 2014	Administration/ Counseling Dept/ support teachers
Pilot freshman tutorial and include a control group with no study skills curriculum for comparison. Explore issues of funding and how tutorial might become a class where students receive credit. Evaluate study skills class with and opt out option or possibly a study skills class for all freshmen.	2014-2015	Counseling Department, select study skills teachers
Expand study skills tutorial class to all freshmen. Stress organization and peer models in this class and award credit so that the class is meaningful. Full implementation. Evaluate <i>study skills vs organization skills</i> class. Explore agreement between freshman cohort teachers-notebook format, Cornell note-taking Answer: What do we want ALL freshmen to know?	2015-2016	Counseling Department, select study skills teachers

Objective 2: Examine the efficacy of the current block schedule with respect to teacher availability for students and create more access for students to meet with teachers.		
Gather data on staff willingness to move professional development to the mornings in order to free teachers to meet with students after school. Investigate possibility of modifying bus schedules to keep students on campus for access to teachers.	2012-2013	Administration, Teachers
Investigate possible change to schedule in order to see students more frequently throughout the week. Possible common end-time to the day for greater ease for meeting with students after school.	2012-2013	Administration, District Office,
Encourage and incentivize students to meet with teachers for more help and support during non-school hours. Need for a school-wide discussion. Create Renaissance-like levels. Investigate possible "homework detention" system for students who habitually neglect homework.	2013-2017	Administration, Counseling Dept, Teachers
Objective 3:		
Create "Dream Club" to address needs of undocumented students and to help educate students about college, financial aid, current legislation (i.e. AB540) and thus improve student motivation.	Spring 2012	Administration, Counseling Department
Investigate possibility of re-funding a full time Latino Academic Coordinator – a person with a strong academic and social services background. This person would spearhead the expanding of current programs by creating greater publicity and participation in current programs. In the past, SMHS had an Intervention Counselor. The District created a Parent Involvement Coordinator position (26.25 hours/week) to connect families with community resources and other support services.	2012-2013 2013-2014 January 2014	Administration, Counseling Department
Revive the "Osogatos" program and swat team to reinvigorate and inspire the Latino subgroup. Investigate the problems surrounding undocumented students and offer solutions for this group. La Raza Unida and AVID have absorbed this challenge.	2012-2013	Osogatos SWAT
Continue to seek creative ways of funding and expanding our current after school programs. Partner with elementary school districts to increase attendance in Family Literacy night, as well as streamline articulation into high school.	2012-2017	Administration, Staff, SES, ELD and Intensive Teachers

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 conducive 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
 - o Earthquake Emergency Procedure System
 - o 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

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law. (BP 5141.4)

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted upon a child by another person and such injury is other than accidental. Child abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse

- a. Injury inflicted by another person
- b. Sexual Abuse
- c. Neglect of child's physical, health, and emotional needs
- d. Unusual and willful cruelty, unjustifiable punishment
- e. Unlawful corporal punishment

2. Not Considered Child Abuse

- a. Mutual affray between minors
- b. Injury caused by reasonable and necessary force used by a peace officer:
 - To quell a disturbance threatening physical injury to a person or damage property
 - To prevent physical injury to another person or damage to property
 - For the purposes of self defense
 - To obtain possession of weapons or other dangerous objects within the control of a child
 - To apprehend an escapee
- c. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment
- d. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student
- e. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

B. Definition of Sexual Abuse

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school counselor, social worker, or site administrator to determine if particular provisions under this section are current and in effect.

- a. Involuntary sexual activity is always reportable.
- b. Incest, even if voluntary is always reportable incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters or half and whole blood and uncles and nieces or aunts and nephews and adopted children. (Family Code 2200)
- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relation, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior or the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- b. Partner is 14 years or older, lewd, and lascivious acts committed by a partner or any age or if the partner is the alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 Years of Age and:

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitive relationship there is unlawful sexual intercourse with a partner older than 21 years of age.
- b. There are lewd and lascivious acts committed by a partner more than 10 years older than the child.
- c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 Years of Age and:

- a. The partner is less than 14 years of age.
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship.
- c. The partner is the alleged spouse and there is evidence of an exploitative relationship.

Reportable Sexual Activity if the Child is under 18 Years of Age and:

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

- a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- b. Unlawful sexual intercourse of a child 14 to 15-years of age with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- c. Unlawful sexual intercourse with a child 16 or 17 years of age with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Child Protective Services (CPS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

C. Mandated Child Abuse Reporting

Employees, who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect. (BP 5141.4)

1. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.
2. Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program.
3. 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)

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.

4. Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering

serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

5. 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.
6. The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)
7. 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)
8. No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)
9. 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)

D. Reporting Procedures - Telephone Report and Written Report

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)

- a. The telephone call must be made immediately or as soon as practicably possible by telephone within a 24 hours to the following agency:

**Child Protective Services
555 County Center, 2nd Floor
Redwood City, CA 94063-1654
(650) 595-7922
(866) 366-8221**

- b. 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

- a. 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).

- b. 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 police or sheriff's department.

3. Mandated Components of Report

- 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
- f. The mandated reporter may give to an investigator from an agency investigating the case, including a licensed 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.
- g. Information relevant to the incident of child abuse or neglect also may be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

4. Internal Reporting

- a. 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)
- b. 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.
- c. 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.
- d. 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)

E. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

F. Staff Training

The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters. In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7) (BP 5141.1)

1. The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.
2. In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Phone: (650) 595-7922

Fax: (650) 595-7518

SUSPECTED CHILD ABUSE REPORTTo Be Completed by **Mandated Child Abuse Reporters**

Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY		
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS		Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO	
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE		
B. REPORT NOTIFICATION	☐ LAW ENFORCEMENT ☐ COUNTY PROBATION		AGENCY				
	☐ COUNTY WELFARE / CPS (Child Protective Services)						
	ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL	
OFFICIAL CONTACTED - TITLE					TELEPHONE ()		
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	
	ADDRESS			Street	City	Zip	
				TELEPHONE ()			
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS	
						GRADE	
	PHYSICALLY DISABLED? ☐ YES ☐ NO	DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME		
	IN FOSTER CARE? ☐ YES ☐ NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE) ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY)		
RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? ☐ YES ☐ NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK		
D. INVOLVED PARTIES	VICTIM'S SIBLINGS	NAME		BIRTHDATE	SEX	ETHNICITY	
		1. _____		3. _____			
		2. _____		4. _____			
	VICTIM'S PARENTS/GUARDIANS	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
		ADDRESS			Street	City	Zip
					HOME PHONE ()		BUSINESS PHONE ()
		NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
	SUSPECT	ADDRESS			Street	City	Zip
					HOME PHONE ()		BUSINESS PHONE ()
SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX		
ADDRESS			Street	City	Zip		
			TELEPHONE ()				
OTHER RELEVANT INFORMATION							
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ IF MULTIPLE VICTIMS, INDICATE NUMBER: _____						
	DATE / TIME OF INCIDENT		PLACE OF INCIDENT				
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)						

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

INFECTIOUS DISEASE AND BLOODBORNE PATHOGENS/DISTRICT BOARD POLICY

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

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 all 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 materials 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.*

* (except to authenticate sender and receiver of student e-mail.)

COMPLAINTS CONCERNING DISTRICT EMPLOYEES/DISTRICT BOARD POLICY

The Board of Trustees accepts responsibility for providing a means by which the public can hold employees 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 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. (BP 1312.1)

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, parents or guardians of students, employees and members of the public are urged to discuss their concerns directly with the employee(s) in question when concerns surface when appropriate.

NON-ANONYMOUS COMPLAINT PROCEDURES

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. The following procedure shall apply only to non-anonymous written complaints to which a member of the public 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 Uniform Complaint Procedures.

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 lodged against a school employee by a parent/guardian.

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\(c\)](#).

COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS/DISTRICT BOARD POLICY

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.
8. The decision of the Board as to the use of the material shall be final.

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: _____

1. Please specifically state the nature of your concern or objection and identify your objection by page, tape sequence, video frame, or words, as appropriate. You may use additional pages if necessary.
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

The Board of Trustees recognizes the district's responsibility to comply with applicable state and federal laws and regulations governing educational programs. The district shall investigate any complaints alleging failure to comply with such laws and/or alleging unlawful discrimination, and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures. (BP 1312.3)

The district shall use the uniform complaint procedures to resolve any complaint alleging unlawful discrimination in district programs and activities based on actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Uniform complaint procedures shall also be used to address any complaint alleging the district's failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs, and the development and adoption of the school safety plan.

The Board prohibits any form of retaliation against any complainant in the complaint process. Participation in the complaint process shall not in any way affect the status, grades, or work assignments of the complainant.

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving the problem through mediation, the Superintendent or designee shall initiate that process. The Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations.

In investigating complaints, the confidentiality of the parties involved and the integrity of the process shall be protected. As appropriate, the Superintendent or designee may keep the identity of a complainant confidential to the extent that the investigation of the complaint is not obstructed.

The district's Williams uniform complaint procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to the following:

1. Sufficiency of textbooks or instructional materials
2. Emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff
3. Teacher vacancies and misassignments
4. Deficiency in the district's provision of instruction and/or services to any student who, by the completion of grade 12, has not passed one or both parts of the high school exit examination

Compliance Officers

The following compliance officer(s) shall receive and investigate complaints and shall ensure district compliance with law:

Deputy Superintendent, Human Resources & Instruction
Human Resources Generalist
650 North Delaware Street
San Mateo, CA 9401
(650) 558-2209

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

Notifications

The Superintendent or designee shall annually provide written notification of the district's uniform complaint procedures to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR [4622](#))

The notice shall:

1. Identify the person(s), position(s), or 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 discrimination laws, if applicable
3. Advise the complainant of the appeal process pursuant to Education Code 262.3, including the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies
4. Include statements that:
 - a. The district is primarily responsible for compliance with state and federal laws and regulations.
 - 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. An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination.
 - d. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 days of receiving the district's decision.
 - e. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.

- f. Copies of the district's uniform complaint procedures are available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the district has violated federal or state laws or regulations governing educational programs or has committed unlawful discrimination.

All complaints shall be investigated and resolved within 60 days of the receipt of the complaint. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR [4631](#) and [4633](#).

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of the district's alleged noncompliance with federal or state laws or regulations governing educational programs. (5 CCR [4630](#))

A complaint concerning unlawful discrimination may be filed only by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

The complaint shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. However, upon written request by the complainant, the Superintendent or designee may extend the filing period for up to 90 days. (5 CCR [4630](#))

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR [4600](#))

Step 2: Mediation

Within three days of receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (5 CCR [4631](#))

Step 3: Investigation of Complaint

Within 10 days of receiving the complaint, the compliance officer shall provide the complainant and/or his/her representative an opportunity to present the complaint and any evidence, or information leading to evidence, to support the allegations in the complaint. The compliance officer also shall collect all documents and interview all witnesses with information pertinent to the complaint.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR [4631](#))

In accordance with law, the district shall provide the investigator with access to records and/or other information related to the allegation in the complaint. (5 CCR [4631](#))

Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below, within 60 days of the district's receipt of the complaint. (5 CCR [4631](#))

Step 5: Final Written Decision

The district's decision shall be in writing and sent to the complainant. (5 CCR [4631](#))

The district's decision shall be written in English and, when required by Education Code [48985](#), in the complainant's primary language.

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

1. The findings of fact based on the evidence gathered
2. The conclusion(s) of law
3. Disposition of the complaint
4. Rationale for such disposition
5. Corrective actions, if any are warranted
6. Notice of the complainant's right to appeal the district's decision within 15 days to the CDE and procedures to be followed for initiating such an appeal

In addition, any decision concerning a discrimination complaint based on state law shall include a notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. (Education Code [262.3](#))

If investigation of a complaint results in discipline to a student or an employee, the decision shall simply state that effective action was taken and that the student or employee was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the district's decision, the complainant may appeal in writing to the CDE within 15 days of receiving the district's decision. When appealing to the CDE, the complainant shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR [4632](#))

Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR [4633](#))

1. A copy of the original complaint
2. A copy of the decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's uniform complaint procedures
7. Other relevant information requested by the CDE

The CDE may directly intervene in a complaint without waiting for action by the district when one of the conditions listed in 5 CCR [4650](#) exists, including cases in which the district has not taken action within 60 days of the date the complaint was filed with the district.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For discrimination complaints based on state law, a complainant shall wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided the district has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR [4622](#). The moratorium does not apply to injunctive relief and to discrimination complaints based on federal law.

WILLIAM'S UNIFORM COMPLAINT PROCEDURES/DISTRICT BOARD POLICY

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](#))

3. 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](#))

4. High school exit examination intensive instruction and services

A pupil, including an English learner, who has not passed the exit exam by the end of grade 12 was not provided the opportunity to receive intensive instruction and services pursuant to Education Code [37254](#)(d)(4) and (5) after completion of grade 12 for two consecutive academic years or until the pupil has passed both parts of the exam, z)

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

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.

Response requested? ☐ Yes ☐ No

Contact information:

Name:

Address:

Phone number: Day: Evening:

E-mail address, if any:

Location of the problem that is the subject of this complaint:

School:

Course title/grade level and teacher name:

Room number/name of room/location of facility:

Date problem was observed:

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.

4. High school exit exam intensive instruction and services: (Education Code [35186](#))

- Pupils who have not passed the high school exit exam by the end of grade 12 were not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254(d)(4) and (5) after the completion of grade 12.

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

The Board of Trustees recognizes its obligation to provide a safe and healthy environment at school facilities for students, staff, and community members. The Superintendent or designee shall regularly assess school facilities to identify environmental health risks. He/she shall establish a comprehensive plan to prevent and/or mitigate environmental hazards based on a consideration of 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 attendance, student attendance, and student achievement. (BP 3514)

Components of Environmental Safety Plan

Strategies addressed in the district's plan shall include, but not necessarily be limited to, the following:

1. Ensuring good indoor air quality by maintaining adequate ventilation; using effective maintenance operations to reduce dust, mold, mildew, and other indoor air contaminants; and considering air quality in the site selection, design, and furnishing of new or remodeled facilities
2. Limiting outdoor activities when necessary due to poor outdoor air quality, including excessive smog, smoke, or ozone, or when ultraviolet radiation levels indicate a high risk of harm
3. Reducing exposure to diesel exhaust and other air contaminants by limiting unnecessary idling of school buses and other commercial motor vehicles
4. Minimizing exposure to lead in paint, soil, and drinking water
5. Inspecting facilities for naturally occurring asbestos and asbestos-containing building materials that pose a health hazard due to damage or deterioration and safely removing, encapsulating, enclosing, or repairing such materials
6. Ensuring the proper storage, use, and disposal of potentially hazardous substances
7. Ensuring the use of effective least toxic pest management practices
8. Instituting a food safety program for the storage, preparation, delivery, and service of school meals in order to reduce the risk of foodborne illnesses

Designation of Employees to Oversee/Coordinate Environmental Safety Program(s)

The Superintendent may designate one or more employees to oversee and coordinate the district's environmental safety program(s). The responsibilities of the coordinator(s) shall include, but not be 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.

Indoor Air Quality

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

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](#))

Staff shall not obstruct airflow by covering or blocking ventilators with posters, furniture, books, or other obstacles.

2. School buildings 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.
5. Routine housekeeping and maintenance schedules and practices 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.
6. Painting of school facilities and maintenance or repair duties 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.
7. 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.
8. To the extent possible, printing and duplicating equipment that may generate indoor air pollutants, such as methyl alcohol or ammonia, shall be placed in a well-ventilated area with minimal exposure of students and staff.
9. The district's tobacco-free schools policy shall be consistently enforced in order to reduce the health risks caused by second-hand smoke.
10. Staff shall refrain from bringing common irritants into the classroom, including, but not

limited to, furred or feathered animals, stuffed toys that may collect dust mites, or perfumes or lotions, when students in the class are known to have allergies, asthma, or other sensitivities to odors.

Outdoor Air Quality

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

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 sensitive.

Vehicle Idling

Except under the conditions specified in 13 CCR 2480 for which vehicle idling may be necessary, the driver of a school bus, student activity bus, or commercial motor vehicle shall: (13 CCR 2480)

1. Turn off the bus or vehicle engine upon stopping at a school or within 100 feet of a school and not restart the engine more than 30 seconds before beginning to depart
2. Not cause or allow the bus or vehicle to idle at any location greater than 100 feet from a school for more than five consecutive minutes or for an aggregated period of more than five minutes in any one hour

The Superintendent or designee shall ensure that all bus drivers, upon employment and at least once per year thereafter, are informed of the requirements specified above and the potential legal and employment consequences of failure to comply. All complaints of noncompliance shall be reviewed and remedial action taken as necessary. The Superintendent or designee shall maintain records of the training and of any complaints and enforcement actions for at least three years. (13 CCR 2480)

Lead Exposure Reduction

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 high lead content may be covered with grass, other plantings, concrete, or asphalt.
5. Whenever testing of drinking water finds concentrations of lead that exceed federal and state standards in 40 CFR 141.80 and 22 CCR 64678, water outlets shall be flushed thoroughly each day before use or made inoperable until a plan for remediation can be implemented. The Superintendent or designee may supply alternative sources of drinking water as appropriate.

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 [35001-35099](#). (Education Code [32243](#))

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, basic knowledge of the health effects of asbestos; detection, identification, and assessment of asbestos-containing materials; options for controlling asbestos-containing building materials; and relevant federal and state regulations. (40 CFR [763.84](#))

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 or acquired 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 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](#))
 - c. 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](#))
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 [763.90](#). (40 CFR [763.90](#))

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 [763.90](#))

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 and parent/guardian, teacher, and employee organizations are annually informed of the availability of these plans. (40 CFR [763.84](#))

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. (40 CFR [763.84](#); Education Code [49410.5](#))

Asbestos inspection and abatement work 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 [2646](#); 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 building 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 conducts 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 asbestos-containing 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 [763.95](#). (40 CFR [763.84](#))

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](#))

Collaboration with Outside Agencies

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

Staff Development

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 environmental safety at the schools.

Public Notifications

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 remedy the hazard and may recommend health screening of staff and students.

HAZARDOUS SUBSTANCES/DISTRICT BOARD POLICY

The Board of Trustees recognizes that potentially hazardous substances are used in the daily operations of our schools. The Superintendent or designee shall ensure these substances are inventoried, used, stored and regularly disposed of in a safe and legal manner. (BP 3514.1)

Cautionary Notice 2010-13: AB 1610 (Ch. 724, Statutes of 2010) amended Education Code [37252.2](#) to relieve districts from the obligation, until July 1, 2013, to perform any activities that are deemed to be reimbursable state mandates under that section. As a result, certain provisions of the following policy or administrative regulation that reflect those requirements may be suspended.

Insofar as possible, the Superintendent or designee shall minimize the quantities of hazardous substances stored on school property and shall substitute less dangerous materials for hazardous substances.

The disposal of chemicals may be accomplished in accordance with removal and disposal systems established by the County Office of Education or by permission of the County Superintendent of Schools. (Education Code [49411](#))

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 Code [12981](#).

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 Nonroutine 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

STUDENT CONDUCT/SCHOOL PROCEDURES

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, while going to or coming from school, while at school activities, and while on district transportation. Prohibited student conduct includes, but is not limited to conduct that endangers students, staff, or others; disrupts the orderly classroom or school environment; harassment or bullying of students or staff,, including, but not limited to, cyber bullying, intimidation, 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, in accordance with the section entitled “Bullying/Cyber bullying”; possession or use of a laser pointer, unless used for a valid instructional or other school-related purpose; use of profane, vulgar, or abusive language; plagiarism or dishonesty on school work or tests; inappropriate attire; tardiness or unexcused absences from school; failure to remain on school premises in accordance with school rules; possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs. Students who violate school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of the privilege of participation in extracurricular or co-curricular activities.

Students at SMHS are subject to all the rules and regulations of the San Mateo Union High School district and the California Education Code. Students and their parents are required to familiarize themselves with the rules and regulations that govern their conduct both on campus and at off campus school events.

Our school rules are based on the responsibilities assigned to us by the State Education Code. Students are expected to follow school rules to/from school, at school and school events. In all California schools, students must respond to the authority of all school personnel and follow their directions. In cases where there is reasonable suspicion to believe students are carrying illegal material on their person, in their school lockers or in their vehicles, a search by school authorities is legally permissible.

ABSENCES AND EXCUSES/SCHOOL PROCEDURE

The Attendance Office must have current phone numbers and addresses of all SMHS students. If this information has changed, notify the District Office. Automated phone calls home are made daily to inform parents of the student's attendance (tardy or absent). If there is an error in the student's attendance, see the attendance clerk for a CORRECTION FORM. **This must be corrected within three days** or the student's attendance record will be marked "CUT" and will not be cleared.

Excused Absences

Absences from school shall be excused only for health reason, family emergencies and justifiable personal reasons as permitted by law, Board Policy and Administration Regulations (Ed 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 non-school hours.

Students shall not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or confidential medical appointment. Per Education Code 46010.1, school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian. A student's grades may be affected by excessive unexcused absences.

A student's absence shall be excused for the following reasons(per Education Code 48205): personal illness; quarantine under the direction of a county or city health officer; medical, dental, optometrical, or chiropractic appointment; 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 (immediate family is defined as parents, grandparents, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister, or any relative living in the student's immediate household); jury duty; illness or medical appointment of the student who is the custodial parent; religious exercises; or educational or employment conferences.

Clearing an Absence

After an absence from school, the student is responsible for clearing his or her absence within three days of the absence; failure to clear an absence within the three days will result in a two hour detention and possible in-house suspension. Students can come to the attendance office before school, during brunch or lunch. On the first day of an absence, the parent or guardian should follow any of the following methods to verify student absences:

1. Report it to the attendance office, **(650) 558-2309**, or
2. Have the student bring a note, signed by the parent or guardian, to the Attendance office upon return before they report to class. The note must contain the Student's name, Name of parent or guardian of student, ID#, date of absence, reason for absence, and a phone number to verify the absence.
3. Other methods of verifying student absences are (a) home visits by SMUHSD Employee or (b) physician verification (Board Policy 5113)

4. Students absent more than five days of illness are requested to have a doctor's note to get cleared from cuts. When a student has had 14 days and/or 44 class periods (consecutive or nonconsecutive) absences in the school year for illness, any further absences for illness may be verified by a physician (Board Policy 5113).
5. Students coming late or leaving early for a doctor's appointment must bring a note from the doctor's office as proof for SMHS files.

Excused Absences

ILL*	Illness- the school may require the certificate of a doctor if it is deemed advisable. This is mandatory after five consecutive days.
ACT*	School Business/Activity
SUS*	Suspended
EXC*	Excused, non-ill
REL*	Religious- A student's absence from school for religious reasons must be prearranged at least three days ahead of time.
ETD*	Excused Tardy- Student arrived with a note excusing the tardy.
* Students are permitted to make up all work missed.	

Unexcused Absences

CUT	Cut/ Truant. No makeup work allowed. Cuts are defined as any students who either left campus without permission and/or failed to clear the unverified absence after 3 rd day.
TDY***	Tardy= Student arrived late to class regardless of the minutes of class time missed.
UNX***	Unexcused (Parent is aware but absence reason not excused)
***The teacher may or may not permit make up work. Students who are habitually truant may not be allowed to attend any school sponsored event.	

Permit to Leave School

To obtain a *Permit*, a parent/guardian note must be turned into the Attendance Office BEFORE school begins and picked up during brunch or lunch. Students leaving campus **MUST** have a *Permit to Leave* BEFORE leaving campus. **Leaving school without a permit from the attendance office is considered a cut and may not be excused by a note or call afterwards.** Students that leave campus without a permit will be subject to disciplinary action.

Illnesses

A student who feels too ill to remain at school must report to the Health Office to obtain a *Permit to Leave* school. Parent/guardian will be notified. If the parent or guardian cannot be reached, the person listed on the emergency contact must be notified. Students will be marked CUT if they leave without a permit. According to School Board regulations, a student may be excused for illness by parent/guardian up to 14 times. After that only a note from the doctor will be accepted to excuse the absence.

College Classes, Not-at School (NAS), ROP Classes, and Athletics

Students who are finished with classes at the end of 4th-7th period should have a sticker on their ID card for the semester or for the duration of the athletic season to leave campus. Students MUST carry their ID card with them at all times. Stickers may be obtained in the Student Services Office. Students who do not have a class at the beginning of school or end of school (for example, the student does not have a 1st or 2nd period or 6th or 7th period) must obtain a “Not-at-School” sticker from Student Services. Students who have a “Not-at-School” sticker in the middle of their class schedule are NOT allowed to leave campus.

Tardy Policy

We have a school-wide tardy policy. Students who do not have an excused tardy pass are marked UNEXCUSED TARDY. Automated phone calls home will be made daily to inform parents of the student's attendance when the student is marked absent or tardy. For the first three unexcused tardies, the teachers will assign consequences. On the third tardy the teacher will call the parents, warning of a potential detention on the next tardy. On the fourth unexcused tardy to the same class, the teacher will fill out an online Dean referral. The teacher will then assign and inform the student of the date of their 2 hours of detention for defiance of the tardy rules. Continual tardies results in an increase in the disciplinary response. Students are recorded late to class unless they have a legitimate note from the parent or staff member. Consequences for defiance of the tardy policy (per semester) are below.

Tardy 1-3	Teacher consequences as described in teacher's classroom management plan. Teacher will call and inform the student's parents. (Note: Students already on a student contract will be assigned 2-hour detention.)
Tardy 4-5:	Online referral to the Dean and 1 hours of detention. (Note: Students already on a student contract will be assigned 2-hour detention.)
Tardy 6:	Online referral to Dean/Administrator. Dean arranges conference with student's parents.
Tardy 7 +:	Online referral to Dean/Administrator, Assign a 2 hour detention and inform student of date and time.
(Note: Students on contracts may have different consequences.)	

Tardy Sweeps

San Mateo High School conducts unannounced tardy sweeps throughout the school year. Students who are late to class are gathered and collected by school employees. The students are escorted to a designated area and are assigned a one-hour detention for being late without a pass during a tardy sweep. Failure to serve detention may result in being placed in In-house suspension. Students must have their student I.D. when arriving on to campus. Students without I.D. will be assigned a two-hour detention. For I.D. replacements see *Student Body Identification Card*. Tardy sweeps are for the entire period. Students who arrive late after the sweep should be sent to Student Services for Tardy Sweep consequences. Student's attendance should reflect "Tardy" for that period.

Truancy/Cut Policy

Student attendance at school is required by State law. Illegal absence from school-"truancy"- is a violation of State law. Truancy may result in no make-up work assigned in those classes that were listed as a "CUT". School consequences are:

- 1st Offense: Teacher enters referral online. Parent contacted by teacher. Teacher assigns consequences as described in teacher's classroom management plan.
- 2nd Offense: Teacher enters referral online. Dean summons student, communicates with parent. Dean assigns 2 hour detention (defiance) Dean notifies counselors, SRO, and SSA.
- 3rd Offense: Teacher enters referral online. Dean summons student, communicates with parent. Dean assigns 2 hour detention (defiance) Dean notifies counselors, SRO, and SSA.
- 4th Offense: Teacher enters referral online. Staff communicates with Dean and Administration. Parent conference SMHS Student Contract. 6 hours of Community Service.
- Truancy parent meeting, and possible SARB recommendation
 - Parents will receive phone calls from the automated phone system reporting the student's cuts for the day. Truancy (T) letters are sent home to the parents/guardians based on the number of cuts during the year.
 - T Letter #1: sent when the student has cut 14 periods, parent should contact the student's counselor if there are errors
 - T Letter #2: sent when the student has cut 28 periods, parents are required to attend the scheduled truancy meeting with the School Attendance Review Board Meeting (SARB)
 - T Letter #3: sent when the student has cut 35 periods, parents are required to attend the scheduled truancy meeting. Habitual truants will not be allowed to attend any school-sponsored event. These students may be placed on a truancy contract and referred to the District SARB

New Curfew Law in San Mateo

The following city ordinance is now in effect: (10.12.020)

“.....it is unlawful for any minor to loiter about or in any public place within the city between the hours of ... 8:30am to 2:00pm on days and times when the school in which the student is registered is in session.” (Ord. 2010-5 1,2010)

For complete ordinance visit: <http://www.cityofsanmateo.org/index.aspx?NID=421>

The San Mateo Police Department is also issuing admonishments to all truant students and citations (\$160 ticket). Students will be required to appear in Traffic Court. Failure to do so could result in losing driving privileges.

OPEN/CLOSED CAMPUS/SCHOOL PROCEDURE

Closed Campus

The San Mateo High School campus is a closed campus. Students may not leave campus without a valid permit obtained from the Attendance Office. The campus is also closed to all visitors unless they obtain a Visitor's Pass in the main office or in the Dean's Office.

- Students may **not** leave campus during school hours.
- Students who do not have a class at the beginning of school or end of school (for example students who do not have a 1st or 2nd period, or a 6th or 7th period), must obtain a "Not At School Sticker" from Student Services. Students who have a "Not At School Sticker" in the middle of their class schedule are NOT allowed to leave campus.
- School hours are defined as the bell schedule for the day which include brunch and lunch.
- Students are **not** to enter their cars during school hours without proper authorization.
- Students are **not** allowed to move their cars or transport students on or off campus.
- Students are **not** allowed to be in areas that are off-limits or restricted areas. (For example: District offices, SMART Center/Adult Education, Gyms, Athletic fields and tennis courts, parking lots, and construction zone areas.)

All students who are caught leaving campus without a proper pass or are in off-limit areas without proper authorization will be sent to the Dean of Students with the following disciplinary action:

- 1st Offense: Enter Referral Online. Student is searched and warned. Dean calls parent.
- 2nd Offense: Enter referral online. Student is searched. Dean calls parent. 1 hour detention. Dean notifies counselor, SRO, SSA.
- 3rd Offense: referral to Dean/AP. Student is searched. Dean calls parent. 2 hour detention. Dean notifies, counselor, SRO, SSA. Parent Conference, SMHS Student Contract.
- 4th Offense: Referral to Dean/AP. Dean calls parent. Dean assigns 1 Day In House suspension.

POSSESSION/USE OF CELLULAR PHONES AND OTHER MOBILE COMMUNICATIONS DEVICES/SCHOOL PROCEDURE

Students shall not use mobile communications devices, even in hands-free mode, while driving on school grounds or to and from a school-related activity. A student who violates this policy may be prohibited from possession a mobile communications device at school or school-related events and/or may be subject to further discipline in accordance with Board policy and administrative regulation.

- 1st Offense: Online referral to the Dean of Students for confiscation, parent to pick up during school hours in Student Services office. If a student defies a school official and does not turn in the electronic device, it will result in 6-hours of Community Service.
- 2nd Offense: Online referral to the Dean of Students for confiscation, parent to pick up during school hours in Student Services office. If a student defies a school official and does not turn in the electronic device, it will result in being assigned to In House suspension.
- 3rd Offense: Online referral to the Dean of Students for confiscation, parent to pick up during school hours in Student Services office. If a student defies a school official and does not turn in the electronic device, it will result in being assigned to In House suspension.

Items will be held until the end of the school year. Items not retrieved by the last day of school will be discarded. Also, call 911 on a cell phone will delay the response to San Mateo Police Department because cell phones use a satellite. It is wise to program SMPD dispatch non-emergency numbers to the cell phone (650-522-7700).

BUS CONDUCT/SCHOOL PROCEDURE

Semester or one-year bus tickets may be purchased at the District Office. Individual bus tickets may be purchased at the Financial Office, Room A-115. Bus transportation is provided for students who live in Foster City. Bus pick up takes place on Poplar Street near the clock tower ten minutes after the school day ends.

Using the bus transportation is a privilege not a right. Privileges can be revoked if a student is inappropriate at the bus pick up site and/or on the bus. Inappropriate student behavior is subject to school disciplinary procedures.

BULLYING/STUDENT PROCEDURE

Cyber bullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyber bullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation. (BP 5131)

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator. Students should 1) save and print any messages sent to them that they feel constitutes cyber bullying; and 2) notify a teacher, counselor, dean of students, or administration so matters can be investigated. Any student who engages in cyber bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline with any or all of the following consequences: 1-5 day suspension, referral to School Safety Advocate, SMPD notified, Incident Review Conference (IRC), and/or possible recommendation for expulsion.

STUDENT DISTURBANCES/SCHOOL PROCEDURE

Disruption and/or Defiance

Students must respond to the authority of all school personnel and follow their directions. Students are expected to conduct themselves and behave properly and appropriately before, during, and after school, and at school sponsored events and activities held on or off campus. Student who disrupt the orderly educational procedures of the school or refuse to comply with reasonable requests or directions of school staff will result in a referral to the Dean of Students.

VANDALISM AND GRAFFITI/SCHOOL PROCEDURE

Students Vandalism and Graffiti

Students who attempted to or engaged in damaging, destroying or mutilating objects or materials belonging to the school, school personnel, or other persons will be subject to disciplinary action by the administration which include suspension, restitution, police report, referral to the School Safety Advocate, and possible expulsion. If reparation for damages is not made, the district also may withhold the student's grades, diploma, and/or transcripts in accordance with law.

Thefts or Stolen Property

Report any property that is stolen, missing, or damaged to the Dean of Students. It is important to keep all personal belongings locked up at all times. Do not leave items unattended in locker rooms, desks, or out of sight. Students involved in receiving, taking, possessing, or attempting to take property of others will result in school disciplinary consequences. Anyone involved in a theft, stealing, or receiving stolen property will result in suspension, police notification, restitution, and possible expulsion.

ALCOHOL AND OTHER DRUGS/SCHOOL PROCEDURE

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 regulations. In addition, such students may be referred to an appropriate counseling program, transferred to an alternative placement, and/or be restricted from school-sponsored activities or extracurricular activities, including athletics, graduation, and dances.

Consequences:

- 1st Offense: 5 day suspension or 1 day suspension with alternative to suspension drug and alcohol counseling program; and student contract/formal reprimand/ recommendation for expulsion
- 2nd Offense: 5 day suspension and formal reprimand/recommendation for expulsion.

TOBACCO/SCHOOL PROCEDURE

Smoking or Possession of Tobacco

Smoking and/or possession of tobacco is not permitted on campus or at school events. All violations will be reported to the Dean of Students (Ed Code 48900 and 48901). Violations may result in detention, in-house suspension, suspension, citation from SMPD, referral to the smoking cessation clinic, and community service. Prohibited products include but are not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.

- 1st Offense: 2 hour detention, parent notified, referral to SSA, Health Aide
- 2nd Offense: 4 hour detention, parent notified
- 3rd Offense: In-house suspension or seven hours community service, police notified, possible citation
- 4th Offense: 2 day suspension, police notified, citation

WEAPONS AND DANGEROUS INSTRUMENTS/SCHOOL PROCEDURES

Students and staff have the right to a safe and secure campus free from psychological and physical harm. Unless the student has obtained prior written permission, students are prohibited from possession weapons, imitation firearms, or dangerous instruments of any kind 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. Student using, possessing, furnishing or brandishing any knife, firearm, or other dangerous objects or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to disciplinary actions which include: 5 day suspension, SMPD notified, referral to the School Safety Advocate and possibly recommended for expulsion. A student granted permission to possess a weapon may be suspended and/or expelled if he/she possesses or uses the weapon inappropriately.

Students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

School Resource Officer (SRO)

The SRO's are employed by the San Mateo Union High School District and San Mateo Police Department. The role of the SRO is to deal with all law enforcement related matters and criminal violations at school and school repeated activities. The SRO also promotes open communication and understanding between SMHS students and the San Mateo Police Department.

School Safety

Students who have a concern with school safety should contact a staff member or administrator so it can be addressed. Any student or staff member concerned about dangerous activity, dangerous students, suspicious or scary situations, overhear a dangerous plan, hear about a weapon on campus, or other safety problems should report it to school officials.

School safety is priority at all major school events, such as dances and athletic events. Students and spectators may be searched before entry into the event. Any reasonable suspicious behavior may result in search and seizure. For more information see section *EXPECTED STUDENT BEHAVIOR: SUSPENSIONS, EXPULSIONS, & SCHOOL RULES*.

SEXUAL HARASSMENT/SCHOOL PROCEDURE

Sexual Harassment of Students and Staff

Students, faculty and staff of a student district must be able to study and work in an atmosphere of mutual respect and trust. The District is actively committed to creating and maintaining an environment which respects the dignity of individuals and groups. The District should be free of sexual harassment and all forms of sexual intimidation and exploitation. All students, staff and faculty must be assured that the District will take action to prevent misconduct. Anyone who engages in sexual harassment shall be subject to disciplinary actions.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, visual and physical conduct of a sexual nature when the conduct is sufficiently severe, persistent or pervasive to limit one's ability to participate in or benefit for the education program, or to create a hostile or abusive education environment.

Students who engage in activities which are harassing to others are subject to discipline such as suspension, expulsion, involuntary transfer to another school site, or other discipline at the discretion of the site administration and/or the District office.

The District will not tolerate retaliation against anyone who reports sexual harassment. Any student may be subject to discipline if there is retaliation against a complaining student or any other student, including witnesses, siblings, etc. for reporting or participating in this procedure.

Every effort shall be made to protect the privacy of the parties involved in any complaint, and all complaints are kept confidential and will only be discussed on a need to know basis, as required by any investigation and resolution of the matter.

- 1st Offense: 3-5 days suspension, referral to SSA, police notified, IRC, possible expulsion
- 2nd Offense: 5 day suspension, police notified, expulsion recommended

STUDENT DISCIPLINE/SCHOOL PROCEDURE

Students must respond to the authority of all school personnel and follow their directions. Students are expected to conduct themselves and behave properly and appropriately before, during, and after school, and at school sponsored events and activities held on or off campus. Student who disrupt the orderly educational procedures of the school or refuse to comply with reasonable requests or directions of school staff will result in a referral to the Dean of Students.

Progressive Disciplinary Actions

Students who misbehave will be subject to certain disciplinary actions. Depending on the problem, one or more of the following actions may be taken. The action taken will be in accordance with school regulations, district policies, and state law.

Informal Talk/Warning

A school official (teacher, dean, counselor or administrator) will talk to the student and try to reach an agreement regarding how the student should behave.

Conference

A formal conference is held with the student, parent and one or more school officials. During this conference, the student must agree to correct his or her behavior. The student and parent may be asked to sign a behavior contract.

Detention

Teachers may assign detention to students for minor inappropriate behavior, classroom disruption or defiance. Chronic problems will be referred to the Dean and may result in the detention or suspension of the student. Students report to detention in the cafeteria at the end of the school day. Detentions are held Wednesdays and Fridays, in the cafeteria for a maximum of two hours, 2:30-4:30 p.m. All missed detentions are doubled. Persistent failure to serve detentions will result in suspension.

Referral to the Dean

Teachers are expected to communicate with parents/guardians on first warning as well as handle minor infractions. If a student continues to misbehave the student should be referred to the Dean of Students for disciplinary actions.

Temporary Removal from the Class

The student is removed from one or more classes but remains at school during these class periods or receives appropriate disciplinary action.

Student Contract

The student may be placed on a Student Contract to address student's behavior. The Student Contract is valid for one year from the date it was signed. A student may be placed on a Student

Contract based on his/her behavior that needs to be addressed. Students are expected to follow the rules of the contract until it expires. Violation of the contract may lead to suspension, a formal reprimand, or expulsion.

Drop F

The student is removed from class for the remainder of the semester with a Drop F.

Suspension

For various reasons a student is informed that he or she is subject to a suspension (no more than five days). The student is also informed regarding the due process procedure. A reasonable effort will be made to contact the student's parent(s) or legal guardian by telephone to notify him or her that the student is subject to a suspension. Written notification to the parent(s) or legal guardian must include clear instructions regarding the due process procedure.

Police Involvement/Notification

It is important to know that many offenses that result in suspensions are also against the law. Whenever a student is involved in an illegal activity, the police will be notified. Consequences for violating the law are determined by the juvenile court system and are separate from the consequences imposed by the school.

Formal Reprimand

The Formal Reprimand is a district behavioral contract that is signed by the student, parent, the school administration and the district administration. The purpose of the Formal Reprimand is to provide an alternative intervention to expulsion. This intervention includes a letter of reprimand that is mailed home and is placed in the student's file. Violation of the Formal Reprimand may lead to an expulsion.

Administrative Transfer to Another Comprehensive High School

The principal may decide that it is necessary to administratively transfer the student to another comprehensive high school in the district. This action is usually taken under the following circumstances: the student has had chronic discipline issues at the school, there is a safety issue, or the student has committed a serious offense that warrants such a transfer in lieu of expulsion.

Transfer to Alternative Education Program

The parents and the administration may concur on a voluntary transfer to an alternative education program. A proposed involuntary transfer notice may be sent to the parent/guardian to initiate the transfer. Parents/students have an opportunity to appeal per District Policy.

SUSPENSION AND EXPULSION/SCHOOL PROCEDURE

When a student is suspended from school, the parents/guardians are notified and in some cases, the police department is involved. A student may be suspended or expelled for any of the acts listed below if the act is related to school activity or school attendance occurring at any district school or within any other school district, including but not limited to the following circumstances: while on school grounds; while going to or coming from school; during the lunch period whether on or off the school campus; or during, going to, or coming from a school-sponsored activity. Students who are suspended must comply with the following regulations:

1. Student needs to be at home for the time period they normally would be at school
2. Student will not attend any schools, or any school sponsored event during their suspension. Students may be suspended or recommended for expulsion for violation of California Education Code 48900 or 48915

Suspension

For various reasons a student is informed that he or she is subject to a suspension (no more than five days). The student is also informed regarding the due process procedure. A reasonable effort will be made to contact the student's parent(s) or legal guardian by telephone to notify him or her that the student is subject to a suspension. Written notification to the parent(s) or legal guardian must include clear instructions regarding the due process procedure.

Expulsion

- The principal or his/her designee shall inform the student that he or she may be recommended for expulsion and is informed of his/her due process rights.
- The student's parent/legal guardian is notified by telephone and letter that the student may be recommended for expulsion.
- The principal conducts an incident review hearing with the parent/guardian, student and appropriate administrative staff to determine if the situation warrants expulsion.
- The Superintendent or his designee will recommend to the Board of Trustees that the student be expelled.
- The expulsion does not become effective until the due process procedure has been completed.

QUESTIONING AND APPREHENSION BY LAW ENFORCEMENT/SCHOOL PROCEDURE

Police Involvement/Notification

It is important to know that many offenses that result in suspensions are also against the law. Whenever a student is involved in an illegal activity, the police will be notified. Consequences for violating the law are determined by the juvenile court system and are separate from the consequences imposed by the school.

ACADEMIC HONESTY/SCHOOL PROCEDURE

We believe that academic honesty and personal integrity are fundamental components of a student's education and character development. We expect that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty. When people cheat they undermine this goal, compromising themselves and the school. We hope that this honor code clarifies what behavior is acceptable and sends a clear message: grades are meant to be a reflection of what students have learned.

What exactly is cheating?

Cheating is taking (or lending) at inappropriate times a person's work, information, ideas or research without properly identifying the originator. If the student is unsure about a specific situation, the student should ask the teacher for clarification BEFORE the action. The teacher will gladly explain what is allowable. The student can also ask himself/herself, "Would I do this if my teacher were standing next to me?"

- 1st Offense: Referral to dean, two hour detention, grade of zero or F, parent notification.
- 2nd Offense: Referral to an administrator, in-house suspension, grade of zero or F, parent conference, student contract, referral to School Safety Advocate.
- 3rd Offense: Referral to an administrator, parent conference, loss of CSF eligibility, 2-5 day suspension and drop F from the course.

In each case, the teacher's professional judgment will determine whether cheating has occurred. Students are reminded not to give the instructor reason to suspect that cheating has taken place

DRESS AND GROOMING/SCHOOL PROCEDURE

The District recognizes that the type of clothing, jewelry, personal items, and style of hair are a matter of personal choice. Three primary factors influence the District's expectations for what is acceptable. Students are expected to dress in a manner which is not disruptive to the learning process, is safe, and does not construe gang affiliation. Violations will result in a change of clothing. Students may be required to go home and parents will be notified. Repeated violations will result in disciplinary actions. Listed below are examples of what the school district considers **inappropriate**. This list is representative but not all-inclusive.

- Suggestive, revealing, or transparent attire that could divert attention from the learning process or may contribute to inappropriate conduct. (Examples: front or back cleavage exposure, short skirts/shorts/high-slit skirts, spaghetti straps, halter or strapless clothing.)
- Clothing that does not cover undergarments completely (Examples: baggy or low cut pants or tops that expose undergarments. Straps should be one inch.)
- Clothing that does not cover midriff (Examples: shirts that rise and expose skin around the waist/back, or cropped tops.)
- Clothing that promotes obscenity, drugs, alcohol, tobacco, sex, or violence
- Clothing that demeans others with regard to gender, race, sexual orientation, religion, etc.
- Clothing that indicates gang involvement as determined by the school administration and based on consultation with the local law enforcement agency (examples: Hair nets, do-rags)
- Clothing, jewelry or accessories which are potentially dangerous (Example: spiked rings, necklaces, or bracelets, or sharp studs on clothing.)
- Clothing should be free of writing, pictures, insignia which are crude, vulgar, profane
- Being barefoot.

Consequences

- 1st Offense: warning, parent notified, change of clothes
- 2nd Offense: warning, parent notified, change of clothes, 2 hour detention
- 3rd Offense: in-house suspension for defiance, parent notified

VISITOR SCREENING POLICY/SCHOOL PROCEDURE

Guest/Visitors on Campus

Students wishing to bring a student visitor must obtain clearance two days in advance at the Dean's Office. Young children are not permitted as campus visitors. All visitors must be registered at the Main Office before going elsewhere on campus. Former students who wish to visit the campus must have pre-approved visitor's pass and follow the procedures below:

1. Student must email the faculty or staff member(s) that he/she wishes to visit and state why they want to visit.
2. The teacher responds with either yes or no.
3. The staff member will inform the visitor of the date, time, and period of the visit.
4. Note: There are no visitations allowed during brunch and lunch.
5. The visiting student must come to school with the "responsive email" sent by the staff member.
6. Visitors arriving without teacher/staff response will not be allowed on campus.
7. Teachers must also inform the Dean of Students, Administrative Assistant, and administration by sending a copy of the "responsive email" to them.

STUDENT CONDUCT/DISTRICT BOARD POLICY

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 cocurricular 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, hate-motivated 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 139)

ABSENCES AND EXCUSES/DISTRICT BOARD POLICY

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/DISTRICT BOARD POLICY

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 trancies 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 [48264](#) if 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.

OPEN/CLOSED CAMPUS/DISTRICT BOARD POLICY

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.

POSSESSION/USE OF CELLULAR PHONES AND OTHER MOBILE COMMUNICATIONS DEVICES/DISTRICT BOARD POLICY

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 CONDUCT/DISTRICT BOARD POLICY

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.

1. 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/DISTRICT BOARD POLICY

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student. (5131.2)

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

Definition – Bullying

Any act of bullying, including, but not limited to bullying committed by means of an “electronic act” may result in suspension, police involvement, and a recommendation for possible expulsion. Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device such as a telephone, wireless phone or other wireless device, computer, or pager.

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

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

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

Definition – Cyber Bullying

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

Bullying Prevention

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school

climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

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

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

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, 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 bullying shall immediately intervene to stop the incident when it is safe to do so.

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

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

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

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

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

Discipline

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

STUDENT DISTURBANCES/DISTRICT BOARD POLICY

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/DISTRICT BOARD POLICY

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/DISTRICT BOARD POLICY

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 Superintendent or designee shall develop, implement and evaluate a comprehensive prevention and intervention program that is coordinated with other school and community-based services and programs.

The district's program shall be scientifically based and designed to prevent or reduce alcohol or other drug use and the possession and distribution of illegal drugs. It shall include primary prevention activities such as decision-making skills and conflict management, instruction, referral to a rehabilitation program, enforcement/discipline, activities that promote the involvement of parents/guardians and coordination with appropriate community agencies and organizations.

The Board and Superintendent shall agree upon performance measures that will be used to monitor and determine the effectiveness of the district's program in reducing drug and alcohol use. The Superintendent or designee shall develop and implement an evaluation process that includes ongoing assessment and analysis of objective data regarding the incidence of drug and alcohol use among district students, including discipline problems, and the prevalence of risk factors.

The Superintendent or designee shall consult with principals, teachers, other school personnel, students and parents/guardians when developing the district's program.

The Superintendent or designee shall clearly communicate to all students, staff and parents/guardians the district's policies, regulations and school rules related to the use of alcohol and other drugs on school campuses or at school activities. Information about program needs and goals shall be widely distributed in the community.

The district's drug education program shall augment county drug education services, if any. District staff shall take every opportunity to cooperate with county and county office of education staff in planning and implementing collaborative alcohol and drug prevention programs.

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/DISTRICT BOARD POLICY

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 use
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

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.

e. Program Evaluation

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/DISTRICT BOARD POLICY

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 nonmuscle-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 nonmuscle-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/DISTRICT BOARD POLICY

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/DISTRICT BOARD POLICY

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. (BP 5136)

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:

4. 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/DISTRICT BOARD POLICY

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices. (BP 5145.9)

Community Involvement

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

Instruction

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

Staff Development and Responsibility to Report

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

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

Grievance Procedures and Support for Victim

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Principal. Upon receiving such a complaint, the Coordinator/Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment.

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

Discipline

A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

As necessary, the district shall provide counseling, guidance, and support to students who exhibit such behavior.

NONDISCRIMINATION/HARASSMENT/DISTRICT BOARD POLICY

The Board of Trustees desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (BP 5145.3)

Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

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

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

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

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

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

Grievance Procedures

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

Deputy Superintendent, Human Resources & Instruction
Human Resources Generalist
650 No. Delaware Street
San Mateo, CA 94401-1732
(650) 558-2209

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

Duties of School Employees to Respond to Allegations of Discrimination/Harassment

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

In addition, the employee shall immediately intervene when safe to do so.

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

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

The Superintendent or designee shall ensure that the student handbook clearly describes the district's nondiscrimination policy, procedures for filing a complaint regarding discrimination, harassment, intimidation, or bullying, and the resources that are available to students who feel that they have been the victim of any such behavior. The district's policy shall also be posted on the district web site or any other location that is easily accessible to students.

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

SEXUAL HARASSMENT/DISTRICT BOARD POLICY

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 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/DISTRICT BOARD POLICY

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/DISTRICT BOARD POLICY

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. (BP 5144.1)

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

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

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

Definition of Suspension and Expulsion

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

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

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

Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion.

Jurisdiction of School/District Authority

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

1. While on school grounds

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

Grounds for Suspension and Expulsion

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

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

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

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

[48900\(i\)\)](#)

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code [11014.5](#). (Education Code [48900\(j\)](#))
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code [48900\(k\)](#))
12. Knowingly received stolen school property or private property. (Education Code [48900\(l\)](#))
13. Possessed an imitation firearm. (Education Code [48900\(m\)](#))

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

14. Committed or attempted to commit a sexual assault as defined in Penal Code [261](#), [266c](#), [286](#), [288](#), [288a](#), or [289](#), or committed a sexual battery as defined in Penal Code 243.4. (Education Code [48900\(n\)](#))
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code [48900\(o\)](#))
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code [48900\(p\)](#))
17. Engaged in, or attempted to engage in, hazing. (Education Code [48900\(q\)](#))

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

18. Engaged in an act of bullying. (Education Code [48900\(r\)](#))

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

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

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

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

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

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

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

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

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

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

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

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

Mandatory Recommendation for Expulsions

Unless the Superintendent, principal, or designee finds that expulsion is inappropriate due to particular circumstances, the Superintendent, principal, or designee shall recommend a student's expulsion for any of the following acts: (Education Code [48915\(a\)](#))

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

Mandatory Recommendation for Expulsion and Mandatory Expulsion

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be:

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the firearm from a certificated school employee, with the principal or designee's concurrence
2. Brandishing a knife as defined in Education Code [48915\(g\)](#) at another person
3. Unlawfully selling a controlled substance listed in Health and Safety Code [11053-11058](#)
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above
5. Possessing an explosive as defined in 18 USC [921](#)

Removal from Class by a Teacher and Parental Attendance

A teacher may remove any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above.

1. When removing a student from his/her class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed.
2. As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist may attend the

conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests.

3. A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal.
4. A student removed from class shall not be placed in another regular class during the period of removal. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed.
5. The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal.
6. Pursuant to Board policy, a teacher may require the parent/guardian of a student whom the teacher has removed to attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law.

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

This notice shall also:

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

Alternatives to Suspension or Expulsion

To correct the behavior of students who are subject to discipline, the Superintendent or designee, to the extent allowed by law, shall use alternative disciplinary measures that keep students in school during the school day.

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

QUESTIONING AND APPREHENSION BY LAW ENFORCEMENT/DISTRICT BOARD POLICY

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
5. 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/DISTRICT BOARD POLICY

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.

STAFF NOTIFICATION OF DANGEROUS STUDENTS/DISTRICT BOARD POLICY

The Superintendent or designee also shall ensure that employees are informed, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom. (BP 4158)

EC 49079 requires teacher notification of students committing or reasonably suspected of committing a “dangerous act” within the last 3 years (EC 48900 except tobacco and nicotine). A student who has, or is reasonably suspected of having violated Section 48900 [except (h)], 48900.2, 48900.3, and 48900.4 falls into this category. The information has to be shared in a confidential manner with teachers as appropriate.

California Education Code Section 49079 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.
- (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.

Teacher Notification Process - District

At the beginning of each school year, the District’s Attendance and Welfare Office sends out a notification to all certificated staff advising certificated staff of their right to be informed of each pupil who has engaged in, or is reasonably suspected to have engaged in, any acts described in California Education Code sections 48900-48915. (See following pages)

SAN MATEO UNION HIGH SCHOOL DISTRICT

DEPARTMENT OF STUDENT SERVICES

KindyLee Mackamul, Associate Superintendent, Student Services

Carolyn Schwartzbord, Director, Special Education

Don Scatena, Director, Student Services

640 N. Delaware Street, San Mateo California 94401-1732



Office: (650) 558-2207

Fax: (650) 762- 0260

Date: August 25, 2016

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. *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."* 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.
- (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.~~

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

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 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 Sections 48900, 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.

ACADEMIC HONESTY/DISTRICT BOARD POLICY

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.

DRESS AND GROOMING/DISTRICT BOARD POLICY

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.

VISITOR SCREENING POLICY/DISTRICT BOARD POLICY

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/DISTRICT BOARD POLICY

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)
3. 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/DISTRICT BOARD POLICY

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/DISTRICT BOARD POLICY

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/DISTRICT BOARD POLICY

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 (a))

EMERGENCY PREPAREDNESS/DISTRICT BOARD POLICY

The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. (Education Code 32282)

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

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

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

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)

Components of the Plan

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

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

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

1. Regular inspection of school facilities and equipment and identification of risks
2. Instruction and practice for students and employees regarding emergency plans, including:
 - a. Training of staff in first aid and cardiopulmonary resuscitation
 - b. Regular practice of emergency procedures by students and staff
3. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
 - a. The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
 - b. Individuals responsible for specific duties
 - c. Designation of the principal for the overall control and supervision of activities at each school during the emergency, including authorization to use his/her discretion in situations which do not permit execution of prearranged plans
 - d. Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation
 - e. Assignment of responsibility for identification of injured persons and administration of first aid
4. Personal safety and security, including:
 - a. Identification of areas of responsibility for supervision of students
 - b. Procedures for evacuation of students and staff, including posting of evacuation routes
 - c. Procedures for release of students, including a procedure to release students when reference to the emergency card is not feasible
 - d. Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
 - e. Provision of a first aid kit to each classroom
 - f. Arrangements for students and staff with special needs
 - g. Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease
5. Closure of schools, including an analysis of:
 - a. The impact on student learning and methods to ensure continuity of instruction

- b. How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians
- 6. Communication among staff, parents/guardians, the Board of Trustees, other governmental agencies, and the media during an emergency, including:
 - a. Identification of spokesperson(s)
 - b. Development and testing of communication platforms, such as hotlines, telephone trees, and web sites
 - c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand
 - d. Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians
- 7. Cooperation with other state and local agencies, including:
 - a. Development of guidelines for law enforcement involvement and intervention
 - b. Collaboration with the local health department, including development of a tracking system to alert the local health department to a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease
- 8. Steps to be taken after the disaster or emergency, including:
 - a. Inspection of school facilities
 - b. Provision of mental health services for students and staff, as needed

SCHOOL EMPLOYEES AS DISASTER SERVICE WORKERS

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 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.

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 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.
- 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.

Telephone Bomb Threats

Remain calm/courteous.
Read phone's visual display.
Listen, don't interrupt.
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:

- _____
- _____
- _____
- _____

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 for?* _____
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:	☐ Male	☐ Female	☐ Adult	☐ Juvenile
Estimate age of caller:	_____			
Voice characteristics:	Other notes: _____			
	☐ Loud	☐ Soft	☐ Deep	☐ High Pitched
	☐ Raspy	☐ Pleasant	☐ Intoxicated	☐ Nasal
	Other _____			
Speech:	☐ Rapid	☐ Slow	☐ Disguised	☐ Normal
	☐ Laughing	☐ Slurred	☐ Lisp	☐ Stutter
	Other _____			
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	
	Other _____			
Background Noises:	☐ Airplane	☐ Animals	☐ Industrial Machines	
	☐ Static	☐ Motors	☐ Office Machines	
	☐ Quiet	☐ Music	☐ Party Scene	
	☐ Street Traffic	☐ Trains	☐ PA System	
	☐ TV	☐ Voices	☐ Other _____	

EARTHQUAKE EMERGENCY PROCEDURES/DISTRICT BOARD POLICY

AR 3516.3 Earthquake Emergency Procedure System

Earthquake Preparedness

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

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 school quarter in elementary schools and at least once each semester in secondary schools.
3. Protective measures to be taken before, during, and following an earthquake
4. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

The Superintendent or designee may work with the California 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.

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 outside areas and alternative areas, which may include areas off campus if necessary, in which students 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 shall designate evacuation routes and alternative routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall identify potential earthquake hazards in classrooms and other district facilities. Potential hazards may include, but are 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, such 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 and furniture that may fall.
4. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly areas 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 have the students 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. The driver shall pull to the side of the road, away from any outside hazards if possible, and turn off the ignition. As soon as possible, the driver shall contact the Superintendent or designee for instructions before proceeding on the route.

Subsequent Emergency Procedures

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

1. Staff shall extinguish small fires if possible.
2. Staff shall provide assistance to any injured students, take roll, and report missing students to the principal or designee.
3. Staff and students shall not light any stoves or burners 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 a safe distance from all building entrances and instruct staff and students to not reenter until the buildings 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.

Emergency Response

(Excerpt from SMUHSD Emergency Response Handbook)

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
- Send search and rescue team to look for trapped students and staff.
- Post guards a safe distance away from building entrances to assure no one re-enters.
- Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.
- Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
- Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

- Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
- Check for injuries, and render First Aid.
- After shaking stops, **EVACUATE** building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
- Check attendance at the assembly area. Report any missing students to principal/site administrator.
- Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- Stay alert for aftershocks
- Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

- Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
- After shaking stops, check for injuries, and render first aid.
- Check attendance. Report any missing students to principal/site administrator.
- Stay alert for aftershocks.
- Keep a safe distance from any downed power lines
- Do NOT re-enter building until it is determined to be safe.
- Follow instructions of principal/site administrator.

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.
- Notify fire department and utility company of suspected breaks in utility lines or pipes.
- If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
- Notify District Office, who will inform public information media as appropriate.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

USE OF SCHOOL FACILITIES/DISTRICT BOARD POLICY

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.)



American Red Cross
Gateway to the Golden State
Region

11 March 2014

Bay Area Chapter
San Mateo County Office
Logistics Activity, Planning Unit
1710 Trousdale Drive
Burlingame CA 94010
(650) 259-1776

Dear Facility Administrator:

The American Red Cross prevents and alleviates suffering in the face of emergencies by mobilizing the power of volunteers and the generosity of donors and partners. Every year over the past five years, we have assisted over 3,400 of our neighbors affected by nearly 600 disasters per year in the Greater Bay Area. To accomplish this, we have benefited from the use of partners' facilities to feed, house, counsel and refer clients as they transition toward recovery.

Your facility is in our records as available for use when needed, and it has been some time since we updated your contact information. Please complete the information requested below and return a copy to us in the enclosed self-addressed envelope. If you wish us to contact you for further discussion or to schedule a site visit, please check here ☐.

Please respond by **Tuesday, 8 April 2014**.

We appreciate your participation and partnership.

Sincerely,

Howard Hinkson

Howard Hinkson

Name of Facility: San Mateo Union High School District
re: All Schools

Point of Contact to Authorize Use of Facility:

Name and Title: Elizabeth McManus
Office Phone: 650 558-2204 Cell: 650 315-4407
24-Hour Phone: 650 315-4407

Point of Contact to Open Facility:

Name and Title: Zeke Lyles
Office Phone: 650 558-2411 Cell: 650 280-7717
24-Hour Phone: 650-280-7717

EMERGENCY SCHEDULES/DISTRICT BOARD POLICY

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

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

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 department 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 department 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:

1. 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

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

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. (BP 5138)

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

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

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

San Mateo High School

Safety Plan Goals

2016-2017

GOAL 1:

Throughout the 2016-2017 school year, San Mateo High School will provide a safe, physical and social environment for students where they feel supported, have caring adults who hold high expectations, fostering a strong school connection.

GOAL 2:

By June 2017, create a safe and healthy school environment where staff is trained to work an effective emergency or crisis drill and create a safety committee to include all stakeholders.

Appendix A: San Mateo High School Emergency Preparedness Plan: Immediate Action Response for Staff: The Big Five

Immediate Action Response: The Big Five

RESPONSE

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize the necessary resources to address the emergency at hand.

CALLING 911

When calling 911 be prepared to remain on the phone and answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response.

WHEN REPORTING AN EMERGENCY

- ☐ Remain calm and speak slowly and clearly
- ☐ Be prepared to provide name, location of the incident, and caller's location, if different from the scene of the emergency
- ☐ Although caller ID information may transfer immediately to the 911 Dispatcher, it is **not** available in all locations. The 911 Dispatcher will confirm and verify the phone number and address for EVERY call received
- ☐ Answer all questions asked by the 911 Dispatcher, even those that seem repetitious
- ☐ Do not hang up until the Dispatcher says to do so

CALLING 911 FROM A CELL PHONE

- ☐ 911 calls from cell phones may need to be transferred to another agency because cell phone calls are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match political boundaries
- ☐ Know your cell phone number and be prepared to give the dispatcher an exact address

When calling 911, time is of the essence. Remain calm; speak slowly and clearly. The 911 Dispatcher needs to gather the correct information the first time he/she asks for it.

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. With an Immediate Action Response, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations.

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 RESPONSES: THE BIG FIVE

ACTION	DESCRIPTION
DROP, COVER & HOLD ON	Implement during an earthquake or explosion to protect building occupants from flying and falling debris
EVACUATION	Implement when conditions outside the building or off-site are safer than inside or on-site. Requires the orderly movement of students and staff from school buildings to a pre-determined safe location
LOCKDOWN / BARRICADE	Initiate for an immediate threat of danger 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
SECURE CAMPUS	Initiate for a potential threat 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
SHELTER IN PLACE	Implement to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildlife. Close windows and air vents and shut down air conditioning/heating units

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

DROP, COVER AND HOLD ON

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 of 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
- 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

Immediate Action Response: The Big Five

DROP, COVER AND HOLD ON

STAFF ACTIONS: OUTSIDE

- Any person in a wheelchair should find a clear spot, lock the wheels, and if 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

EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff 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
- ☐ 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 building to a designated safe site, on-campus or off-site
- ☐ May require that students and staff rely on district bus transportation
- ☐ 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

EVACUATION

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
- 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

EVACUATION

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
- ☐ 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

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 to, 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 / BARRICADE:

- ☐ Is a response to an immediate danger; it is **not** preceded by any warning
- ☐ Demands quick 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)

Immediate Action Response: The Big Five

LOCKDOWN / BARRICADE

“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 if 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 off/silence cellphones
- ☐ 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

LOCKDOWN / BARRICADE

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
- Lock and close the door and barricade with heavy objects
- Close blinds and turn off lights. If the door has a window, cover with a pre-cut 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 to do so, take attendance and document on appropriate form
- Remain in the classroom or secured area until further instructions are provided by School Incident Commander or law enforcement
- 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

LOCKDOWN / BARRICADE

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
- If 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
- 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

Immediate Action Response: The Big Five

LOCKDOWN / BARRICADE

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 pre-determined 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

Immediate Action Response: The Big Five

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

SECURE CAMPUS

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

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

During a Shelter-in-Place response as a result of air contamination, 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 room 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

Immediate Action Response: The Big Five

SHELTER IN PLACE

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 to site protocol
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine

Bomb threat report

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

BOMB THREAT REPORT

Date:	Time:
Call Received by:	At Phone #:
When is the bomb set to explode?	
Where is it located?	
What will cause it to explode?	
What kind of bomb is it?	
Did the person give a reason for the threat?	
Can you identify the caller?	
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 B: EMERGENCY PROCEDURES & SCHOOL SAFETY

EMERGENCY PREPAREDNESS – THE BIG FIVE

In times of disaster, such as a major earthquake, it is extremely important to know the whereabouts of the students. To ensure the safety and location of the students, it is the District's policy to **require students to stay at school until they can be reunited or released to or by a parent/guardian, or the person(s) listed on the student's Emergency Contact Sheet.** The District will arrange for the care of students until that is accomplished. Students should discuss this and their family emergency plan with their family members.

Students with serious medical conditions which require prescribed medication are required to have paperwork on file with the District Nurse. This paperwork is renewed every school year. Students who must carry medication during school hours must complete the *Medication During School Hours* form. This allows students to carry their medication on himself/herself and self-medicate. It is recommended that the parents/guardians keep a second emergency supply of the medication in the health office. Examples of such medication are if the student takes a medication necessary for physical or mental problems, such as insulin, seizure medication, psychotropic drugs, or any medication taken daily to prevent life-threatening consequences.

Full Evacuation/ Earthquake Procedures

Full Evacuation/ Earthquake procedures are similar to the fire evacuation plan; however, designated areas on the Football field are assigned to each classroom for accountability of all students and staff. All students must **SIT** down on the field at the designated area. For safety of others, no balls, toys, or throwing objects allowed. During drills, no i-pods or phones allowed. Parents/Guardians should not try to pick up their children from school until the emergency is officially declared to be over. If a parent/guardian comes to pick up the student, the student will be located on the field and directed to go to the Student Release gate.

Between passing periods, brunch or lunch

Students who are out of the classroom should report to the football field to the designated location of the students' previous class.

En-route to and from School

If students or adults are walking to or from school at the time of an earthquake, they should get clear of all buildings and remain alert to dangers.

Riding the School Bus

School bus drivers, at the time of an earthquake, will immediately stop the bus and have the occupants assume the "DROP" position in the aisles or under the seats.

BOMB THREATS

If you receive a bomb threat, please attempt to do the following:

Try to keep the caller talking as long as possible. Ask the questions below. Record everything that is said. Signal a co-worker to call 911 and report the threat to Police. DO NOT hang up or put the call on hold to call the police yourself. Have a co-worker notify a site administrator and the District Office. Try to get information about location of the bomb and time of detonation. Tell them that unless they provide the information, innocent people may be injured or killed. Inform an administrator of the situation.

Check your work area for any unknown objects, boxes, packages, etc.

QUESTIONS TO ASK THE CALLER

1. When is the bomb going to explode?	6. Did you place the bomb?
2. Where is the bomb right now?	7. Why?
3. What does it look like?	8. What is your address?
4. What kind of bomb is it?	9. What is your name?
5. What will cause it to explode?	10. Exact wording of the threat?

ADDITIONAL INFORMATION ABOUT THE CALL:

Caller's Sex: **Race:** **Age:**

Length of call: **Time:** **Date**

Telephone number where the call was received:

Characteristics of Caller's voice:

Calm	Angry	Soft	Slow
Rapid	Crying	Loud	Laughter
Slurred	Normal	Distinct	Clearing throat
Nasal	Stutter	Deep	Lisp
Raspy	Familiar	Ragged	Accent
Deep breathing	Excited	Disguised	Cracking voice

Background Sounds:

Street noises	Crockery	House noise	Music
PA system	Clear	Motor	Office
Static	Factory noises	Phone booth	Long distance
Animal noises	Railroad	Local call	Airplane
Voices	Boats	Water	

Threat Language:

Well spoken	Foul	Irrational	Incoherent
Taped	Caller read message		

CIVIL DEFENSE - RED ALERT -AIR RAID

Like a devastating fire, an bomb or air raid attack may never come, but we must face realism in that the attack is always possible. Know what to do and how to do it. Cooperation has to be watchword of this school. Put all your efforts toward making our rehearsals a success so, in the event of a real performance, we will be ready to protect ourselves and those around us. **SILENCE IS NECESSARY DURING ALL DRILLS.** The Air Raid Alert (Red) Alarm is a short interruption bell followed by an announcement over the public address system stating "This is an air raid drill".

Specific directions:

"On the floor": means to get down on your knees, sit back on your legs and bury your head in your hands on your lap. Keep your eyes closed and covered. Do not look at the explosion! This position on the floor offers more protection than that of lying flat, so follow directions exactly as explained.

Warning Procedure

- a. Upon receiving notice from the local police departments (assuming the local siren cannot be heard) students will be notified in the following manner. The general warning for the whole school shall consist of short class bell followed with an announcement "RED ALERT". This is the signal to "get down on the floor" as defined in "a" - specific direction.
- b. In the case of pre-warning, that is, a yellow alert, teachers, only, will be notified via the intercom system. In this case, there will be no change of classes until an "all clear" is received.
- c. If the warning comes while students are not in class, all students will report quickly, but safely, to their previous class. Remember--organized, safe hurrying is much faster than mad rushing. This warning signal is the short bell and an announcement.

Actual alert

- a. Telephone circuits must be kept free for the school to receive instructions from police and fire departments; therefore, no telephone calls will be allowed during any alert.
- b. Parents must not telephone school during alert.
- c. There will be no changing of classrooms during the alert.
- d. Every student is to follow exactly the procedure as it is given for the place he or she is when an alert is sounded.
- e. No student will be allowed to leave school during an alert except in the hands of his or her parents/guardian. This is important because a yellow alert raid lasts for a long period of time before either the "all clear" sounds or a "red alert" develops.

Procedures

1. Classrooms- with outside glass:
 - Go into the nearest corridor.
 - Take "on floor position" facing away from windows.
 - Remain quietly in this position until the "all clear" is given.
 - Do not look toward windows.
2. Classrooms with no outside glass:
 - Take "on the floor" position on the south side of each desk.
 - Instructor should position himself near phone.

- Remain quietly in this position until the “all clear” is given.
3. CTE/Nutrition Room
 - Turn off gas ranges immediately.
 - Take “on floor” position in protected area.
 - Teacher will take place near phone.
 4. Auditorium
 - Stage--Draw drapes and take “on the floor” position.
 5. Gymnasium
 - Teacher, upon receiving either “yellow” or “red” alert will take all classes immediately to respective locker room.
 - Teacher will take position near phone.
 - Students will take “on the floor” position in front of individual lockers.
 6. Administrative Offices
 - All persons in office at time of alert will take “on the floor” positions in the corridors.
 - Principal or designee will remain with the Administrative Assistant near phones and P.A. system.
 7. School Bus or Cars on campus
 - All students and driver leave bus immediately, but in orderly manner.
 - Take protection of nearest gutter, wall, or some such formation that will afford quick but adequate protection.
 - Take “on the floor” position until “all clear” is given.
- The bus driver is in complete charge, and student “MUST OBEY DRIVER.”
8. Walking to and from school
 - Students must take protection of nearest gutter, wall, or some such formation that will afford the most adequate protection.
 - Take “on the floor” position and hold until “all clear” is given.

All the instructions listed above are procedures to follow when we have a warning. Remember, if an attack comes without warning, take the nearest possible coverage: a mound of dirt, a wall, a gutter or some other protection of this nature and cover yourself the same way as you would do in the “on the floor” position. Do not look at the explosion. Stay put for at least several minutes following the blast.

The Big Five Emergency Protocols

This year San Mateo Union High School District has adopted the Big Five Emergency Protocols: ***Shelter-in-Place, Secure Campus, Lockdown/Barricade, Drop, Cover, Hold On, and Evacuation***. Listed below are descriptions of the five protocols:

The Big Five: Shelter-In-Place

Implement to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildlife. Close windows and air vents and shut down air conditioning/heating units

Student/Staff Notification: PA Notification to respond to Shelter-in-Place

Procedures

1. Direct any student in the hall to enter the closest classroom and remain there until further notice.
2. Close doors and windows. Seal gaps if directed to do so.
3. Continue with normal class activities.
4. Wait for release from Incident Command Center

The Big Five: Secure Campus

Initiated for a potential threat 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.

Student/Staff Notification: PA Notification to respond to Secure Campus

Procedures

1. Direct any student in the hall to enter the closest classroom and remain there until further notice.
2. Close and lock doors and windows.
3. Continue with normal class activities.
4. Wait for release from Incident Commander Center.

The Big Five: Lockdown/Barricade

Initiate for an immediate threat of danger 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 bylaw enforcement.

Student/Staff Notification: PA Notification to respond to Lockdown/Barricade

Procedures

1. Direct any student in the hall to enter the closest classroom and remain there until further

notice.

2. Close and lock doors and windows.
3. Cover windows.
4. Turn off all lights, including from electrical devices.
5. Barricade door.
6. Remain quiet
7. Wait to respond as necessary.
8. Release by law enforcement only.

The Big Five: Drop, Cover, Hold On

Implement during an earthquake or explosion to protect building occupants from flying and falling debris.

Procedures

1. At first recognition of earthquake/explosion, direct students to move away from windows
2. Initiate Drop, Cover, Hold On procedures
3. Persons in wheelchairs should shelter against an interior wall
4. After each aftershock, initiate Drop, Cover, Hold On
5. Evacuate only when directed
6. Wait for further directions from Incident Command Center.

The Big Five: Evacuation

Implement when conditions outside the building or off-site are safer than inside or on-site. Requires the orderly movement of students and staff from school buildings to a pre-determined safe location.

Student/Staff Notification: Evacuation Alarm Sounded

Procedures

1. Everyone must leave the buildings through the nearest exit.
2. The first one to reach any door should open the whole door and hold the door open unless a door check is provided. Students lead the class and the teacher at the end closes the door.
3. Speed should be subordinate to control and order. There must be no running/pushing during the fire drill.
4. Teachers or adults must check to see that all are out of each room and then lock the door.
5. Take roll and bring roll book.
6. Bring paper with room number and hold above head level of the student body.
7. Escort your students out of the building and to the designated areas on the map. Students must go to a predetermined safe place on the grounds, sidewalks, or parking lots. Students, in leaving buildings during fire drills, must not congregate closer than twenty-five feet to a building.
8. Keep the flow of traffic moving.
9. Students who may not be with their class when the fire alarm is sounded should leave the building promptly and report to their regular class on the designated area on the football field.
10. Teachers must check the roll to determine that all students have been accounted for.

11. Wait to be released in Incident Command Center.

REPORT STATUS VIA EMAIL/PHONE/WALKIE TALKIE

Report your status via email or walkie talkie. Telephone is last resort:

Janine Beard:	558-2301
Natalie Esposto or Mary Petrini:	558-2349
Jesse Boise:	558-2303
Adam Gelb:	558-2302
Yvonne Shiu:	558-2300

Email: **smhs_emergency@smuhsd.org**

Email subject: **STATUS of (TEACHER LAST NAME
and Staff members with you), Room #**

CERTIFICATED PERSONNEL: (Administrator: Boise, Shiu)

Counselors and Administration will be checking status.

Teachers and classroom aides: Report status of you, your class, and any aides to:

1. Email: smhs_emergency@smuhsd.org
2. Email subject: STATUS of (TEACHER LAST NAME)

Do not write your status in the body of the email, write it in the subject line.

CLERICAL STAFF PERSONNEL (Administrator: Gelb, Shiu):

Dean, Secretary, and Administration will be checking status

1. Email: smhs_emergency@smuhsd.org
2. Email subject: STATUS OF (STAFF LAST NAME)

Staff Assistants: Collect status of reports via email STATUS OF STUDENT SERVICES/CLERICAL, report as email to above email.

SSA:	Check in via walkie or email
Campus Aides:	Check in via walkie talkie
SRO:	Check in via walkie
Maintenance:	Report status via walkie talkie
Cafeteria Crew:	Check in via walkie or email
Classified Staff:	Check in via email
P.E. classes:	Check in via walkie, phone or email

SUBSTITUTES (Administrator: Shiu)

Beard: Contact Substitutes via phone to classroom for status, report status of any teacher/ staff members who did not sign in via email.

Front Office: Assist with collecting emails

PE Teachers: Will be notified of the emergency by an Area Supervisor if you cannot hear the bell. Move your students into the two gymnasiums. If classes are out on field, the designated spot will be to report to the football field, then to baseball field. Completely off site location will be determined.

Classified Staff: Lock all office doors from the outside. Keep any students with you in the office. Move away from windows.

Teachers on Prep: Help move any students in the halls into the nearest classroom. Help the teacher with the class.

Area Supervisor Responsibilities: Full implementation of Secure the Building requires that all

buildings be secured and locked.

Building A, B, C, D

PE

Building M (Music/Maintenance)

Building E (Aquatics wing)

Principal, Assistant Principals, Dean, SSA

P.E. Dept. Chairperson/Campus Aides

Teachers/Campus Aides/Facilities Manager

Teacher/Facilities Manager

FIRE EVACUATION PLAN

Evacuation routes are posted in each room/ office. Teachers are expected to review this with each class. Additional evacuation map/ instructions can be obtained in the Main Office.

The chief purpose of fire drills is to give training and practice in quick and orderly removal of all occupants of the buildings to a point of safety. The first prerequisite of an effective fire drill is the responsibility on the part of students and teachers borne of the conviction that these are necessary precautionary procedures. Teachers are to maintain control of their classes at all times and to have their serious attitude toward fire drills reflect upon their student. All staff and students **MUST** evacuate at all times during the sounding of the fire alarm.

Procedures

1. Everyone must leave the buildings through the nearest exit.
2. The first one to reach any door should open the whole door and hold the door open unless a door check is provided. Students lead the class and the teacher at the end closes the door.
3. Speed should be subordinate to control and order. There must be no running/pushing during the fire drill.
4. Teachers or adults must check to see that all are out of each room and then lock the door.
5. Take roll and bring roll book.
6. Bring paper with room number and hold above head level of the student body.
7. Escort your students out of the building and to the designated areas on the map. Students must go to a predetermined safe place on the grounds, sidewalks, or parking lots. Students, in leaving buildings during fire drills, must not congregate closer than twenty-five feet to a building.
8. Keep the flow of traffic moving.
9. Students who may not be with their class when the fire alarm is sounded should leave the building promptly and report to their regular class on the designated area on the football field.
10. Teachers must check the roll to determine that all students have been accounted for.

EARTHQUAKES/ FULL EVACUATION TO THE FIELD

Full Evacuation/ Earthquake procedures are similar to the fire evacuation plan; however, designated areas on the Football field are assigned to each classroom for accountability of all students and staff. All students must **SIT** down on the field at the designated area. For safety of others, no balls, toys, or throwing objects allowed. During drills, no i-pods or phones allowed. Parents/Guardians should not try to pick up their children from school until the emergency is officially declared to be over. If a parent/guardian comes to pick up the student, the student will be located on the field and directed to go to the Student Release gate.

Procedures

1. At School

Inside of building/ classrooms:

- Avoid glass and falling objects.
- Move away from windows.
- Move out from under suspended light fixtures and skylights.
- If possible, open doors to prevent jamming if the building shakes.
- Get under desks or tables where available. If there are no tables nearby or not enough, drop to the floor against an interior wall or doorway.
- Drop to knees with back to the windows and knees together.
- Clasp both hands firmly behind the head, covering the neck. Cover ears with forearms.
- Bury face in arms, protecting the head. Close eyes tightly.
- Stay in the above position until the earthquake is over or until further instructions.
- All students will be kept at school during an earthquake emergency.
- Parents/Guardians should not try to pick up their children from school until the emergency is officially declared to be over.

Outside of buildings:

- Move away from the building, trees and exposed wires.
- On the stairs, sit down, hold onto handrail and cover eyes.
- In the hallway, take the protective position alongside the walls. Try to avoid earthquake hazards such as unsecured lockers.

2. En-route to and from School

If students or adults are walking to or from school at the time of an earthquake, they should get clear of all buildings and remain alert to dangers.

3. Riding the School Bus

School bus drivers, at the time of an earthquake, should immediately stop the bus and have occupants assume the “DROP” position in the aisles or under the seats.

4. Between passing periods, brunch or lunch

Students who are out of the classroom should report to the Football field and to the designated location of the students' previous class.

Procedures for full evacuation to the field

Teachers will direct their students to “duck and cover” by moving away from windows, if possible, and under desks and tables where available until the tremors have subsided. The signal to evacuate the building in this case will be the fire alarm. An alternate warning signal could be by the P.A. system or bullhorn.

1. Students and staff should then move in an orderly fashion from inside the school buildings to assembly areas designated by our “Fire Evacuation Plan” (regular fire drill). Students lead the way with the room number on a sheet of paper, and the teacher at the end closing the door.
2. Doors remain CLOSED & UNLOCKED.
3. Remain in the fire evacuation areas until directed by school administration to move to the designated evacuation sites. (See attached map). This will be signaled by use of a bullhorn.
4. Once the students have arrived at the evacuation sites, have the students SIT down on the field at the designated area.
5. Take accurate roll. Stress to all students they are expected to stay with their class at the

evacuation site.

6. IMPORTANT: ALL FACULTY AND STAFF MUST REPORT IN! Use the attendance status report (BLUE=okay, RED=Help). State your name/ room #.
7. Hold up the RED/BLUE cards in the air so student runners can pick up.
8. NO TOYS, iPods OR PHONES DURING DRILLS. CONFISCATE THEM. THIS IS STILL SCHOOL INSTRUCTIONAL HOURS.
9. SUPERVISE ALL STUDENTS. Do not allow students to leave without permission. If a note is stating the parents are here to pick up their student, be sure our attendance aide signs it.
10. Release student members on the Evacuation Teams.

Evacuation Team Members: First, report your class status to the Student Status Team. Ask a nearby teacher to help supervise your class. Then report to team.

One ring of the regular school bell and an announcement will signal the all clear/ return to the classrooms.

EVACUATION TEAMS

COMMAND CENTER

Team Leaders: **Shiu, Yvonne
 Beard, Janine

SITE OPERATIONS:

Gelb, Adam
Cervantes, Ayde
Janine Beard: Bring sign in for all staff, faculty and substitutes.

SITE PLANNING:

Boise, Jesse
Maldonado, Tammy

STUDENT STATUS TEAM (Accountability of all)

Accountability and care of students and staff. Report to south 50 yard line and set up station. Student runners from this team will pick up Status cards and return to team. Blue=Okay, Red=Help. Account for each class and staff member. Any "help" signs report to First Aid or Search & Rescue Teams. Inventory Student Supervision supplies.

Team Leaders: ** Sara Cowey (Designate student runners for pick-up of field status cards)

 ** Natalie Esposto/Mary Petrini (organize student runners, give name tags, field assignments)

 **Anthony "Tony" Alexander (Check off teacher/staff names as reported)

Team Members: Wellness Counsleor: Diana de Guzman
 Front office: Natalie Esposto/Mary Petrini
 Career Center: Steven Hansen
 Student Aide: Anthony "Tony" Alexander
 Staff Assistant: Ayde Cervantes (Check off Faculty and staff for evacuations)

STUDENT RELEASE TEAM (Parent/Guardian Pick up)

Set up Release "Entrance" and "Exit" Gates. See map for location set up. Release students to parents/guardians in an orderly manner. Coordinate and update student and staff rosters with Student Supervision Team via "Student Runners". Maintain a log of all communications. Supervise "Student Runners" assigned to Student Release Team. Inventory Student Release Team supplies.

Team Leaders: *** Menendez, Corina (E)
 *** Watson, Georgiana (e): bring student locators to the site
 *** Morales, Fabian (E): bring student locators to the site.
 (E=Entrance, e-exit)

Team Members: Casco, Maria (E)
 Gomez, Sandra €
 Booth, Andrea (E)
 Gomez, Janette (e)
 Booth, Andrea (E)

FIRST AID TEAM:

Provide emergency and long term first aid and document treatment. Report to southeast field by end of bleachers and Set up First Aid Station. Maintain a log of all communications Inventory Emergency First Aid Team supplies.

Team Leaders: **Hickey, Catherine: Bring emergency card binder, give assignments and I.D. cards to students. Assign who roves "R" or is stationary "S",
 ** Abrams, L'vannah: Help with crisis situation

Team 1(meet at concession booth)

Dinges, Nancy "R"
Au-Foote, Katie "R"

Team 2 (on field until needed)

Scheller, Jeff "S"
Dickson, Joyce "S"

SEARCH AND RESCUE TEAM:

Search facilities for injured and trapped. Provide basic First Aid (triage form) and take injured to first aid station. Retrieve red emergency bags from classrooms. Maintain a log of all communications. Inventory Search and Rescue Team supplies.

Team Leaders: Appleman, Miguel
 Go to concession stand. Get walkies /assign areas

Team Members: Malone, Marni
 Norman, Jim
 Rainaldi, Marco
 Stock, Julie

SITE SECURITY TEAM:

After taking attendance, have a field supervisor monitor your class. Report to the ticket booth. Meet with the Team leader for directions. Patrol Site Perimeter and to encourage students from leaving by reminding students, for their safety, they are required to stay at school. Direct parents and other adults to Student Release Entrance Gate. Maintain a clear entrance to the school for Emergency vehicles. Maintain a log of all communications. Inventory Site Security supplies. Give assignment area and name tags to students.

Team Leader: ** Reoutt, Mark
Team Member: Termini Diane, Moshkounian, Victoria

CARE AND SHELTER TEAM: (as needed, otherwise on field)

Provide shelter to the students and staff as required. Set up tents and portable toilets. Maintain a log of all communications. Inventory Shelter Team supplies.

Team Leader: ** Vasquez, Heather
Team Members: Berg, Regina, Cafeteria Crew (5)

UTILITY CONTROL, DAMAGE ASSESSMENT TEAM:

Perform damage assessment of utilities and facilities. Report to Concession Stand and report in to Suzanne Woolfolk. Document nature and extent of damages. Cord off dangerous areas. Maintain a log of all communications. Inventory utility control/damage assessment team supplies.

Team Leader: ** DeKom, Billy Assign areas to team members

Team Members: Kirkendall, Joe (Boiler person)
Zink, Randy
Masterson, Mike (leave of absence 1/4/2016)
Ortega, Luis
Cutajar, Joe (Night crew)
Hobson, Robert (Night Crew)
Lagan, Larry (Night Crew)
Iniguez, Leo (Night Crew)
Tealdi, Leo (Night Crew)
Huygh, Phat (Night Crew)
Nassery, Hikmal (Night Crew)

SITE LOGISTICS: DeKom, Billy

SITE FINANCE: Wong, Shirley

**San Mateo High School
Staff Personal Emergency Preparedness
2015-2016**

Name: _____
Position: _____
Date: _____

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.

1. I have completed the following courses and am currently certified in the following
Also, please note if you have any experience in any of the below.

_____ First Aid	Date _____
_____ CPR	Date _____
_____ Earthquake Preparedness	Date _____
_____ Search and Rescue	Date _____
_____ Use of fire extinguishers	Date _____
_____ Ham Radio Operation	Date _____
_____ CERT	Date _____

3. In case of emergency evacuation, teachers are assigned to Teams. Please indicate your interest of teams you would like to be on (1=1st choice, 2=2nd choice, 3=3rd choice). If there is a team you definitely do NOT want to be on, please make a note of it.

_____ First Aid	_____ Search & Rescue	_____ Shelter
_____ Site Security	_____ Student Release	_____ Student Supervision
_____ Utility control/ Damage assessment		

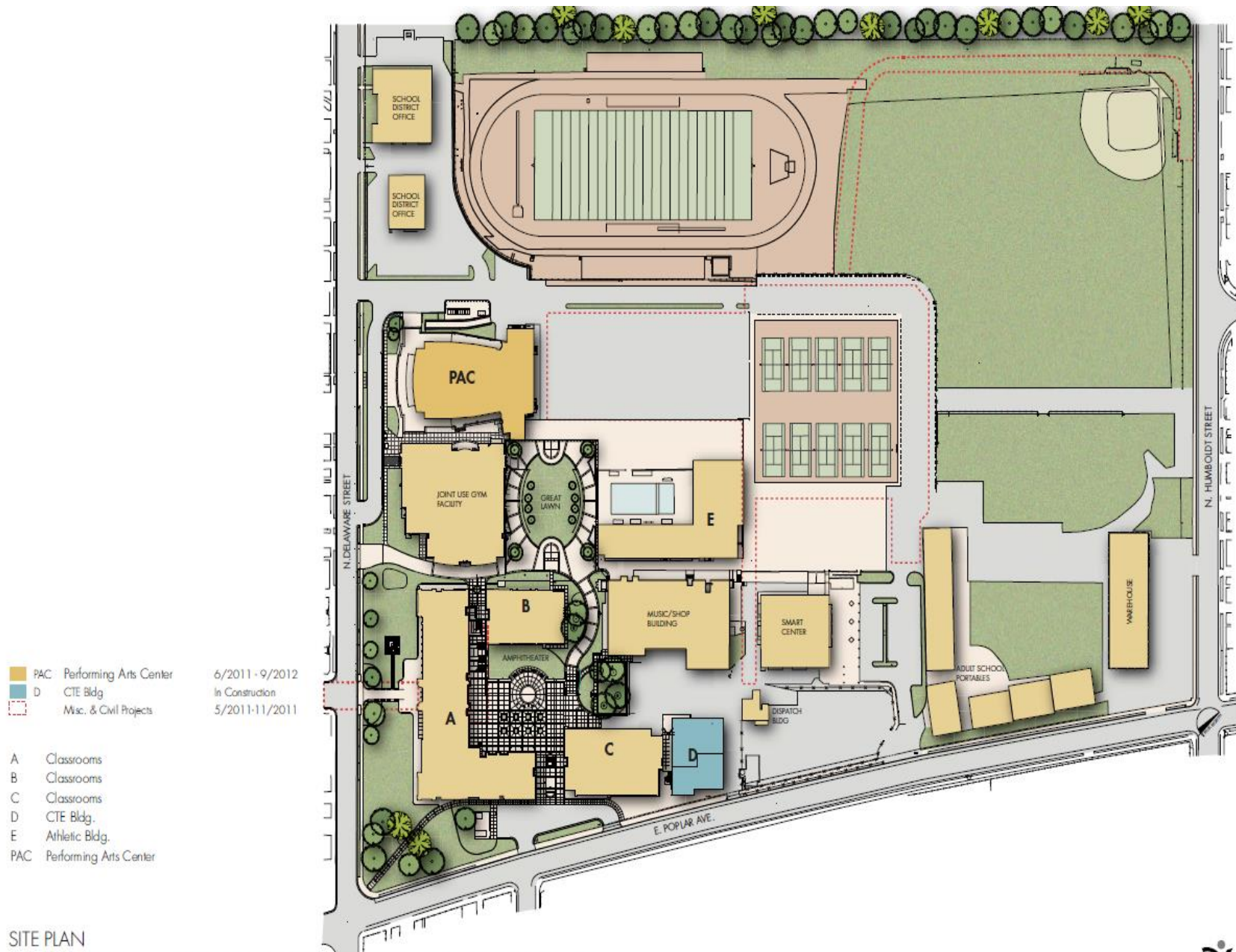
4. Staff Release Plan

The administration will take into consideration the family needs of employees and release staff accordingly. Please check off or provide any family needs that the administration must take into consideration.

_____ Single parent with pre-school children	_____ Person with health problems or disabilities
_____ Single parent with children in K-8 grades	_____ Person living in areas of major damage
_____ Single parent with children in 9-12 grades	_____ Married parents with infant/preschool
_____ Staff member with housebound dependents	_____ Married parents with children in K-8 grades
_____ children	_____ Married parent with children in 9-12 grades

5. Please send via email attachment to Adam Gelb. Thank you!

APPENDIX C: EVACUATION AND CAMPUS MAPS

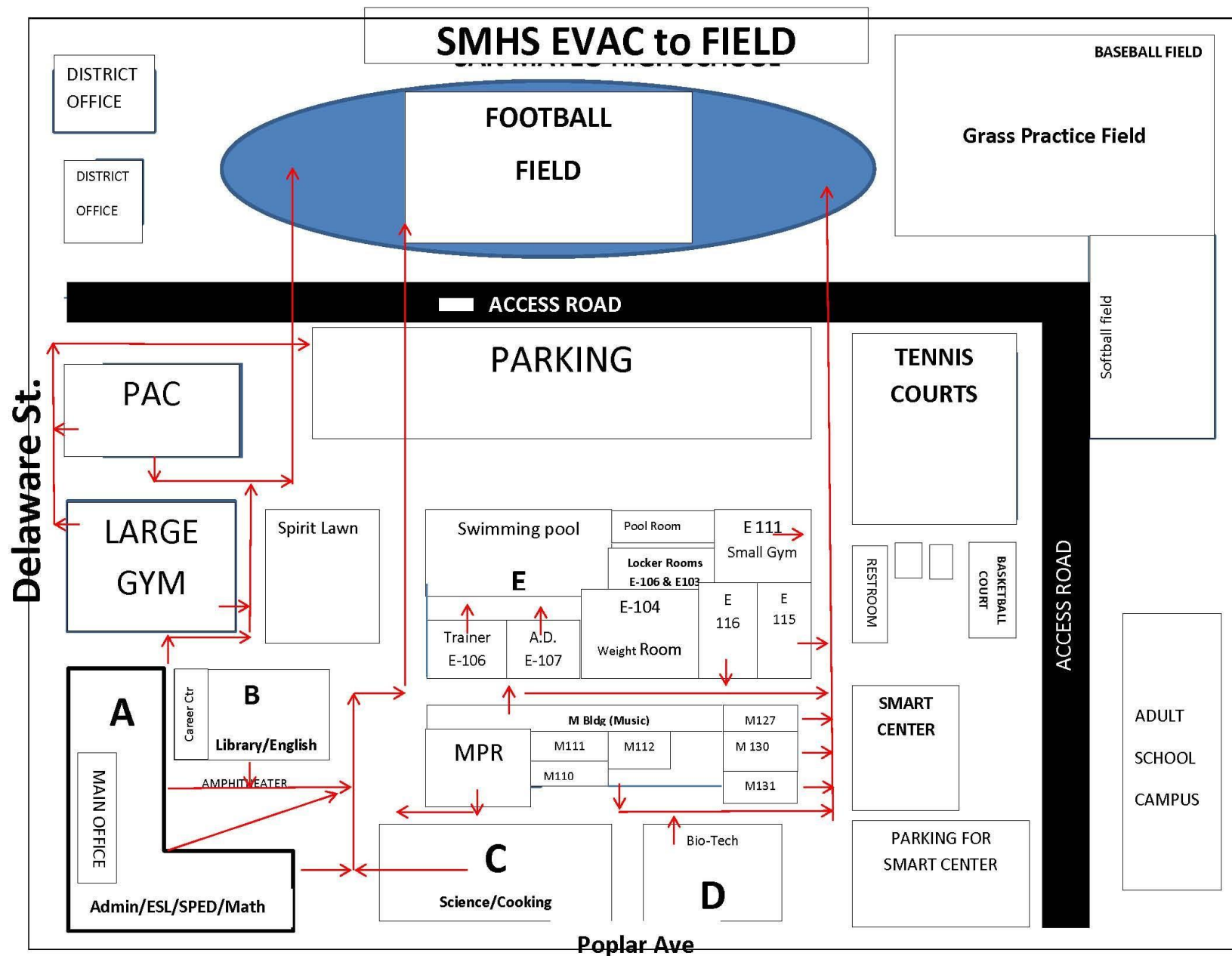


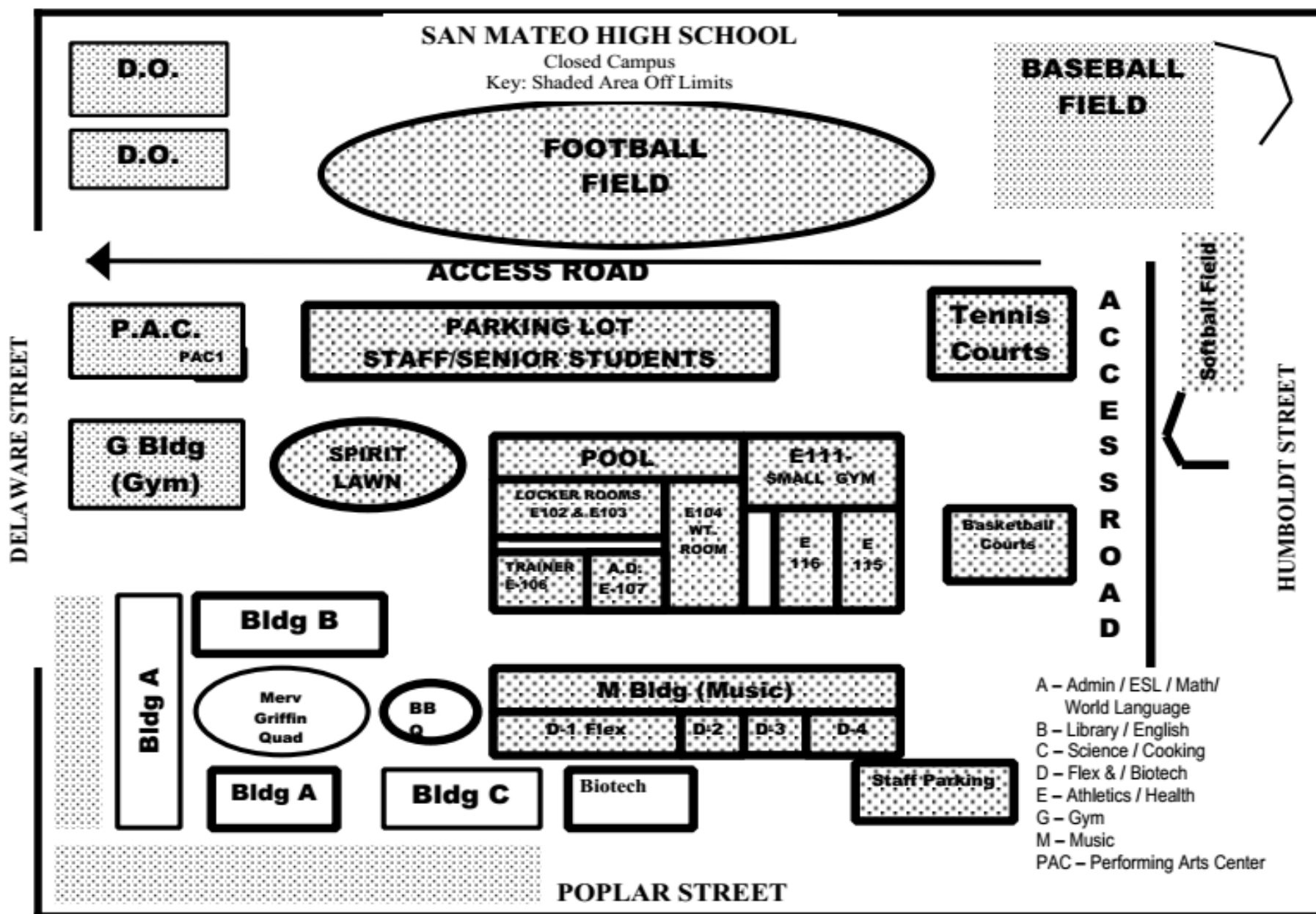
SITE PLAN
SAN MATEO PERFORMING ARTS CENTER RENOVATIONS AND ADDITIONS

San Mateo Union High School District - Measure M Projects

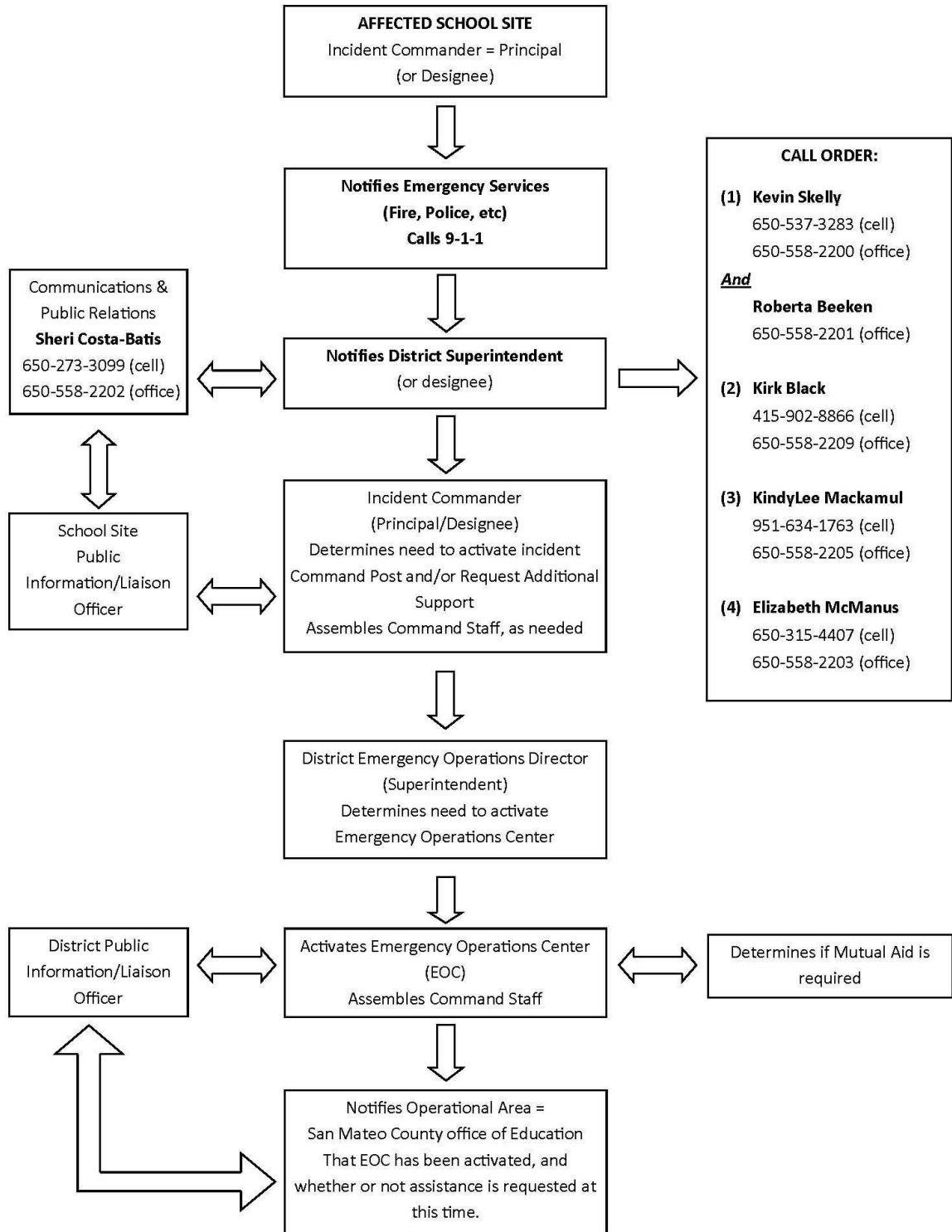
March 2010



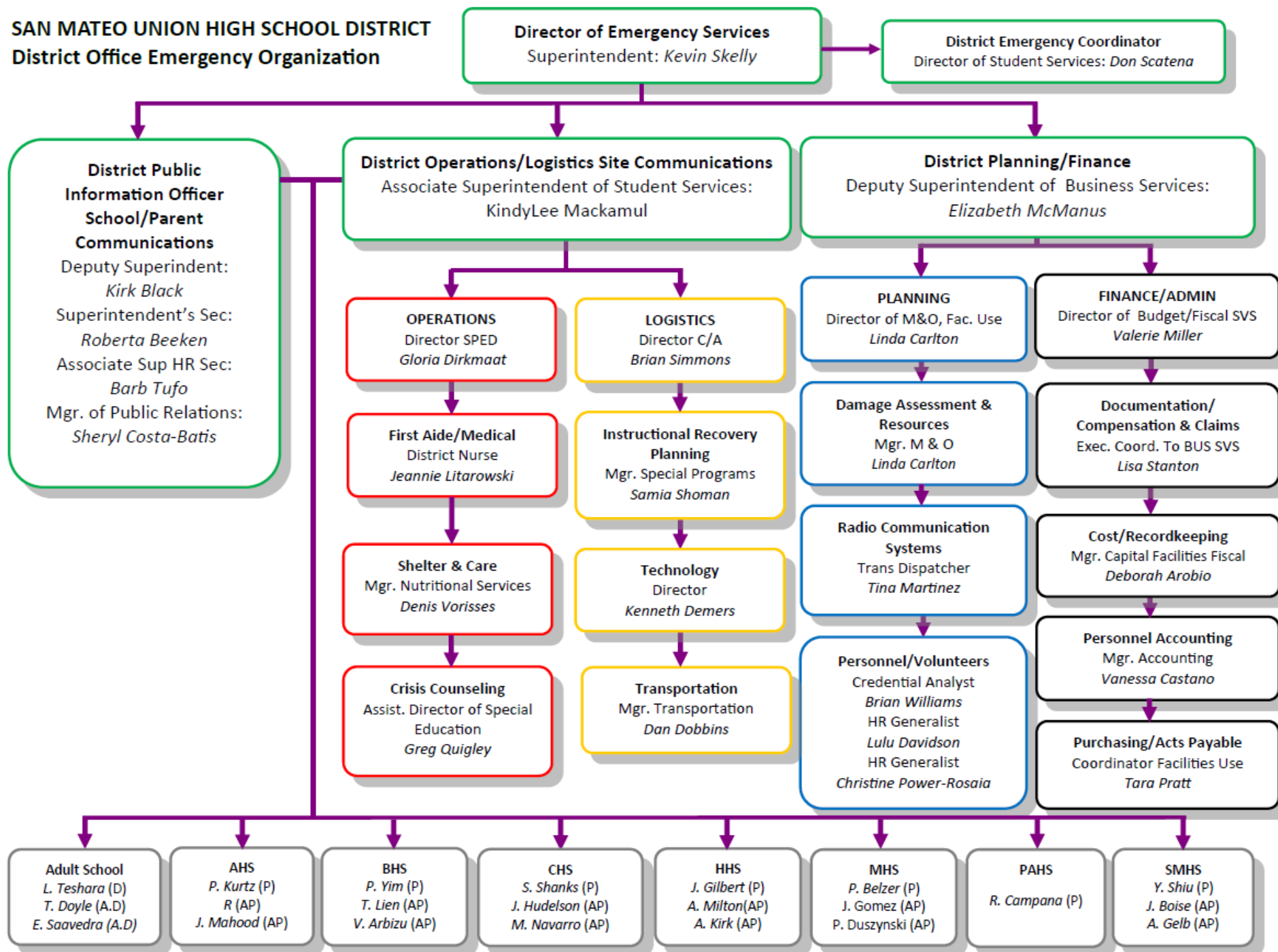




SCHOOL INCIDENT RESPONSE FLOW CHART



SAN MATEO UNION HIGH SCHOOL DISTRICT
District Office Emergency Organization



NORTH ↑

**SAN MATEO HIGH SCHOOL
SPECIAL TEAMS LOCATIONS
AND
STUDENT SUPERVISION FOOTBALL FIELD DIAGRAM**

**STUDENT
RELEASE
ENTRANCE
GATE**

102030405040302010											
END ZONE	PAC Admin Offices	MAIN GYM PE CLASS WEST GYM DANCE	MAIN A. A-142 A-143 A-144 A-145 A-146 A-147	UPPER A-North A-200 A-202 A-203 A-204 A-205 A-206	UPPER A-SW A-232 A-234 A-235 A-236 A-237	B/COMP LABS B-102 B-207 C-013 A-148	UPPER C C-104 C-105 C-107 C-110 C-111 C-113	MEDIA BLDG M-101 M-110 M-111 M-112 M-127 M-130 M-131	MUSIC BLDG M-1 M-2 M-3	BLDGE WEIGHT ROOM (E-104) TRAINER (E-106) AD OFFICE (E-107)	END ZONE
END ZONE	LOWER B Library Career Center Textbook Room	LOWER A A-004 A-006 A-007 A-008 A-009	MAIN A-West A-157 A-160 A-161 A-162 A-163	UPPER A-South A-216 A-217 A-218 A-219 A-220 A-221	UPPER B B-200 B-201 B-202 B-203 B-204 B-205	LOWER C C-006 C-007 C-010 C-011 C-012 C-114	Biotech	BLDGM Operations Technology Food Services		BLDGE POOL E-115 E-116 Small Gym	END ZONE
102030405040302010											

**SITE DIRECTOR OF
EMERGENCY SERVICES
MEET HERE**

**SITE PLANNING
STUDENT STATUS TEAM
SITE DOCUMENTATION
STAFF RESOURCES
SITE SITUATION ANALYSIS
(MEET AT 50 YD LINE ON TRACK)**

**SITE OPERATIONS
FIRST AID STATION
SEARCH & RESCUE TEAM
UTILITY CONTROL TEAM
SITE SECURITY TEAM
CARE & SHELTER
MEET HERE**

**STUDENT
RELEASE
EXIT**

ALL STAFF MUST REPORT TO THEIR FOOTBALL FIELD LOCATION FOR RELIEF OF SPECIAL TEAM MEMBERS
REVISED 7-08-15

Comprehensive School Safety Plan
Self-Monitoring Tool
California *Education Code* Sections 32280–32289

Requirements for a Comprehensive School Safety Plan	Requirement Met	Comments
1. Plan is written and developed by a school site council (SSC) or a safety planning committee. The School Safety Planning Committee is comprised of: principal/designee, teacher, parent of child who attends the school, classified employee, and others. The SSC may delegate this responsibility to a school safety planning committee.		
2. SSC/Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan.		
3. The Comprehensive School Safety Plan includes, but is not limited to: a. An assessment of the current status of school crime committed on the school campus and at school-related functions. You may accomplish this by reviewing the following types of information: • Local law enforcement crime data • Suspension/Expulsion data found in the California Longitudinal Pupil Achievement Data System • Behavior Referrals • Attendance rates/School Attendance Review Board data • California Healthy Kids Survey data • School Improvement Plan • Property Damage data b. An identification of appropriate strategies and programs that provide/maintain a high level of school safety.		
4. The SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety.		
5. The Comprehensive School Safety Plan must include all of the following:		
• Child Abuse Reporting procedures		
• Disaster procedures, routine and emergency, including adaptations for pupils with disabilities.		
• Earthquake emergency procedures that include: 1. A school building disaster plan 2. A drop procedure 3. Dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools 4. Protective measures to be taken before, during, and after an earthquake		

5. A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system		
Procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency which affects public health or welfare.		
Policies and procedures which lead to suspension and/or expulsion.		
Procedures to notify teachers of dangerous pupils.		
Policy prohibiting discrimination, harassment, intimidation, and bullying.		
Provisions of any school site dress code, including prohibition of "gang-related" apparel.		
Procedures for safe ingress and egress of pupils, parents, and employees from school site; including access to the school campus.		
Procedures that create a safe and orderly environment conducive to learning at the school.		
Access to the school campus (visitors).		
The rules and procedures on school discipline.		
Crisis Response Plan.		
Hate crime reporting procedures and policies.		
6. The plan may include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on campus.		
7. The plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school.		
8. The plan should include verification that the school safety plan was evaluated at least once a year, and revised by March 1 every year.		
9. The plan should include documentation that school safety plan was submitted for approval to either the district office or county office of education. Evidence of approval at the district or county level should be included.		
10. The plan should include verification that the SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site.		

APPENDIX D: ANNUAL SCHOOL CHECKLISTS

SAN MATEO UNION HIGH SCHOOL DISTRICT ANNUAL EMERGENCY REVIEW CHECKLIST

School: San Mateo High School

School Year: 2016-17

DATE	ACTIVITY	RESPONSIBLE PERSON	DATE COMPLETED
August	School Facilities/Grounds Hazard Assessment	Gelb/DeKom	August 2016/ January 2017
August	Review School Buildings Plan	Gelb/Cervantes	August, 2016
August	Review Evacuation Routes	Gelb/Cervantes	October, 2016
September	Update Emergency Phone Numbers and Resources	Gelb/Cervantes	October, 2016
October	Inventory of Special Staff Skills	Gelb/Cervantes	October, 2016
September	Survey of Neighborhood Resources		
September	Assign Staff Emergency Functions	Gelb/Cervantes	October, 2016
September	Update Site Web Site with Parent 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	Gelb/	October, 2016
1 st Sem	Fire Drill	Gelb	October, 2016
1st Sem	Earthquake Drill	Gelb	October, 2016
1 st Sem	Other Drill (Shelter in Place)	Gelb/Cervantes	September , 2016
2 nd Sem	Evacuation Drill	Gelb	October, 2016
2 nd Sem	Lockdown / Barricade Drill	Gelb	November, 2016
2 nd Sem	Other Drill: (Secure Campus)	Gelb	February 2016
April	Review Plan	Gelb/DeKom	November, 2016

Notes:

Prepared By: Adam Gelb, Billy DeKom, Ayde Cervantes
Date:11/9/2016

SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST

School: San Mateo High School

School Year: 2016-2017

Administrator Completing Survey: Adam Gelb

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?	X		
Does your school have a disaster plan and is it updated regularly?	X		
Have you identified a team of leaders in your school community who will assist in your emergency planning efforts?	X		
Are you, your teachers and your staff aware of what roles and responsibilities they have under the plan?	X		
Does your plan incorporate the principles of SEMS (Standardized Emergency Management System) and NIMS (National Incident Management System) as required?	X		
Is your staff trained to perform the responsibilities under SEMS/NIMS?	X		
Have you had drills and exercises that involve the performance of SEMS/NIMS duties?	X		
Have you conducted an inventory of the kinds of skills or needs of your staff?	X		
Have you trained your staff in CPR, basic First Aid, SERT (School Emergency Response Team), damage assessment and search and rescue?		X	
Does your staff know the location and have maps of the facility showing the main gas, electricity and water shut-off valves?	X		
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?	X		
Does your site have sufficient supplies (water, food, blankets) to handle emergency situations that may last up to three days?			Inspected January 2016 (Gelb/DeKom)
Is everyone aware of primary evacuation routes and alternate routes? Do your drills include using alternative routes?	X		
Have bookshelves, file cabinets, free-standing bookcases, aquariums, etc. been bolted to the wall or arranged to support each other?	X		

SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST - 2: MITIGATION

CHECKLIST – 2: Mitigation	YES	N O	COMMENTS/CORRECTIVE ACTION NEEDED
Have heavy items been removed from the tops of bookshelves and cabinets?	X		
Have windows in classrooms and other campus buildings been equipped with safety glass or covered with protective film?	X		
Are partitions, suspended ceilings, overhead lights and air ducts secured to the structure of the building?	X		
Are televisions mounted and secured properly in classrooms?	X		
Have you evaluated exits in classrooms, multipurpose rooms and offices to ensure they will remain clear for evacuation routes in an emergency?	X		
Have inventories been made of hazardous materials throughout your schools and facilities?	X		
Are hazardous materials identified, separated and stored properly?	X		
Is there an earthquake preparedness program in your plan?	X		
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?	X		
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?	X		
Does your District have a policy requiring the use of SEMS/NIMS?		X	Big Five Emergency Protocols
Has your administration clearly communicated OES policy and performance expectation to all staff?	X		
Has your District incorporated the principles of SEMS/NIMS in its plan, emergency response procedures and training materials?	X		
Are the school site plans coordinated with the District's plan?	X		
Has your staff been trained in SEMS/NIMS and do they understand the basic principles as required?		X	

SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST - 3: RESPONSE

CHECKLIST - 3: Response	YES	N O	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?	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?	X		
Do you have arrangements in place with local vendors to provide services, fuel for generators, and materials to support recovery efforts?	X		
Have you identified an evacuation site? Is there an alternate location if your original site is not useable?	X		
Have you determined how to transport students to an alternate location if necessary?	X		
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?			Not aware.
Do you know what to do with seriously injured students?	X		
Does your school have clearly established student tracking procedures?	X		
Have you developed emergency sanitation procedures?	X		
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?	X		
Have you identified personnel who can translate information to non-English speaking parents or guardians?	X		
Has a central Emergency Operations Center (EOC), "command post" or other central planning area been identified?	X		
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?	X		Updated January 2016
Does your campus have an internal communication system such as walkie talkies, bullhorn and/or public address system?	X		District Ordered Bullhorns 12/15

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	Y E S	N O	COMMENTS/CORRECTIVE ACTION NEEDED
Have you Identified record keeping requirements and sources of financial aid for disaster relief?	X		
Is someone designated to determine if buildings are safe after an event?	X		
Do you have an established absentee policy for staff and students after a disaster?	X		
Do you have an established agreement with mental health professionals to provide counseling to students and their families after the disaster?	X		
Are there established alternative teaching methods for students unable to return immediately to classes: correspondence classes, tele-teaching, group tutoring, on-line teaching, etc?	X		
Is there a plan for conducting classes if some of the school facilities are damaged – half-day sessions, alternative sites, portable classrooms?	X		
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.	X		

Checklist adapted from:

California Governor's Office of Emergency Services, *School Emergency Response: Using SEMS at Districts and Sites* - [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)

SAN MATEO UNION HIGH SCHOOL DISTRICT
SCHOOL SAFETY/HAZARD ASSESSMENT CHECKLIST

School: San Mateo High School

School Year: 2016-17

School Exterior and Play Areas			
SCHOOL EXTERIOR AND PLAY AREAS	YES	N O	COMMENTS/CORRECTIVE ACTION NEEDED
School grounds are fenced.		X	Some areas are fenced.
Signs posted for visitors to report to office and sign-in	X		
Restricted areas are clearly marked	X		
Shrubs and foliage are trimmed for good line of sight.	X		
Bus loading and drop-off zones are clearly identified.	X		
Access to bus loading area is restricted to other vehicles during loading/unloading.	X		
Staff is assigned to bus loading/drop-off areas.	X		
There is a maintenance schedule for: a. Outside Lights b. Locks/Hardware c. Storage Sheds d. Windows	X		
Parent drop-off and pick-up area is clearly defined.		X	
Lighting around the building is adequate.	X		
Lighting is provided at entrances and other possible access points.	X		
Directional lights are aimed at the building.	X		
The school is free of graffiti.	X		
Play areas are fenced.	X		Stadium and tennis courts are fenced.
Playground equipment has tamper-proof fasteners.			N/A
Visual surveillance of bicycle racks is possible.	X		
Visual surveillance of parking lots is possible.	X		
Parking stickers are issued for assigned parking areas.	X		
Ground floor windows have no broken panes.	X		
Locking window hardware is in working order.	X		

SCHOOL EXTERIOR AND PLAY AREAAS(Continued)	YES	N O	COMMENTS/CORRECTIVE ACTION NEEDED
Doors are locked when classrooms are vacant.	X		
Basement windows are protected with grill or cover.	X		
High-risk areas are protected by security locks.			
a. Main Office	X		
b. Cafeteria	X		
c. Computer Lab	X		
d. Industrial Arts rooms	X		
e. Science Labs	X		
f. Nurse's Office	X		
g. Boiler Room	X		
h. Electrical Rooms	X		
i. Phone line access closet	X		
j. Emergency cache storage facility	X		
k. Other (describe)			
Unused areas of the school can be closed off during after-school activities	X		
Restricted areas are properly identified.	X		
School has written regulations restricting students' and visitors' access to buildings and grounds.	X		
Other (describe)			
Other (describe)			
SCHOOL INTERIOR			
School Interior	YES	N O	Comments/Corrective Action Needed
School has a central alarm system.	X		
The entrance is visible from the main office.	X		
The entrance for visitors is clearly marked and designated.		X	
Multiple entries to the building are controlled and supervised.	X		
Visitors are required to sign-in	X		
Visitors are issued I.D. badges or passes	X		
Proper identification is required of vendors, repairmen	X		
All staff (full-time, part-time and bus drivers) are issued an ID card that is worn in a visible manner	X		

SCHOOL SAFETY/HAZARD ASSESSMENT CHECKLIST

Page 3

SCHOOL INTERIOR (Continued)	YES	N O	COMMENTS/CORRECTIVE ACTION NEEDED
10. The following areas are properly lighted:			
a. Hallways	X		
b. Bathrooms	X		
c. Stairwells	X		
b. Other			
Hallways and bathrooms are supervised by staff.	X		
Bathroom walls are free of graffiti.	X		
Doors accessing internal courtyards are securely locked from the inside.	X		
Exit signs are clearly visible and pointing in the correct direction.	X		
Computers are plugged into protected circuit breakers; plugs are not daisy-chained.	X		
Access to electrical panels is restricted.	X		
Mechanical rooms and other hazardous areas are kept locked using key-only access locking system.	X		
School files and records are maintained in locked, vandal-proof, fireproof containers or vaults.	X		
School maintains a record of all maintenance on doors, windows, lockers and other areas of the site.	X		
Students are restricted from entering vacant classrooms alone.	X		
Students are required to have written permission to leave school during school hours.	X		
There are written regulations regarding access and control of school personnel using the building after hours.	X		
Faculty members are required to lock classrooms upon leaving.	X		
A person is designated to perform the following security checks at the end of the day:			
a. All classrooms are locked.	X		
b. All restrooms are empty.	X		
c. All locker rooms are empty.	X		
d. All exterior entrances are locked.	X		
e. All night lights are working.	X		
f. The alarm system is set.	X		

SCHOOL INTERIOR (Continued)	YES	N O	COMMENTS/CORRECTIVE ACTION NEEDED
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.	X		
Law enforcement personnel monitor school grounds after school hours.	X		
All school equipment is permanently marked with an identification number.	X		Operations equipment is.
An up-to-date inventory is maintained for all expendable school supplies.	X		
School storage is available for valuable items:			
a. During school hours	X		
b. After school	X		
The school has regular maintenance and/or testing of the security alarm system at least annually.	X		
Classrooms are numbered.	X		
The public address system works properly.			
a. It can be accessed from several areas at school.	X		
b. It can be heard and understood outside.	X		
Convex mirrors are used to see around hallway corners.		X	
There is two-way communication between the office and:			
a. Classrooms	X		
b. Duty stations	X		
c. Portable classrooms			N/A
d. Staff outside the building	X		
e. Bus drivers	X		
f. Maintenance personnel	X		
g. Other (describe)	X		
A control system is in place to track keys and duplicates.	X		
Other (describe)			
Other (describe)			

SCHOOL POLICY DEVELOPMENT AND ENFORCEMENT			
SCHOOL POLICY DEVELOPMENT AND ENFORCEMENT	YES	N O	COMMENTS/CORRECTIVE ACTION NEEDED
School Conduct Policy is reviewed and updated annually	X		
A visitor screening policy is in effect.	X		
The school has a Crisis Management Plan in effect that is reviewed and updated annually.	X		
A chain-of-command has been established for the school when the principal and/or other administrators are away from the building.	X		
The school has implemented proactive security measures on campus, at school-sponsored events, and on all school property (to include school buses).	X		
Disciplinary consequences for infractions of the Code of Conduct are fairly and consistently enforced.	X		
Parents are an integral part of student discipline procedures and actions.	X		
The school provides a system for anonymous reporting of problems or incidents by staff and students.	X		
Specific policies and/or procedures are in place that detail staff responsibilities for monitoring and supervising students outside the classroom (e.g., hallways, cafeteria, restrooms).	X		
School has implemented a proactive policy regarding parental actions during sporting events	X		
The Workplace Accident and Illness Prevention Program is an integral part of the School's Safety Plan.	X		
Other (describe)			
Other (describe)			
DATA COLLECTION PROCEDURES			
DATA COLLECTION PROCEDURES	YES	N O	COMMENTS/CORRECTIVE ACTION NEEDED
All violations of state and federal law are reported to law enforcement.	X		
A reporting procedure for disruptive and violent incidents on campus has been established.	X		

DATA COLLECTION PROCEDURES (Continued)	YES S	NO O	COMMENTS/CORRECTIVE ACTION NEEDED
Records of data have been established to identify and analyze recurring problems.	X		
Accident reports are filed when a student a student is injured on school property or during school-related activities.	X		
The incident reporting system is reviewed and updated annually.	X		
Other (describe)			
Other (describe)			
INTERVENTION AND PREVENTION PLAN			
INTERVENTION AND PREVENTION PLAN	YES S	NO O	COMMENTS/CORRECTIVE ACTION NEEDED

Additional Comments:

Prepared By: _____

Date Prepared: _____

* 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.

SAN MATEO UNION HIGH SCHOOL DISTRICT
ANNUAL CLASSROOM SAFETY/HAZARD ASSESSMENT CHECKLIST

School: San Mateo High School

Room No.: _____

Audit Performed by: _____

Date: _____

	YES	NO	N/A	COMMENTS
Are all lighting fixtures securely mounted, in good condition, and clean? Are exposed bulbs covered with lenses?	X			
Are electrical outlets and switches in working order with covers present?	X			
Is the number of electrical outlets adequate to permit the use of classroom equipment without requiring the permanent use of extension cords?	X			
Are potential hazards eliminated, such as uncovered extension cords across aisles, improperly grounded electrical equipment, blinds in poor repair, etc.	X			
Are freestanding cabinets, bookcases, and wall shelves secured to a structural support?	X			
Are heavy objects removed from high shelves? (High shelves are shelves above the heads of seated students/teacher desk)	X			
Are desks, chairs, table in good repair?	X			
Are A.V. equipment and computers securely attached to a portable (rolling) cart with lockable wheels?	X			
Is the T.V. monitor securely fastened to a securely fastened platform and/or cart?	X			
Are wall-mounted projections screens in proper working order and properly secured to the wall?	X			
Are computers, printers and other heavy equipment secured to prevent movement?	X			
Is the classroom piano secured against rolling during an earthquake?	X			
Are wall-mounted clocks, maps, fire extinguishers, etc., secured against falling?	X			
Are hanging plants secured to prevent them from swinging free or breaking windows during an earthquake?			X	
Is lab equipment secure to prevent movement?	X			
Are chemicals stored in low, closed cabinets to prevent spillage?	X			
Has an inventory of the chemicals stored in the classroom been prepared and copy given to site administration?		X		
Are animal cages secured to prevent movement?			X	
Are aquariums and other potentially hazardous displays properly anchored and secured and located away from seating areas?	X			
Are floors in good condition and not slippery?	X			
Is there any loose or peeling paint present?	X			
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?	X			
Is adequate aisle space provided to ensure a quick exit of students is possible?	X			
Are fire drill escape plan signs provided and up to date?	X			
Are fire extinguishers located in readily accessible positions?	X			
Does room have emergency bag(s)?	X			
Are emergency procedures posted in visible place?	X			

Form to be completed and returned to your Site Administrator no later than _____.

SAN MATEO UNION HIGH SCHOOL DISTRICT
EVACUATION ROUTES HAZARD CHECKLIST

School: San Mateo High School

Room No.: _____
Building/Wing: _____

Audit Performed by: _____

Date: _____

	YE S	NO	LOCATION
Is any maintenance and/or repair being done that places construction obstacles in normal evacuation routes?		X	
Do hallways and/or doors contain glass panels?	X		
Are these panels of safety (tempered) glass?	X		
Do lockers, bookshelves and other storage units line hallways?	X		
Is lighting dependent on electricity rather than sunlight?	X	X	All rooms have lights.
Do building exit routes pass through arcades, canopies or porch-like structures?	X		
Do building exit routes pass over bridges or near streams, rivers, canals, shorelines, seasonal wetlands or other bodies of water?		X	
Are clay or slate tiles on roofs of school buildings?		X	
Is building faced with parapets, balconies or cornices?		X	
Are gas, sewer and power lines near outdoor assembly areas?	X		
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: San Mateo High School

Date of Drill: 10/20/2016

Prepared by: SMHS Administration

ASSESS TRAINING NEEDS	D O N E	DATE	COMMENTS
Analyze the threats and hazards	X	10/01/16	
What are the highest priority natural, technological or man-made hazards of the school?			Older gas, electrical lines. Gas leak closed school for one day.
What physical or geographical components of the school are most vulnerable to these threats?			Building structures from explosion.
What functions are in most need of rehearsal? ☒ Evacuation ☒ Communications ☐ Coordination and Control ☐ External Agency interaction ☒ Lockdown ☒ Medical/First Aide ☐ Incident Command ☐ Search and Rescue ☒ Student Release ☐ Personnel Mgmt ☐ Resource Mgmt/Supplies Distribution ☒ Other: Awareness of Big Five Emergency Protocols Comments: The Big Five protocol has been used for three years. Some staff and students still need practice on procedures. SMHS is still currently looking for a backup location if the Stadium is not able to be used.			
DEFINE THE SCOPE	D O N E	DATE	COMMENTS
Determine the suitable exercise types: ☒ Orientation Seminar ☐ Other: _____ ☒ Drill ☐ Tabletop ☐ Functional ☐ Full Scale Comments: Staff was introduced to the Big Five Emergency Protocols (Shelter-in-Place, Secure Campus, Lockdown/Barricade, and Duck, Cover, Hold On) at the beginning of the school year. Periodic drills, email reminders, and faculty meeting reviews have been conducted to inform staff and school. Additionally, drill information is communicated to students in the classroom, parents via Schoolloop. An all staff informational video was also sent out prior to the lockdown / barricade drill in the Fall of 2016.			
Obtain Support of: ☐ Superintendent ☒ Staff ☒ Parents ☒ Other	D O N E	DATE	COMMENTS
	X	10/10/16	Signature page
	X	10/11/16	Signature page
	X	10/11/16	Students in school site council – signature page

DRILL/EXERCISE PLANNING CHECKLIST

Page 2

DEFINE THE SCOPE (continued)	DON E	DAT E	COMMENTS
Coordinate with Participating Agencies			
[X] Police	X		Communication prior to drills
[X] Fire Department	X		Communication prior to drills
[] Public Works			
[] Emergency Medical Services			
[X] School Resource Officer	X	9/01	Ongoing – present for all drills
[] Hospital(s)			
[] State Agency(s)			
[] Volunteer Organizations			
[] Local Authorities/Town Manager			
[] Other			
[] Other			
Prepare Pre-Exercise Notification:			
[] Superintendent			
[X] Staff	X		Prior to all drills
[X] Parents	X		Prior to drills via Schoolloop or In Contact Newsletter
[] Other			
Develop Planning Milestones			
Coordinate Orientations and/or Trainings	X		
School Site Safety Committee	X		Quarterly Meetings started in Spring Semester 2017
DEFINE EXERCISE OBJECTIVES	DON E	DAT E	COMMENTS
Write Statement of Purpose			

DEFINE EXERCISE OBJECTIVES (Continued)	DON E	DAT E	COMMENTS
Compose Exercise Narrative/Scenario			
Identify Expected Actions			
WRITE MAJOR AND DETAILED EVENTS	DON E	DAT E	COMMENTS
Plan exercise enhancements:			
[X] Props			
[] Actors	X		Before school year.
[X] Maps			Changed the cards for evacuation Fall 2016
[X] Color cards			
[X] Computers			
[X] Radios			
[] Press Releases			
[] Other			
[] Other			
[] Other			
Identify an evaluation team to determine how actions will be monitored and measured against plans and procedures			Safety Committee and Student Services Staff
Prepare evaluation plan and checklists			
Conduct pre-exercise briefings	X		Prior to Drill

DRILL/EXERCISE PLANNING CHECKLIST

Page 4

POST-EXERCISE ACTIONS	DONE	DATE	COMMENTS
Conduct post-exercise review with staff and Other participants	X		Email communication and notes to staff following each drill. Email is general; notes specific to errors or needs improvement.
Prepare After-Action Report	X		After each drill
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	Y E S	N O	N A	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:						

AREAS TO REVIEW	Y S	N O	N A	U	COMMENTS
Are fire extinguishers and smoke detectors present, inspected and properly serviced?					
If power fails, is automatic emergency lighting available for egress routes, stairs, 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: _____

CALIFORNIA HEALTHY KIDS SURVEY



San Mateo High Secondary 2015-2016 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

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PREFACE

NEW FEATURE

The list of content sections and table names at the beginning of the digital report have been hyperlinked to the tables. Click on the title of a content section or a table and you will be automatically directed to the actual content section or table in the report.

This report provides the detailed results for each question from this school/district's 2015–16 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

The CHKS, along with its two companion surveys—*California School Climate Survey* (CSCS) for staff and the *California School Parent Survey* (CSPS)—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Surveys (Cal-SCHLS) System*, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the local level on a regular basis to provide key data on school climate, learning supports and barriers, and stakeholder engagement, as well as overall youth development, health, and well-being. The surveys provide a wealth of information to guide school improvement efforts and your Local Control and Accountability Plan (LCAP), particularly in regard to the state priorities of enhancing school climate, pupil engagement, and parent involvement.

Factsheets, guidebooks, and other resources to help in understanding and using survey results are available for downloading from the survey website: chks.wested.org. The California Safe and Supportive Schools website also provides a wealth of information and tools helpful in implementing effective strategies that address the needs identified by the survey in regard to school climate improvement and promoting social-emotional learning. Particularly valuable in regard to LCAP efforts are *Making Sense of School Climate* (californias3.wested.org/resources/S3_schoolclimateguidebook_final.pdf) and *Helpful Resources for Local Control and Accountability Plans, 2014-15* (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf).

The Cal-SCHLS Technical Assistance Center offers workshops to help in identifying local needs and developing action plans to meet those needs, including a Listening to Students Workshop for involving student voice in the process (see below).

SURVEY PURPOSE

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data that would assist schools in: (1) fostering positive school climates 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 youth behaviors, attitudes, and learning conditions is essential to guide school improvement efforts and to also develop effective prevention, health, and youth development programs. These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for students, staff, and parents.

SURVEY CONTENT OVERVIEW

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.

The Core Module consists of a broad range of key questions, identified by an expert advisory committee, that are considered most important for schools to administer to guide improvement of academic, health, and prevention programs and the promotion of student achievement, positive development, and well-being. The primary focus of the Core Module is assessing student perceptions and experiences related to school climate and engagement, learning supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and poor physical and mental health). To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is also available.

School-Related Core Content

The great majority of all questions on the CHKS Core are school-specific. The survey provides self-reported data on:

- Student grades, truancy, reasons for missing school, learning motivation, and school connectedness, as indicators of engagement;
- The levels of students' three fundamental 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 safety and the frequency of, type, and reasons for, harassment and bullying at school; and
- Levels of violence, substance use, and crime-related behavior (e.g., weapons possession) at school.

Supplementary School Climate Module

A supplementary School Climate Module provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention and positive peer relationships, respect for diversity, and the quality of the physical environment (download from chks.wested.org/administer/supplemental1#clim). A companion Learning Conditions module can be added to the staff survey to compare their perceptions on the same constructs.

SURVEY ADMINISTRATION AND SAMPLING

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 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).

THE REPORT

The tables in the Main Report, 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 Subgroup Results

Several tables are useful for helping districts identify and address student needs related to closing the state's persistent racial/ethnic achievement gap. On the CHKS, students are asked to indicate their racial/ethnic identity and to report whether they have experienced harassment because of their race/ethnicity. Summary tables provide key findings (e.g., harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories. Schools can request supplementary reports disaggregating all their CHKS results by the race/ethnicity of students.

UNDERSTANDING AND USING THE DATA

Among the tools available to help in understanding and using the survey results, especially for LCAP implementation and monitoring, *Making Sense of School Climate* provides a discussion of all the Cal-SCHLS survey items that relate to school climate (download californias3.wested.org/resourcesS3_school/climateguidebook_final.pdf)

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results, such as 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* (download chks.wested.org/resources/chks_guidebook_3_datause.pdf).

Sample Characteristics

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 60%. 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).

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process. The results of this student survey should be compared to those obtained from the Cal-SCHLS surveys of school staff and parents. It is important to determine how consistent are student, staff, and parent perceptions and experiences.

CHKS results will also be enriched if analyzed in the context of other data typically collected by schools that relate to the variables assessed, such as discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

The following actions, which can be requested as custom services (additional fees apply), will help in fostering effective use of the results to support school and program improvement efforts and the LCAP process.

Request School Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school (a fee applies). 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. (View a sample report: visit californias3.wested.org/resources/California_State_SCRC_1314.pdf).

Request District School Climate Report Card

For districts that survey all their schools, a district-level School Climate Report Card that aggregates all their results across eight domains can also 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.

Request Disaggregated Report or Analyses

The staff of the Regional TA Centers can produce full reports that look at how results vary by demographic subgroups (e.g., race/ethnicity as discussed above, or by youth who are low in academic motivation compared those who are high). This is particularly important given the LCAP requirement the districts identify and address the needs of underserved subgroups.

Engage Students, Staff, and Parents in an Action Planning Process

Engage students, staff, and parents in reviewing and exploring the meaning of the results and obtain their input into how the school might better meet the needs identified and the development of a detailed action plan. This communicates to stakeholders that you value their input into how to improve the school and gives them an opportunity for meaningful participation. This helps enhance school connectedness among students and parent involvement, two of the LCAP priorities. It will also promote higher rates of participation the next time the survey is administered, as stakeholders will see how the data has been used for positive purposes.

On request, Cal-SCHLS staff can conduct a structured group Listening to Students Workshop designed

to explore with students, as staff observe, the meaning of survey results and obtain their input on how to address the needs identified by the survey. Cal-SCHLS staff also can conduct a Data Use Action Planning Workshop designed to identify local needs based on the survey results and engage stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your Cal-SCHLS Technical Assistance Center (call 888.841.7536 or email schoolclimate@wested.org). See also: californias3.wested.org/workshops.

ACKNOWLEDGMENTS

The CHKS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at chks.wested.org.

Gregory Austin, Ph.D.
CHKS/CSCS Director, 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. CalMHSA Module	
E. Closing the Achievement Gap (CTAG) Module	
F. District Afterschool Module (DASM)	
G. Drug Free Communities (DFC) Module	
H. Gang Risk Awareness Module	
I. Military Connected School Module	
J. Physical Health & Nutrition Module	X
K. Resilience & Youth Development Module	
L. Safety & Violence Module	
M. School Climate Module	
N. Sexual Behavior Module	
O. Social Emotional Health Module	
P. Tobacco Module	
Q. Gender & Sex-Based Harassment Module (New This Year)	X
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample Characteristics

	Grade 9	Grade 11
<i>Student Sample Size</i>		
Target sample	435	390
Final number	377	342
Average Response Rate	87%	88%

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 9 %	Grade 11 %	Table
School Engagement and Supports			
School connectedness (high)	70	62	A4.4
Academic motivation (high)	40	33	A4.4
Truant more than a few times [†]	2	8	A4.2
Caring adult relationships (high)	36	34	A4.4
High expectations (high)	53	44	A4.4
Meaningful participation (high)	21	16	A4.4
School Safety and Substance Use			
School perceived as very safe or safe	80	80	A5.1
Experienced any harassment or bullying [†]	32	25	A5.4
Had mean rumors or lies spread about you [†]	26	20	A5.2
Been afraid of being beaten up [†]	10	5	A5.3
Been in a physical fight [†]	5	4	A5.3
Seen a weapon on campus [†]	4	5	A5.6
Been drunk or “high” on drugs at school, ever	3	4	A6.9
Mental and Physical Health			
Current alcohol or drug use [‡]	12	19	A6.4
Current binge drinking [‡]	4	7	A6.5
Very drunk or “high” 7 or more times	4	8	A6.6
Current cigarette smoking [‡]	2	3	A7.3
Experienced chronic sadness/hopelessness [†]	22	28	A8.3
Considered suicide [†]	12	13	A8.4

Notes: Cells are empty if there are less than 25 respondents.

[†]Past 12 months; [‡]Past 30 days.

3. Demographics

Table A3.1

Age of Sample

	Grade 9 %	Grade 11 %
10 years or younger	0	0
11 years old	0	0
12 years old	0	0
13 years old	5	0
14 years old	85	0
15 years old	10	6
16 years old	1	84
17 years old	0	9
18 years old or older	0	0

Question HS/MS A.3: How old are you?

Note: Cells are empty if there are less than 25 respondents.

Table A3.2

Gender of Sample

	Grade 9 %	Grade 11 %
Male	48	49
Female	52	51

Question HS/MS A.4: What is your sex?

Note: Cells are empty if there are less than 25 respondents.

Table A3.3

Hispanic or Latino

	Grade 9 %	Grade 11 %
No	61	56
Yes	39	44

Question HS/MS A.6: Are you of Hispanic or Latino origin?

Note: Cells are empty if there are less than 25 respondents.

Table A3.4***Race***

	Grade 9 %	Grade 11 %
American Indian or Alaska Native	1	1
Asian	29	32
Black or African American	2	2
Native Hawaiian or Pacific Islander	5	7
White	22	25
Mixed (two or more) races	40	33

Question HS/MS A.7: What is your race?

Note: Cells are empty if there are less than 25 respondents.

Table A3.5***Living Situation***

	Grade 9 %	Grade 11 %
A home with one or more parents or guardian	91	94
Other relative's home	1	1
A home with more than one family	5	3
Friend's home	0	0
Foster home, group care, or waiting placement	0	0
Hotel or motel	0	0
Shelter, car, campground, or other transitional or temporary housing	0	1
Other living arrangement	2	1

Question HS/MS A.9: 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 25 respondents.

Table A3.6***Highest Education of Parents***

	Grade 9 %	Grade 11 %
Did not finish high school	11	18
Graduated from high school	7	13
Attended college but did not complete four-year degree	9	10
Graduated from college	54	50
Don't know	19	9

Question HS/MS A.10: What is the highest level of education your parents completed? (Mark the educational level of the parent who went the furthest in school.)

Note: Cells are empty if there are less than 25 respondents.

Table A3.7***Free or Reduced Price Meals Eligibility***

	Grade 9 %	Grade 11 %
No	65	66
Yes	25	31
Don't know	10	3

Question HS/MS A.11: 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 25 respondents.

Table A3.8***Participation in Migrant Education Program, Past 3 Years***

	Grade 9 %	Grade 11 %
No	80	85
Yes	2	1
Don't know	18	13

Question HS/MS A.12: 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 25 respondents.

Table A3.9***Language Spoken at Home***

	Grade 9 %	Grade 11 %
English	59	52
Spanish	27	30
Mandarin	4	5
Cantonese	1	2
Taiwanese	1	1
Tagalog	1	2
Vietnamese	0	0
Korean	0	0
Other	7	7

Question HS/MS A.13: What language is spoken most of the time in your home?

Note: Cells are empty if there are less than 25 respondents.

Table A3.10
English Language Proficiency

	Grade 9 %	Grade 11 %
How well do you...		
understand English?		
Very well	88	85
Well	12	12
Not well	0	2
Not at all	0	1
speak English?		
Very well	85	79
Well	14	16
Not well	2	4
Not at all	0	0
read English?		
Very well	80	79
Well	18	17
Not well	2	4
Not at all	0	0
write English?		
Very well	77	75
Well	21	19
Not well	2	6
Not at all	0	1

Question HS/MS A.14-17: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

Note: Cells are empty if there are less than 25 respondents.

Table A3.11***Number of Days Attending Afterschool Program***

	Grade 9 %	Grade 11 %
0 days	75	74
1 day	5	5
2 days	7	6
3 days	3	4
4 days	2	2
5 days	8	8

Question HS/MS A.18: How many days a week do you usually go to your school's afterschool program?

Note: Cells are empty if there are less than 25 respondents.

Table A3.12***Sexual Identification***

	Grade 9 %	Grade 11 %
Heterosexual (straight)	82	83
Gay or Lesbian or Bisexual	9	6
Transgender	1	1
Not sure	7	8
Decline to respond	7	9

Question HS A.120/MS A.110: Which of the following best describes you? (Mark All That Apply.)

Notes: Cells are empty if there are less than 25 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A3.13***Military Connections***

	Grade 9 %	Grade 11 %
No	95	98
Yes	1	0
Don't know	4	2

Question HS A.119/MS A.109: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

Note: Cells are empty if there are less than 25 respondents.

4. School Performance, Supports, and Engagements

Table A4.1

Grades, Past 12 Months

	Grade 9 %	Grade 11 %
Mostly A's	32	20
A's and B's	35	36
Mostly B's	5	9
B's and C's	14	21
Mostly C's	3	7
C's and D's	8	4
Mostly D's	1	1
Mostly F's	2	2

Question HS/MS A.19: 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 25 respondents.

Table A4.2

Truancy, Past 12 Months

	Grade 9 %	Grade 11 %
0 times	87	68
1-2 times	7	16
A few times	4	8
Once a month	1	2
Once a week	0	3
More than once a week	1	2

Question HS/MS A.20: 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 25 respondents.

Table A4.3***Reasons for Absence***

	Grade 9 %	Grade 11 %
Does not apply, I didn't miss any school	52	40
Illness (feeling physically sick), including problems with breathing or your teeth	33	47
Felt very sad, hopeless, anxious, stressed, or angry	4	11
Didn't get enough sleep	6	11
Didn't feel safe at school	0	0
Had to work	0	0
Had to take care of or help a family member or friend	3	4
Wanted to spend time with friends who don't go to your school	1	2
Wanted to use alcohol or drugs	0	2
Were behind in schoolwork or weren't prepared for a test or class assignment	4	9
Were bored with or uninterested in school	1	5
Were suspended	0	1
Other reason	15	10

Question HS/MS A.21: In the past 30 days, did you miss school for any of the following reasons? (Mark All That Apply.)

Notes: Cells are empty if there are less than 25 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A4.4***School Developmental Supports, Connectedness, and Academic Motivation***

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11		
	H	M	L	H	M	L
<i>School Environment</i>						
Total School Supports	40	49	11	31	55	14
Caring Adults in School	36	56	8	34	56	10
High Expectations-Adults in School	53	42	5	44	49	7
Meaningful Participation-Adults in School	21	53	26	16	58	26
<i>School Connectedness</i>	70	24	6	62	33	5
<i>Academic Motivation</i>	40	44	17	33	48	19

Note: Cells are empty if there are less than 25 respondents.

Table A4.5***School Connectedness Scale Questions***

	Grade 9 %	Grade 11 %
I feel close to people at this school.		
Strongly disagree	3	4
Disagree	4	7
Neither disagree nor agree	22	24
Agree	45	49
Strongly agree	26	16
I am happy to be at this school.		
Strongly disagree	4	5
Disagree	3	3
Neither disagree nor agree	11	18
Agree	43	45
Strongly agree	39	29
I feel like I am part of this school.		
Strongly disagree	3	4
Disagree	4	7
Neither disagree nor agree	19	24
Agree	41	44
Strongly agree	33	21
The teachers at this school treat students fairly.		
Strongly disagree	3	4
Disagree	6	6
Neither disagree nor agree	23	24
Agree	42	48
Strongly agree	26	18
I feel safe in my school.		
Strongly disagree	3	3
Disagree	3	2
Neither disagree nor agree	14	17
Agree	50	53
Strongly agree	30	26

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.

Note: Cells are empty if there are less than 25 respondents.

Table A4.6
Academic Motivation Scale Questions

	Grade 9 %	Grade 11 %
I try hard to make sure that I am good at my schoolwork.		
Strongly disagree	3	2
Disagree	3	3
Neither disagree nor agree	8	11
Agree	37	43
Strongly agree	48	40
I try hard at school because I am interested in my work.		
Strongly disagree	4	4
Disagree	8	8
Neither disagree nor agree	20	26
Agree	40	36
Strongly agree	28	27
I work hard to try to understand new things at school.		
Strongly disagree	3	3
Disagree	4	4
Neither disagree nor agree	15	18
Agree	40	43
Strongly agree	38	32
I am always trying to do better in my schoolwork.		
Strongly disagree	3	2
Disagree	2	3
Neither disagree nor agree	13	13
Agree	39	44
Strongly agree	43	38

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 25 respondents.

Table A4.7***School Developmental Supports Scale Questions***

At my school, there is a teacher or some other adult...	Grade 9 %	Grade 11 %
<i>Caring Relationships</i>		
who really cares about me.		
Not at all true	8	7
A little true	28	30
Pretty much true	39	38
Very much true	26	25
who notices when I'm not there.		
Not at all true	10	9
A little true	27	26
Pretty much true	39	37
Very much true	24	28
who listens to me when I have something to say.		
Not at all true	4	7
A little true	18	20
Pretty much true	38	39
Very much true	40	35
<i>High Expectations</i>		
who tells me when I do a good job.		
Not at all true	5	5
A little true	17	20
Pretty much true	40	45
Very much true	39	30
who always wants me to do my best.		
Not at all true	3	4
A little true	13	15
Pretty much true	37	39
Very much true	46	41
who believes that I will be a success.		
Not at all true	5	7
A little true	16	18
Pretty much true	37	36
Very much true	43	39

Question HS/MS A.35-40: At my school, there is a teacher or some other adult... who really cares about me... who tells me when I do a good job... who notices when I am not there... 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 25 respondents.

Table A4.7***School Developmental Supports Scale Questions - Continued***

At school...	Grade 9 %	Grade 11 %
<i>Opportunities for Meaningful Participation</i>		
I do interesting activities.		
Not at all true	10	13
A little true	27	26
Pretty much true	32	35
Very much true	31	26
I help decide things like class activities or rules.		
Not at all true	35	34
A little true	31	34
Pretty much true	22	19
Very much true	12	13
I do things that make a difference.		
Not at all true	19	21
A little true	40	41
Pretty much true	26	26
Very much true	15	12

Question HS/MS A.41-43: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference.

Note: Cells are empty if there are less than 25 respondents.

Table A4.8***Parent Involvement in School***

	Grade 9 %	Grade 11 %
Teachers at this school communicate with parents about what students are expected to learn in class.		
Strongly disagree	5	4
Disagree	6	10
Neither disagree nor agree	29	30
Agree	42	43
Strongly agree	18	13
Parents feel welcome to participate at this school.		
Strongly disagree	3	3
Disagree	5	3
Neither disagree nor agree	31	25
Agree	40	53
Strongly agree	21	16
School staff takes parent concerns seriously.		
Strongly disagree	4	3
Disagree	4	7
Neither disagree nor agree	31	28
Agree	43	45
Strongly agree	19	17

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.

Note: Cells are empty if there are less than 25 respondents.

Table A4.9***Quality of School Physical Environment***

	Grade 9 %	Grade 11 %
My school is usually clean and tidy.		
Strongly disagree	3	3
Disagree	3	4
Neither disagree nor agree	22	17
Agree	48	54
Strongly agree	23	23

Question HS/MS A.27: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.

Note: Cells are empty if there are less than 25 respondents.

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 9 %	Grade 11 %
Very safe	24	31
Safe	56	49
Neither safe nor unsafe	17	18
Unsafe	1	2
Very unsafe	2	0

Question HS A.91/MS A.81: How safe do you feel when you are at school?

Note: Cells are empty if there are less than 25 respondents.

Table A5.2

Verbal Harassment

	Grade 9 %	Grade 11 %
<i>During the past 12 months, how many times on school property have you...</i>		
<i>had mean rumors or lies spread about you?</i>		
0 times	74	80
1 time	15	10
2 to 3 times	5	5
4 or more times	6	5
<i>had sexual jokes, comments, or gestures made to you?</i>		
0 times	75	79
1 time	11	7
2 to 3 times	7	6
4 or more times	8	8
<i>been made fun of because of your looks or the way you talk?</i>		
0 times	75	80
1 time	14	9
2 to 3 times	5	5
4 or more times	6	6
<i>been made fun of, insulted, or called names?</i>		
0 times	66	77
1 time	17	9
2 to 3 times	8	6
4 or more times	9	8

Question HS A.95-97, 106/MS A.86-88, 97: 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 25 respondents.

Table A5.3

Violence and Victimization on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
<i>During the past 12 months, how many times on school property have you...</i>		
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?		
0 times	87	91
1 time	7	4
2 to 3 times	4	2
4 or more times	2	2
been afraid of being beaten up?		
0 times	90	95
1 time	7	3
2 to 3 times	1	1
4 or more times	1	1
been in a physical fight?		
0 times	95	96
1 time	4	2
2 to 3 times	1	1
4 or more times	1	1
been threatened with harm or injury?		
0 times	96	97
1 time	2	2
2 to 3 times	1	1
4 or more times	1	0
been threatened or injured with a weapon (gun, knife, club, etc.)?		
0 times	98	99
1 time	1	0
2 to 3 times	0	0
4 or more times	1	0
been offered, sold, or given an illegal drug?		
0 times	92	90
1 time	3	4
2 to 3 times	2	2
4 or more times	3	3

Question HS A.92-94, 99, 103, 105/MS A.83-85, 90, 94, 96: 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 25 respondents.

Table A5.4***Reasons for Harassment on School Property, Past 12 Months***

	Grade 9 %	Grade 11 %
Race, ethnicity, or national origin		
0 times	85	88
1 time	5	7
2 or more times	9	5
Religion		
0 times	95	96
1 time	2	1
2 or more times	3	2
Gender (being male or female)		
0 times	92	93
1 time	4	3
2 or more times	4	4
Because you are gay or lesbian or someone thought you were		
0 times	94	97
1 time	3	1
2 or more times	3	2
A physical or mental disability		
0 times	97	95
1 time	1	2
2 or more times	2	2
<i>Any of the above five hate-crime reasons</i>	23	19
Any other reason		
0 times	82	89
1 time	10	4
2 or more times	9	6
<i>Any harassment</i>	32	25

Question HS A.107-112/MS A.98-103: 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 (being male or female)... Because you are gay or lesbian or someone thought you were... A physical or mental disability... Any other reason.

Note: Cells are empty if there are less than 25 respondents.

Table A5.5***Property Damage on School Property, Past 12 Months***

	Grade 9 %	Grade 11 %
Had your property stolen or deliberately damaged		
0 times	87	90
1 time	10	8
2 to 3 times	2	1
4 or more times	2	1
Damaged school property on purpose		
0 times	98	98
1 time	1	1
2 to 3 times	1	1
4 or more times	1	0

Question HS A.98, 100/MS A.89, 91: 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 25 respondents.

Table A5.6***Weapons Possession on School Property, Past 12 Months***

	Grade 9 %	Grade 11 %
Carried a gun		
0 times	99	100
1 time	0	0
2 to 3 times	0	0
4 or more times	1	0
Carried any other weapon (such as a knife or club)		
0 times	98	98
1 time	1	0
2 to 3 times	0	1
4 or more times	1	2
Seen someone carrying a gun, knife, or other weapon		
0 times	96	95
1 time	3	2
2 to 3 times	0	0
4 or more times	1	2

Question HS A.101, 102, 104/MS A.92, 93, 95: 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?

Note: Cells are empty if there are less than 25 respondents.

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use

	Grade 9 %	Grade 11 %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	21	39	A6.2
Current alcohol or drugs	12	19	A6.4
Current heavy drug users	5	5	A6.4
Current heavy alcohol user (binge drinker)	4	7	A6.4
Current alcohol or drug use on school property	2	2	A6.10

Note: Cells are empty if there are less than 25 respondents.

Table A6.2
Lifetime AOD Use

	Grade 9 %	Grade 11 %
Alcohol (one full drink)		
0 times	84	65
1 time	5	8
2 to 3 times	4	8
4 or more times	6	19
Marijuana		
0 times	91	76
1 time	2	5
2 to 3 times	3	5
4 or more times	4	14
Inhalants (to get “high”)		
0 times	96	98
1 time	2	1
2 to 3 times	1	1
4 or more times	1	0
Cocaine, Methamphetamine, or any amphetamines		
0 times	99	98
1 time	0	0
2 to 3 times	0	1
4 or more times	1	1
Ecstasy, LSD, or other psychedelics		
0 times	99	97
1 time	1	2
2 to 3 times	1	1
4 or more times	0	0
Any other drug, or pill, or medicine to get “high” or for other than medical reasons		
0 times	96	97
1 time	1	2
2 to 3 times	1	1
4 or more times	2	1
Any of the above AOD use	21	39

Question HS A.47-50, 52, 57/MS A.48-50, 52: During your life, how many times have you used the following substances? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (pot, weed, grass, hash, bud)... 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)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Any other drug, or pill, or medicine to get “high” or for other than medical reasons.

Notes: Cells are empty if there are less than 25 respondents.

Table A6.2***Lifetime AOD Use – Continued***

	Grade 9 %	Grade 11 %
Prescription pain medication, tranquilizers, or sedatives		
0 times	92	93
1 time	3	3
2 to 3 times	2	2
4 or more times	2	2
Diet Pills		
0 times	95	92
1 time	2	3
2 to 3 times	1	1
4 or more times	3	5
Ritalin™ or Adderall™ or other prescription stimulant		
0 times	98	97
1 time	1	1
2 to 3 times	1	1
4 or more times	1	1
Cold/Cough Medicines or other over-the-counter medicines		
0 times	73	74
1 time	4	4
2 to 3 times	8	6
4 or more times	16	16

Question HS A.53-56: During your life, how many times have you used the following substances?... Prescription pain medication (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... Ritalin™ or Adderall™ (JIF, R-ball, Skippy) or other prescription stimulant... Cold/Cough Medicines (Triple-C's, Coricidin Cough, Sudafed, TheraFlu, Tylenol Cough) or other over-the-counter medicines.

Notes: Cells are empty if there are less than 25 respondents.

Table A6.3***Summary of AOD Lifetime Use***

	Grade 9	Grade 11
	%	%
Alcohol	16	35
Marijuana	9	24
Inhalants	4	2
Cocaine	1	2
Ecstasy, LSD, or other psychedelics	1	3
Prescription pain killers, Diet Pills, or other prescription stimulant	13	13

Notes: Cells are empty if there are less than 25 respondents.

Table A6.4***Current AOD Use, Past 30 Days***

	Grade 9 %	Grade 11 %
Alcohol (at least one drink)	9	15
Binge drinking (5 or more drinks in a row)	4	7
Marijuana	5	9
Inhalants	1	1
Prescription medications to get “high” or for reasons other than prescribed	3	2
Other drug, pill, or medicine to get “high” or for other than medical reasons	2	1
<i>Any drug use</i>	7	10
<i>Heavy drug user</i>	5	5
<i>Any AOD Use</i>	12	19
Two or more drugs at the same time	2	2

Question HS A.64-70/MS A.59-62, 63: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)... inhalants (things you sniff, huff, or breathe to get “high”)... prescription medications to get “high” or for reasons other than prescribed (such as VicodinTM, OxyContinTM, PercodanTM, RitalinTM, AdderallTM, XanaxTM)... any other drug, pill, or medicine to get “high” or for other than medical reasons... two or more drugs at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

Notes: Cells are empty if there are less than 25 respondents.

Table A6.5***Frequency of Current AOD Use, Past 30 Days***

	Grade 9 %	Grade 11 %
Alcohol (at least one drink)		
0 days	91	85
1 or 2 days	6	12
3 to 9 days	2	2
10 to 19 days	0	1
20 or more days	1	1
Binge drinking (5 or more drinks in a row)		
0 days	96	93
1 or 2 days	2	5
3 to 9 days	2	1
10 to 19 days	0	1
20 or more days	0	0
Marijuana		
0 days	95	91
1 or 2 days	3	5
3 to 9 days	1	2
10 to 19 days	0	1
20 or more days	1	2

Question HS A.64-66/MS A.59-61: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)?

Note: Cells are empty if there are less than 25 respondents.

Table A6.6***Lifetime Drunk or “High”***

	Grade 9 %	Grade 11 %
Very drunk or sick after drinking alcohol		
0 times	93	84
1 to 2 times	4	9
3 to 6 times	1	5
7 or more times	2	2
“High” (loaded, stoned, or wasted) from using drugs		
0 times	91	82
1 to 2 times	4	6
3 to 6 times	2	5
7 or more times	4	7
Very drunk or “high” 7 or more times	4	8

Question HS A.58, 59/MS A.53, 54: During your life, how many times have you been... very drunk or sick after drinking alcohol... “high” (loaded, stoned, or wasted) from using drugs?

Note: Cells are empty if there are less than 25 respondents.

Table A6.7***Cessation Attempts***

	Grade 9 %	Grade 11 %
Alcohol		
Does not apply, don’t use	93	83
0 times	5	15
1 time	2	2
2 to 3 times	1	1
4 or more times	0	0
Marijuana		
Does not apply, don’t use	93	84
0 times	4	10
1 time	1	3
2 to 3 times	1	1
4 or more times	0	1

Question HS A.88, 89: How many times have you tried to quit or stop using... alcohol... marijuana?

Notes: Cells are empty if there are less than 25 respondents.

Table A6.8
Drinking While Driving

	Grade 9 %	Grade 11 %
Driven a car when you had been drinking, or been in a car driven by a friend who had been drinking		
Never	93	90
1 time	4	2
2 times	1	3
3 to 6 times	1	3
7 or more times	1	2

Question HS A.90: During your life, how many times have you ever driven a car when you had been drinking alcohol, or been in a car driven by a friend when he or she had been drinking?

Notes: Cells are empty if there are less than 25 respondents.

Table A6.9
Lifetime Drunk or “High” on School Property

	Grade 9 %	Grade 11 %
0 times	97	96
1 to 2 times	3	2
3 to 6 times	0	1
7 or more times	0	1

Question HS A.60/MS A.55: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

Note: Cells are empty if there are less than 25 respondents.

Table A6.10***Current AOD Use on School Property, Past 30 Days***

	Grade 9 %	Grade 11 %
Alcohol		
0 days	99	99
1 to 2 days	1	1
3 or more days	0	1
Marijuana		
0 days	99	98
1 to 2 days	1	1
3 or more days	0	1
Any other drug, pill, or medicine to get “high” or for other than medical reasons?		
0 days	99	99
1 to 2 days	1	1
3 or more days	0	0
<i>Any of the above</i>	2	2

Question HS A.74-76/MS A.67-69: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol... smoke marijuana... use any other drug, pill, or medicine to get “high” or for other than medical reasons?

Note: Cells are empty if there are less than 25 respondents.

Table A6.11***Perceived Harm and Availability***

	Grade 9 %	Grade 11 %
<i>Perceived Harm of Use...</i>		
Alcohol - drink occasionally		
Great	31	27
Moderate	28	31
Slight	26	26
None	15	15
Alcohol - 5 or more drinks once or twice a week		
Great	66	61
Moderate	16	23
Slight	7	7
None	11	9
Marijuana - smoke occasionally		
Great	36	28
Moderate	34	26
Slight	15	22
None	16	24
Marijuana - smoke once or twice a week		
Great	57	36
Moderate	19	24
Slight	8	20
None	15	19
<i>Perceived Difficulty of Obtaining...</i>		
Alcohol		
Very difficult	7	8
Fairly difficult	9	10
Fairly easy	26	28
Very easy	23	28
Don't know	36	25
Marijuana		
Very difficult	10	8
Fairly difficult	14	9
Fairly easy	20	24
Very easy	18	30
Don't know	38	29

Question HS A.79-82, 84, 85/MS A.72-75, 77, 78: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol occasionally... Have five or more drinks of an alcoholic beverage once or twice a week... Smoke marijuana occasionally... Smoke marijuana once or twice a week... How difficult is it for students in your grade to get any of the following substances if they really want them?... Alcohol... Marijuana.

Note: Cells are empty if there are less than 25 respondents.

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 9 %	Grade 11 %	Table
Use Prevalence and Patterns			
Ever smoked a whole cigarette	4	9	A7.2
Current cigarette smoking [‡]	2	3	A7.3
Current cigarette smoking at school [‡]	1	1	A7.4
Ever tried smokeless tobacco	2	2	A7.2
Current smokeless tobacco use [‡]	1	0	A7.3
Current smokeless tobacco use at school [‡]	1	0	A7.4
Ever used electronic cigarettes or other vaping device	18	24	A7.2
Current use of electronic cigarettes or other vaping device [‡]	5	5	A7.3
Current use of electronic cigarettes or other vaping device at school [‡]	2	1	A7.4
Cessation Attempts			
Tried to quit or stop using cigarettes	2	3	A7.5
Attitudes and Correlates			
Occasional smoking great harm	34	49	A7.7
Smoking 1-2 packs per day great harm	71	77	A7.7
Strongly disapprove of peer smoking 1 or more packs of cigarettes a day	70	65	A7.6
Very easy to obtain cigarettes	15	22	A7.7

Notes: Cells are empty if there are less than 25 respondents.

[‡]Past 30 days.

Table A7.2
Lifetime Tobacco Use

	Grade 9 %	Grade 11 %
A whole cigarette		
0 times	96	91
1 time	1	2
2 to 3 times	2	3
4 or more times	1	4
Smokeless tobacco		
0 times	98	98
1 time	1	1
2 to 3 times	1	0
4 or more times	1	1
An electronic cigarette or other vaping device		
0 times	82	76
1 time	6	5
2 to 3 times	5	7
4 or more times	8	13

Question HS A.44-46/MS A.45-47: During your life, how many times have you used the following substances? A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens.

Notes: Cells are empty if there are less than 25 respondents.

Table A7.3***Any Current Use and Daily Use***

	Grade 9 %	Grade 11 %
Cigarette		
Any	2	3
Daily (20 or more days)	1	0
Smokeless Tobacco		
Any	1	0
Daily (20 or more days)	0	0
Electronic cigarette		
Any	5	5
Daily (20 or more days)	0	1

Question HS A.61-63/MS A.56-58: 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 e-hookah, hookah pens, or vape pens?

Note: Cells are empty if there are less than 25 respondents.

Table A7.4
Current Smoking on School Property, Past 30 Days

	Grade 9 %	Grade 11 %
Cigarette		
0 days	99	99
1 or 2 days	1	1
3 to 9 days	1	0
10 to 19 days	0	0
20 or more days	0	0
Smokeless Tobacco		
0 days	99	100
1 or 2 days	1	0
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	0
Electronic cigarette or other vaping device		
0 days	98	99
1 or 2 days	1	1
3 to 9 days	1	0
10 to 19 days	0	0
20 or more days	0	0

Question HS A.71-73/MS A.64-66: During the past 30 days, on how many days on school property did you... smoke cigarettes... use smokeless tobacco (dip, chew, or snuff)... use electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

Note: Cells are empty if there are less than 25 respondents.

Table A7.5***Cigarette Smoking Cessation Attempts***

	Grade 9 %	Grade 11 %
Does not apply, don't use	96	94
0 times	2	4
1 time	1	1
2 to 3 times	1	1
4 or more times	0	1

Question HS A.87: How many times have you tried to quit or stop using cigarettes?

Notes: Cells are empty if there are less than 25 respondents.

Table A7.6***Personal Disapproval of Peer Cigarette Smoking, One or More Packs A Day***

	Grade 9 %	Grade 11 %
Neither approve nor disapprove	12	22
Somewhat disapprove	18	13
Strongly disapprove	70	65

Question HS A.86/MS A.79: How do you feel about someone your age smoking one or more packs of cigarettes a day?

Note: Cells are empty if there are less than 25 respondents.

Table A7.7***Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes***

	Grade 9 %	Grade 11 %
<i>Perceived Harm of Use...</i>		
Smoke cigarettes occasionally		
Great	34	49
Moderate	35	28
Slight	18	12
None	13	11
Smoke 1-2 packs of cigarettes a day		
Great	71	77
Moderate	13	8
Slight	4	6
None	12	10
<i>Perceived Difficulty of Obtaining...</i>		
Cigarettes		
Very difficult	6	8
Fairly difficult	14	12
Fairly easy	25	27
Very easy	15	22
Don't know	39	31

Question HS A.77, 78, 83/MS A.70, 71, 76: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1-2 packs of cigarettes each day... How difficult is it for students in your grade to get any of the following substances if they really want them?... Cigarettes.

Note: Cells are empty if there are less than 25 respondents.

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Grade 9 %	Grade 11 %
0 times (never)	85	88
1 time	6	6
2 to 3 times	5	4
4 or more times	4	2

Question HS A.113/MS A.104: During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., Facebook™, Instagram™, Snapchat™, email, instant message)?

Note: Cells are empty if there are less than 25 respondents.

Table A8.2

Eating of Breakfast

	Grade 9 %	Grade 11 %
No	25	33
Yes	75	67

Question HS A.117/MS A.107: Did you eat breakfast today?

Note: Cells are empty if there are less than 25 respondents.

Table A8.3

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 11 %
No	78	72
Yes	22	28

Question HS A.115/MS A.106: 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?

Note: Cells are empty if there are less than 25 respondents.

Table A8.4***Seriously Considered Attempting Suicide, Past 12 Months***

	Grade 9 %	Grade 11 %
No	88	87
Yes	12	13

Question HS A.116: During the past 12 months, did you ever seriously consider attempting suicide?

Notes: Cells are empty if there are less than 25 respondents.

Table A8.5***Gang Involvement***

	Grade 9 %	Grade 11 %
No	98	96
Yes	2	4

Question HS A.114/MS A.105: Do you consider yourself a member of a gang?

Note: Cells are empty if there are less than 25 respondents.

9. Race/Ethnic Breakdowns

Table A9.1

School Developmental Supports and Connectedness by Race/Ethnicity - 9th Grade

Percent of students scoring High (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports	33		40			56	33
Caring adults in school	31		33			49	31
High expectations-adults in school	56		45			64	53
Meaningful participation at school	16		23			26	18
<i>School Connectedness</i>	65		73			78	65
<i>Academic Motivation</i>	29		49			51	31

Notes: Cells are empty if there are less than 25 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.

Table A9.2

School Developmental Supports and Connectedness by Race/Ethnicity - 11th Grade

Percent of students scoring High (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports	24		34			41	34
Caring adults in school	28		32			38	38
High expectations-adults in school	37		40			55	46
Meaningful participation at school	10		25			19	14
<i>School Connectedness</i>	56		71			64	55
<i>Academic Motivation</i>	28		39			41	30

Notes: Cells are empty if there are less than 25 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.

Table A9.3***Current Cigarette Smoking, by Race/Ethnicity***

	Grade 9 %	Grade 11 %
Smoked cigarettes in the past 30 days		
Hispanic or Latino	4	5
American Indian or Alaska Native		
Asian	2	2
Black or African American		
Native Hawaiian or Pacific Islander		
White	1	1
Mixed (two or more) races	2	7

Notes: Cells are empty if there are less than 25 respondents.

10. Gender Breakdowns

Table A10.1

School Developmental Supports, Connectedness, and Academic Motivation by Gender

Percent of Students Scoring High	Grade 9		Grade 11	
	Female %	Male %	Female %	Male %
<i>School Environment</i>				
Total school supports	41	38	33	29
Caring adults in school	37	35	34	32
High expectations-adults in school	57	49	46	41
Meaningful participation at school	24	18	16	16
<i>School Connectedness</i>	67	74	60	64
<i>Academic Motivation</i>	44	35	34	30

Note: Cells are empty if there are less than 25 respondents.

Table A10.2
Selected Alcohol and Drug Use Measures by Gender

	Grade 9		Grade 11	
	Female %	Male %	Female %	Male %
Lifetime and Current AOD Use				
<i>During your life, did you ever...</i>				
drink alcohol (one full drink)?	17	15	38	33
use inhalants?	5	2	2	2
smoke marijuana?	8	10	27	23
<i>During the past 30 days, did you...</i>				
drink alcohol (one full drink)?	12	6	15	16
use inhalants?	1	0	1	0
smoke marijuana?	4	6	8	11
Level of Involvement (High Risk Patterns)				
<i>During your life, have you ever...</i>				
been very drunk or sick after drinking alcohol?	6	7	16	15
been “high” from using drugs?	8	10	20	16
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	5	2	6	8
AOD Use at School				
During your life, have you ever been drunk or “high” on school property?	3	4	3	5
During the past 30 days, did you use marijuana on school property?	1	1	0	3
Perceived Harm				
<i>Frequent use of...is harmful.^A</i>				
alcohol (five or more drinks once or twice a week)	91	85	93	88
marijuana (once or twice a week)	89	81	85	76

Notes: Cells are empty if there are less than 25 respondents.

^A*Combines Great, Moderate, and Slight.*

Table A10.3

Selected Tobacco Use Measures by Gender

	Grade 9		Grade 11	
	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	3	5	8	11
During the past 30 days, did you smoke a cigarette?	2	3	3	3
During the past 30 days, did you smoke cigarettes daily?	1	1	0	0
During the past 30 days, did you smoke cigarettes on school property?	1	2	1	2
Frequent use of cigarettes is harmful. (1-2 packs a day) ^A	91	85	93	88

Notes: Cells are empty if there are less than 25 respondents.

^A*Combines Great, Moderate, and Slight.*

Table A10.4

School Safety–Related Indicators by Gender

	Grade 9		Grade 11	
	Female %	Male %	Female %	Male %
<i>During the past 12 months at school, have you been harassed or bullied for any of the following reasons?</i>				
Race, ethnicity, or national origin	16	14	12	12
Religion	4	6	4	3
Gender	15	1	13	1
Gay/lesbian, or someone thought you were	5	7	2	3
Physical/mental disability	4	2	4	5
Any other reason	23	14	11	10
During the past 12 months at school, have you been in a physical fight?	3	7	2	6
Feels safe at school	81	80	80	79
Currently belong to a gang	2	2	2	7

Note: Cells are empty if there are less than 25 respondents.

Table A10.5

Physical and Mental Health Measures by Gender

	Grade 9		Grade 11	
	Female %	Male %	Female %	Male %
Eating of breakfast	72	79	65	70
Chronic sad or hopeless feelings	29	15	39	16

Note: Cells are empty if there are less than 25 respondents.

Physical Health & Nutrition Module

1. Module Sample

Table J1.1

Student Sample for Physical Health & Nutrition Module

	Grade 9	Grade 11
<i>Student Sample Size</i>		
Target sample	435	390
Final number	358	317
Average Response Rate	82%	81%

2. Nutrition

Table J2.1

Eating/Drinking of Fruits and Vegetables at Least Once per Day, Past 24 Hours

	Grade 9 %	Grade 11 %
100% fruit juices	54	55
Fruit	83	88
Vegetable	83	82
<i>Five or more times of any</i>	52	56

Question HS/MS J.6, 8, 9: During the past 24 hours (yesterday), how many times did you... drink 100% fruit juices, such as orange, apple, or grape? (Do not count punch, Kool-Aid, sports drinks, and fruit-flavored drinks.)... eat fruit? (Do not count fruit juice.)... eat vegetables? (Include salads and nonfried potatoes.)

Note: Cells are empty if there are less than 25 respondents.

Table J2.2

Drinking of Milk or Eating of Yogurt, Past 24 Hours

	Grade 9 %	Grade 11 %
0 times	15	23
1 time	28	24
2 times	24	26
3 times	18	12
4 times	4	4
5 or more times	12	11

Question HS/MS J.4: During the past 24 hours (yesterday), how many times did you... drink milk or eat yogurt? (In any form, including in cereal.)

Note: Cells are empty if there are less than 25 respondents.

Table J2.3***Drinking of Soda Pop, Past 24 Hours***

	Grade 9 %	Grade 11 %
0 times	66	60
1 time	21	22
2 times	7	8
3 times	3	4
4 times	1	2
5 or more times	2	4

Question HS/MS J.5: During the past 24 hours (yesterday), how many times did you... drink soda pop?

Note: Cells are empty if there are less than 25 respondents.

Table J2.4***Eating of Fried Potatoes, Past 24 Hours***

	Grade 9 %	Grade 11 %
0 times	46	46
1 time	33	30
2 times	12	12
3 times	3	5
4 times	2	2
5 or more times	4	5

Question HS/MS J.7: During the past 24 hours (yesterday), how many times did you... eat french fries, potato chips, or other fried potatoes?

Note: Cells are empty if there are less than 25 respondents.

Table J2.5***Vitamin Use, Past 7 Days***

	Grade 9 %	Grade 11 %
0 days	62	68
1 to 2 days	14	10
3 to 4 days	8	6
5 to 6 days	3	3
Daily	13	13

Question HS/MS J.26: During the past 7 days, how many days did you take a vitamin?

Note: Cells are empty if there are less than 25 respondents.

3. Physical Activity and Weight

Table J3.1

Exercise on at Least Three of the Past Seven Days

	Grade 9 %	Grade 11 %
Exercise or do a physical activity for at least 20 minutes that made you sweat and breathe hard	77	64
Participate in a physical activity for at least 30 minutes that did not make you sweat and breathe hard	60	65
<i>Either</i>	88	80

Question HS/MS J.1, 2: On how many of the past 7 days did you... exercise or do a physical activity for at least 20 minutes that made you sweat and breathe hard? (For example, basketball, soccer, running, swimming laps, fast bicycling, fast dancing, or similar aerobic activities.)... participate in a physical activity for at least 30 minutes that did not make you sweat and breathe hard? (For example, fast walking, slow bicycling, shooting baskets, skating, raking leaves, or mopping floors.)

Note: Cells are empty if there are less than 25 respondents.

Table J3.2

Frequency of Exercise to Strengthen or Tone Muscles, Past Seven Days

	Grade 9 %	Grade 11 %
0 days	14	27
1-2 days	27	23
3 or more days	58	50

Question HS/MS J.3: On how many of the past 7 days did you... do exercises to strengthen or tone your muscles? (For example, push-ups, sit-ups, or weight lifting.)

Note: Cells are empty if there are less than 25 respondents.

Table J3.3***Hours Spent on TV/Video Game During School Days***

	Grade 9 %	Grade 11 %
None	14	19
Less than 1 hour	13	17
1 hour	18	14
2 hours	22	21
3 hours	16	13
4 hours	6	5
5 hours or more	11	10

Question HS/MS J.18: On an average school day, how many hours do you watch TV or play video games?

Note: Cells are empty if there are less than 25 respondents.

Table J3.4***Participation in Sports Teams, Past 12 Months***

	Grade 9 %	Grade 11 %
None	41	44
1 team	29	31
2 teams	21	16
3 or more teams	9	10

Question HS/MS J.19: During the past 12 months, on how many sports teams did you play? (Include school-sponsored and any other sports teams.)

Note: Cells are empty if there are less than 25 respondents.

Table J3.5***Average Days of Physical Activity in Physical Education Class, Per Week***

	Grade 9 %	Grade 11 %
0 days	1	65
1 day	1	1
2 days	4	4
3 days	85	26
4 days	2	0
5 days	7	5

Question HS/MS J.22: In an average week, on how many days do you have physical activity in your physical education class (P.E. or gym)?

Note: Cells are empty if there are less than 25 respondents.

Table J3.6***Estimated Actual Minutes Exercising in Physical Education Class***

	Grade 9 %	Grade 11 %
Do not take P.E.	2	69
Less than 10 minutes	2	2
10 to 20 minutes	8	2
21 to 30 minutes	17	6
More than 30 minutes	72	22

Question HS/MS J.23: During an average physical education (P.E.) class, how many minutes do you spend actually exercising or playing sports?

Note: Cells are empty if there are less than 25 respondents.

Table J3.7***Student Body Mass Index***

	Grade 9 %	Grade 11 %
Underweight	5	7
Healthy weight	67	61
Overweight	15	20
Obese	13	13

Physical Health & Nutrition Module Supplement: How tall are you without your shoes on?... How much do you weigh without your shoes on?... HS/MS A.3, 4: How old are you?... What is your sex?

Note: Cells are empty if there are less than 25 respondents.

Table J3.8***Desired Level of Action on Weight***

	Grade 9 %	Grade 11 %
Lose weight	43	49
Gain weight	12	15
Stay the same weigh	18	15
Not trying to do anything about weight	27	20

Question HS/MS J.11: Which of the following are you trying to do about your weight?

Note: Cells are empty if there are less than 25 respondents.

Table J3.9***Actions Taken to Lose/Maintain Weight, Past 30 Days***

	Grade 9 %	Grade 11 %
Exercise	65	65
Eat less food, fewer calories, or foods low in fat	40	45
Go without eating for 24 hours or more	7	8
Take diet pills, powders, or liquids without doctor's advice	4	6
Vomit or take laxatives	4	3

Question HS/MS J.12-16: During the past 30 days, did you do any of the following things to lose weight or to keep from gaining weight?... Exercise... Eat less food, fewer calories, or foods low in fat... Go without eating for 24 hours or more (also called fasting)... Take any diet pills, powders, or liquids without a doctors advice (Do not include meal replacement products, such as Slim Fast)... Vomit or take laxatives.

Note: Cells are empty if there are less than 25 respondents.

Table J3.10***Perception of Weight***

	Grade 9 %	Grade 11 %
Very underweight	2	3
Slightly underweight	16	13
About the right weight	50	48
Slightly overweight	26	28
Very overweight	6	8

Question HS/MS J.17: How do you describe your weight?

Note: Cells are empty if there are less than 25 respondents.

4. Injury-Related Behavior and Health Care

Table J4.1

Seat Belt Use in Vehicle Driven By Someone Else

	Grade 9 %	Grade 11 %
Never	3	3
Rarely	3	3
Sometimes	5	4
Most of the time	17	17
Always	72	73

Question HS/MS J.20: How often do you wear a seat belt riding in a car driven by someone else?

Note: Cells are empty if there are less than 25 respondents.

Table J4.2

Bike Helmet Use, Past 12 Months

	Grade 9 %	Grade 11 %
Did not ride bicycle	32	49
Never	16	17
Rarely	7	6
Sometimes	7	7
Most of the time	10	5
Always	27	16

Question HS/MS J.21: When you rode a bicycle during the past 12 months, how often did you wear a helmet?

Note: Cells are empty if there are less than 25 respondents.

Table J4.3

Regular Medical Check Up, Past 12 Months

	Grade 9 %	Grade 11 %
No	26	29
Yes	74	71

Question HS/MS J.24: During the past 12 months, did you have a regular check up with a doctor when you were not sick or injured?

Note: Cells are empty if there are less than 25 respondents.

Table J4.4***Visit Dentist, Past 12 Months***

	Grade 9 %	Grade 11 %
No	17	18
Yes	83	82

Question HS/MS J.25: During the past 12 months, did you visit a dentist for an examination, teeth cleaning, or dental work?

Note: Cells are empty if there are less than 25 respondents.

Table J4.5***AIDS/HIV Infection Education at School***

	Grade 9 %	Grade 11 %
No	15	14
Yes	75	75
Not sure	11	11

Question HS J.27: Have you ever been taught about AIDS or HIV infection at school?

Notes: Cells are empty if there are less than 25 respondents.

5. Asthma Symptoms

Table J5.1

Students With Asthma

	Grade 9 %	Grade 11 %
No	66	69
Yes	19	23
Don't know	15	7

Question HS/MS J.10: Has a doctor ever told you or your parent/guardian that you have asthma?

Note: Cells are empty if there are less than 25 respondents.

Table J5.2

Episode of Asthma or Asthma Attack, Past 12 Months

	Grade 9 %	Grade 11 %
No	91	92
Yes	9	8

Question HS J.28/MS J.27: During the past 12 months, have you had an episode of asthma or an asthma attack?

Note: Cells are empty if there are less than 25 respondents.

Table J5.3

Unable to Complete a Sentence Due to Shortness of Breath, Past 12 Months

	Grade 9 %	Grade 11 %
No	72	81
Yes	28	19

Question HS J.29/MS J.28: During the past 12 months, have you ever had a cough, chest tightness, trouble breathing, or wheezing that was so bad that you could not finish saying a sentence?

Note: Cells are empty if there are less than 25 respondents.

Table J5.4

Been to the Emergency Room or Stayed in Hospital Due to Shortness of Breath, Past 12 Months

	Grade 9 %	Grade 11 %
No	95	97
Yes	5	3

Question HS J.30/MS J.29: During the past 12 months, have you been to the emergency room or stayed overnight in the hospital because of a cough, chest tightness, trouble breathing, or wheezing?

Note: Cells are empty if there are less than 25 respondents.

Table J5.5***Used Medicine for Asthma Symptoms, Past 12 Months***

	Grade 9 %	Grade 11 %
No	79	84
Yes	21	16

Question HS J.31/MS J.30: During the past 12 months, have you used a medicine (an inhaler, puffer, or a breathing machine) to treat a cough, chest tightness, trouble breathing, or wheezing?

Note: Cells are empty if there are less than 25 respondents.

Table J5.6***Frequency of Asthma Symptoms, Past 30 days***

	Grade 9 %	Grade 11 %
Never	75	83
2 days a week or less	19	12
More than 2 days each week but not every day	6	3
Every day	1	2

Question HS J.32/MS J.31: During the past 30 days, about how many days each week have you had a cough, chest tightness, trouble breathing, or wheezing when you did not have a cold or flu?

Note: Cells are empty if there are less than 25 respondents.

Table J5.7***Woke Up Because of Asthma Symptoms, Past 30 days***

	Grade 9 %	Grade 11 %
Never	88	89
2 nights	9	7
3 or 4 nights	2	2
More than 4 nights but not every night	2	1
Every night or almost every night	0	0

Question HS J.33/MS J.32: During the past 30 days, about how many nights did you wake up because of a cough, chest tightness, trouble breathing, or wheezing when you did not have a cold or flu?

Note: Cells are empty if there are less than 25 respondents.

Gender & Sex-Based Harassment Module

1. Module Sample

Table Q1.1

Student Sample for Gender & Sex-Based Harassment Module

	Grade 9	Grade 11
<i>Student Sample Size</i>		
Target sample	435	390
Final number	368	328
Average Response Rate	85%	84%

2. Gender Identity and Sexual Orientation

Table Q2.1

Gender Identity

	Grade 9 %	Grade 11 %
Female	51	51
Male	47	47
Transgender	0	0
Questioning	1	2

Question HS/MS Q.53: What is your gender?

Note: Cells are empty if there are less than 25 respondents.

Table Q2.2

Sexual Orientation

	Grade 9 %	Grade 11 %
Lesbian/Gay	1	1
Bisexual	5	5
Straight/Heterosexual	82	84
Questioning	2	2
Other	3	1
Decline to respond	7	7

Question HS/MS Q.52: Which of the following best describes your sexual orientation?

Note: Cells are empty if there are less than 25 respondents.

3. Perceptions of LGBT-Related School Safety

Table Q3.1

Student Perceptions of School Safety, LGBT-Specific

	Grade 9 %	Grade 11 %
<i>My school is safe for...</i>		
guys who are not as “masculine” as other guys.		
Strongly disagree	8	6
Disagree	8	6
Agree	54	55
Strongly agree	30	34
girls who are not as “feminine” as other girls.		
Strongly disagree	8	7
Disagree	7	5
Agree	52	53
Strongly agree	33	35
students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ).		
Strongly disagree	8	5
Disagree	7	5
Agree	54	52
Strongly agree	32	38
students with LGBTQ parents.		
Strongly disagree	8	6
Disagree	7	4
Agree	53	51
Strongly agree	32	39

Question HS/MS Q.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.

Note: Cells are empty if there are less than 25 respondents.

Table Q3.1***Student Perceptions of School Safety, LGBT-Specific – Continued***

	Grade 9 %	Grade 11 %
<i>My school is safe for...</i>		
teachers and staff who are LGBTQ.		
Strongly disagree	7	7
Disagree	6	4
Agree	54	51
Strongly agree	32	38
straight allies (people who are supportive of LGBTQ people).		
Strongly disagree	7	6
Disagree	4	2
Agree	49	50
Strongly agree	40	42

Question HS/MS Q.5-6: My school is safe for... teachers and staff who are LGBTQ... straight allies (people who are supportive of LGBTQ people).

Note: Cells are empty if there are less than 25 respondents.

4. Bullying Incidents, Negative Attitudes, and Pro-Bullying Beliefs

Table Q4.1

Bullying Incidents on School Property during the Past 12 months, LGBT-Specific

	Grade 9 %	Grade 11 %
<i>During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?...</i>		
Because you are gay, lesbian, bisexual, or transgender or someone thought you were		
0 times	95	98
1 time	2	1
2-3 times	2	0
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	93	95
1 time	4	2
2-3 times	1	1
4 or more times	2	1
Because you have LGBTQ parents or family members or because someone thought they were		
0 times	99	99
1 time	0	1
2-3 times	0	0
4 or more times	1	0
Because you have LGBTQ friends or because someone thought they were		
0 times	96	98
1 time	3	1
2-3 times	1	1
4 or more times	1	0

Question HS/MS Q.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 gay, lesbian, bisexual, 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 they were.

Note: Cells are empty if there are less than 25 respondents.

Table Q4.2
Offensive LGBT-Related Language

	Grade 9 %	Grade 11 %
How often do you hear...		
anti-LGBTQ slurs at schools?		
Never	21	20
Rarely	27	17
Sometimes	31	28
Often	22	35
negative comments and slurs at school about someone's sex or gender?		
Never	33	27
Rarely	31	28
Sometimes	24	28
Often	12	18

Question HS/MS Q.24, 25: How often do you hear anti-LGBTQ slurs at schools (example: when someone says "that's so gay" to mean something bad)?... How often do you hear negative comments and slurs at school about someone's sex or gender (example: "he is so girly" to mean something bad)?

Note: Cells are empty if there are less than 25 respondents.

Table Q4.3
Offensive LGBT-Related Language among Peers

	Grade 9 %	Grade 11 %
How often do you hear other students make negative comments or use slurs based on...		
sex (male or female)?		
Never	40	32
Rarely	34	31
Sometimes	18	23
Often	8	14
sexual orientation?		
Never	33	29
Rarely	35	28
Sometimes	23	29
Often	9	13
gender identity or expression?		
Never	47	36
Rarely	30	32
Sometimes	17	22
Often	6	9
having LGBTQ parents or family members?		
Never	70	63
Rarely	22	25
Sometimes	6	7
Often	3	5
having LGBTQ friends?		
Never	63	58
Rarely	24	27
Sometimes	10	9
Often	3	6

Question HS/MS Q.26-30: How often do you hear other students make negative comments or use slurs based on... sex (male or female)?... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being “feminine” or “masculine” enough)?... having LGBTQ parents or family members?... having LGBTQ friends?

Note: Cells are empty if there are less than 25 respondents.

Table Q4.4
Offensive LGBT-Related Language among Adults

	Grade 9 %	Grade 11 %
How often do you hear teachers or school staff make negative comments or use slurs based on...		
sex (male or female)?		
Never	86	87
Rarely	9	7
Sometimes	3	4
Often	1	3
sexual orientation?		
Never	90	88
Rarely	6	6
Sometimes	4	2
Often	1	3
gender identity or expression?		
Never	91	89
Rarely	6	5
Sometimes	3	2
Often	1	3
having LGBTQ parents or family members?		
Never	92	91
Rarely	5	4
Sometimes	2	2
Often	0	3
having LGBTQ friends?		
Never	92	91
Rarely	5	4
Sometimes	2	2
Often	1	3

Question HS/MS Q.36-40: How often do you hear teachers or school staff make negative comments or use slurs based on... sex (male or female)?... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being “feminine” or “masculine” enough)?... having LGBTQ parents or family members?... having LGBTQ friends?

Note: Cells are empty if there are less than 25 respondents.

Table Q4.5
Pro-Bullying Attitudes

	Grade 9 %	Grade 11 %
Students who are bullied or teased mostly deserve it.		
Strongly disagree	62	64
Disagree	28	25
Agree	7	9
Strongly agree	4	2
Bullying is sometimes fun to do.		
Strongly disagree	69	69
Disagree	22	19
Agree	7	10
Strongly agree	3	2

Question HS/MS Q.50, 51: How much do you agree with the following statements?... Students who are bullied or teased mostly deserve it... Bullying is sometimes fun to do.

Note: Cells are empty if there are less than 25 respondents.

5. Intervening Behaviors, Response to Bullying, and Supports

Table Q5.1

Intervening Behaviors by Peers, LGBT-Specific

	Grade 9 %	Grade 11 %
<i>How often do you see or hear other students STOP others from making negative comments or using slurs based on the following characteristics?...</i>		
sex (male or female)?		
Never stop	15	19
Rarely stop	15	16
Sometimes stop	16	19
Often stop	14	12
Not applicable	40	34
sexual orientation?		
Never stop	15	18
Rarely stop	14	16
Sometimes stop	20	22
Often stop	15	14
Not applicable	35	30
gender identity or expression?		
Never stop	15	19
Rarely stop	12	15
Sometimes stop	17	18
Often stop	14	13
Not applicable	42	35

Question HS/MS Q.31-33: How often do you see or hear other students 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... sex (male or female)?... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being “feminine” or “masculine” enough)?

Note: Cells are empty if there are less than 25 respondents.

Table Q5.1

Intervening Behaviors by Peers, LGBT-Specific – Continued

	Grade 9 %	Grade 11 %
<i>How often do you see or hear other students STOP others from making negative comments or using slurs based on the following characteristics?...</i>		
having LGBTQ parents or family members?		
Never stop	14	19
Rarely stop	11	13
Sometimes stop	13	15
Often stop	14	11
Not applicable	48	43
having LGBTQ friends?		
Never stop	15	17
Rarely stop	12	13
Sometimes stop	14	16
Often stop	13	13
Not applicable	46	41

Question HS/MS Q.34, 35: How often do you see or hear other students 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?

Note: Cells are empty if there are less than 25 respondents.

Table Q5.2

Intervening Behaviors by Adults, LGBT-Specific

	Grade 9 %	Grade 11 %
<i>How often do you see or hear teachers or school staff STOP others from making negative comments or using slurs based on the following characteristics?...</i>		
sex (male or female)?		
Never stop	10	9
Rarely stop	7	6
Sometimes stop	12	12
Often stop	26	33
Not applicable	45	40
sexual orientation?		
Never stop	10	8
Rarely stop	7	6
Sometimes stop	12	12
Often stop	28	34
Not applicable	43	39
gender identity or expression?		
Never stop	10	9
Rarely stop	7	6
Sometimes stop	12	12
Often stop	25	32
Not applicable	46	40
having LGBTQ parents or family members?		
Never stop	10	9
Rarely stop	6	5
Sometimes stop	10	10
Often stop	22	29
Not applicable	52	47
having LGBTQ friends?		
Never stop	10	9
Rarely stop	6	5
Sometimes stop	11	10
Often stop	23	30
Not applicable	50	46

Question HS/MS Q.41-45: How often do you see or hear teachers or school staff 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 teachers or other school staff had the opportunity to intervene... sex (male or female)?... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being “feminine” or “masculine” enough)?... having LGBTQ parents or family members?... having LGBTQ friends?

Note: Cells are empty if there are less than 25 respondents.

Table Q5.3
Student Response to Bullying

	Grade 9 %	Grade 11 %
If another student was bullying me, I would tell the principal or assistant principal.		
Strongly disagree	14	17
Disagree	25	30
Agree	43	41
Strongly agree	18	12
If another student was bullying me, I would tell one of the teachers or other staff at school.		
Strongly disagree	9	17
Disagree	23	22
Agree	44	44
Strongly agree	23	16
If I tell a teacher that someone is bullying me, the teacher will do something to help.		
Strongly disagree	5	9
Disagree	15	9
Agree	52	60
Strongly agree	28	22

Question HS/MS Q.46-48: 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.

Note: Cells are empty if there are less than 25 respondents.

Table Q5.4***Willingness to Seek Help about LGBT-Related Issues at School***

	Grade 9 %	Grade 11 %
<i>If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to...</i>		
a school counselor or school psychologist?		
Not at all likely	30	32
A little likely	42	38
Very likely	28	30
a teacher?		
Not at all likely	47	37
A little likely	41	40
Very likely	13	22
a school principal or assistant principal?		
Not at all likely	53	54
A little likely	34	32
Very likely	13	14
other adults at school?		
Not at all likely	64	58
A little likely	29	31
Very likely	7	11
a friend at your school?		
Not at all likely	26	26
A little likely	42	35
Very likely	32	39

Question HS/MS Q.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?

Note: Cells are empty if there are less than 25 respondents.

Table Q5.5***Willingness to Seek Help about LGBT-Related Issues outside of School***

	Grade 9 %	Grade 11 %
<i>If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to...</i>		
an older brother or sister?		
Not at all likely	41	39
A little likely	32	32
Very likely	26	30
your parent or guardian?		
Not at all likely	35	35
A little likely	34	35
Very likely	31	31
a friend's parent or other adult not at school?		
Not at all likely	61	54
A little likely	29	30
Very likely	11	16

Question HS/MS Q.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... an older brother or sister?... your parent or guardian?... a friend's parent or other adult not at school?

Note: Cells are empty if there are less than 25 respondents.

Table Q5.6***Supports from Adults on Personal Problems***

	Grade 9 %	Grade 11 %
There are adults at this school I could turn to if I had a personal problem.		
Strongly disagree	9	13
Disagree	18	18
Agree	50	51
Strongly agree	24	18

Question HS/MS Q.49: 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.

Note: Cells are empty if there are less than 25 respondents.

6. School Resources and Policies

Table Q6.1

Knowledge of LGBT-Specific Resources and Policies at School

	Grade 9 %	Grade 11 %
Does your school have support groups or clubs for students who are LGBTQ and friends or allies of LGBTQ students?		
Yes	79	87
No	2	2
Don't know	18	12
Do you talk about LGBTQ people or issues in your classes at school?		
Yes	25	37
No	46	40
Don't know	29	23
If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go?		
Yes	50	61
No	20	12
Don't know	30	27

Question HS/MS Q.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 talk 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?

Note: Cells are empty if there are less than 25 respondents.

Table Q6.2
School Policy on Gender & Sex-Based Harassment

	Grade 9 %	Grade 11 %
<i>Does your school have a policy that prohibits students and staff from harassing someone based on...</i>		
<i>sexual orientation?</i>		
Yes	49	61
No	5	4
Don't know	46	35
<i>gender identity or expression?</i>		
Yes	46	59
No	6	4
Don't know	48	37

Question HS/MS Q.22, 23: Does your school have a policy that prohibits students and staff from harassing someone based on... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being “feminine” or “masculine” enough)?

Note: Cells are empty if there are less than 25 respondents.

CALIFORNIA SCHOOL CLIMATE STAFF SURVEY



San Mateo High 2015-2016 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

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PREFACE

NEW FEATURE

The list of content sections and table names at the beginning of the digital report have been hyperlinked to the tables. Click on the title of a content section or a table and you will be automatically directed to the actual content section or table in the report.

This report provides the detailed results provided by teachers, administrators, and other school staff on each question in your 2015-16 administration of the *California School Climate Survey* (CSCS), presented in tables organized by topic.

The CSCS, along with its companion student and parent surveys—the *California Healthy Kids Survey* (CHKS) and the *California School Parent Survey* (CSPS)—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Survey* (Cal-SCHLS) System, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the *local* level on a regular basis to provide key data on school climate and culture, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. The surveys provide a wealth of information to guide school improvement efforts and Local Control and Accountability Plans (LCAP), particularly in regard to the state priorities of enhancing school climate, pupil engagement, and parent involvement. For additional information and resources, visit the survey websites: cscs.wested.org and cal-schls.wested.org.

SURVEY PURPOSE

The CSCS was developed for CDE by WestEd in 2004, to fulfill the requirement in the *No Child Left Behind Act* of 2001, Title IV, that schools conduct an anonymous teacher survey related to student drug use and violence. Recognizing the opportunity this requirement presented over time, CDE has expanded the content to collect other data to guide school improvement efforts and to meet LCAP state priorities. Schools can also add questions of their own choosing to meet other local data needs. Because the results are anonymous and confidential, the survey provides staff with an opportunity to honestly communicate their perceptions about the school.

The CSCS grew out of CDE's commitment to: (1) helping schools promote the successful cognitive, social, and emotional development of all students; and (2) fostering positive school working environments, particularly to help address the growing problem of low teacher retention. This CSCS report provides perspective on the degree to which staff perceive that their school has a learning and working environment that is safe, supportive, caring, collegial, challenging, and engaging, with norms and standards that encourage academic success. In conjunction with CHKS student data, CSCS data enrich a school's ability to create a positive school climate that promotes quality teaching, school connectedness, academic achievement, and overall well-being among both students and staff.

Local Control and Accountability Plan Support

The CSCS (and Cal-SCHLS overall) is especially valuable for meeting four of the eight state LCAP priorities: *improving academic achievement, school climate, pupil engagement, and parent involvement*. It also provides data to determine whether a school fosters the supports, conditions, and specific competencies needed to meet a fifth priority: meeting Common Cores State Standards. For more information, see ***Helpful Resources for Local Control and Accountability Plans, 2014-15*** (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf).

SURVEY ADMINISTRATION AND SAMPLE

Schools are provided with detailed survey planning and administration instructions. CDE guidelines call for the CSCS to be administered online at the same time as the CHKS, among all staff in grades 5 and above.¹ Staff participation is totally voluntary, anonymous, and confidential. The tables in the Survey Sample and Demographics sections of this report provide the numbers of respondents who completed the core module; their roles at the school (e.g., teacher, administrator, counselor); the length of their employment at the school and in their positions; and their races/ethnicities. The number of respondents who completed each additional module is also provided at the beginning of the set of tables for that module.

SURVEY CONTENT OVERVIEW

The survey questions were selected with the assistance of an advisory committee to assess the key school climate variables that research and theory indicated are most associated with successful learning and teaching. Like most school climate surveys, it focuses on individual behaviors; patterns of communication and interactions; and professional and student supports.

Core Survey (Section A)

All staff answer the questions in the first part of the survey, which provides background information about the characteristics of the staff respondents who completed the survey and assesses the following main domains:

- How **supportive and inviting** the learning and working environment is in general;
- School **norms and standards** that promote achievement, including the rigor and relevance of instruction, and a shared sense of responsibility for school improvement;
- **Staff supports, professional respect, and collegiality** within the working environment, factors that surveys of California teachers have shown to be key to teacher retention;
- Staff and student **safety**;
- **Student developmental supports** in the school environment—caring staff/student relationships, high expectations, and opportunities for meaningful participation and decision-making—that resilience research has linked to school and life success;
- **Equity**, respect, and cultural sensitivity, which are particularly germane for closing the achievement gap;

¹In some instances, the survey is administered on paper.

- Student **behaviors that facilitate learning**, including the degree to which students are ready and motivated to learn and are well-behaved;
- The level of **problems the school experiences** that are related to fourteen student behaviors or conditions (e.g., truancy, violence, bullying, substance use, mental health, and physical health);
- The nature, communication, and enforcement of rules and policies related to **discipline**; and
- Staff **professional development** needs.

The same questions asked of students in the CHKS School Climate Module are included in the CSCS so that staff and student results can be compared. These results are reported in Section 6 (Learning Conditions). The questions provide additional data on five key constructs:

- Supports for Learning;
- Discipline and Order;
- Social, Emotional, and Behavioral Supports;
- Positive Peer Relationships (anti-bullying related); and
- Respect for Diversity.

Learning Supports Module

The **Learning Supports Module** consists of 22 questions that are answered only by staff who provide services or instruction related to health, prevention, discipline, safety, or counseling. These questions assess a school's programs, policies, supports, and services that address nonacademic barriers to learning and promote healthy youth development. The results can be compared to the level of student need as indicated by staff perceptions of problems (from the first section of the CSCS) and student report (from the CHKS).

Supplemental Modules

In addition, two supplementary modules are available that districts can elect to add to the survey. For information, call the toll-free Cal-SCHLS Helpline at 888.841.7536.

- The **Special Education Supports Module** consists of 12 questions designed to be answered only by staff who have responsibilities for teaching or providing related support services to students with Individualized Education Programs (IEPs). It provides data to better understand issues involving (1) effectively meeting the needs of students with IEPs, and (2) recruiting and retaining special education staff. Districts can request custom reports that compare CSCS results reported by staff who have special education responsibilities to those reported by other staff.
- The **Military Connected Schools Module** allows schools to gather the views of staff about their schools related to the educational and other needs of students who have parents connected to the military, in order to foster more military-friendly and supportive school climates.

THE REPORT

Results are provided in tables with data from all school levels assessed presented separately. The usual school levels are elementary (grades 1–6), middle (grades 7–8), high (grades 9–12), and nontraditional (ungraded, such as continuation high schools with 16 years being the earliest age of admittance), as appropriate.

The tables are organized into topical sections, as outlined in the Table of Contents. They provide the percentages of staff responding to each response option for each question. Percentages are rounded off to the nearest whole number. Summary tables at the beginning of the sections provide a quick overview to key indicators, with a reference to the table where the detailed results can be found.

Supplemental Reports

On request, custom reports can be prepared that disaggregate the survey data and compare the results based on the characteristics of respondents (e.g., race/ethnicity), job responsibilities (e.g., special education compared to general education staff), or based on how staff responded to a particular question (e.g., whether they agreed or disagreed that the school had a supportive and inviting learning environment).

AIDS TO UNDERSTANDING AND USING THE DATA

Among the tools available to help in understanding and using the survey results, especially for LCAP implementation and monitoring, *Making Sense of School Climate* provides a discussion of all the Cal-SCHLS survey items that relate to school climate (download californias3.wested.org/resources/S3_schoolclimateguidebook_final.pdf).

ASSESSING THE DATA

Care must be taken to fully understand the survey; the context within which the data were collected; and the factors that can impact the quality, validity, and generalizability of the results. The following are a few of the key issues that should be kept in mind.

Representativeness

Among the most important factors affecting the quality of survey results is the level of staff participation. The validity and representativeness of the results will be adversely affected if the staff response rate is lower than 60%. One indication of the survey's representativeness is how accurately the characteristics of the sample (see Section 3) reflect the characteristics of the staff as indicated by personnel records. Even if the response rate is low, the results provide an indication of what those staff who did respond felt about the school and their experiences and behavior. Strategies for increasing participation are discussed below.

Changes Between Surveys

Many factors besides real changes in behavior, attitudes, or experiences among staff 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 staff who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered.

Data Comparisons

Comparing results to other local, county, and state data provides a broader context with which to assess the local situation. This can help you determine whether local changes are unique or may be part of a broader trend. Ultimately, however, the most fundamental concern should be what the survey results say about your schools and what improvements need to be made. Results from all schools in the state that conducted the CSCS may be downloaded from the CSCS website: cscs.wested.org/reports.

IMPROVING PARTICIPATION

One of the most important strategies for improving voluntary staff participation is raising awareness among staff of the value of the survey to the school and the value of staff perceptions to school improvement efforts. To that end, it is important that staff are informed about the results and any school improvement efforts that are undertaken in response. Staff must perceive that their voices are heard and valued.

NEXT STEPS

Receiving this report is a beginning step in the process of using data to improve school climate. The following describes further actions that you can take.

Request School Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school (a fee applies).

Compare with Other Data Sources

CSCS results will be enriched if analyzed in the context of data from the CHKS, CSPS, and other sources, particularly in the context of identifying consistent patterns or disconnects that need to be further explored. Other data typically collected in effectiveness studies of school climate include numbers and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Discuss with Students and Staff

Discuss the results with both students and staff to explore the meaning of the results in more depth and to obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to staff that you value their input, and it may help improve participation in the next survey. Cal-SCHLS staff can provide information on conducting structured group **Listening to Students** Workshops designed to explore with students, with staff observers, the meaning of survey results and obtain their input on how to address the needs identified by the survey.

Conduct Additional Analyses of Dataset

The complete dataset is available electronically for additional analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of staff and across schools within a district.

Add Questions to Your Next Surveys

Determine what additional information is needed from staff to guide school improvement efforts and add questions to your next CSCS or CHKS. Both surveys were designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

Hold School Climate by Design Action Planning Workshop

Contact your Regional TA Center and request a School Climate by Design workshop to help you review survey results, identify needs, and engage in developing an action plan that uses evidence-based strategies to address these needs. Ongoing coaching in implementing the plan is also available.

ACKNOWLEDGMENTS

The CSCS was developed, and this report was prepared, by WestEd, in collaboration with Duerr Evaluation Resources, under contract from CDE. For more survey information, call the toll-free helpline at 888.841.7536, or visit the website at cscs.wested.org.

Gregory Austin, Ph.D.
CHKS/CSCS Director, WestEd

Tom Herman
Administrator, Coordinated School Health and Safety Office
California Department of Education

Survey Module Administration

Table 1

CSCS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Learning Supports	X
C. Special Education Supports	
D. Military Connected Schools	
Z. Custom Questions	

Section A. Core Module (All Staff)

1. Survey Sample

Table A1.1

Core Module Sample

	All
Number of respondents	73

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate and Student Behavior

	All %	Table
Student Learning Environment		
Is a supportive and inviting place for students to learn [†]	51	A4.3
Sets high standards for academic performance for all [†]	36	A4.4
Nearly all adults believe every student can be a success	17	A5.7
Encourages opportunities for students to decide things [†]	17	A5.8
Is welcoming to and facilitates parent involvement	55	A4.25
Staff Working Environment		
Is a supportive and inviting place for staff to work [†]	36	A4.10
Promotes trust and collegiality among staff [†]	25	A4.13
Promotes personnel participation in decision making [†]	22	A4.15
Safety		
Is a safe place for staff [†]	48	A4.23
Is a safe place for students [†]	43	A4.22
Has sufficient resources to create a safe campus [†]	29	B3.2
Student Discipline and Support		
Handles discipline problems fairly [†]	17	A10.3
Provides adequate counseling and support services [†]	36	A10.5
Emphasizes helping students with social, emotional, behavioral problems [†]	54	B6.1
Positive Relationships		
Nearly all adults really care about every student	31	A5.3
Nearly all adults treat every student with respect	30	A7.5
Fosters an appreciation of student diversity and respect for each other [†]	55	A7.2
Has moderate/severe problem with harassment/bullying	22	A9.6
Student Behavior		
Nearly all/most students motivated to learn	65	A8.2
Nearly all/most students well-behaved	80	A8.5
Cutting classes or being truant moderate/severe problem	30	A8.4
Alcohol and drug use moderate/severe problem	20	A9.12

Notes: Cells are empty if there are less than 5 respondents. [†]Percent responding “Strongly Agree.”

3. Demographics

Table A3.1

Role (Job) at School

	All %
Teacher in grade 5 or above	76
Teacher in grade 4 or below	0
Special education teacher	9
Administrator	3
Prevention staff nurse or health aide	0
Counselor or psychologist	4
Police, resource officer, or safety personnel	0
Paraprofessional, teacher assistant, or instructional aide	3
Other certificated staff	3
Other classified staff	7
Other service provider	0

Question A.1: What is your role at this school? (Mark All That Apply.)

Notes: Cells are empty if there are less than 5 respondents. Total percentages may exceed 100% for “mark all that apply” items.

Table A3.2

Special Population Service Providers

	All %
Migrant education	24
Special education	85
English language learners	85
None of the above	8

Question A.2: Do you provide services to the following types of students? (Mark All That Apply.)

Notes: Cells are empty if there are less than 5 respondents. Total percentages may exceed 100% for “mark all that apply” items.

Table A3.3***Length of Employment at School***

	All %
Less than 1 year	10
1 to 2 years	7
3 to 5 years	14
6 to 10 years	18
Over 10 years	51

Question A.3: How many years have you worked, in any position, at this school?

Note: Cells are empty if there are less than 5 respondents.

Table A3.4***Overall Length of Employment in Position***

	All %
Less than 1 year	3
1 to 2 years	4
3 to 5 years	13
6 to 10 years	13
Over 10 years	68

Question A.4: How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?

Note: Cells are empty if there are less than 5 respondents.

Table A3.5***Race/Ethnicity of Respondents***

	All %
African American (not Hispanic)	1
American Indian or Alaska Native	0
Asian or Pacific Islander	11
White (not Hispanic)	68
Hispanic or Latino/a	13
Other or multi-ethnic	7

Question A.5: What is your race or ethnicity?

Note: Cells are empty if there are less than 5 respondents.

4. Learning and Working Environment

Table A4.1

Summary of Indicators for Positive Learning and Working Environment

This school...	Percent Strongly Agreeing	Table
	All %	
Learning Environment		
Is a supportive and inviting place for students to learn	51	A4.3
Sets high standards for academic performance for all	36	A4.4
Promotes academic success for all students	37	A4.5
Emphasizes helping students academically when they need it	46	A4.6
Emphasizes teaching lessons in ways relevant to students	23	A4.7
Working Environment		
Is a supportive and inviting place for staff to work	36	A4.10
Promotes trust and collegiality among staff	25	A4.13
Promotes participation in school decision making	22	A4.15
Works to minimize paper work	6	A4.16
Provides adequate benefits to support continued employment	30	A4.17
Provides the materials, resources, and training to do job effectively	32	A4.18
Provides relevant paraprofessional training	6	A4.19
Provides the materials, resources, and training to work with special education (IEP) students	27	A4.20
Provides complete state adopted instructional materials for students with IEPs	14	A4.21
Uses objective data in making school improvement decisions	15	A4.9
Safety, Facilities, and Parental Outreach		
Is a safe place for students	43	A4.22
Is a safe place for staff	48	A4.23
Has clean and well-maintained facilities and property	62	A4.24
Is welcoming to and facilitates parent involvement	55	A4.25
Encourages parents to be active partners in educating their child	26	A4.26

Notes: Cells are empty if there are less than 5 respondents.

Table A4.2***Summary of Indicators for Staff Collegiality and Sense of Mission***

How many adults at this school...	<i>Percent Responding “Nearly All Adults”</i>	Table
	All %	
Have close professional relationships with one another	20	A4.14
Support and treat each other with respect	24	A4.12
Feel a responsibility to improve the school	20	A4.11
Work hard to ensure a safe and supportive learning environment	35	A4.8

Notes: Cells are empty if there are less than 5 respondents.

Student Learning Environment

Table A4.3

Learning Environment is Supportive and Inviting

	All %
Strongly agree	51
Agree	46
Disagree	0
Strongly disagree	3
Not applicable	0

Question A.6: This school is a supportive and inviting place for students to learn.

Note: Cells are empty if there are less than 5 respondents.

Table A4.4

Sets High Standards for Academic Performance for All Students

	All %
Strongly agree	36
Agree	52
Disagree	7
Strongly disagree	3
Not applicable	1

Question A.7: This school sets high standards for academic performance for all students.

Note: Cells are empty if there are less than 5 respondents.

Table A4.5

Promotes Academic Success for All Students

	All %
Strongly agree	37
Agree	51
Disagree	6
Strongly disagree	6
Not applicable	0

Question A.8: The school promotes academic success for all students.

Note: Cells are empty if there are less than 5 respondents.

Table A4.6
Emphasizes Academic Help When Needed

	All %
Strongly agree	46
Agree	45
Disagree	6
Strongly disagree	3
Not applicable	0

Question A.9: This school emphasizes helping students academically when they need it.

Note: Cells are empty if there are less than 5 respondents.

Table A4.7
Teaches Lessons Relevant to Students

	All %
Strongly agree	23
Agree	64
Disagree	7
Strongly disagree	3
Not applicable	3

Question A.11: This school emphasizes teaching lessons in ways relevant to students.

Note: Cells are empty if there are less than 5 respondents.

Table A4.8
Adults At School Ensure Safe and Supportive Environment

	All %
Nearly all adults	35
Most adults	61
Some adults	5
Few adults	0
Almost none	0

Question A.43: How many adults at this school work hard to ensure a safe and supportive learning environment?

Note: Cells are empty if there are less than 5 respondents.

Table A4.9***School Uses Objective Data in Decision Making***

	All %
Strongly agree	15
Agree	57
Disagree	25
Strongly disagree	0
Not applicable	3

Question A.75: This school uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions.

Note: Cells are empty if there are less than 5 respondents.

Staff Working Environment

Table A4.10***Supportive and Inviting Place to Work***

	All %
Strongly agree	36
Agree	55
Disagree	7
Strongly disagree	1
Not applicable	0

Question A.12: This school is a supportive and inviting place for staff to work.

Note: Cells are empty if there are less than 5 respondents.

Table A4.11***Staff Feel Responsibility to Improve School***

	All %
Nearly all adults	20
Most adults	61
Some adults	20
Few adults	0
Almost none	0

Question A.42: How many adults at this school feel a responsibility to improve this school?

Note: Cells are empty if there are less than 5 respondents.

Table A4.12***Staff Support and Treat Each Other with Respect***

	All %
Nearly all adults	24
Most adults	58
Some adults	18
Few adults	0
Almost none	0

Question A.41: How many adults at this school support and treat each other with respect?

Note: Cells are empty if there are less than 5 respondents.

Table A4.13***Promotes Staff Trust and Collegiality***

	All %
Strongly agree	25
Agree	59
Disagree	15
Strongly disagree	1
Not applicable	0

Question A.13: This school promotes trust and collegiality among staff.

Note: Cells are empty if there are less than 5 respondents.

Table A4.14***Staff Have Close Professional Relationships***

	All %
Nearly all adults	20
Most adults	48
Some adults	32
Few adults	0
Almost none	0

Question A.40: How many adults at this school have close professional relationships with one another?

Note: Cells are empty if there are less than 5 respondents.

Table A4.15***Staff Participate in Decision-Making***

	All %
Strongly agree	22
Agree	49
Disagree	26
Strongly disagree	3
Not applicable	0

Question A.71: This school promotes personnel participation in decision-making that affects school practices and policies.

Note: Cells are empty if there are less than 5 respondents.

Table A4.16***Works to Minimize Paper Work***

	All %
Strongly agree	6
Agree	55
Disagree	32
Strongly disagree	5
Not applicable	2

Question A.76: This school takes steps to minimize paper work.

Note: Cells are empty if there are less than 5 respondents.

Table A4.17***Provides Adequate Benefits***

	All %
Strongly agree	30
Agree	55
Disagree	13
Strongly disagree	2
Not applicable	2

Question A.77: This school provides adequate benefits (e.g., salary, fringe benefits and retirement options) to support my continued employment.

Note: Cells are empty if there are less than 5 respondents.

General Staff Supports

Table A4.18***Provides Staff Resources and Training to Do Job Effectively***

	All %
Strongly agree	32
Agree	55
Disagree	10
Strongly disagree	3
Not applicable	0

Question A.14: This school provides the materials, resources, and training (professional development) needed to do your job effectively.

Note: Cells are empty if there are less than 5 respondents.

Table A4.19***Provides Relevant Paraprofessional Training***

	All %
Strongly agree	6
Agree	27
Disagree	22
Strongly disagree	5
Not applicable	40

Question A.78: This school provides relevant training for paraprofessionals.

Note: Cells are empty if there are less than 5 respondents.

Special Education Supports

Table A4.20***Provides Resources and Training Needed to Work with Special Education (IEP) Students***

	All %
Strongly agree	27
Agree	37
Disagree	31
Strongly disagree	1
Not applicable	3

Question A.15: This school provides the materials, resources, and training (professional development) needed to work with special education (IEP) students.

Note: Cells are empty if there are less than 5 respondents.

Table A4.21***Provides Complete State Adopted Instructional Materials for Students with IEPs***

	All %
Strongly agree	14
Agree	54
Disagree	21
Strongly disagree	0
Not applicable	11

Question A.79: This school provides complete state adopted instructional materials for students with IEPs.

Note: Cells are empty if there are less than 5 respondents.

Perceived School Safety

Table A4.22***Safe Place for Students***

	All %
Strongly agree	43
Agree	52
Disagree	4
Strongly disagree	0
Not applicable	0

Question A.29: This school is a safe place for students.

Note: Cells are empty if there are less than 5 respondents.

Table A4.23***Safe Place for Staff***

	All %
Strongly agree	48
Agree	46
Disagree	4
Strongly disagree	1
Not applicable	0

Question A.30: This school is a safe place for staff.

Note: Cells are empty if there are less than 5 respondents.

Facilities

Table A4.24***Clean and Well-Maintained Facilities and Property***

	All %
Strongly agree	62
Agree	35
Disagree	3
Strongly disagree	0
Not applicable	0

Question A.32: This school has clean and well-maintained facilities and property.

Note: Cells are empty if there are less than 5 respondents.

Parent Involvement

Table A4.25

School Encourages Parental Involvement

	All %
Strongly agree	55
Agree	41
Disagree	3
Strongly disagree	1
Not applicable	0

Question A.31: This school is welcoming to and facilitates parent involvement.

Note: Cells are empty if there are less than 5 respondents.

Table A4.26

School Encourages Parental Partnership in Child's Education

	All %
Strongly agree	26
Agree	68
Disagree	6
Strongly disagree	0
Not applicable	0

Question A.74: This school encourages parents to be active partners in educating their child.

Note: Cells are empty if there are less than 5 respondents.

Table A4.27***Teachers Communicate with Parents about Academic Expectations***

	All %
Strongly agree	15
Agree	79
Disagree	3
Strongly disagree	0
Not applicable	3

Question A.113: Teachers at this school communicate with parents about what their children are expected to learn in class.

Note: Cells are empty if there are less than 5 respondents.

Table A4.28***Parents Feel Welcome to Participate at School***

	All %
Strongly agree	26
Agree	68
Disagree	0
Strongly disagree	0
Not applicable	6

Question A.114: Parents feel welcome to participate at this school.

Note: Cells are empty if there are less than 5 respondents.

Table A4.29***School Staff Take Parents' Concerns Seriously***

	All %
Strongly agree	29
Agree	71
Disagree	0
Strongly disagree	0
Not applicable	0

Question A.115: School staff take parents' concerns seriously.

Note: Cells are empty if there are less than 5 respondents.

5. Student Developmental Supports and Opportunities

Table A5.1

Summary of Indicators for Opportunities for Meaningful Student Participation

	<i>Percent Strongly Agreeing</i>	
This school provides/encourages students...	All %	Table
Opportunities to decide things	17	A5.8
Equal opportunity for classroom participation	32	A5.9
Equal opportunity to participate in extracurricular and enrichment activities	43	A5.10
Opportunities to make a difference (help others)	51	A5.11

Notes: Cells are empty if there are less than 5 respondents.

Table A5.2

Summary of Indicators for Positive Staff-Student Relationships and High Expectations

	<i>Percent Responding “Nearly All Adults”</i>	
How many adults at this school...	All %	Table
Caring Relationships		
Really care about every student	31	A5.3
Acknowledge and pay attention to students	39	A5.4
Listen to what students have to say	23	A5.5
High Expectations		
Want every student to do their best	45	A5.6
Believe every student can be a success	17	A5.7

Notes: Cells are empty if there are less than 5 respondents.

Caring Relationships

Table A5.3

Adults Really Care About All Students

	All %
Nearly all adults	31
Most adults	66
Some adults	3
Few adults	0
Almost none	0

Question A.33: How many adults at this school really care about every student?

Note: Cells are empty if there are less than 5 respondents.

Table A5.4

Adults Acknowledge and Pay Attention to Students

	All %
Nearly all adults	39
Most adults	58
Some adults	3
Few adults	0
Almost none	0

Question A.34: How many adults at this school acknowledge and pay attention to students?

Note: Cells are empty if there are less than 5 respondents.

Table A5.5***Adults Listen to What Students Have to Say***

	All %
Nearly all adults	23
Most adults	64
Some adults	14
Few adults	0
Almost none	0

Question A.36: How many adults at this school listen to what students have to say?

Note: Cells are empty if there are less than 5 respondents.

High Expectations

Table A5.6***Adults Want All Students to Do Their Best***

	All %
Nearly all adults	45
Most adults	45
Some adults	9
Few adults	0
Almost none	0

Question A.35: How many adults at this school want every student to do their best?

Note: Cells are empty if there are less than 5 respondents.

Table A5.7***Adults Believe Every Student Can Be a Success***

	All %
Nearly all adults	17
Most adults	67
Some adults	12
Few adults	5
Almost none	0

Question A.37: How many adults at this school believe that every student can be a success?

Note: Cells are empty if there are less than 5 respondents.

Opportunities for Meaningful Participation

Table A5.8***Encourages Decision Opportunities for Students***

	All %
Strongly agree	17
Agree	43
Disagree	26
Strongly disagree	4
Not applicable	9

Question A.16: This school encourages opportunities for students to decide things like class activities or rules.

Note: Cells are empty if there are less than 5 respondents.

Table A5.9
Gives Equal Opportunity for Classroom Participation

	All %
Strongly agree	32
Agree	57
Disagree	6
Strongly disagree	1
Not applicable	4

Question A.17: This school gives all students equal opportunity to participate in classroom discussions or activities.

Note: Cells are empty if there are less than 5 respondents.

Table A5.10
Gives Equal Access to Extracurricular and Enrichment Activities

	All %
Strongly agree	43
Agree	43
Disagree	9
Strongly disagree	3
Not applicable	1

Question A.18: This school gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.

Note: Cells are empty if there are less than 5 respondents.

Table A5.11***Gives Opportunities to Make A Difference (Help Others)***

	All %
Strongly agree	51
Agree	46
Disagree	1
Strongly disagree	0
Not applicable	1

Question A.19: This school gives students opportunities to “make a difference” by helping other people, the school, or the community (e.g., service learning).

Note: Cells are empty if there are less than 5 respondents.

6. Learning Conditions

Table A6.1

Summary of Indicators of School Learning Conditions

	<i>Percent Strongly Agreeing</i>	Table
	All %	
Learning Supports		
Teachers go out of their way to help students	41	A6.2
Classes challenge students	24	A6.2
Fair, Respectful and Orderly Environment		
Adults at this school treat all students with respect	16	A6.3
The school rules are fair	25	A6.3
Students in this school are well-behaved	11	A6.4
The rules in the school are too strict	6	A6.4
It is easy for students to get kicked out of class or get suspended	8	A6.4
Students get in trouble for breaking small rules	6	A6.4
Teachers are very strict here	3	A6.4
Clarity of Rules and Expectations		
Rules in this school are made clear to students	30	A6.5
Students know how they are expected to act	32	A6.5
Students know what the rules are	31	A6.5
This school makes it clear how students are expected to act	31	A6.5
Positive Peer Relations		
Students enjoy spending time together during school activities	40	A6.6
Students enjoy collaborating on projects in class	31	A6.6
Students care about one another	27	A6.6
Students treat each other with respect	18	A6.6
Students get along well with one another	20	A6.6

Notes: Cells are empty if there are less than 5 respondents.

Table A6.1***Summary of Indicators of School Learning Conditions - Continued***

	<i>Percent Strongly Agreeing</i>	
	All %	Table
Social Emotional Supports, Conflict Management, and Bullying Prevention		
This school encourages students to feel responsible for how they act	30	A6.7
Students are often given rewards for being good	17	A6.7
This school encourages students to understand how others think and feel	20	A6.7
Students are taught that they can control their own behavior	19	A6.7
This school helps students solve conflicts with one another	20	A6.8
This school encourages students to care about how others feel	19	A6.8
Teachers here make it clear to students that bullying is not tolerated	36	A6.9
If a student was bullied, he or she would tell a teachers or staff at school	13	A6.9
Students tell teachers when other students are being bullied	13	A6.9
If a student tells teacher that someone is bullying her/him, the teacher will do something to help	44	A6.9
Students here try to stop bullying when they see it happening	16	A6.9
Respect for Diversity		
There is a lot of tension between people of different cultures, races, or ethnicities	6	A6.10
Students respect each others' differences	30	A6.10
Adults in school respect differences in students	41	A6.10
Teachers show that it is important for students of different races and cultures to get along with each other	42	A6.10

Notes: Cells are empty if there are less than 5 respondents.

Supports for Learning

Table A6.2

Supports for Learning at School

	All %
Teachers go out of their way to help students	
Strongly agree	41
Agree	52
Disagree	6
Strongly disagree	0
Not applicable	2
Classes challenge students	
Strongly agree	24
Agree	68
Disagree	6
Strongly disagree	0
Not applicable	2

Question A.100, 101: Teachers go out of their way to help students... Classes challenge students.

Note: Cells are empty if there are less than 5 respondents.

Fair, Respectful, and Orderly Environment

Table A6.3

Fair Environment at School

	All %
Adults at this school treat all students with respect	
Strongly agree	16
Agree	71
Disagree	11
Strongly disagree	2
Not applicable	0
The school rules are fair	
Strongly agree	25
Agree	67
Disagree	8
Strongly disagree	0
Not applicable	0

Question A.102, 103: Adults at this school treat all students with respect... The school rules are fair.

Note: Cells are empty if there are less than 5 respondents.

Table A6.4
Respectful and Orderly Environment at School

	All %
Students in this school are well-behaved	
Strongly agree	11
Agree	83
Disagree	5
Strongly disagree	0
Not applicable	2
The rules in the school are too strict	
Strongly agree	6
Agree	6
Disagree	66
Strongly disagree	20
Not applicable	2
It is easy for students to get kicked out of class or get suspended	
Strongly agree	8
Agree	8
Disagree	65
Strongly disagree	14
Not applicable	5
Students get in trouble for breaking small rules	
Strongly agree	6
Agree	21
Disagree	65
Strongly disagree	5
Not applicable	3
Teachers are very strict here	
Strongly agree	3
Agree	11
Disagree	75
Strongly disagree	10
Not applicable	2

Question A.104-108: Students in this school are well-behaved... The rules in the school are too strict... It is easy for students to get kicked out of class or get suspended... Students get in trouble for breaking small rules... Teachers are very strict here.

Note: Cells are empty if there are less than 5 respondents.

Clarity of Rules and Expectations

Table A6.5

Clarity of Rules and Expectations at School

	All %
Rules in this school are made clear to students	
Strongly agree	30
Agree	59
Disagree	8
Strongly disagree	2
Not applicable	2
Students know how they are expected to act	
Strongly agree	32
Agree	63
Disagree	2
Strongly disagree	2
Not applicable	2
Students know what the rules are	
Strongly agree	31
Agree	66
Disagree	3
Strongly disagree	0
Not applicable	0
This school makes it clear how students are expected to act	
Strongly agree	31
Agree	59
Disagree	6
Strongly disagree	3
Not applicable	0

Question A.109-112: Rules in this school are made clear to students... Students know how they are expected to act... Students know what the rules are... This school makes it clear how students are expected to act.

Note: Cells are empty if there are less than 5 respondents.

Positive Peer Relations

Table A6.6

Positive Peer Relations at School

	All %
Students enjoy spending time together during school activities	
Strongly agree	40
Agree	54
Disagree	5
Strongly disagree	0
Not applicable	2
Students enjoy collaborating on projects in class	
Strongly agree	31
Agree	58
Disagree	6
Strongly disagree	0
Not applicable	5
Students care about one another	
Strongly agree	27
Agree	71
Disagree	0
Strongly disagree	0
Not applicable	2
Students treat each other with respect	
Strongly agree	18
Agree	77
Disagree	3
Strongly disagree	0
Not applicable	2
Students get along well with one another	
Strongly agree	20
Agree	78
Disagree	0
Strongly disagree	0
Not applicable	2

Question A.89-93: Students enjoy spending time together during school activities... Students enjoy collaborating on projects in class... Students care about one another... Students treat each other with respect... Students get along well with one another.

Note: Cells are empty if there are less than 5 respondents.

Social Emotional Supports, Conflict Management, and Bullying Prevention

Table A6.7

Social Emotional Supports at School

	All %
This school encourages students to feel responsible for how they act	
Strongly agree	30
Agree	63
Disagree	6
Strongly disagree	2
Not applicable	0
Students are often given rewards for being good	
Strongly agree	17
Agree	54
Disagree	22
Strongly disagree	0
Not applicable	6
This school encourages students to understand how others think and feel	
Strongly agree	20
Agree	69
Disagree	11
Strongly disagree	0
Not applicable	0
Students are taught that they can control their own behavior	
Strongly agree	19
Agree	66
Disagree	9
Strongly disagree	2
Not applicable	5

Question A.94-97: This school encourages students to feel responsible for how they act... Students are often given rewards for being good... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior.

Note: Cells are empty if there are less than 5 respondents.

Table A6.8
Conflict Management at School

	All %
This school helps students solve conflicts with one another	
Strongly agree	20
Agree	70
Disagree	6
Strongly disagree	0
Not applicable	3
This school encourages students to care about how others feel	
Strongly agree	19
Agree	70
Disagree	8
Strongly disagree	0
Not applicable	3

Question A.98, 99: This school helps students solve conflicts with one another... This school encourages students to care about how others feel.

Note: Cells are empty if there are less than 5 respondents.

Table A6.9
Bullying Prevention at School

	All %
Teachers here make it clear to students that bullying is not tolerated	
Strongly agree	36
Agree	61
Disagree	3
Strongly disagree	0
Not applicable	0
If a student was bullied, he or she would tell one of the teachers or staff at school	
Strongly agree	13
Agree	65
Disagree	21
Strongly disagree	0
Not applicable	2
Students tell teachers when other students are being bullied	
Strongly agree	13
Agree	54
Disagree	30
Strongly disagree	0
Not applicable	3

Question A.80-82: Teachers here make it clear to students that bullying is not tolerated... If a student was bullied, he or she would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied.

Note: Cells are empty if there are less than 5 respondents.

Table A6.9
Bullying Prevention at School - Continued

	All %
If a student tells teacher that someone is bullying her/him, the teacher will do something to help	
Strongly agree	44
Agree	54
Disagree	0
Strongly disagree	0
Not applicable	2
Students here try to stop bullying when they see it happening	
Strongly agree	16
Agree	57
Disagree	19
Strongly disagree	0
Not applicable	8

Question A.83, 84: If a student tells a teacher that someone is bullying her or him, the teacher will do something to help... Students here try to stop bullying when they see it happening.

Note: Cells are empty if there are less than 5 respondents.

Respect for Diversity

Table A6.10

Respect for Diversity at School

	All %
There is a lot of tension between people of different cultures, races, or ethnicities	
Strongly agree	6
Agree	6
Disagree	59
Strongly disagree	27
Not applicable	2
Students respect each others' differences	
Strongly agree	30
Agree	64
Disagree	5
Strongly disagree	0
Not applicable	2
Adults in school respect differences in students	
Strongly agree	41
Agree	56
Disagree	3
Strongly disagree	0
Not applicable	0
Teachers show that it is important for students of different races and cultures to get along with each other	
Strongly agree	42
Agree	50
Disagree	3
Strongly disagree	2
Not applicable	3

Question A.85-88: There is a lot of tension in this school between people of different cultures, races, or ethnicities... Students in this school respect each other's differences (e.g., gender, race, culture, sexual orientation)... Adults in this school respect differences in students (e.g., gender, race, culture, sexual orientation)... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.

Note: Cells are empty if there are less than 5 respondents.

7. Respect, Equity, and Cultural Sensitivity

Table A7.1

Summary of Indicators for Respect, Equity, and Cultural Sensitivity

	All %	Table
Fosters an appreciation of student diversity and respect for each other [†]	55	A7.2
Emphasizes showing respect for all students' cultural beliefs and practices [†]	57	A7.6
Emphasizes using instructional materials that reflect the culture or ethnicity of its students [†]	17	A7.7
Has staff examine their own cultural biases through professional development or other processes [†]	9	A7.8
Encourages equity in rigorous course enrollment [†]	42	A7.10
Considers closing the racial/ethnic achievement gap a high priority [†]	26	A7.9
Provides the supports needed for teaching culturally and linguistically diverse students [†]	15	A7.11
Treat all students fairly [‡]	29	A7.4
Treat every student with respect [‡]	30	A7.5

Notes: Cells are empty if there are less than 5 respondents.

[†]Strongly agree that this school... [‡]Report that nearly all adults at this school...

Tolerance Among Students

Table A7.2

Fosters Appreciation for Student Diversity and Mutual Respect

	All %
Strongly agree	55
Agree	39
Disagree	6
Strongly disagree	0
Not applicable	0

Question A.24: This school fosters an appreciation of student diversity and respect for each other.

Note: Cells are empty if there are less than 5 respondents.

Table A7.3

Racial/Ethnic Conflict Among Students is a Problem

	All %
Insignificant problem	44
Mild problem	48
Moderate problem	6
Severe problem	2

Question A.63: How much of a problem at this school is racial/ethnic conflict among students?

Note: Cells are empty if there are less than 5 respondents.

Treating Students Fairly and Respectfully

Table A7.4

Staff Treat All Students Fairly

	All %
Nearly all adults	29
Most adults	61
Some adults	11
Few adults	0
Almost none	0

Question A.38: How many adults at this school treat all students fairly?

Note: Cells are empty if there are less than 5 respondents.

Table A7.5

Staff Treat All Students with Respect

	All %
Nearly all adults	30
Most adults	62
Some adults	8
Few adults	0
Almost none	0

Question A.39: How many adults at this school treat every student with respect?

Note: Cells are empty if there are less than 5 respondents.

Cultural Sensitivity

Table A7.6

Students' Cultural Beliefs and Practices Respected

	All %
Strongly agree	57
Agree	37
Disagree	6
Strongly disagree	0
Not applicable	0

Question A.25: This school emphasizes showing respect for all students' cultural beliefs and practices.

Note: Cells are empty if there are less than 5 respondents.

Table A7.7

Uses Culturally Relevant Instructional Materials

	All %
Strongly agree	17
Agree	49
Disagree	28
Strongly disagree	1
Not applicable	4

Question A.21: This school emphasizes using instructional materials that reflect the culture or ethnicity of its students.

Note: Cells are empty if there are less than 5 respondents.

Table A7.8

Staff Examine Their Cultural Biases

	All %
Strongly agree	9
Agree	40
Disagree	36
Strongly disagree	10
Not applicable	4

Question A.22: This school has staff examine their own cultural biases through professional development or other processes.

Note: Cells are empty if there are less than 5 respondents.

Instructional Equity

Table A7.9

Closing the Achievement Gap is a High Priority

	All %
Strongly agree	26
Agree	58
Disagree	9
Strongly disagree	4
Not applicable	3

Question A.23: This school considers closing the racial/ethnic achievement gap a high priority.

Note: Cells are empty if there are less than 5 respondents.

Table A7.10

Encourages Equity in Rigorous Course Enrollment

	All %
Strongly agree	42
Agree	46
Disagree	10
Strongly disagree	0
Not applicable	1

Question A.20: This school encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.

Note: Cells are empty if there are less than 5 respondents.

Table A7.11

Support Provided for Teaching Culturally and Linguistically Diverse Students

	All %
Strongly agree	15
Agree	60
Disagree	22
Strongly disagree	2
Not applicable	2

Question A.73: This school provides the supports needed for teaching culturally and linguistically diverse students.

Note: Cells are empty if there are less than 5 respondents.

8. Learning Readiness and Engagement

Table A8.1

Summary of Indicators for Student Learning Readiness and Engagement

	All %	Table
How many students at this school		
Are motivated to learn [†]	65	A8.2
Are well-behaved [†]	80	A8.5
This school...		
Motivates students to learn [‡]	18	A8.3
How much of a problem at this school is...		
Disruptive behavior [§]	33	A8.6
Cutting classes or being truant [§]	30	A8.4
Lack of respect of staff by students [§]	8	A8.7

Notes: Cells are empty if there are less than 5 respondents. [†]Percent responding “Most” or “Nearly all;”

[‡]Percent Responding “Strongly Agree;” [§]Percent Responding “Moderate problem” or “Severe problem.”

Learning Motivation and Truancy

Table A8.2

Students Are Motivated to Learn

	All %
Nearly all	5
Most	61
Some	33
Few	2
Almost none	0

Question A.56: Based on your experience, how many students at this school are motivated to learn?

Note: Cells are empty if there are less than 5 respondents.

Table A8.3

School Motivates Students to Learn

	All %
Strongly agree	18
Agree	77
Disagree	5
Strongly disagree	0
Not applicable	0

Question A.72: This school motivates students to learn.

Note: Cells are empty if there are less than 5 respondents.

Table A8.4

Cutting Class or Truancy is a Problem

	All %
Insignificant problem	3
Mild problem	67
Moderate problem	27
Severe problem	3

Question A.66: How much of a problem at this school is cutting classes or being truant?

Note: Cells are empty if there are less than 5 respondents.

General Behavior

Table A8.5

Students Are Well-Behaved

	All %
Nearly all	11
Most	70
Some	20
Few	0
Almost none	0

Question A.57: Based on your experience, how many students at this school are well-behaved?

Note: Cells are empty if there are less than 5 respondents.

Table A8.6

Disruptive Student Behavior is a Problem

	All %
Insignificant problem	9
Mild problem	58
Moderate problem	29
Severe problem	5

Question A.62: How much of a problem at this school is disruptive student behavior?

Note: Cells are empty if there are less than 5 respondents.

Table A8.7

Lack of Respect of Staff by Students is a Problem

	All %
Insignificant problem	35
Mild problem	58
Moderate problem	5
Severe problem	3

Question A.65: How much of a problem at this school is lack of respect of staff by students?

Note: Cells are empty if there are less than 5 respondents.

9. Student Health and Risk Behavior

Table A9.1

Summary of Indicators for Student Physical and Mental Health

	All %	Table
Perceived Physical and Mental Health		
Arrive at school alert and rested [†]	48	A9.3
Are healthy and physically fit [†]	61	A9.4
Depression or other mental health issues are moderate/severe problems	58	A9.5

Notes: Cells are empty if there are less than 5 respondents. [†]Percent responding “Most” or “Nearly all.”

Table A9.2

Summary of Indicators for Student Risk Behavior

How much of a problem at this school is...	All %	Table
Violence, Conflict, and Crime		
Harassment or bullying [‡]	22	A9.6
Physical fighting [‡]	6	A9.7
Gang activity [‡]	18	A9.10
Vandalism and graffiti [‡]	20	A9.8
Theft [‡]	8	A9.9
Weapons possession at school [‡]	2	A9.11
Substance Use		
Alcohol and drug use [‡]	20	A9.12
Tobacco use [‡]	8	A9.13

Notes: Cells are empty if there are less than 5 respondents. [‡]Percent Responding “Moderate problem” or “Severe problem.”

Perceived Physical and Mental Health

Table A9.3

Students Arrive at School Alert and Rested

	All %
Nearly all	3
Most	45
Some	47
Few	5
Almost none	0

Question A.55: Based on your experience, how many students at this school arrive at school alert and rested?

Note: Cells are empty if there are less than 5 respondents.

Table A9.4

Students Are Healthy and Physically Fit

	All %
Nearly all	6
Most	55
Some	39
Few	0
Almost none	0

Question A.54: Based on your experience, how many students at this school are healthy and physically fit?

Note: Cells are empty if there are less than 5 respondents.

Table A9.5

Student Depression or Other Mental Health Issues are a Problem

	All %
Insignificant problem	5
Mild problem	37
Moderate problem	52
Severe problem	6

Question A.64: How much of a problem at this school is student depression or other mental health problems?

Note: Cells are empty if there are less than 5 respondents.

Bullying and Fighting

Table A9.6

Harassment or Bullying Among Students is a Problem

	All %
Insignificant problem	11
Mild problem	68
Moderate problem	18
Severe problem	3

Question A.60: How much of a problem at this school is harassment or bullying among students?

Note: Cells are empty if there are less than 5 respondents.

Table A9.7

Physical Fighting Between Students is a Problem

	All %
Insignificant problem	51
Mild problem	43
Moderate problem	5
Severe problem	2

Question A.61: How much of a problem at this school is physical fighting between students?

Note: Cells are empty if there are less than 5 respondents.

Delinquency

Table A9.8

Vandalism (Including Graffiti) is a Problem

	All %
Insignificant problem	23
Mild problem	58
Moderate problem	17
Severe problem	3

Question A.69: How much of a problem at this school is vandalism (including graffiti)?

Note: Cells are empty if there are less than 5 respondents.

Table A9.9
Theft is a Problem

	All %
Insignificant problem	49
Mild problem	43
Moderate problem	5
Severe problem	3

Question A.70: How much of a problem at this school is theft?

Note: Cells are empty if there are less than 5 respondents.

Table A9.10
Gang-Related Activity is a Problem

	All %
Insignificant problem	23
Mild problem	58
Moderate problem	15
Severe problem	3

Question A.67: How much of a problem at this school is gang-related activity?

Note: Cells are empty if there are less than 5 respondents.

Table A9.11
Weapons Possession is a Problem

	All %
Insignificant problem	81
Mild problem	17
Moderate problem	0
Severe problem	2

Question A.68: How much of a problem at this school is weapons possession?

Note: Cells are empty if there are less than 5 respondents.

Substance Use

Table A9.12

Student Alcohol and Drug Use is a Problem

	All %
Insignificant problem	17
Mild problem	64
Moderate problem	18
Severe problem	2

Question A.58: How much of a problem at this school is student alcohol and drug use?

Note: Cells are empty if there are less than 5 respondents.

Table A9.13

Student Tobacco Use is a Problem

	All %
Insignificant problem	55
Mild problem	37
Moderate problem	6
Severe problem	2

Question A.59: How much of a problem at this school is tobacco use?

Note: Cells are empty if there are less than 5 respondents.

10. Discipline and Counseling

Table A10.1

Summary of Indicators for Discipline and Counseling

This school...	Percent Strongly Agreeing	Table
	All %	
Clearly communicates to students consequences of breaking rules	37	A10.2
Handles discipline problems fairly	17	A10.3
Effectively handles student discipline and behavioral problems	16	A10.4
Provides adequate counseling and support services for students	36	A10.5

Notes: Cells are empty if there are less than 5 respondents.

Table A10.2
Clearly Communicates Consequences of Breaking Rules

	All %
Strongly agree	37
Agree	38
Disagree	19
Strongly disagree	6
Not applicable	0

Question A.26: This school clearly communicates to students the consequences of breaking school rules.

Note: Cells are empty if there are less than 5 respondents.

Table A10.3
Handles Discipline Problems Fairly

	All %
Strongly agree	17
Agree	54
Disagree	23
Strongly disagree	4
Not applicable	1

Question A.27: This school handles discipline problems fairly.

Note: Cells are empty if there are less than 5 respondents.

Table A10.4
Handles Student Discipline and Behavioral Problems Effectively

	All %
Strongly agree	16
Agree	49
Disagree	26
Strongly disagree	7
Not applicable	1

Question A.28: This school effectively handles student discipline and behavioral problems.

Note: Cells are empty if there are less than 5 respondents.

Table A10.5***Provides Adequate Counseling and Support for Students***

	All %
Strongly agree	36
Agree	39
Disagree	22
Strongly disagree	3
Not applicable	0

Question A.10: This school provides adequate counseling and support services for students.

Note: Cells are empty if there are less than 5 respondents.

11. Professional Development Needs

Table A11.1

Summary of Indicators for Professional Development (PD) Needs

Perceive need for more PD in...	All %	Table
Instruction and School Environment		
Meeting academic standards	36	A11.2
Evidence-based methods of instruction	48	A11.3
Positive behavioral support and classroom management	41	A11.4
Creating a positive school climate	39	A11.5
Addressing Needs of Diverse Populations		
Working with diverse racial, ethnic, or cultural groups	46	A11.6
Culturally relevant pedagogy for the school's student population	57	A11.7
Serving English language learners	67	A11.8
Closing the achievement gap	70	A11.9
Providing Support Services		
Serving special education (IEP) students	66	A11.10
Meeting the social, emotional, and developmental needs of youth	69	A11.11

Notes: Cells are empty if there are less than 5 respondents.

Instruction and School Environment

Table A11.2

Need PD in Meeting Academic Standards

	All %
Yes	36
No	55
Not applicable	9

Question A.44: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... meeting academic standards?

Note: Cells are empty if there are less than 5 respondents.

Table A11.3

Need PD in Instructional Methods

	All %
Yes	48
No	42
Not applicable	10

Question A.45: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... evidence-based methods of instruction?

Note: Cells are empty if there are less than 5 respondents.

Table A11.4

Need PD on Positive Behavior Support and Classroom Management

	All %
Yes	41
No	53
Not applicable	6

Question A.46: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... positive behavioral support and classroom management?

Note: Cells are empty if there are less than 5 respondents.

Table A11.5***Need PD in Creating a Positive School Climate***

	All %
Yes	39
No	58
Not applicable	3

Question A.53: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... creating a positive school climate?

Note: Cells are empty if there are less than 5 respondents.

Addressing Needs of Diverse Populations

Table A11.6***Need PD on Working with Diverse Populations***

	All %
Yes	46
No	48
Not applicable	6

Question A.47: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... working with diverse racial, ethnic, or cultural groups?

Note: Cells are empty if there are less than 5 respondents.

Table A11.7***Need PD on Culturally Relevant Pedagogy***

	All %
Yes	57
No	36
Not applicable	7

Question A.48: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... culturally relevant pedagogy for the school's student population?

Note: Cells are empty if there are less than 5 respondents.

Table A11.8***Need PD on Serving English Language Learners***

	All %
Yes	67
No	29
Not applicable	5

Question A.49: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... serving English Language Learners?

Note: Cells are empty if there are less than 5 respondents.

Table A11.9***Need PD on Closing the Achievement Gap***

	All %
Yes	70
No	27
Not applicable	3

Question A.50: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... closing the achievement gap?

Note: Cells are empty if there are less than 5 respondents.

Providing Support Services

Table A11.10***Need PD for Serving Special Education (IEP) Students***

	All %
Yes	66
No	30
Not applicable	4

Question A.51: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... serving special education (IEP) students?

Note: Cells are empty if there are less than 5 respondents.

Table A11.11

Need PD on Meeting Social, Emotional, and Developmental Needs of Youth

	All %
Yes	69
No	28
Not applicable	3

Question A.52: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)?

Note: Cells are empty if there are less than 5 respondents.

Section B. Learning Supports Module

1. Module Sample

Table B1.1

Learning Supports Module Sample

	All
Number of respondents	14

2. Summary of Indicators

Table B2.1

Summary of Indicators of School Learning Supports

	All %	Table
Discipline, Safety, and Behavior Management		
Collaborates well with law enforcement organizations [‡]	57	B3.1
Punishes first-time violations of alcohol or other drug policies [‡]	14	B3.1
Enforces zero tolerance policies [‡]	36	B3.1
Considers sanctions for student violation of rules/policies on case-by-case basis [‡]	21	B3.1
Has sufficient resources to create a safe campus [‡]	29	B3.2
Seeks to maintain a secure campus [‡]	14	B3.2
Provides harassment or bullying prevention [†]	8	B3.3
Provides conflict resolution or behavior management instruction [†]	15	B3.3
Substance Use and Risk Behavior		
Considers substance abuse prevention an important goal [‡]	21	B4.1
Collaborates well with community organizations to address substance use or other problems [‡]	29	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems [‡]	15	B4.1
Provides alcohol or drug use prevention instruction [†]	0	B4.1
Provides tobacco use prevention instruction [†]	0	B4.1
Has sufficient resources to address substance use prevention needs [‡]	7	B4.1

Notes: Cells are empty if there are less than 5 respondents. [†]Percent responding “A lot;” [‡]Percent responding “Strongly Agree.”

Table B2.1***Summary of Indicators of School Learning Supports - Continued***

	All %	Table
Physical Health and Special Needs		
Provides healthy food choices for students [‡]	29	B5.1
Provides adequate health services for students [‡]	14	B5.1
Provides opportunities for physical education and activity [†]	46	B5.1
Provides nutritional instruction [†]	8	B5.1
Provides services for students with disabilities or other special needs [†]	62	B5.1
Youth Development and Social-Emotional Health		
Fosters youth development, resilience, or asset promotion [†]	15	B6.1
Provides character education [†]	0	B6.1
Emphasizes helping students with social, emotional, and behavioral problems [‡]	54	B6.1

Notes: Cells are empty if there are less than 5 respondents. [†]Percent responding “A lot;” [‡]Percent responding “Strongly Agree.”

3. Discipline, Safety, and Behavior Management

Table B3.1

Discipline Practice at School

	All %
Collaborates well with law enforcement organizations	
Strongly agree	57
Agree	36
Neither agree nor disagree	7
Disagree	0
Strongly disagree	0
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension	
Strongly agree	14
Agree	71
Neither agree nor disagree	14
Disagree	0
Strongly disagree	0
Enforces zero tolerance policies	
Strongly agree	36
Agree	55
Neither agree nor disagree	9
Disagree	0
Strongly disagree	0
Considers sanctions for student violations of rules/policies on case-by-case basis with a wide range of options	
Strongly agree	21
Agree	50
Neither agree nor disagree	21
Disagree	7
Strongly disagree	0

Question 2, 5-7 (Section 2): This school... collaborates well with law enforcement organizations... considers sanctions for student violations of rules and policies on a case-by-case basis with a wide range of options... punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension... enforces zero tolerance policies.

Note: Cells are empty if there are less than 5 respondents.

Table B3.2
Supports for Safety at School

	All %
Has sufficient resources to create a safe campus	
Strongly agree	29
Agree	57
Neither agree nor disagree	7
Disagree	7
Strongly disagree	0
Seeks to maintain a secure campus	
Strongly agree	14
Agree	43
Neither agree nor disagree	14
Disagree	21
Strongly disagree	7

Question 3, 8 (Section 2): This school... has sufficient resources to create a safe campus... seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.

Note: Cells are empty if there are less than 5 respondents.

Table B3.3***Behavior Management at School***

	All %
Provides harassment or bullying prevention	
A lot	8
Some	69
Not much	23
Not at all	0
Provides conflict resolution or behavior management instruction	
A lot	15
Some	69
Not much	15
Not at all	0

Question 19, 21 (Section 2): To what extent does this school... provide conflict resolution or behavior management instruction... provide harassment or bullying prevention.

Note: Cells are empty if there are less than 5 respondents.

4. Substance Use and Risk Behavior

Table B4.1

Substance Use Prevention

	All %
Considers substance abuse prevention an important goal	
Strongly agree	21
Agree	43
Neither agree nor disagree	29
Disagree	7
Strongly disagree	0
Collaborates well with community organizations to address substance use or other problems	
Strongly agree	29
Agree	43
Neither agree nor disagree	29
Disagree	0
Strongly disagree	0
Provides effective confidential support and referral services for students needing help	
Strongly agree	15
Agree	85
Neither agree nor disagree	0
Disagree	0
Strongly disagree	0

Question 1, 9, 10 (Section 2): This school... collaborates well with community organizations to help address substance use or other problems among youth... provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program)... considers substance abuse prevention an important goal.

Note: Cells are empty if there are less than 5 respondents.

Table B4.1***Substance Use Prevention - Continued***

	All %
Provides alcohol or drug use prevention instruction	
A lot	0
Some	77
Not much	23
Not at all	0
Provides tobacco use prevention instruction	
A lot	0
Some	69
Not much	31
Not at all	0
Has sufficient resources to address substance use prevention needs	
Strongly agree	7
Agree	50
Neither agree nor disagree	36
Disagree	7
Strongly disagree	0

Question 4, 17, 18 (Section 2): This school... has sufficient resources to address substance use prevention needs... To what extent does this school... provide alcohol or drug use prevention instruction... provide tobacco use prevention instruction.

Note: Cells are empty if there are less than 5 respondents.

5. Physical Health and Special Needs

Table B5.1

Physical Health and Special Needs

	All %
Provides healthy food choices for students	
Strongly agree	29
Agree	50
Neither agree nor disagree	21
Disagree	0
Strongly disagree	0
Provides adequate health services for students	
Strongly agree	14
Agree	57
Neither agree nor disagree	14
Disagree	14
Strongly disagree	0
Provides opportunities for physical education and activity	
A lot	46
Some	54
Not much	0
Not at all	0
Provides nutritional instruction	
A lot	8
Some	77
Not much	15
Not at all	0
Provides services for students with disabilities or other special needs	
A lot	62
Some	38
Not much	0
Not at all	0

Question 11, 12, 15, 16, 22 (Section 2): This school... provides adequate health services for students... provides students with healthy food choices. To what extent does this school... provide nutritional instruction... provide opportunities for physical education and activity... provide services for students with disabilities or other special needs?

Note: Cells are empty if there are less than 5 respondents.

6. Youth Development and Social-Emotional Health

Table B6.1

Youth Development and Social-Emotional Health at School

	All %
Fosters youth development, resilience, or asset promotion	
A lot	15
Some	85
Not much	0
Not at all	0
Provides character education	
A lot	0
Some	69
Not much	15
Not at all	15
Emphasizes helping students with social, emotional, and behavioral problems	
Strongly agree	54
Agree	46
Neither agree nor disagree	0
Disagree	0
Strongly disagree	0

Question 13, 14, 20 (Section 2): This school... emphasizes helping students with their social, emotional, and behavioral problems... To what extent does this school... foster youth development, resilience, or asset promotion... provide character education.

Note: Cells are empty if there are less than 5 respondents.

Section C. Special Education Supports Module

Not Administered

Section D. Military Connected Schools Module

Not Administered

APPENDIX G: SINGLE PLAN FOR STUDENT ACHIEVEMENT , 2015-2016 SCHOOL YEAR

The Single Plan for Student Achievement

SAN MATEO HIGH SCHOOL

School Name

4136370

CDS Code

Date of this revision: October 24, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Yvonne P. Shiu
Position: Principal
Telephone Number: (650) 558-2399
Address: 506 North Delaware Street
San Mateo, CA 94401
E-mail Address: yshiu@smuhsd.org

San Mateo Union High School District

School District

Superintendent: Kevin Skelly, Ph.D.
Telephone Number: 650-558-2299
Address: 650 North Delaware Street
San Mateo, CA 94401
E-mail Address: kskelly@smuhsd.org

The District Governing Board approved this revision of the School Plan on November 17, 2016.

II. School Vision and Mission

San Mateo High School's mission is to provide our diverse student community with opportunities to make successful academic, career and life choices.

San Mateo High School
Peace, Passion, Pride

* * *

At San Mateo High School, staff and students unite around academic rigor and an unrivaled tradition of school spirit. Our school stands out, even in the state of California, as a place of valued diversity. Coming from the full range of socio-economic backgrounds and dozens of ethnic groups, our students reside in San Mateo, Foster City and Hillsborough, and include members of the Latino, Caucasian, Asian, Filipino, Pacific Islander, and African-American communities. We work constantly on being a cohesive whole, giving our students opportunities to create lasting memories with people from a vast array of backgrounds.

San Mateo High School is a passionate place, and our quad bustles with the energy of a college campus. Our students, intensely spirited, strive to meet our school's potential and to better our rivals. Our staff members, highly qualified, serve as both academic and community activists. Our parents, highly involved, dedicate time to supporting our budding ambitions. We seek greater truths, in our classrooms and in understanding who we are as individuals and as a school. We work to put words into action; we reach toward rising expectations; we focus on what is possible rather than on what is not.

Our goal is to serve the needs of all of our students. We excel in advanced placement and specialized courses, visual and performing arts, student leadership and government, and athletics. We work at integrating the latest technology into our new school facilities. While striving to prepare our students for both college and the working world, we maintain a commitment to community service and volunteerism. We recognize that our students have a wide array of needs, from acquiring a foundation of academic skills, to learning at an accelerated pace, to developing language, to overcoming disabilities. We expect our students to develop socially and academically, becoming responsible members of the community as well as productive and successful members of society.

III. School Profile

San Mateo is a city of approximately 100,000 located 20 miles south of San Francisco. It is an extremely diverse community, crossing all socioeconomic and ethnic lines. Current enrollment in grades 9-12 is approximately 1675, with 389 students in the Class of 2017. SMHS is one of six comprehensive high schools in San Mateo Union High School District (SMUHSD), and the most ethnically and socio-economically diverse of the SMUHSD schools.

SMHS's ethnic distribution in 2016-17 is as follows:

Hispanic/Latino: 25.1%
Caucasian: 21.9%
Asian: 24.2%
Filipino: 5.5%
Pacific Islander: 2.6%
African-American: 2.1%
American Indian/Alaskan :0.2%
Multi-ethnic: 18.3%

San Mateo High School is dedicated to combining academic excellence, community service, and hands-on learning to provide a comprehensive and well-rounded college and career preparatory program for all its students. School and community pride are an integral part of the school environment, where families and alumni spend countless volunteer hours on campus.

Curriculum

SMHS students participate in a rigorous, standards-based curriculum as part of an academically challenging college preparatory program.

In order to receive a diploma from the San Mateo Union High School District, a student is required to:

- Pass required coursework (listed below)
- Earn at least 220 credits

English 40 credits

Social Science 35 credits

Math 30 credits

Any course below Algebra 1-2 does NOT meet the high school graduation requirement

Science 20 credits

10 credits in a Biological Science and 10 credits in a Physical Science

At least one must meet UC "d" requirement

Visual & Performing Arts 10 credits

World Language 10 credits

1 year by the end of 10th grade

Health 5 credits

1 semester in the 9th grade

Physical Education 20 credits

2 years completed in 9th & 10th grades

Career Technical Education 10 credits

Electives

40 credits to meet the credit requirement

SMHS has a 7-period modified block schedule. The majority of students participate in six classes; however, students have the opportunity to take advantage of a 7-period day for support and enrichment courses. Approximately 35% of students take advantage of the optional 7th period, not including teacher or office aides.

Grading/Transcripts

The academic calendar is two semesters, 18 weeks each.

The Academic GPA covers Grades 9-12 and is cumulative of all courses taken. This GPA is weighted according to the California Public University system (an additional point is added for University-certified AP and Honors courses; e.g. A=5.0, B=4.0, C=3.0). Mid-year reports include the 7th semester.

The Total GPA is unweighted for Grades 9-12 and covers the same coursework.

SMUHSD does not rank its students.

Accreditation & Recognition

- Western Association of Secondary Schools and Colleges (WASC) 2012-Awarded a six-year term of accreditation
- Bay Bio- 2010 Pantheon Ceremony-DiNA Award-Biotechnology Education
- Intel Schools of Distinction Award, 2007: San Mateo High School was one of three high schools nationwide to receive this award for its innovative, replicable science program that produces positive results
- Outstanding Youth Philanthropic Organization: San Mateo High School Leadership Program, 2007
- Gold Standard Award for Academic Achievement: California Business for Education Excellence, 2005
- Guinness Book of World Records, 1999: SMHS collected over 300,000 pounds of food during a two week canned food drive.

SMHS collects over 200,000 pounds of food annually for The Samaritan House and Second Harvest Food Bank for both San Mateo and Santa Clara counties.

Special Programs

- Leadership: An award-winning student-run program
- Renaissance Leadership: Teaching students the philosophies and strategies of the Renaissance system
- Biotechnology: Nationally recognized two-year pathway program, including an industry internship
- Performing Arts: Full offerings include a vocal program, dance program, musical theater, marching band, symphonic band, jazz band, and orchestra
- Barbara Snider College Pathways Program: A Career Center Assistant, funded by the SMHS Foundation, schedules individual college counseling appointments and supports Naviance
- Visual Arts Certificate Program
- AVID: Advancement Via Individual Determination
- ELD: English Language Development program
- GATE: Gifted and Talented Education
- Summer Bridge to Algebra Success: A four-week summer program designed to help struggling math students get off to a successful start in high school
- Peer Tutoring Program-43 students assigned to 9th and 10th grade classes
- School-based Wellness Program-Four Mental Health Counselor available for group and individual support
- Guided Studies
- Ninth grade support classes in English and Math

California Assessment of Student Performance and Progress (CAASPP)

354 11th graders tested ELA/Literacy (April 2016)

Comparison of Average Score (Percentage in each achievement level)

Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	
SMUHSD	7%	13%	32%	48%
SMHS	8%	16%	37%	40%

372 11th graders tested Math (April 2016)

Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	
SMUHSD	22%	20%	27%	30%
SMHS	29%	18%	26%	27%

Average Scale Score Percentage in Each Claims Performance Category

ELA/Literacy

SMUHSD	Below Standard	At/Near Standard	Above Standard
Reading	9%	44%	46%
Writing	8%	30%	62%
Listening	7%	60%	33%
Research/Inquiry	6%	37%	57%

SMHS	Below Standard	At/Near Standard	Above Standard
Reading	11%	47%	42%
Writing	8%	34%	58%
Listening	8%	62%	31%
Research/Inquiry	6%	42%	52%

Math

SMUHSD	Below Standard	At/Near Standard
Above Standard		
Concepts and Procedures	27%	30%
43%		
Problem Solving and Modeling & Data and Analysis	19%	47%
33%		
Communicating Reasoning	13%	48%
40%		

SMHS	Below Standard	At/Near Standard
Above Standard		
Concepts and Procedures	32%	29%
39%		
Problem Solving and Modeling & Data and Analysis	25%	44%
30%		
Communicating Reasoning	14%	50%
35%		

Comparison of Mean SAT Score for Class of 2016

CR	Math	WR	Total
SMHS	568	588	571
CA	495	506	491
National	484	511	495

Comparison of Mean ACT Scores for Class of 2016

English	Math	Reading	Science	Composite
SMHS	27.8	27.8	27.5	27.3
CA '15	22.1	22.7	22.6	22
National '15	20.4	20.8	21.4	20.9

Advanced Placement/Honors/Advanced Standing Courses

Biology AP
 Calculus AB AP
 Calculus BC AP
 Chinese 7-8 H
 Computer Science AP
 Economics Macro AP
 English 1-4 AS
 English Language & Composition AP

English Literature & Composition AP
 Environmental Science AP
 European History AP
 French 7-8 H
 Physics 1 AP
 Psychology AP
 Spanish 7-8 H
 Spanish Language & Culture AP
 Spanish Literature AP
 Statistics AP
 Studio Art: 2D Design AP
 Studio Art: Drawing AP
 U.S. Government & Politics AP
 U.S. History AP

Advanced Placement Exams	2014	2015	2016
AP Scholars	66	66	58
AP Scholars with Honor	36	34	31
AP Scholars with Distinction	76	74	82
National Scholars	17	17	27

In 2016, 451 SMHS students took 949 exams in 25 subject areas. 78% students scored with a 3 or higher.

National Merit Recognition 2017
 National Merit Semifinalists: 7
 National Merit Commended Scholars: 12

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

It is clear that there exists a large achievement gap at San Mateo High School. Our Asian and Caucasian students are top performing subgroups in the District, while our Latino, English Learners and Economically Disadvantaged subgroups are among the lowest performing in the District.

B. Surveys

In Fall 2013, we surveyed (self-report) our students in grades 9-11 and all teachers to collect demographic data, course enrollment data, test scores, grades, identify school strengths and identify obstacles that keep student from enrolling into AP classes. This information was used to identify, recruit and enroll a more diverse group of students into AP classes.

The Healthy Kids Survey was given to all 9th and 11th graders in Fall 2015.

In Spring 2017, we will administer WASC surveys to all appropriate stakeholder groups as a means to collect data as we prepare our Self-Study.

Over the course of the school year, we will continue to collect staff feedback on our current Co-Teaching model and student performance data gathered to begin program evaluation.

C. Classroom Observations

1. Identify best practices of teachers who are successful with our under-performing students, and share best practices with the staff at faculty meetings.

2. Teams of teachers share best instructional practices that engage all learners, emphasizing ELs and Special Education students. Teams will utilize research-based instructional practices in their classrooms and analyze impact on student learning.

3. Conduct walk-through and peer observations focused on student engagement and assessment. Teachers will voluntarily participate in observations and debrief sessions.

4. Last year, the SMUHSD Board of Trustees approved the new evaluation system which includes all teachers on full evaluation being assigned an Instructional Coach to assist teachers in identifying a SMARTE goal and observing teachers to collect data-based evidence in order to meet their goal.

D. Student Work and School Documents

To support students performing below grade level, intervention strategies and materials to help struggling students are used in the English, Transitional ELD, and Algebra support classes.

Learning Teams (PLCs) examine student work to inform instruction. In order to focus improvement, each teacher has selected three high leverage focal students (e.g. LTEL, 504, etc.) to monitor and learn from over the course of the school year.

A representative committee will examine our existing ESLRs and update to ensure they reflect the values of the school and are aligned to the Common Core State Standards and Next Generation Science Standards.

Site Leadership Team will examine the number of D/F grades in the 9th grade in order to monitor and to improve our existing interventions. As we further analyze our local D/F data with the Site Leadership Team, we will develop an action plan to close gaps in achievement in by addressing the following areas: interventions, assessments, and student personalization.

E. Analysis of Current Instructional Program (See Appendix B)

See Appendix B.

V. Description of Barriers and Related School Goals

Because so many of our students enter high school reading below grade level and lack skills necessary to navigate through high school, our focus has been on reading and math development through the Strategic and Intensive English and Algebra Support classes. In addition to these classes, grade level Guided Studies classes have been added; we currently have Guided Studies classes in grades 9-11. These classes also act as an intervention, often an SST recommendation. These support classes help students learn study skills needed in high school. A counselor works with Guided Studies students, helping them manage personal and family issues that may interfere with concentrating on academics. Related to the achievement gap is a poverty gap. In some cases access to technology has been a barrier, as who has access to a computer, laptop, printer or wifi. Another obstacle we face is truancy. If students do not come to school, the opportunity to learn is lost. We have struggled with students' extended absences due to incarceration, family emergencies, and cultural responsibilities. Our dean and school resource officer visit homes, refer students to SARB, and put students on contracts. Truancy meetings are held three times per semester. Our attendance clerk and assistant principals send out truancy letters to notify families of their student's absences and hold truancy meetings with students and families. Students who reach a Truancy #3 letter (25-36 period cuts) are not allowed to attend school dances nor participate in school activities. We are finding that many of our students have serious mental health issues with which we often find ourselves ill-equipped to deal. However, this year we have four mental health professionals to assist us in managing these students; it has been challenging to manage and implement a new Wellness Protocol. Our Parent Engagement Coordinator, Counselors and Administration have spent a lot of time helping students and families find appropriate resources and to get the support needed. Action Plan II is well aligned to the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS) and we are progressing well with our Action Items. With the implementation of CCSS/NGSS, we have spent more time focusing on this area over our other two Action Plans. Finally, we struggle with shifting from the collection of data to the identification and analysis of meaningful data.

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: College/Career Readiness
LEA GOAL:
Student Achievement: Goal 1A-Proficiency in Reading/ELA, Goal 1B-Proficiency in Mathematics, Goal 5A-Improve Graduation rates and Goal 5B- Decrease Drop-out rates
SCHOOL GOAL #1:
To increase opportunities for students to explore career goals and develop technical and vocational skills.
Data Used to Form this Goal:
Student surveys: senior exit surveys Career Center Assistant Data Reports (i.e. volunteer logs, professional speakers, etc.) Graduation rates Number/percentage of students going to 2-year and 4-year colleges/universities A-G completion
Findings from the Analysis of this Data:
Many students matriculate to higher education after graduation, yet are unsure of the area in which they want to study.
How the School will Evaluate the Progress of this Goal:
Attendance to College and Career sponsored events Professional Speaker Day Student Survey Alignment of CTE courses Enrollment in CTE courses Teacher and student feedback

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify and increase the number of internship, volunteer, and career opportunities for students	Fall 2016 - Ongoing	Service Learning Liaison	Further develop professional relationships with various agencies to create student opportunities.	0000: Unrestricted	Foundation	34,248.63

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Service Learning Liaison will conduct one-on-one Tutorials with students that include coaching and support in the area of resumes, interviewing, and job identification. Continue to electronically monitor and track student volunteer hours. Implement Professional Speakers Day in October, 2016 where all 9th-11th graders will attend two different career presentations. Host a Job Fair in spring, 2017 where employers will come to campus and offer student employment opportunities. Offer career field trip opportunities in both the fall and spring for students to explore possible college and career opportunities.			
Develop and promote Career Pathways	Summer 2016 - Ongoing	CTE teachers, and CTE Coordinator	Maintain a current CTE course offerings for 2016-17. CTE teachers will invite guest speakers to campus. Host Bearcats by the Bay to recruit and promote science at SMHS.		General Fund Foundation	2,907

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All 9th grade students will create a 4 year plan for their courses at SMHS	Spring, 2017	Counselors	Counselors will meet with groups of freshmen in March to introduce them to A-G requirements and create a course plan in Aeries.		General Fund	
College Exploration & Transition	Fall 2016-Spring 2017	AVID, Special Education, College and Career Advisor	AVID students will take a southern CA field trips to various four year colleges and universities. Various colleges/universities will visit and present information in for SMHS students.		Donations	18,000
			In spring, 2017 groups of students will be taken to CSM to complete registration and support transition. In spring, 2017 a CSM seminar will be taught by a CSM counselor for students who are transitioning to CSM. Students with IEPs will have an identified transitional goal which will be supported by their career portfolio.		Donations	2000
Recruit and Retain AVID students	Spring 2017 - Ongoing	AVID teachers, AVID Coordinators, and Counselors	AVID teachers will recruit at least 60 incoming 9th grade students at SMHS to support an increase of one additional section.		General Fund	27,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create a Comprehensive CTE School Plan	Spring 2017 - Ongoing	Teachers, CTE Coordinator, Administrative Team	Within the WASC Action Plan (2016-17) a comprehensive plan will be created for Career Technical Education to guide the school's work in CTE for the next 6 years.			

VI. Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Instruction: CCSS
LEA GOAL:
Student Achievement: Goal 1A: Proficiency in Reading/ELA, Goal 1B: Proficiency in Mathematics High Quality Professional Development: Goal 2D
SCHOOL GOAL #2:
Improve methods of instruction that focus on critical thinking and practical applications
Data Used to Form this Goal:
CAASPP results (Spring, 2016) SMI/SRI testing results Teacher assessments Applicable case studies
Findings from the Analysis of this Data:
With the implementation of the Common Core State Standards, critical thinking and application of knowledge are fundamental as we challenge students to think deeper. This will be reflected in both formative and summative assessments.
How the School will Evaluate the Progress of this Goal:
Anecdotal information that is shared with Learning Teams on students in case studies. CAASPP scores Teachers' SMARTe goals IC coaching cycle reports

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Learning Team Goal Alignment	October 2016 and continuing through 2017	Administrators, Department Chairs, Faculty	Faculty self-selected Learning Teams (LTs) ranging from Standards-based Assessment to Mindfulness to Content based Assessments. LTs meet during embedded times. Learning Teams request permission for funding to support their work towards their goals which are aligned to WASC and LCAP.	0000: Unrestricted	Professional Development Block Grant	0 5000
Implement CAASPP English ICAs and analyze the results	November 2016-February 2017	Administrators, Teachers, and TOSAs	Examine SBAC assessments during PD time to understand student expectations.		General Fund	0
Increase student tasks that require critical thinking	In place and continuing through 2017	All teachers, led by TOSAs	Increase the implementation of tasks (e.g. activities, assignments, etc.) that demonstrate student thinking at DOK levels 3-4 across all subjects. A number of teachers on full evaluation have chosen to work on this goal. ICs will provide support in helping them reach their goal.		General Fund	0
Increase student language and literacy production across content areas	In place and continuing through 2017	Cohort of CM trained teachers	EL teachers will attend a 2 day Constructing Meaning training. Teachers will receive follow up support from the district.		District Funded	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			A number of teachers on full evaluation have chosen to work on this goal. ICs will provide support in helping them reach their goal.			
Continue Implementation of Peer Observations	October 2016 and Feb/March 2017	All teachers	Continue school-wide observations with a focus on teaching strategies. Continue to gather baseline data on classroom practices and begin to analyze observation data against school wide goals.		General Fund	750
Exploration and pilot of Standards-based grading	In place and continuing through 2017	Cohort of teachers	Expansion of number of teachers to implement Standards-based grading - to include release and planning time.		Professional Development Block Grant	2000

VI. Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent Outreach and Student Support
LEA GOAL:
Parent and Community Participation: Goal 2E & 2F Student Achievement: Goal 2A-Annual Progress Learning English, Goal 2B-Annual Progress Learning English, Goal 5A-Increase Graduation rates, Goal 5B-Decrease Drop-out rates, and Goal 5C-Increase Enrollment in AP classes
SCHOOL GOAL #3:
Increase the academic achievement of under-performing subgroups by focusing on student motivation and organization, by fostering positive student/teacher relationships and by examining culturally responsive teaching.
Data Used to Form this Goal:
Grade analysis of 6, 12 and 18 week grades-Number of students on ineligibility list-every six weeks Post-Secondary Readiness Report CAASPP student performance (Spring, 2016) SRI and SMI Reports for 9th grade students Student performance in 9th grade intervention classes (IAS, SAS, IES, SES, GS)
Findings from the Analysis of this Data:
Based on the invitations for Intervention Night, about 2/3 were for families that speak Spanish at home. Number of students on the ineligibility list are largely Latino. Large number of freshmen failing core classes Discrepancy of grading policies within department levels
How the School will Evaluate the Progress of this Goal:
Counselor interventions: attendance at parent meetings between 6-12 weeks Progress of students in AVID and Guided Studies Parent education/meetings & attendance PERK Card distribution (Renaissance leadership)- GPA increases over each grading period Attendance reports with focus on T-2 students A-G completion rates 4-year university acceptances Increase in the number of under-represented students in AP/H classes PSAT results to help identify under-represented students Monitoring progress of 9th grade students from counselor watch list

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Assistant Principal(s) to gather data points in order to evaluate programs and initiatives and their impact on underperforming students	In place and continuing through 2017	Administrator(s), SLT	Identify most significant data points (e.g. Guided Studies, Support classes, etc.) to monitor and evaluate the progress of underperforming students. Disaggregate data- SWD, EL, LTEL.		General Fund	0
Hold Academic Intervention Night for underperforming students	In place and continuing through 2017	Counselors, Assistant Principals and Teachers	Intervention Meetings after the 6-week grading periods for all 9th and 10th grade students who earn one or more D or F grades. Schedule follow-up one-on-one counseling meetings after 12-week grading period ends.		LCAP Supplemental	200
Recruit, retain and support all students, especially underrepresented subgroups in AS/H/AP courses	In place and continuing through 2017	Teachers, Counselors, AP Teachers	Identify students during February course selections as candidates for AS/H/AP courses.. Aligned to District LCAP Goal #2. Survey of AVID students' needs in Honors and AP classes and discuss results with AVID coordinators.			
			Continue to increase the number of AVID sections. 7 sections- 2016-17, 8 sections- 2017-18		LCAP Supplemental	27000
			Summer support classes for first time Honors/AP students.		LCAP Supplemental	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Recruit and train SMHS Ambassadors	Start recruitment of an advisor in Spring 2017	Ambassadors Freshman Class, ASB Advisor	Freshman Ambassadors provide an orientation to SMHS 9th graders from a student perspective.		ASB	5000
			Freshman Orientation Program.		General Fund	2500
			Identify two possible staff members to lead and organize ambassador work with 9th graders at least once in the fall and once in the spring semester.		Foundation	1000
Provide outreach services and educational trainings to parents and families of underrepresented groups.	In place and continuing through 2017	Family Engagement Coordinator (FEC), Administrators, Manager of EL and Compliance Programs	Family Engagement Coordinator does one-on-one outreach with Spanish speaking parents to include them in school-wide planning of events (e.g. PTO, Grad Night).		District Funded	42000
			PIQE (Spring 2017), ELAC/DELAC and monthly Latino parent meetings.		Title I Part A: Parent Involvement	28000
			FEC provides translation at student support meetings and parent meetings including IEPs, PTSO and Grad Night meetings.		LCAP Supplemental	5000
			FEC to work with PIQE		LCAP Supplemental	13000
			District Wide Educational Conference (Spring)		LCAP Supplemental	7500
			Spanish Speaking Family Orientation (Lunch Programs, School Loop, ELAC, DELAC, Latino Parent Meetings).			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to identify students of great potential to apply to college and refer them to College and Career Center	In place and continuing through 2017	Counselors, College & Career Advisor, Career Center Assistant, AVID Teachers	Utilize counselors and AVID program to increase awareness of college application and financial aid process to support students.		District Funded	100000
			Hold student conferences for seniors during the application progress to ensure support. Hold at least two evening financial aid workshops with time dedicated to completing FAFSA and other scholarship opportunities.		General Fund	200
Maintain and build library for laptops (Chromebooks) for students who do not have access at home	In place	Principal, Technology Specialist, SMHS Parents	Students will be able to check out Chromebooks from library when mobile access is needed to complete research, writing assignments, projects.		Foundation	28800
Recruit, train, and retain peer tutors	Fall 2016 - Ongoing	Assistant Principals, Counselors, Teacher	Include in course preview day, promote during spring student programming.			
			Fall Semester training for student peer tutors.		LCAP Supplemental	500
Maintain appropriate academic courses for newly arrived immigrant students and students arriving with significant gaps in their education	Fall 2016-ongoing	Administration, Manager of English Learner and Compliance Programs, ELD and WL dept. chairs	Increase ELD Math sections.		District Funded	27000
			Increase Spanish for Native Speakers sections.		District Funded	27000
			Teacher training and support in CM (Constructing Meaning).		LCAP Supplemental	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Increased classes appropriate for newcomer students.		District Funded	54000
Develop and implement student Wellness Center	Fall 2016 - Ongoing	Wellness Coordinator, Wellness Counselors, Administrative Team, Guidance Counselors	Develop a set of procedures for Wellness Services and a referral systems for students to receive wellness counseling. Monitor student progress and performance for those receiving Wellness Services throughout the school year. Begin and run student wellness groups in areas of need (e.g. stress, family systems, grief).		General Fund	

VI. Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #4:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

VI. Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

VI. Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

VI. Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #7:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

VI. Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #8:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

VI. Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #9:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

VI. Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #10:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

VI. Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	ASB	5,000.00
	District Funded	253,000.00
	Donations	20,000.00
	Foundation	32,707.00
0000: Unrestricted	Foundation	34,248.63
	General Fund	30,450.00
	LCAP Supplemental	60,200.00
	Professional Development Block Grant	2,000.00
0000: Unrestricted	Professional Development Block Grant	5,000.00
	Title I Part A: Parent Involvement	28,000.00

VI. Summary of Expenditures in this Plan (continued)

Total Expenditures by Funding Source

Funding Source	Total Expenditures
ASB	5,000.00
District Funded	253,000.00
Donations	20,000.00
Foundation	66,955.63
General Fund	30,450.00
LCAP Supplemental	60,200.00
Professional Development Block Grant	7,000.00
Title I Part A: Parent Involvement	28,000.00

VI. Summary of Expenditures in this Plan (continued)

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	39,248.63

VI. Summary of Expenditures in this Plan (continued)

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	84,155.63
Goal 2	10,750.00
Goal 3	375,700.00

Appendix A - School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	383	391	363	361	340	354	94.8	92.3
All Grades	383	391	363	361	340	354	94.8	92.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2637.8	2649.3	39	40	26	37	16	16	12	8
All Grades	N/A	N/A	39	40	26	37	16	16	12	8

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	43	42	40	47	16	11
All Grades	43	42	40	47	16	11

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	54	58	33	34	13	8
All Grades	54	58	33	34	13	8

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	28	31	56	62	16	8
All Grades	28	31	56	62	16	8

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	44	52	46	42	10	6
All Grades	44	52	46	42	10	6

Conclusions based on this data:

1. We observe a disparity in our students performance in the area of Listening, relative to other ELA areas
2. There still exists a need to better align our curriculum and assessments.
3. The data demonstrates an emphasis on writing and organization

Appendix A - School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	383	391	368	377	344	372	96.1	96.4
All Grades	383	391	368	377	344	372	96.1	96.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2621.8	2623.6	25	27	20	26	20	18	29	29
All Grades	N/A	N/A	25	27	20	26	20	18	29	29

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2015-16
Grade 11	35	39	33	29	33	32	
All Grades	35	39	33	29	33	32	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	30	30	49	44	21	25
All Grades	30	30	49	44	21	25

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	26	35	55	50	19	14
All Grades	26	35	55	50	19	14

Conclusions based on this data:

1. Perceptions towards mathematics and numeracy need to be shifted to create greater student perseverance and grit in attitudes towards math
2. Need to identify most appropriate and rigorous course offerings for students with interruptions in their formal education, as well as students who are far below grade level.

Appendix A - School and Student Performance Data (continued)

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	807	817	729
Percent with Prior Year Data	99.9	99.5	100
Number in Cohort	806	813	729
Number Met	561	518	465
Percent Met	69.6	63.7	63.8
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	319	547	296	579	312	497
Number Met	107	332	96	338	85	276
Percent Met	33.5	60.7	32.4	58.4	27.2	55.5
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	94	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	91	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Appendix A - School and Student Performance Data (continued)

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	4	13	8	26	20	35	40	34	22	19	17	11	11	16	24
10	4	4	15	40	28	28	22	38	33	14	15	15	21	15	8
11	21	9	7	46	35	26	21	22	33	6	12	7	6	22	26
12	21	11	9	42	44	47	26	31	21	3	3	19	8	11	5
Total	11	10	10	39	29	34	27	31	27	11	13	14	13	17	15

Appendix B - 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

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

The San Mateo High School faculty and administration uses the following assessment data to modify instruction and improve student achievement:

- California English Language Development (CELDT) Data
- CAASPP-Interim Comprehensive Assessments for ELA (ICA) scores
- UC/CSU Eligibility Data
- SMI and SRI scores
- AP/Honors Course Enrollment Data
- Academic Core Completion Data
- GPA

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

San Mateo High School has implemented a number of interventions and support classes designed to help English Learners and identified under-performing groups, such as Socio-economically disadvantaged, Special Education, Latino students succeed.

In 2010, the District supported each school with the Guided Studies Program, beginning with the 9th grade, and adding one grade level each year, to support those students who were identified by their middle school teachers and counselors as having organization and study skills issues. We are currently running three sections of Guided Studies. We will continue to monitor the success of these support classes by analyzing grade data each semester and CAASPP test scores for juniors. We will use this data to inform decisions on the future of intervention classes.

In summer 2016, a cadre of teachers expressed interest in investigating and piloting Standards-based grading. Grading and assessments continue to be developed by a group of teachers on campus.

In addition, many of our Specialized Day Classes (Special Education) were dissolved and a co-teaching environment was created; pairing a General Education Teacher with a Special Education Teacher and implementing an inclusion program.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

All teaching staff meet HQT requirements under NCLB.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

Not applicable.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

The district reviews the sufficiency of credentialed teachers and provides professional development opportunities to administrators and teachers as funds are available. All teachers who teach 9th and 10th grade English, Algebra, Intermediate ELD, and English/Algebra support have received the equivalent of 80 hours of professional development and collaboration time.

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

With the coordination of SMHS's Professional Development Coordinators, professional development is planned based on identified student needs and enhancing teacher proficiency to meet the needs of a diverse student body. On-site professional development has been offered in areas such as performance data analysis, technology, Common Core State Standards, and best first teaching practices for English Learners. Course specific teacher teams collaborate regularly to increase alignment, create pacing guides, and develop, administer and analyze results of common formative assessments. Teachers also attend subject area and instructional strategy related conferences.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Site administrators and teachers use teacher peer observation data, student achievement data and student/teacher survey data to determine areas of need for external and internal instructional assistance and support for teachers. Currently, San Mateo's Math Department is working with the SMUHSD Math Coordinator on pilot curriculum and textbooks, to be reviewed and analyzed over the course of the school year.

8. Teacher collaboration by grade level (EPC)

The development of Strategic English Support for 9th and 10th grade students and the development of Strategic Algebra Support has led to increased collaboration to create common curriculum and benchmark common assessments. There is significant and increasing collaboration by teachers by course and grade level to align curriculum, share best practices, and assess and analyze student performance data. Teachers meet during weekly collaboration time, common preps, and either use sub time or time outside the school day.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

English and mathematics departments are aligning their assessments and instructional practices to the Common Core Standards and have identified essential standards.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

All students in 9th and 10th grade receive at least the equivalent of 55 minutes per day in mathematics and language arts instruction.

11. Lesson pacing schedule (EPC)

Common Curriculum is in place for English I and II to support the work of the teachers who instruct Strategic English Support classes in grade 9 and 10 and for Algebra I and the Strategic Algebra Support classes.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

The District provides standards based instructional materials to all students. Students with special needs including Special Education students, English Learners, and other at-risk students also have access to supplemental materials and technologies to support their access to the core curriculum.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Standards aligned materials are used in all content areas and specifically in the English Support 9 and 10 classrooms and Algebra Support classes where strategic interventions take place.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Present course offerings to help under-performing students meet standards include: Strategic English Support for 9th and 10th grade students and Intensive English for 9th Grade students; Strategic Algebra Support or Intensive Algebra for all students in need of support to pass Algebra I. Homework Center is available to all students after school for academic support.

15. Research-based educational practices to raise student achievement at this school (NCLB)

To support staff professional development, Professional Development funds are used to support on-site activities. LCAP Supplemental funds are used by ELD Department for books and supplemental materials. Professional development activities are supported for all teachers to develop teaching strategies that address state and local standards. Research-based educational practices include walk-through and peer observation protocols. Other protocols include Professional Learning Community's Cycle of Inquiry. In addition, we will focus on a positive school culture and climate to improve students' academic achievement.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Not Applicable; SMHS does not receive Title I Funding.

17. Transition from preschool to kindergarten (Title I SWP)

Not applicable.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

SMHS is fortunate to have the San Mateo High School Foundation. SMHS Foundation raises funds to support San Mateo High School academics and programs that help prepare students for the success they deserve. The Foundation is a non-profit organization that reaches out to parents, alumni, community leaders, businesses, and foundations for private philanthropic support to fund key projects identified by the school administration and staff. Some projects that assist all students, not just under-achieving students are: laptop check out program, scientific graphing calculators, flat screen tvs, SMARTBoards, Document cameras, Diamond Grants and a student welfare account. Diamond Grants are sponsored to provide funds for teachers to fund special projects and field trips to enhance learning. The welfare account is used to help students who need financial assistance with school related expenses, such as graphing calculators, notebooks, dance shoes and other specialty items.

19. Strategies to increase parental involvement (Title I SWP)

Not Applicable; Does Not Receive Title I Funding

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

San Mateo High School encourages the involvement of faculty, staff, parents, and community members in the planning, implementing and evaluating programs. Our Single School Plan for Student Achievement is reviewed and approved by our Site Council and School Leadership Team. At the different parent group meetings, the Administration regularly reports out information about the school. At Site Council we also review our ELAC Advisory Committee's recommendations.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Professional Development
LCAP Supplemental
District discretionary funds
Donations

22. Fiscal support (EPC)

See Appendix D.

Appendix C - 2016-17 Categorical District Services Budget

	Title I	Title II	Title III	LCAP Supplemental	Other
Allocation	47,808.00	1,500.00	19,461.00	168,064.00	20,000.00
Carryover					
Amount to Central Services					
Total	47,808.00	1,500.00	19,461.00	168,064.00	20,000.00

2016-17 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION						
Object Code	Description of Services	Title I	Title II	Title III	LCAP Supplemental	Other
1000	Certificated		1,245.00		17,788.00	
2901	ELD Specialist/Instructional Aides	27,649.00		14,040.00	95,438.00	
2902	Other Classified Support				4,000.00	
3000	Benefits	20,159.00	255.00	5,421.00	50,838.00	
4000	Instructional Supplies					
5000	Professional Development Support					20,000
5000	Other Services					
	TOTALS	47,808.00	1,500.00	19,461.00	168,064.00	20,000.00

Appendix D – Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Increase opportunities for students to explore career goals and develop technical and vocational skills.

Implementation of the Common Core State Standards-focus on critical thinking

Increase the academic achievement of under-performing subgroups

Identify the major expenditures supporting these priorities.

Professional Development-conference/workshop fees, substitutes, travel

Career Center Assistant/Service Learning Coordinator

Chromebook Cart

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Field trips to local community colleges

Identification of under-represented minorities to advance to more challenging courses (CP to H/AP)

Professional Speakers' Day

Standards-based grading cohort

Peer Tutoring

Freshman Ambassador Training

Chromebook and Graphing Calculator Loaner Program

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

Standards-based grading implementation

Instructional shifts required to support critical thinking

Freshman Community Building-on-going Ambassador Program

What specific actions related to those strategies were eliminated or modified during the year?
Family Literacy Nights was eliminated for 2016-17.

Identify barriers to full or timely implementation of the strategies identified above.
Time and resources
Beliefs and Biases

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
Administrators stepped in to ensure certain goals were met, but with modifications to the original plan.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?
There still exists a disconnect between CTE courses and integrated career pathways.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
The consolidation and focusing of Learning Teams has resulted in the completion of Learning Cycles (including the analysis of student work). Implementation of language and literacy strategies has increased as a result of staff participation in Constructing Meaning training as evident within teacher observations. Instructional Coaches involvement with the evaluation system.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
Tracking of students who use or do not use afterschool tutoring.
Analysis of data.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- Lack of timely implementation
- Limited or ineffective professional development to support implementation
- X Lack of effective follow-up or coaching to support implementation
- Not implemented with fidelity
- Not appropriately matched to student needs/student population
- Other:

Based on the analysis of this practice, would you recommend:

- Eliminating it from next year's plan
- X Continuing it with the following modifications:
Description of actions listed in the goals have been modified for this year.

Involvement/Governance

How was the SSC involved in development of the plan?

Last year's SPSA was reviewed and goals were modified according to feedback from the School Site Council and School Leadership Team.

How were advisory committees involved in providing advice to the SSC?

Advisory committees did not provide advice to SSC; however SPSA is shared with ELAC, school leaders (department chairs) and parent community.

How was the plan monitored during the school year?

Self-monitored

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

SMHS's design of Professional Speakers' Day

Field trips, job shadows, speaker opportunities

Sharing best practices

Creation of site based professional development

Recruit, retain and support students in more challenging courses

Outreach Coordinators

Intervention Meetings

Measure progress of Special Education students in co-taught general education classes.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.

Based on this information, what might be some recommendations for future steps to meet this goal?

Further data is necessary to track student progress and performance in the area of critical thinking (e.g. CAASPP and internal assessments)

Appendix E - Recommendations and Assurances (SAN MATEO HIGH SCHOOL)

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

X Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: October 24, 2016

Attested:

Yvonne P. Shiu

Typed Name of School Principal

Signature of School Principal

Date

Ken Chen

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

X Original signature on file (date: 11/16/15)

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

Parents Pledge:

Staff Pledge:

Appendix G - School Site Council Membership: SAN MATEO HIGH SCHOOL

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Yvonne Shiu	X				
Jesse Boise			X		
Adam Gelb			X		
Eddie Wong					X
Kenneth Chen					X
Thomas Lui-Shao					X
Ashley Choi					X
Jarrett Nelson					X
Kelly Ma					X
Romy Alberts					X
Ethan Fadrilan					X
Asif Rahman		X			
Karen Abernathy		X			
Susan Barba		X			
Lisa Burke		X			
Nancy Dinges		X			
Julie Scanlon				X	
Numbers of members of each category	1	3	2	1	8

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.