

Evergreen School District

Quimby Oak Middle School Comprehensive School Safety Plan

Effective Dates: 2024-25

Principal/Administrator: Ginger Gaeta

Plan Developed By	Title
Ginger Gaeta	Principal
Camille Gingrich	Assistant Principal
Mallory Sloniker	Assistant Principal
Emilie Wu	Teacher
Leigh Culkin	Teacher
Spencer Archer	Teacher
Aisha Jawed	Library Media Assistant
Miwa Adaniya	7th Grade Parent/DELAC rep
Ganesh Waghmare	7th Grade Parent
Christopher Roberts	8th Grade Parent
Jagrup Kahlon	8th Grade Parent
Rishan Waghmare	7th Grade Student
Peter Dang	7th Grade Student (alt)
Jahnoah Solchaga	8th Grade Student
Mary Votran	Teacher DELAC Rep

Public Meeting Date: 11/5/24

Date Adopted by School Site Council: 11/5/24

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Committee Members

Name of Members	Principal	Classified Employee	Teacher Re. of Cert. Employees	Parent or Community Member	Law Enforcement	Secondary Students	Other
Ginger Gaeta	X						
Camille Gingrich							X
Mallory Sloniker							X
Aisha Jawed		X					
Leigh Culkin			X				
Spencer Archer			X				
Emilie Wu			X				
Mary Votran			X				
Christopher Roberts				X			
Jagrup Kahlon				X			
Ganesh Wagmerek				X			
Miwa Adaniya				X			
Jahnoah Solchaga						X	
Rishan Waghmare						X	
Peter Dang						X	
Eric Calderon					X		

Vision/Mission Statement

VISION: At Quimby Oak, we inspire young adults to be thoughtful and resilient contributors to society.

MISSION: Quimby Oak Middle School empowers young minds to be proactive lifelong learners who think and communicate critically and effectively.

Data Analysis

Data Source	2021-22	2022-23	2023-24
California Health Kids Survey			
Suspensions	X	X	X
Expulsions	X	X	X
Local Crime data	X	X	X
Other Community data	X	X	X
Youth Truth Survey			
School Climate	X	X	X

Conclusions from Data:

Evergreen School District Staff, Student, and Community Safety Surveys Data (Spanish & Vietnamese translation offered): The Evergreen School District Staff, Student, and Community Safety Survey is an anonymous survey given by the Evergreen School District to measure the effectiveness of basic safety procedures and the communication of said procedures. The following is a summary of the responses from the Staff, Student, and Community Safety Surveys that were relayed in October 2024.

Areas of pride:

In comparison from August to October of 2023 versus August to October of 2024, the suspension rate is down.

The majority of students feel safe/very safe at Quimby Oak Middle School. There was a four percent decrease in students feeling not safe in comparison to 2023 data.

There is a decrease in bullying, harassment and intimidation, fights and assault, illegal weapons, graffiti and vandalism, people trespassing on campus, drug use, and alcohol use in comparison to 2023 data (student survey), and an increase in awareness of these.

Students see bullying 10% less than the previous year. Parents also feel the bullying has decreased at school.

There is a decrease in bullying of gender or gender identification, clothing or physical appearance, religion or cultural practices, and sexual orientation (students, staff, community), and an increase in awareness.

Adults are respectful of different races, religions, sexual orientations, and learning disabilities (staff, students, community).

Classroom, school-wide, and cyberbullying rules and expectations are clear (students, staff, community).

The facilities and grounds are well maintained (students, staff, community).

Staff and students are familiar with emergency procedures: fire drill, earthquake drill, shelter in place, and run, hide, defend drills (students, staff).

Students and parents are more aware of the District's Wellness Connections webpage (students, community).

The school has a way to recognize and reinforce positive behavior among students. (students, staff, community)

Areas of Concern (determined by higher responses of concern):

Although minimal, there are increases of student hearing about fights, graffiti, and harassment (students).

Staff feel there is a slight increase in students being put down because of learning difficulties.

There is a 1.25% increase in students getting put down because of learning difficulties (student).

Students sometimes get put down because of clothing or physical appearance (students, staff, community)

Although students and parents are familiar with the classroom, school-wide, and cyberbullying rules; 6.7% of students do not know the cyberbullying rules.

Although staff support has increased in agreement of students being assigned suspensions or expulsions, 16.7% of teachers somewhat disagree that suspensions and expulsions are assigned to students when necessary.

Nine percent of students need to review Shelter in Place procedures.

Community is somewhat familiar with emergency procedures: Shelter in Place and Run, Hide, Defend.

Conclusions from Parent, Teacher and Student Input:

Due to the school-wide implementation of Restorative Justice practices, Positive Behavioral Interventions and Supports (PBIS), and practicing other means of positive correction, suspension and expulsion rates are low. PBIS school-wide rules also set clear expectations for positive student behavior to establish a safe and inclusive school climate. Due to routine and thorough emergency planning and drill practices, staff and students feel prepared for emergencies.

Some common concerns from the open-ended question about what improvements they'd like to see are the following:

More yard duty personnel (students, community).

More practice with drills, especially earthquake, shelter in place, and run, hide, defend (students, staff).

Students picking up their own trash (students).

Stricter consequences for infractions (students, staff, community).

Gated campus (students, community).

Window shades on doors (with windows) in the LSI building (staff).

Community driving safely in the front and back of school (students, staff, community).

Cleaner bathrooms (students, community).

Continue to build positive relationships between staff and students (students, community).

Other:

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

Quimby Oak Student, Staff, and Parent Safety Surveys, October 2024

PowerSchool Suspension/Expulsion Data & Logs, 2021-2023

PBIS Data Analysis, September 2024

City of San Jose Safety Report, 2024

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

School-wide implementation of Restorative Justice practices continue to foster stronger relationships between staff and students resulting in a healthier and positive school climate. Restorative Justice helps students to own their choices and decisions; make them right for those hurt or affected; and involve the community in helping both the victim and the offender; Restorative Justice acknowledges that those who do wrong need healing as well.

Quimby is in our seventh year of Positive Behavioral Interventions and Supports (PBIS) implementation, which is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day so that all students can succeed. Through our recognition of positive student behaviors and interventions, we aim to improve social, emotional, and academic outcomes for all students.

Advisory classes have been designed to include our designated PBIS and Social and Emotional Learning (SEL) lessons from the Second Step program, which teaches various social and emotional skills such as emotion recognition and management, empathy, problem-solving, bullying prevention, and goal-setting.

Our student leadership entities such as ASB, Lobo Leaders, and Leadership continue to build leadership capacity; create community and school service opportunities; increase student engagement and peer connections; support programs and activities; and self-evaluate for effectiveness. Our goal is to build a cohesive campus across programs to establish a positive, engaging, and inclusive school community. The student leadership coordinates all-encompassing activities such as rallies, dances, noon activities, connection weeks, spirit days, Club Rush, and more.

Staff continues to lead student-centered programs such as Lobo Helpline, Lobos Ignite, school clubs, and elective classes. Staff also incorporates Restorative Justice in their curricula and utilizes Accountable Talk to support and encourage equitable and restorative practices and interactions.

Quimby offers numerous enrichment opportunities for students including Badminton, Club Ani-Manga, Coding Club, Disney Movie Club, Drama, Jazz Band, Lobo's Literary Legends, Lunch Time Wrestling, Math Counts, Math Olympiad, Mythology Club, National Junior Honors Society, Speech & Debate, Totally Board Club, TUPE (leadership & peer advocacy), Volleyball Open Gym, and Yearbook.

Furthermore, Quimby offers an extensive choice of elective classes for students to seek out individual interests, find hidden talents or passions, and see their strengths aside from core academic classes. Elective classes include Art, Choir, Coding 1, Coding 2, Concert Band, Creative Writing: World Building, Edge of Your Seat, Drama: Acting on Stage and Theatre Production, English Language Learners, Hacking Home Ec, Hip Hop Dance, Lighthouse, Lobo Leadership, Leadership, Lobos Ignite English, Lobos Ignite Math, Music Appreciation, Peer Advisory, Sound Beat and Synthesis, STEAM, Symphonic Band, and Volleyball.

Areas we wish to Change:

1. We aspire to continue to educate students and parents about cyberbullying.
2. We aspire to ensure that social-emotional learning is delivered in order to increase self-awareness, academic achievement, and positive behaviors both on and off campus.
3. We aspire to ensure that there are ample opportunities for students to project their voices and for their voices to be heard.
4. We aspire to address traffic concerns regarding the ingress and egress of vehicles before and after school in our various drop-off/pick-up locations.
5. We aspire to have students and the community become familiar with emergency procedures - specifically, shelter in place.
6. We aspire to continue to collaborate with law enforcement, the fire department, and safety liaisons to ensure we are in compliance with safety procedures and protocols.
7. We aspire to provide clearer communication with parents about their child's academics and opportunities for parent involvement through various platforms so all parents are reached.
8. We aspire to continue to educate and collaborate with the student and the parent community about peer relations, race, generational shifts, and acceptance of differences in our ever-changing world.

Goals Strategies and Activities

Component I – People and Programs

Goal

Quimby Oak Middle School will empower students to be thoughtful and resilient contributors to the school community both on/off-campus and online. We will inspire students and provide them with the communication tools necessary to advocate for a respectful, empathetic, and compassionate school environment.

Measurable Objective:

1.0 In May 2025, students will participate in a site-based survey to evaluate the effectiveness of our various school programs and initiatives. The survey will be centered around the healthy development of student interaction and relationships.

2.0 During the 24-25 school year we will see a decrease in the monthly log entries of Bark notifications and Lobo HelpLine submissions, in relation to student safety.

3.0 We will see continued growth and opportunities to celebrate positive student behavior through a positive reward system, staff and peer recognition, programs, and activities.

4.0 Throughout the school year, we will see an increase in parent and student attendance and participation in our school events.

Action Steps:

1.0 Quimby's programs, including Advisory and (Lobo) Leadership, will empower students to develop a positive and engaging school culture; build strong interpersonal relationships; and create opportunities and spaces for students to thrive.

a. Quimby's Elective Department, including Peer Advisory, Lobo Leadership, Leadership, and Lighthouse Programs will discuss issues of bullying and/or cyberbullying, character development, and inclusivity with students through restorative circles, lessons, announcements, and student-led activities and projects.

b. Quimby Leadership and Lobo Leadership students will continue to focus on building a positive and engaging school culture by designing, promoting, and participating in school-wide events and activities that support positive relationships, inclusivity, and engagement.

c. Students will be taught weekly Second Step lessons through Advisory to support student's social and emotional learning needs. Advisory lessons will also include specific Positive Behavioral Interventions and Supports (PBIS) lessons to build and maintain students' positive behavior expectations.

d. Quimby Leadership students will collaborate and advocate students' needs as stakeholders in the Superintendent Student Cabinet, School Site Council (SSC), and Parent Teacher Student Association (PTSA) meetings.

e. Associated Student Body (ASB) will hold monthly luncheons to gather input from the student body to enhance school culture.

f. The school counselor's webpage will provide students with access to information, school and community resources, and tools on subjects such as (cyber)bullying, self-harm, college and career exploration, academic resources, community resources, high school information, and health and nutrition.

g. Mental health specialists such as the school counselor and social work interns will service students with social, emotional, and academic support.

h. The school counselor will explore additional resources and determine additional student-support groups and activities on campus.

i. The school counselor will explore incorporating technology such as a secure and confidential texting app to diversify and broaden access to care.

j. The School Site Council will request the Parent Teacher Student Association (PTSA) to sponsor assemblies and information nights for students and families regarding best practices in online safety, communication, and other teen-related issues.

k. Students can participate in various student-support groups on campus including TUPE to promote respectful relationships

between students.

- l. Administrators and the school counselor will continue to work with the YWCA organization to host "Shifting Boundaries" - an educational empowerment group for 8th graders, and TEP (Teen Empowerment Presentations) for 7th graders.
- m. Administrators will partner with the District Office and #iCanHelp to host a student assembly, parent information night, and student-led club to empower student change makers and promote digital safety such as using social media and digital technology responsibly and positively.
- n. The district will provide enrichment classes such as speech and debate for students to participate in.
- o. During fall and spring Club Rush, Quimby Oak students are invited to join clubs such as Badminton, Club Ani-Manga, Coding Club, Disney Movie Club, Drama, Jazz Band, Lobo's Literary Legends, Lunch Time Wrestling, Math Counts, Math Olympiad, Mythology Club, National Junior Honors Society, Speech & Debate, Totally Board Club, TUPE (leadership & peer advocacy), Volleyball Open Gym, and Yearbook. These extracurricular clubs offer activities, roles, and relationships that can positively contribute to students' development.
- p. Lobos Ignite, our after-school tutoring program in partnership with Easy A, will provide extra academic support for identified students who are struggling academically twice a week.

2.0 Quimby will provide a safe and supportive learning environment for all students both digitally and in person.

- a. Administration will coordinate with the City of San Jose to sponsor student, parent, and teacher presentations and workshops on community issues including drug and alcohol prevention/gang violence and cyberbullying.
- b. Administration will utilize Bark, which is an AI that monitors student Google Workspace for potential issues like threats of violence, cyberbullying, self-harm, and more, to ensure student safety.
- c. In partnership with the Safe Schools Campus Initiative organized by the City of San Jose, the administration will attend monthly school climate meetings with local middle and high schools to discuss topics regarding campus and community safety.
- d. In partnership with the Safe Schools Campus Initiative organized by the City of San Jose, the administration will work with Youth Outreach Workers to provide youth intervention, mentorship, and case management services to prevent youth delinquency, violence, and/or gang-affiliated actions.
- e. The school counselor and administration will check in with students who have low GPAs every quarter. They will strategize intervention and support systems with the student and share them with the parents, so all stakeholders will support the students.
- f. Lobo Advisory lessons will include discussions and lessons on social media, digital communication, digital footprint, and online safety/privacy.
- g. Students will be taught and reminded of the Lobo Helpline by teachers and administrators. Proper use will be reviewed. The Lobo Helpline will be visibly posted around campus in every classroom, on the school website, on school-based social media platforms, and emphasized during expectation assemblies.
- h. The school counselor, psychologist, and social work interns will update resources and support for students on the district health and wellness webpage on an ongoing basis.
- i. Students will be continually reminded throughout the school year of school and online safety expectations by administrators and teachers, including an expectation assembly, course syllabi, and classroom conversations.

3.0 Quimby Oak students will be recognized for positive behavior of school-wide Positive Behavioral Interventions and Supports (PBIS) expectations.

- a. Quimby will continue to implement Positive Behavior Interventions & Supports (PBIS) and continue professional development with the school's leadership team.
- b. Quimby's PBIS leadership team and administration will continue to recognize students with their positive incentive program by awarding "Caught Ya" referral slips for demonstrating their LOBOS values of Leadership, Open Minded, Be Respectful, Own your choices, and Studious. Students will exchange the Caught Ya's for prizes at the Lobo Locker. The PBIS leadership team continues to gather data from Caught Ya's, ASB luncheons, surveys, and student leadership evaluations to improve program responsiveness to student needs.
- c. Quimby's Leadership students will continue to organize school-wide events and activities, team spirit events and rallies, grams, and positive incentives for students to be actively involved and recognized in the school community.
- d. Every month, teacher teams will identify (spotlight) tier 2 students to support them with interventions in order to achieve desired positive behavior and outcomes. The students will be celebrated for showing improvements.
- e. Formal student recognitions will continue to be implemented such as Student of the Month and Lobo Star where each teacher team nominates and celebrates exceptional Lobo students each month.

- f. Students will be recognized by their peers and staff on the school website, school social media platforms, student center board, and during school-hosted events such as Honors Night, teacher team meetings, and LSI school meetings.
- g. Staff will be celebrated on the PBIS leader board for handing out Caught Ya's to students who exhibit Lobos Values.
- h. Students will be given opportunities to recognize their peer's positive behaviors through Restorative Justice Circles, Accountable Talk statements, and the Minga (PBIS module) app.

4.0 Quimby Oak will continue to broaden the depth of communication with our parent and student community regarding student and family-centered activities.

- a. The school will utilize its marquee to highlight school events, spotlight students' achievements, and improve communication with our Lobo community regarding on-campus updates.
- b. The Principal will send a weekly Lobo Lowdown Newsletter to all communities (staff, students, and parents) that highlight important messages and upcoming events.
- c. The administration team will host monthly Tea on Tuesdays via Zoom so parent communities can be updated regarding that month's events and recapitulate past events. It is also an opportunity for parents to communicate with the administration team.
- d. The school website will post monthly student-created newsletters and news broadcasts.
- e. The school will actively participate and showcase positive online posts regarding school events, activities, and news on social media platforms such as Instagram, Facebook, Twitter, YouTube, and TikTok.
- f. The school will utilize Parent Square to regularly inform parents of school-related information. The school will work to support and ensure that families are connected on PowerSchool and ParentSquare and that contact/emergency information is current and up-to-date.
- g. The school will continue to seek resources and presentations to bring to the parent community on ways to support their child(ren) at school such as Resiliency Training, High School Preparation, San Jose Police Department Cyberbullying and Drug Prevention Presentations, guest speakers, and the Mental Health and Wellness webpage.
- h. Parent involvement is pivotal in providing extra support for the school. Parents can get involved by becoming elected members of School Site Council (SSC), District Advisory Committee (DAC), English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), and Parent, Teacher, and Student Association (PTSA).

Who will take the lead?	Quimby's administration team, staff/teachers, and student leadership entities. PTSA will also take an active lead as well as community stakeholders.
Completion Date and Budget	June 2025, Student Activities Budget, School Donations, and Supplemental funds
Resources Needed	Incentive Items, Professional Development/Curriculum Materials, Field Experts
How we will Monitor and evaluate?	Feedback opportunities from stakeholders (teachers, students, parents), Behavior Reports, Referrals, Caught Ya's, Administrators input, and program surveys.

Component II – Place

Goal

Quimby Oak Middle School will create an encompassing school environment with increased facility safety, security, and clear school-wide culture norms established to meet the needs of all students, teachers, staff members, and stakeholders.

Measurable Objective:

- 1.0 Quimby Oak students, staff and parents/guardians will be able to clearly explain and adhere to all school emergency procedures.
- 2.0 During the school year, Quimby Oak administration will strengthen partnerships with external organizations to build awareness and improve safety conditions on and around campus.
- 3.0 During the school year, Quimby Oak and the Evergreen School District will show significant progress towards completion of updating sound systems, wi-fi capability, and furniture and facilities to be modernized and safe.

Action Steps:

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| <p>1.0 Quimby Oak students and staff will learn and practice various safety protocols and procedures on a regular basis to ensure preparedness in the event of a school-based emergency or incident.</p> <ul style="list-style-type: none">a. Establish and maintain safety expectations and procedures in response to public health (COVID-19) in alignment with the Santa Clara County Department of Education and district guidelines.<ul style="list-style-type: none">a.1 Regularly review custodial assignments and cleaning schedules across campus.b. Emergency procedures and drills will be regularly reviewed/practiced, including fire, earthquake, Shelter in Place, and Run, Hide, Defend. Surprise scenarios will also be practiced such as doing drills during break and lunch so we will be ready at a moment's notice. Drills will be scheduled during every period so students know each classroom's safety area and protocol.c. Administrators will continue to collaborate with our School Liaison SJPD Officer and City of San Jose Safe School Campus liaisons to offer teachers emergency/school incident professional development and students with safety and emergency assemblies and training.d. Administrators will update and ensure all emergency/school safety documents and resources are made available to every teacher and staff member so that students are in the know as well.e. Administrators will ensure that every exit has signage such as evacuation maps clearly posted.f. Administrators will continue to monitor traffic at all entry and exit points on a monthly basis and will comply with California's traffic rules. |
| <p>2.0 School-wide safety protocols and expectations of safe and nurturing classroom environments will be established and made clear to students, staff members, and families.</p> <ul style="list-style-type: none">a. The administration team will continue to partner with the City of San Jose Safety Team in monitoring and maintaining safety in and around campus before and after school, with specific collaboration focused on the prevention of gang influences, violence, drug/alcohol use, and unsafe community conditions through youth intervention services.b. Restorative Justice and PBIS training will continue to be offered to all teachers and staff concentrating on building positive relationships with students.c. Office staff will continue to communicate attendance, tardies, and engagement concerns with families while building positive relationships.d. Administration will work to improve the overall succinctness of communication from a variety of media including Tea on Tuesday parent zoom meetings, Parent Square and social media outlets coming from the office specifically to the parent community. Attention will be placed on attendance procedures, school protocols, parent/guardian events and presentations, and regularly-scheduled school-wide events.e. Will collaborate with social workers to establish positive relationships and provide relevant resources for students and families.f. Administration will work with students in developing consequences which students feel are meaningful and learn from poor choices. |

g. Administration will partner with TUPE to present vape prevention lessons during select Friday School.

3.0 Quimby Oak Middle School administration will address facility improvements across all school grounds.

- a. Administration will collaborate with the City of San Jose on improving school traffic specifically during morning drop off and afternoon pick-up on Quimby Road and Stevens Lane. Collaborate with SJPD's Traffic Enforcement and Parking Compliance Units to address safety issues regarding traffic.
- b. In partnership with the Walk 'N Roll Program and San Jose's Department of Transportation, Quimby Oak will continue to participate in various activities centered around pedestrian safety.
- c. In response to student complaints of lack of privacy and compliance upgrades, the administration will collaborate with the district on bathroom improvements.
- d. Quimby Oak will work with the district to begin research on upgrades to our library furniture. With the multi-use capability of the room, the dated, heavy, and difficult-to-move furniture is accident-prone.
- e. Quimby Oak will work with the district to begin researching upgraded sound systems with wi-fi connectivity. With the multi-use capability of the room, the dated sound system and unstable wi-fi connection cause disruptions to events being held in the gym and the library.
- f. Administrators will maintain and ensure that every additional interior door is equipped with a door security bar and/or anchor with lashing straps.
- h. Quimby Oak will collaborate with the district in planning on installing a fence around the perimeter of the campus for security.
- i. Quimby Oak will work with the City of San Jose to apply for/acquire grants such as the District 8 grant and BeautifySJ grant in order to fund safety and beautification projects.
- j. Quimby Oak will host a potential future Beautification day involving the community.

Who will take the lead?	Administration, Teachers and Staff, the School Site Council, and the PTSA
Completion Date and Budget	June 2025 with support from Director of Operations Support Services providing quotes
Resources Needed	Speak to Director of Operations & Director of Safety, Child Welfare, and Attendance Partnerships with the City of San Jose to gather additional resources
How we will Monitor and evaluate?	Program surveys, input and feedback from all stakeholders (teachers, students, and parents), School Site Council input, PTSA feedback, and student surveys/feedback opportunities

Communication

<p>Method for Communicating Plan and Notifying Public: <i>Ed Code 32288</i></p>	<p>Date of Public Meeting: 11/5/24 Site of Public Meeting: In-Person</p> <p>The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> • Local Mayor • Representative of the local school employee organization • A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs • A representative of each teacher organization at the school site • A representative of the student body government <p>All persons who have indicated they want to be notified</p> <p>The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> • A representative of the local churches • Local civic leaders • Local business organizations <p>In order to ensure compliance with this article, each School District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Ed Code 32281</p>
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	Name	Date
Review of Progress for Last Year	Camille Gingrich & Ginger Gaeta	09/30/2024
Law Enforcement Review	Eric Calderon	12/6/2024
Site Council Approval	Christopher Roberts	11/5/2024
School Board Approval	ESD Board	12/12/2024

Evaluation

How was the previous plan monitored?

The Assistant Principal monitored goals using PowerSchool logs and entries, suspension rates, student, parent, and staff safety survey results, Lobo Helpline submissions, Caught Ya submissions, referrals, and feedback from all stakeholders.

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

During the 2023-24 school year, we saw a decrease in the monthly log entries of Bark notifications and Lobo Helpline submissions in relation to student safety. We've partnered with various local supports such as SJPD Crime Prevention who presented Drug & Cyber Awareness to the student and parent community. We also partnered with the City of San Jose Safety Team in monitoring and maintaining safety in and around campus before and after school, with specific collaboration focused on the prevention of gang influences, violence, drug/alcohol use, and unsafe community conditions through youth intervention services. During advisory classes, all students learn Second Step Lessons (social-emotional learning) that cover topics such as growth mindset and goals; recognizing bullying and harassment; and managing emotions, stress, relationships, and social conflict. Students also learn and are reinforced our Lobos values through our Positive Behavior Intervention Systems (PBIS) curriculum.

Furthermore, the PBIS leadership team revamped parts of the program to add rigor regarding data collection, data analysis, and data delivery. For example, every Caught Ya's and referral were logged. The team analyzed the data to identify the location and time of infractions. The team was also able to identify the types of misbehavior (defiance, harassment, profanity, etc.) and root causes in order to implement interventions to change the behaviors such as social skills groups; accountability support systems such as Check-In Check-Out; restorative justice/circles; and more. The team would display the data on the PBIS board in the staff room monthly and review the data results during staff meetings as well.

Quimby Oak continued to address and reduce acts of (cyber)bullying on campus and online through continued (cyber)bullying curriculum in Peer Advisory, Advisory, (Lobo) Leadership and core classrooms, partnering with the #ICanHelp organization; promoting the use of the Lobo Helpline to empower students to advocate for themselves and others; and strengthening partnerships between the school and City of San Jose through various student and parent presentations.

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

From the 2023-24 school safety survey, over 80% of students report feeling familiar or very familiar with understanding the majority of emergency procedures on campus. Staff and students continue to regularly practice all the different emergency drills at least once a month throughout the year. These drills are held at various points throughout the day so if the need ever arises the students know what to do and where to go regardless of their location on campus. This includes various periods/blocks of the day, during break, lunch, and even after school. Classroom numbers have been spray painted on the track for students to know the exact location to meet their teacher.

Quimby Oak has constantly communicated with all stakeholders regarding safety expectations and procedures in response to COVID-19 and has been adjusting and adapting accordingly to align with Santa Clara County Department of Education and district guidelines. COVID equipment such as sanitizers, COVID-19 test kits, and the like were regularly stocked and distributed as needed.

Quimby Oak has also communicated with District personnel regarding facility safety and has researched strategies and tools to improve campus facilities. Some of the improvements that were accomplished are installing additional cameras around campus that helped cover any blind spots. We have also ensured that every staff member has access to a walkie-talkie which is located in every in use classroom. Additional accomplishments in the works are the collaboration and communication with the District personnel to fortify security by ensuring every staff member wears a distinct issued identification badge and installing a security fence along the school perimeter.

Quimby Oak ensured that every exterior door was equipped with a lock mechanism such as a security bar, clamps, and lashing straps to prevent intruders from accessing the rooms.

Quimby Oak began collaborating with the district regarding upgrading accident-prone heavy furniture in the library. We have begun the investigative phase working with various companies to see which has the best price point as well as functionality and safety features of the furniture.

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

Adopted Board Policies

Alcohol and Other Drugs

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

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

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

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

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

Instruction

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

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

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

Enforcement/Discipline

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

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

Legal Reference:

EDUCATION CODE

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

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

BUSINESS AND PROFESSIONS CODE

25608 Alcohol on school property; use in connection with instruction

HEALTH AND SAFETY CODE

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

PENAL CODE

13860-13864 Suppression of drug abuse in schools

VEHICLE CODE

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

WELFARE AND INSTITUTIONS CODE

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

UNITED STATES CODE, TITLE 20

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

Instruction AR 5131.6(a)

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

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

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

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

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

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

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

Intervention

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

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

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

Tobacco

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

Prohibition Against Tobacco Use

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

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

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

Instruction

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

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

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

Legal Reference:

EDUCATION CODE

48900 Suspension or expulsion (grounds)

48900.5 Suspension, limitation on imposition; exception

48901 Smoking or use of tobacco prohibited

51202 Instruction in personal and public health and safety

60041 Instructional materials, portrayal of effects of tobacco use

HEALTH AND SAFETY CODE

104350-104495 Tobacco-use prevention education

119405 Unlawful to sell or furnish electronic cigarettes to minors

PENAL CODE

308 Minimum age for tobacco possession

CODE OF REGULATIONS, TITLE 17

6800 Definition, health assessment

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

UNITED STATES CODE, TITLE 20

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

CODE OF FEDERAL REGULATIONS, TITLE 21

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

ATTORNEY GENERAL OPINIONS

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

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

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

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

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

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

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

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

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

Intervention/Cessation Services

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

Program Planning

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

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

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

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

Program Evaluation

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

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

Regulation approved: March 21, 2013

EVERGREEN SCHOOL DISTRICT

San Jose, California

Behavioral Interventions for Special Education Students

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

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

Definitions

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

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

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

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

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

Functional Analysis Assessment

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

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

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

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

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

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

Behavioral Intervention Plan

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Emergency Interventions

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

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

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

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

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

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

Prohibited Interventions

The district prohibits any use of the following:

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

Legal Reference:

EDUCATION CODE

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

CODE OF REGULATIONS, TITLE 5

3001 Definitions
3052 Designated positive behavioral interventions

UNITED STATES CODE, TITLE 20

1412 State eligibility
1314 Procedural safeguards

CODE OF FEDERAL REGULATIONS, TITLE 34

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

Regulation approved: March 21, 2013

EVERGREEN SCHOOL DISTRICT

San Jose, California

Bullying

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

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

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

Bullying Prevention

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

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

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

Intervention

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

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

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

Complaints and Investigation

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

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

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

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

Discipline

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

48900-48925 Suspension or expulsion

48985 Translation of notices

PENAL CODE

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

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

653.2 Electronic communication devices, threats to safety

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

COURT DECISIONS

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

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

Child Abuse Prevention and Reporting

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

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

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

Child Abuse Reporting

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

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect. The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

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

Legal Reference:

EDUCATION CODE

32280-32288 Comprehensive school safety plans
33308.1 Guidelines on procedure for filing child abuse complaints
44690-44691 Staff development in the detection of child abuse and neglect
44807 Duty concerning conduct of students
48906 Notification when student released to peace officer
48987 Dissemination of reporting guidelines to parents
49001 Prohibition of corporal punishment
51220.5 Parenting skills education

PENAL CODE

152.3 Duty to report murder, rape, or lewd or lascivious act
273a Willful cruelty or unjustifiable punishment of child; endangering life or health
288 Definition of lewd or lascivious act requiring reporting
11164-11174.4 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

Definitions

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

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1 .
3. Neglect of a child as defined in Penal Code 11165.2

4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

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

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

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

Reportable Offenses

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

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

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

Responsibility for Reporting

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

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

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

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

Reporting Procedures

1. Initial Telephone Report

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

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

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

2. Written Report

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

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

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

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

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

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

3. Internal Reporting

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

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

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

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

Training

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

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

Victim Interviews by Social Services

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

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

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

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

Release of Child to Peace Officer

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

Parent/Guardian Complaints

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

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

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

Notifications

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

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

The Superintendent or designee also shall notify all employees that:

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

Regulation approved: March 21, 2013

EVERGREEN SCHOOL DISTRICT

San Jose, California

Comprehensive Safety Plan

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

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

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

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

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

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

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

Tactical Response Plan

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

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

Public Access to Safety Plans

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

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

Legal Reference:**EDUCATION CODE**

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

PENAL CODE

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

CALIFORNIA CONSTITUTION

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

CODE OF REGULATIONS, TITLE 5

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

UNITED STATES CODE, TITLE 20

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

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

Development and Review of Comprehensive School Safety Plan

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

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

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

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

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

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

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

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

Content of the Safety Plan

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

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

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

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

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

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

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

Regulation approved: March 21, 2013

EVERGREEN SCHOOL DISTRICT

San Jose, California

Conduct

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

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

Prohibited student conduct includes, but is not limited to:

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

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

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

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

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

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

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

(Education Code 48901.5)

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

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

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

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

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

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

Legal Reference:

EDUCATION CODE

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

CIVIL CODE

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

PENAL CODE

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

VEHICLE CODE

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

CODE OF REGULATIONS, TITLE 5

- 300-307 Duties of students

UNITED STATES CODE, TITLE 42

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

COURTDECISIONS

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

Policy adopted: March 21, 2013

EVERGREEN SCHOOL DISTRICT
San Jose, California

Bus Conduct

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

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

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

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

Legal Reference:

EDUCATION CODE

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

GOVERNMENT CODE

6253-6270 California Public Records Act

CODE OF REGULATIONS, TITLE 5

14103 Authority of the driver

CODE OF REGULATIONS, TITLE 13

1200-1228 General provisions, school bus regulations

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

Bus Rider Rules

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

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

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

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

Regulation approved: March 21, 2013

EVERGREEN SCHOOL DISTRICT

San Jose, California

Discipline

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

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

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

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

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

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

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

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

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

Corporal Punishment

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

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

Legal Reference:

EDUCATION CODE

32280-32288 School safety plans

35146 Closed sessions

35291 Rules

35291.5-35291.7 School-adopted discipline rules

37223 Weekend classes

44807.5 Restriction from recess

48900-48926 Suspension and expulsion

48980-48985 Notification ofparent/guardian

49000-49001 Prohibition ofcorporal punishment

49330-49335 Injurious objects

CIVIL CODE

1714.1 Parental liability for child's misconduct

CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure ofbus

353 Detention after school

DISCIPLINE

Site-Level Rules

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

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

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

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

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

Disciplinary Strategies

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

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

Recess Restriction

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

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

Detention After School

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

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

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

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

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

School Investigations and Authority To Detain Students

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

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

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

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

Community Service

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

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

Notice to Parents/Guardians and Students

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

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

Regulation approved: March 21,2013

EVERGREEN SCHOOL DISTRICT

San Jose, California

Emergencies and Disaster Preparedness Plan

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

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

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

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

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

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

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

Legal Reference:

EDUCATION CODE

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

GOVERNMENT CODE

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

CODE OF REGULATIONS, TITLE 5

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

CODE OF REGULATIONS, TITLE 19

- 2400-2450 Standardized emergency management system

UNITED STATES CODE, TITLE 42

- 12101-12213 Americans with Disabilities Act

Components of the Plan

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

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

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

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

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

Fire Drills and Fires

Fire Drills

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

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

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

Fires

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

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

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

Legal Reference:

EDUCATION CODE

17074.50-17074.56 Automatic fire detection, alarm and sprinkler systems

32001 Uniform fire signals

32040 Duty to equip school with first aid kit

CODE OF REGULATIONS, TITLE 5

550 Fire drills

Regulation approved: March 21, 2013

EVERGREEN SCHOOL DISTRICT

San Jose, California

Bomb Threats

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

Receiving Threats

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

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

Response Procedure

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

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

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

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

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

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

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

Legal Reference:

EDUCATION CODE

44810 Willful interference with classroom conduct

48900 Grounds for suspension or expulsion

51202 Instruction in personal and public health and safety

PENAL CODE

17 Felony, misdemeanor, classification of offenses

148.1 False report of explosive or facsimile bomb

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

594 Vandalism; penalty

Earthquake Emergency Procedure System

Earthquake Preparedness

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

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

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

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

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

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

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

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

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

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

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

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

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

Earthquake While Indoors at School

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

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

Earthquake While Outdoors on School Grounds

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

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

Earthquake While on the Bus

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

Subsequent Emergency Procedures

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

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

Legal Reference: EDUCATION CODE

32280-32289 School safety plans

GOVERNMENT CODE

3100 Public employees as disaster service workers

8607 Standardized Emergency Management System

CODE OF REGULATIONS. TITLE 19

2400-2450 Standardized Emergency Management System

Regulation approved: March 21, 2013

EVERGREEN SCHOOL DISTRICT

San Jose, California

Emergency Schedules

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

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

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

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

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

Legal Reference:

EDUCATION CODE

41420 Required length of school term

41422 Schools not maintained for 175 days

46010 Total days of attendance

46100-46192 Attendance; maximum credit; minimum day

46390 Calculation of ADA in emergency

46391 Lost or destroyed ADA records

46392 Decreased attendance in emergency situation

VEHICLE CODE

34501.6 School buses; reduced visibility

Policy adopted: March 21, 2013

EVERGREEN SCHOOL DISTRICT

San Jose, California

Employee Security

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

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

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

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

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

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

Legal Reference:

EDUCATION CODE

32210-32212 Willful disturbance, public schools or meetings

32225-32226 Communication devices

35208 Liability insurance

35213 Reimbursement for loss, destruction or damage of school property

44014 Report of assault by pupil against school employee

44807 Duty concerning conduct of students

48201 Transfer of student records

48900-48926 Suspension or expulsion

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

49330-49335 Injurious objects

CIVIL CODE

51.7 Freedom from violence or intimidation

CODE OF CIVIL PROCEDURE

527.8 Workplace violence safety

GOVERNMENT CODE

995-996.4 Defense of public employees

3543.2 Scope of representation

PENAL CODE

71 Threatening public officers and employees and school officials

240-246.3 Assault and battery, including:

241.3 Assault against school bus drivers

241.6 Assault on school employee includes board member

243.3 Battery against school bus drivers

243.6 Battery against school employee includes board member

245.5 Assault with deadly weapon; school employee includes board member

290 Registration of sex offenders

601 Trespass by person making credible threat

626-626.11 School crimes

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

COURT DECISIONS

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

Policy adopted: March 21, 2013

EVERGREEN SCHOOL DISTRICT

San Jose, California

Hate-Motivated Behavior

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

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

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

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

Grievance Procedures

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

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

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

Legal Reference:

EDUCATION CODE

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

PENAL CODE

422.55 Definition of hate crime
422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

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

Policy adopted: March 21, 2013

EVERGREEN SCHOOL DISTRICT

San Jose, California

HIV/Aids Prevention Instruction

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

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

Parent/Guardian Notification and Excuse

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

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

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

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

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

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

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

Legal Reference:

EDUCATION CODE

220 Prohibition of discrimination

48980 Notice at beginning of term

51202 Instruction in personal and public health and safety

51210.8 Health education curriculum

51240 Excuse from instruction due to religious beliefs

51513 Materials containing questions about beliefs or practices

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

HEALTH AND SAFETY CODE

Comprehensive School Safety Plan

1255.7 Parents surrendering physical custody of a baby

PENAL CODE

243.4 Sexual battery

261.5 Unlawful sexual intercourse

271.5 Parents voluntarily surrendering custody of a baby

UNITED STATES CODE, TITLE 20

1232h Protection of student rights

7906 Sex education

Instruction and Materials

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

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

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

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

Additional Requirements for HIV/AIDS Prevention Instruction

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

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

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

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

Additional Requirements for Sexual Health Instruction

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

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

Professional Development

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

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

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

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

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

Use of Consultants or Guest Speakers

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

Parent/Guardian Notification

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

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

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

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

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

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

Regulation adopted: March 21,2013

EVERGREEN SCHOOL DISTRICT

San Jose, California

Married/Pregnant/Parenting Students

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

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

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

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

Expectant and Parenting Students

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

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

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

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

Legal Reference:

EDUCATION CODE

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

FAMILY CODE

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

HEALTH AND SAFETY CODE

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

CODE OF FEDERAL REGULATIONS, TITLE 34

- 106.40 Marital or parental status

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

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

Regulation approved: March 21,2013

EVERGREEN SCHOOL DISTRICT

San Jose, California

Nondiscrimination/Harassment

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

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

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

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

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

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

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

Grievance Procedures

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

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

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

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

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

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

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

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

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

Legal Reference: EDUCATION CODE

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

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

PENAL CODE

422.55 Definition of hate crime
422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

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

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

CODE OF FEDERAL REGULATIONS, TITLE 34

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

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Procedures

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

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

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

Regulation approved: March 21, 2013 July 2003

EVERGREEN SCHOOL DISTRICT

San Jose, California

Safe Routes To School Program

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

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

Legal Reference:

EDUCATION CODE

32283 Comprehensive safety plan

45450-45451 Crossing guards

GOVERNMENT CODE

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

STREETS AND HIGHWAYS CODE

2333.5 Safe routes to schools construction program

VEHICLE CODE

21200-21212 Operation of bicycles, especially:

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

21949-21971 Pedestrian rights and duties

UNITED STATES CODE, TITLE 23

148 Highway safety improvement program

UNITED STATES CODE, TITLE 42

1751 Note Local wellness policy

Regulation approved: March 21, 2013

EVERGREEN SCHOOL DISTRICT

San Jose, California

Safety

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

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

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

Crossing Guards/Safety Patrol

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

Legal Reference:

EDUCATION CODE

8482-8484.6 After School Education and Safety Program

17280-17317 Building approvals (Field Act)

17365-17374 Fitness of school facilities for occupancy

32001 Fire alarms and drills

32020 School gates; entrances for emergency vehicles

32030-32034 Eye safety

32040 First aid equipment

32225-32226 Two-way communication devices in classrooms

32240-32245 Lead-free schools

32250-32254 CDE school safety and security resources unit

32280-32289 Safety plans

44807 Duty of teachers concerning conduct of students

44808 Exemption from liability when students are not on school property

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

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

GOVERNMENT CODE

810-996.6 California Tort Claims Act

HEALTH AND SAFETY CODE

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

PENAL CODE

245.6 Hazing

PUBLIC RESOURCES CODE

5411 Purchase of equipment usable by physically disabled persons

VEHICLE CODE

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

CODE OF REGULATIONS, TITLE 5

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

COURT DECISIONS

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

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

Release of Students

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

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

Supervision of Students

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

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

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

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

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

Student Safety Patrols

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

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

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

Playground Safety

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

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

Laboratory Safety

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

Eye Safety Devices

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

Protection Against Insect Bites

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

Regulation approved: March 21, 2013

EVERGREEN SCHOOL DISTRICT

San Jose, California

Students

Sexual Harassment

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

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

Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable

Complaint Process

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

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

Disciplinary Actions

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

Confidentiality and Record-Keeping

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

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

Legal Reference:

EDUCATION CODE

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

CIVIL CODE

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

GOVERNMENT CODE

- 12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

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

UNITED STATES CODE, TITLE 20

- 1681-1688 Title IX, discrimination

UNITED STATES CODE, TITLE 42

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

CODE OF FEDERAL REGULATIONS, TITLE 34

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

COURT DECISIONS

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

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, when made on the basis of sex and under any of the following conditions: (Education Code 212.5; 5 CCR4916)

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

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

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

School-Level Complaint Process/Grievance Procedure

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize harassment and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding sexual harassment
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/guardians and the community
5. Taking appropriate disciplinary action

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

Notifications

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

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

Regulation approved: March 21, 2013

EVERGREEN SCHOOL DISTRICT

San Jose, California

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

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

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

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

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

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

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

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

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

7287.8 Retaliation

7288.0 Sexual harassment training and education

CODE OF REGULATIONS, TITLE 5

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

UNITED STATES CODE, TITLE 42

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

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

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

CODE OF FEDERAL REGULATIONS, TITLE 34

106.9 Dissemination of policy

COURT DECISIONS

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

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

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

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

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

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

Definitions

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

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

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

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

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

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

Training

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

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

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

Notifications

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

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

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

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

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

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

Regulation approved: March 21,2013

EVERGREEN SCHOOL DISTRICT

San Jose, California

Student Disturbances

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

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

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

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

Legal Reference:

EDUCATION CODE

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

PENAL CODE

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

Prohibited Activities

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

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

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

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

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

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

Extension of Class Period and/or Dismissal of School

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

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

Vandalism and Graffiti

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

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

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

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

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

Legal Reference:

EDUCATION CODE

48900 Grounds for suspension or expulsion

48904 Willful misconduct, limit of liability of parent or guardian

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

CIVIL CODE

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

GOVERNMENT CODE

- 53069.5 Reward for information

PENAL CODE

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

CODE OF REGULATIONS, TITLE 5

- 305 Student responsible for care of property

Policy adopted: March 21, 2013

EVERGREEN SCHOOL DISTRICT

San Jose, California

Supplemental School Counseling Program for Students in Grades 7-8

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

Personal Counseling

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

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

Legal Reference:

EDUCATION CODE

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

REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS

- 48431.6 Tenth grade counseling program

PENAL CODE

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

CODE OF REGULATIONS, TITLE 5

- 4930-4931 Counseling

UNITED STATES CODE, TITLE 10

- 503 Military recruiter access to directory information

UNITED STATES CODE. TITLE 20

1232g Family Educational Rights and Privacy Act

7908 Armed forces recruiter access to students and student recruiting information

CODE OF FEDERAL REGULATIONS. TITLE 34

99.1-99.67 Family educational rights and privacy

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

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

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

The district shall provide the following services:

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

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

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

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

Notifications

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

Nondiscrimination

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

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

Regulation approved: March 21, 2013

EVERGREEN SCHOOL DISTRICT
San Jose, California

Suspension and Expulsion/due Process

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

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

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

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

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

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

Due Process

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

Removal from Class by a Teacher and Parental Attendance

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

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

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

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

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

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

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

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

Supervised Suspension Classroom

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

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

Decision Not to Enforce Expulsion Order

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

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment
233 Hate violence
1981 Enrollment of students in community school
17292.5 Program for expelled students
32261 Interagency School Safety Demonstration Act of 1985
35145 Open board meetings
35146 Closed sessions (regarding suspensions)
35291 Rules (for government and discipline of schools)
35291.5 Rules and procedures on school discipline
48645.5 Readmission; contact with juvenile justice system
48660-48667 Community day schools
48853.5 Foster youth
48900-48927 Suspension and expulsion
48950 Speech and other communication
48980 Parental notifications
49073-49079 Privacy of student records

CIVIL CODE

47 Privileged communication
48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt
54950-54963 Ralph M Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia
11053-11058 Standards and schedules

LABOR CODE

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

PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

417.27 Laser pointers

422.55 Hate crime defined

422.6 Interference with exercise of civil rights

422.7 Aggravating factors for punishment

422.75 Enhanced penalties for hate crimes

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

626.9 Gun-Free School Zone Act of 1995

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

868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

1314(K) Placement in alternative educational setting

7151 Gun-free schools

COURTDECISIONS

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

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

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

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

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

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

ATTORNEY GENERAL OPINIONS

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

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

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

Definitions

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

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

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

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

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

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

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

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

Notice of Regulations

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

Grounds for Suspension and Expulsion

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

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

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

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

9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 489000))
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))
12. Knowingly received stolen school property or private property. (Education Code 48900(1))
13. Possessed an imitation firearm. (Education Code 48900(m)) Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(P))
17. Engaged in, or attempted to engage in, hazing. (Education Code 48900(q))

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal (Education Code 48910)

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

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

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

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

This notice shall also:

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

Suspension by Superintendent, Principal, or Designee

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

However, the Superintendent, principal, or designee may impose a suspension upon a first offense if he/she determines that the student violated items #1-5 listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48900.5)

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

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Brandishing a knife as defined in Education Code 48915(g)
3. Unlawfully selling a controlled substance listed in Health and Safety Code 1105311058
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above
5. Possessing an explosive as defined in 18 USC 921

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

A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

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

Suspensions shall be initiated according to the following procedures:

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

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

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

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

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

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

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

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

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

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

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

Suspension by the Board

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

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

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

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

Supervised Suspension Classroom

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

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

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

Authority to Expel

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

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

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

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

Mandatory Recommendation for Expulsion

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

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

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

Mandatory Recommendation and Mandatory Expulsion

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

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

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

2. Brandishing a knife as defined in Education Code 48915(g) at another person
3. Unlawfully selling a controlled substance listed in Health and Safety Code 1105311058
4. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
5. Possessing an explosive as defined in 18 USC 921

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

Student's Right to Expulsion Hearing

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

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

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

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

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

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

Rights of Complaining Witness

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

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

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

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

Written Notice of the Expulsion Hearing

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

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

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

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

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

Additional Notice of Expulsion Hearing for Foster Youth

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

Conduct of Expulsion Hearing

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

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

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

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

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

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

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

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

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

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

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

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

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

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

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

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

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

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

Final Action by the Board

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

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

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

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

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

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

Written Notice to Expel

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

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

Decision Not to Enforce Expulsion Order

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

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

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

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

Right to Appeal

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

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

Notification to Law Enforcement Authorities

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

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

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

Post-Expulsion Placements

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

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

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

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

Readmission After Expulsion

Readmission procedures shall be as follows:

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

Maintenance of Records

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

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

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

Outcome Data

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

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

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

Suspension and Expulsion/due Process (Students With Disabilities)

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

Suspension

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

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

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances:

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year.
 - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur.

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation.

Interim Alternative Educational Placement Due to Dangerous Behavior

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

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

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

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504.

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1314(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. **Notice:** On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504.
2. **Manifestation Determination Review:** Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action.

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

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability.

3. **Determination that Behavior is a Manifestation of the Student's Disability:** When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior.

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan.

4. **Determination that Behavior is Not a Manifestation of the Student's Disability:** When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP.

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b).

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise.

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

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

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian.

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability.

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred:

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.
3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior.

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities.

Legal Reference:

EDUCATION CODE

35146 Closed sessions re: suspensions
35291 Rules of governing board
48203 Reports of severance of attendance of disabled students
48900-48925 Suspension and expulsion
49076 Access to student records
56000 Special education; legislative findings and declarations
56320 Educational needs; requirements
56321 Development or revision of individualized education program
56329 Independent educational assessment
56340-56347 Individualized education program teams
56505 State hearing

PENAL CODE

245 Assault with deadly weapon
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act
626.10 Dirks, daggers, knives, razors, or stun guns

UNITED STATES CODE. TITLE 18

930 Weapons
1365 Serious bodily injury

UNITED STATES CODE. TITLE 20

1412 State eligibility
1314 Procedural safeguards

UNITED STATES CODE. TITLE 21

812 Controlled substances

UNITED STATES CODE. TITLE 29

706 Definitions
794 Rehabilitation Act of 1973, Section 504

CODE OF FEDERAL REGULATIONS. TITLE 34

104.35 Evaluation and placement
104.36 Procedural safeguards
300.1-300.818 Assistance to states for the education of students with disabilities, especially:
300.530-300.537 Discipline procedures

COURT DECISIONS

Schaffer v. Weast, (2005) 546 u.s. 549
Parents of Student W. v. Puyallup School District, (1994) 31 F.3d 1489
MP. v. Governing Board of Grossmont Union High School District, (1994) 858 F.Supp. 1044
Honig v. Doe, (1988) 484 u.s. 305

Regulation approved: March 21, 2013

EVERGREEN SCHOOL DISTRICT

San Jose, California

Uniform Complaint Procedures

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The district shall investigate and seek to resolve any complaints

alleging failure to comply with such laws and/or alleging unlawful discrimination, harassment, intimidation, or bullying in accordance with the uniform complaint procedures:

The district shall use the uniform complaint procedures to resolve any complaint alleging unlawful discrimination, harassment, intimidation, or bullying in district programs and activities based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

Uniform complaint procedures shall also be used to address any complaint alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs.

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

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

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

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

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

1. Sufficiency of textbooks or instructional materials
2. Emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff
3. Teacher vacancies and misassignments

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32289 School safety plan, uniform complaint procedures

35186 Williams uniform complaint procedures

37254 Intensive instruction and services for students who have not passed exit exam

41500-41513 Categorical education block grants

48985 Notices in language other than English

49010-49013 Student fees

49060-49079 Student records

49490-49590 Child nutrition programs

52160-52178 Bilingual education programs

52300-52490 Career technical education

52500-52616.24 Adult schools

52800-52870 School-based program coordination

54000-54028 Economic impact aid programs

54100-54145 Miller-Unruh' Basic Reading Act
54400-54425 Compensatory education programs
54440-54445 Migrant education
54460-54529 Compensatory education programs
56000-56867 Special education programs
59000-59300 Special schools and centers
64000-64001 Consolidated application process

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state
12900-12996 Fair Employment and Housing Act

PENAL CODE

422.55 Hate crime; definition
422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

3080 Application of section
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

6301-6577 Title 1 basic programs
6601-6777 Title 11 preparing and recruiting high quality teachers and principals
6801-6871 Title 111 language instruction for limited English proficient and immigrant students
7101-7184 Safe and Drug-Free Schools and Communities Act
7201-7283g Title V promoting informed parental choice and innovative programs
7301-7372 Title V rural and low-income school programs

Except as the Governing Board may otherwise specifically provide in other Board policies, the uniform complaint procedures shall be used only to investigate and resolve complaints alleging violations of federal or state laws or regulations governing specific educational programs, the prohibition against requiring students to pay fees, deposits, or other charges for participating in educational activities, and unlawful discrimination, harassment, intimidation, or bullying, as specified in accompanying Board policy.

The district's uniform complaint procedures policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning uniform complaint procedures shall be translated into that language. (Education Code 234.1,48985)

Compliance Officers

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

Director, Educational Services
3188 Quimby Rd
San Jose, CA 95148
408-270-6800

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

Notifications

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

The notice shall:

1. Identify the person(s), position(s), or unites) responsible for receiving complaints

2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable
3. Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies
4. Include statements that:
 - a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
 - c. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying.
 - d. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 days of receiving the district's decision.
 - e. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.
 - f. Copies of the district's uniform complaint procedures are available free of charge.

Procedures

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

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

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

Step 1: Filing of Complaint

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

A complaint concerning unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation, or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged discrimination, harassment, intimidation, or bullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. However, upon written request by the complainant, the Superintendent or designee may extend the filing period for up to 90 calendar days. (5 CCR 4630)

A complaint alleging noncompliance with the law regarding the prohibition against requiring students to pay student fees, deposits, and charges maybe filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. (Education Code 49013)

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

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

Step 2: Mediation

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

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

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

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

Step 3: Investigation of Complaint

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

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

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Step 4: Response

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

Step 5: Final Written Decision

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

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

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

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

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

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

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges is found to have merit, the district shall provide a remedy to all affected students and parents/guardians, which, where applicable, shall include reasonable efforts to ensure full reimbursement to them. (Education Code 49013)

Appeals to the California Department of Education

If dissatisfied with the district's decision, the complainant may appeal in writing to the CDE. (Education Code 49013; 5 CCR 4632)

The complainant shall file his/her appeal within 15 calendar days of receiving the district's decision and the appeal shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

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

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

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

Civil Law Remedies

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

For complaints alleging discrimination, harassment, intimidation, and bullying based on state law, a complainant shall wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided the district has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief and to discrimination complaints based on federal law. (Education Code 262.3)

Board approved: November 14, 2013

Regulation revised: June 13, 2013, July 1, 2013, September 20, 2013

Regulation approved: March 21, 2013

EVERGREEN SCHOOL DISTRICT

San Jose, California

Weapons and Dangerous Instruments

The Board of Trustees recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

Possession of Weapons

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

Under the power granted to the Board to protect the safety of students, staff, and others on district property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

Unless he/she has obtained prior written permission as specified below, a student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245,626.9,626.10; 20 USC 7151)

Advance Permission for Possession of a Weapon for Educational Purposes

When the principal or designee grants permission, he/she shall take all necessary precautions to ensure the safety of all persons on school grounds, including, but not limited to, inspecting a firearm to verify that no live ammunition is present. Any weapon allowed shall be stored in a locked vehicle or in an appropriate, locked container before and after its authorized use.

A student granted permission to possess a weapon may be suspended and/or expelled if he/she possesses or uses the weapon inappropriately.

Possession of Pepper Spray

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The Superintendent or designee also shall inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Legal Reference:

EDUCATION CODE

35291 Governing board to prescribe rules for discipline of the schools
48900 Grounds for suspension/expulsion
48902 Notification of law enforcement authorities
48915 Required recommendation for expulsions
48916 Readmission
49330-49335 Injurious objects

PENAL CODE

245 Assault with deadly weapon
417.4 Imitation firearm; drawing or exhibiting
626.9 Gun-Free School Zone Act of 1995
626.10 Dirks, daggers, knives, razor or stun gun; bringing or possessing in school
653k Switchblade knife
16100-17350 Definitions
22810-23025 Tear gas weapon (pepper spray)
25200-25225 Firearms, access to children
30310 Prohibition against ammunition on school grounds

UNITED STATES CODE, TITLE 20

6301-7941 No Child Left Behind Act, especially:
7151 Gun-Free Schools Act

Prohibited weapons and dangerous instruments include, but are not limited to: (Education Code 48915, 49330; Penal Code 626.10, 16100-17350, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion
2. Ammunition or reloaded ammunition
3. Knives, razor blades, and box cutters: any dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 2-1/2 inches, folding knives with a blade that locks into place, and razors with an unguarded blade
4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices
5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun
6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon
7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm

Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the district. (Education Code 49331, 49332)

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the principal

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

The principal shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code 49331, 49332)

Regulation approved: March 21, 2013

EVERGREEN SCHOOL DISTRICT

San Jose, California

Adaptations for Students with Disabilities

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

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

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

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

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

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

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

Legal Reference:

EDUCATION CODE

32001 Fire alarms and drills

32040 Duty to equip school with first aid kit 32280-32289 School safety plans

32290 Safety devices

39834 Operating overloaded bus

46390-46392 Emergency average daily attendance in case of disaster 49505 Natural disaster; meals for homeless students; reimbursement GOVERNMENT CODE

3100 Public employees as disaster service workers 8607 Standardized emergency management system CODE OF REGULATIONS, TITLE 5

550 Fire drills

560 Civil defense and disaster preparedness plans CODE OF REGULATIONS, TITLE 19

2400-2450 Standardized emergency management system UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

EMERGENCIES AND DISASTER PREPAREDNESS PLAN

Components of the Plan

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

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

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

1. Regular inspection of school facilities and equipment and identification of risks

2. Instruction and practice for students and employees regarding emergency plans, including:
 - a. Training of staff in first aid and cardiopulmonary resuscitation
 - b. Regular practice of emergency procedures by students and staff
3. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
 - a. The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
 - b. Individuals responsible for specific duties
 - c. Designation of the principal or designee for the overall control and supervision of activities at each school during the emergency, including authorization to use his/her discretion in situations which do not permit execution of prearranged plans
 - d. Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation
 - e. Assignment of responsibility for identification of injured persons and administration of first aid
4. Personal safety and security, including:
 - a. Identification of areas of responsibility for supervision of students
 - b. Procedures for evacuation of students and staff, including posting of evacuation routes
 - c. Procedures for release of students, including a procedure to release students when reference to the emergency card is not feasible
 - d. Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
 - e. Provision of a first aid kit to each classroom
 - f. Arrangements for students and staff with special needs
 - g. Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease
5. Closure of schools, including an analysis of:
 - a. The impact on student learning and methods to ensure continuity of instruction
 - b. How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians
6. Communication among staff, parents/guardians, the Board of Trustees, other governmental agencies, and the media during an emergency, including:
 - a. Identification of spokesperson(s)
 - b. Development and testing of communication platforms, such as hotlines, telephone trees, and web sites
 - c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand
 - d. Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians
7. Cooperation with other state and local agencies, including:
 - a. Development of guidelines for law enforcement involvement and intervention
 - b. Collaboration with the local health department, including development of a tracking system to alert the local health department to a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease
8. Steps to be taken after the disaster or emergency, including:
 - a. Inspection of school facilities
 - b. Provision of mental health services for students and staff, as needed

Regulation approved: March 21, 2013
 EVERGREEN SCHOOL DISTRICT
 San Jose, California

Opioid Prevention and Life-Saving Response Procedures

The Board of Trustees believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should have an opportunity to participate in the educational program.

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan as applicable.

For the administration of medication to other students during school or school- related activities, the Superintendent or designee shall develop protocols which shall include options for allowing a parent/guardian to administer medication to his/her child at school, designate other individuals to do so on his/her behalf, and, with the child's authorized health care provider's approval, request the district's permission for his/her child to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

In addition, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.
Administration of Medication by School Personnel

Any medication prescribed by an authorized health care provider, including, but not limited to, emergency antiseizure medication for a student who suffers epileptic seizures, auto-injectable epinephrine, insulin, or glucagon, may be administered by the school nurse or other designated school personnel only when the Superintendent or designee has received written statements from both the student's parent/guardian and authorized health care provider. (Education Code 49414.7, 49423; 5 CCR 600)

When medically unlicensed school personnel are authorized by law to administer any medication to students, such as emergency antiseizure medication, auto- injectable epinephrine, insulin, or glucagon, the Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual. (Education Code 49414, 49414.5, 49414.7, 49423, 49423.1)

The Superintendent or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

School nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, and administrative regulation and shall be afforded appropriate liability protection.

Legal Reference:

EDUCATION CODE

48980 Notification at beginning of term 49407 Liability for treatment

49408 Emergency information

49414 Emergency epinephrine auto-injectors

49414.5 Providing school personnel with voluntary emergency training 49414.7 Emergency medical assistance: administration of epilepsy medication 49422-49427 Employment of medical personnel, especially:

49423 Administration of prescribed medication for student 49423.1 Inhaled asthma medication

49480 Continuing medication regimen; notice BUSINESS AND PROFESSIONS CODE

2700-2837 Nursing, especially:

2726 Authority not conferred 2727 Exceptions in general 3501 Definitions

CODE OF REGULATIONS, TITLE 5

600-611 Administering medication to students

620-627 Administration of emergency antiseizure medication by trained volunteer nonmedical school personnel

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974 1400-1482 Individuals with Disabilities Education Act UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

Definitions

Authorized health care provider means an individual who is licensed by the State of California to prescribe or order medication, including, but not limited to, a physician or physician assistant.

Other designated school personnel may include any individual employed by the district who has consented to administer the medication or otherwise assist the student and who may legally administer the medication to the student or assist the student in the administration of the medication.

Medication may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies.

Emergency medical assistance for a student suffering an epileptic seizure means the administration of an emergency antiseizure medication such as diazepam rectal gel and other emergency medications approved by the federal Food and Drug Administration for patients suffering from epileptic seizures.

Notifications to Parents/Guardians

At the beginning of each school year, the Superintendent or designee shall notify parents/guardians of the options available to students who need to take prescribed medication during the school day and the rights and responsibilities of parents/guardians regarding those options.

In addition, the Superintendent or designee shall inform the parents/guardians of any student on a continuing medication regimen for a nonepisodic condition of the following requirements:

1. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage, and the name of the supervising physician.
2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

Parent/Guardian Responsibilities

The responsibilities of the parent/guardian of any student who may need medication during the school day shall include, but are not limited to:

1. Each year, providing required parent/guardian and authorized health care provider written statements as described in the sections "Parent/Guardian Statement" and "Health Care Provider Statement" below. In addition, the parent/guardian shall provide a new authorized health care provider's statement if the medication, dosage, frequency of administration, or reason for administration changes.
2. If the student is on a continuing medication regimen for a nonepisodic condition, informing the school nurse or other designated certificated employee of the medication being taken, the current dosage, and the name of the supervising physician.
3. If the student suffers from epilepsy, notifying the principal or designee whenever the student has had an emergency antiseizure medication administered to him/her within four hours before a school day.
4. Providing medications in properly labeled, original containers along with the authorized health care provider's instructions. For prescribed or ordered medication, the container also shall bear the name and telephone number of the pharmacy, the student's identification, and the name and phone number of the authorized health care provider.

Parent/Guardian Statement

When district employees are to administer medication to a student, the parent/guardian's written statement shall:

1. Identify the student
2. Grant permission for an authorized district representative to communicate directly with the student's authorized health care provider and pharmacist, as may be necessary, regarding the authorized health care provider's written statement or any other questions that may arise with regard to the medication

3. Contain an acknowledgment that the parent/guardian understands how district employees will administer or otherwise assist the student in the administration of medication
4. Contain an acknowledgment that the parent/guardian understands his/her responsibilities to enable district employees to administer or otherwise assist the student in the administration of medication including, but not limited to, the parent/guardian's responsibility to provide a written statement from the authorized health care provider, to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication, and to provide all necessary supplies and equipment
5. Contain an acknowledgment that the parent/guardian may terminate consent for such administration at any time

In addition to the requirements in items #1-5 above, if a parent/guardian has requested that his/her child be allowed to carry and self-administer prescription auto- injectable epinephrine or prescription inhaled asthma medication, the parent/guardian's written statement shall:

1. Consent to the self-administration
2. Release the district and school personnel from civil liability if the student suffers an adverse reaction as a result of self-administering the medication

In addition to the requirements in items #1-5 above, if a parent/guardian wishes to designate an individual who is not an employee of the district to administer medication to his/her child, the parent/guardian's written statement shall clearly identify the individual and shall state:

1. The individual's willingness to accept the designation
2. That the individual is permitted to be on the school site
3. Any limitations on the individual's authority

Health Care Provider Statement

When district employees are to administer medication to a student or when a student is to be allowed to carry and self-administer prescription diabetes medication, auto- injectable epinephrine, or prescription inhaled asthma medication during school hours, the authorized health care provider's written statement shall include:

1. Clear identification of the student
2. The name of the medication
3. The method, amount, and time schedules by which the medication is to be taken
4. If a parent/guardian has requested that his/her child be allowed to self- administer medication, confirmation that the student is able to self-administer the medication
5. For medication that is to be administered on an as-needed basis, the specific symptoms that would necessitate administration of the medication, allowable frequency for administration, and indications for referral for medical evaluation
6. Possible side effects of the medication
7. Name, address, telephone number, and signature of the student's authorized health care provider

When authorizing a district employee to administer emergency antiseizure medication to a student, the authorized health care provider's written statement shall also include the following:

1. Detailed seizure symptoms, including frequency, type, or length of seizures that identify when the administration of the medication becomes necessary
2. A protocol for observing the student after a seizure, including, but not limited to, whether he/she should rest in the school office or return to his/her class, the length of time for direct observation, and a requirement to contact the school nurse and the student's parent/guardian to continue the observation plan

District Responsibilities

The school nurse or other designated school personnel shall:

1. Administer or assist in administering medications in accordance with the authorized health care provider's written statement
2. Accept delivery of medications from parents/guardians and count and record them upon receipt
3. Maintain a list of students needing medication during the school day, including those authorized to self-administer medications, and note on the list the type of medication and the times and dosage to be administered
4. Maintain a medication log which may:
 - a. Specify the student's name, medication, dose, method of administration, time of administration during the regular school day, date(s) on which the student is required to take the medication, and the authorized health care provider's name and contact information
 - b. Contain space for daily recording of the date, time, and amount of medication administered, and the signature of the individual administering the medication
5. Maintain a medication record which may include the authorized health care provider's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student
6. Ensure that student confidentiality is appropriately maintained
7. Coordinate the administration of medication during field trips and after-school activities
8. Report to the parent/guardian and the site administrator any refusal by the student to take his/her medication
9. Keep all medication to be administered by the district in a locked drawer or cabinet
10. As needed, communicate with the authorized health care provider and pharmacist regarding the medication and its effects
11. Counsel other designated school personnel regarding the possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose
12. Ensure that unused, discontinued, or outdated medication is returned to the student's parent/guardian at the end of the school year or, if the medication cannot be returned, dispose of it in accordance with state laws and local ordinances
13. Provide immediate medical assistance, if needed, and report to the site administrator and parent/guardian instances when the medication is not administered properly, including administration of the wrong medication or failure to administer the medication in accordance with authorized health care provider's written statement

Upon receiving such notification, the site administrator may notify the student's authorized health care provider and shall document the error in the medication log.

Additional Requirements for Management of Epileptic Seizures

In addition to other applicable provisions in preceding sections, the Superintendent or designee shall make arrangements for assisting students with epilepsy who may suffer a seizure at school. Such arrangements shall include the following: (Education Code 49414.7)

1. The notification of any parent/guardian who requests that a nonmedical district employee be trained to provide emergency medical assistance to his/her child that the child may qualify for services or accommodations under a Section 504 plan or an individualized education program (IEP).

The Superintendent or designee shall assist the parent/guardian to explore that option and shall encourage him/her to adopt the option if the student is determined to be eligible for such service or accommodation.

2. The creation of an individualized health plan, seizure action plan, or other appropriate health plan designed to acknowledge and prepare for the child's health care needs in school, if a parent/guardian refuses to have his/her child assessed for services or accommodations under the Section 504 plan or an IEP.

3. The distribution of an electronic notice to school staff, no more than twice per school year, for each student whose parent/guardian has requested provision of emergency medical assistance pursuant to Education Code 49414.7. The notice shall be in bold print and, in accordance with Education Code 49414.7, shall contain a description of the volunteer request, the training that the volunteer will receive, the voluntary nature of the program, and the timelines for the volunteer to rescind his/her offer.

If no employee volunteers to administer emergency antiseizure medication to a student, the Superintendent or designee shall renotify the student's parent/guardian of the option to be assessed for services and accommodations under Section 504 and the federal Individuals with Disabilities Education Act.

4. An assurance that any employee who volunteers to administer an emergency antiseizure medication receives training from a licensed health care professional before administering such medication. When a trained employee has not administered an emergency antiseizure medication to a student within two years after completing the training, he/she shall attend a new training program to retain the ability to administer an emergency antiseizure medication.

5. An assurance that any training provided for district employees who volunteer to administer emergency antiseizure medications to students includes, but is not limited to:

- a. Recognition and treatment of different types of seizures
- b. Administration of an emergency antiseizure medication

c. Basic emergency follow-up procedures, including, but not limited to, a requirement for the principal or designee to call the emergency 911 telephone number and to contact the student's parent/guardian, but not necessarily to transport the student to an emergency room

d. Techniques and procedures to ensure student privacy

6. A process for notifying the credentialed school nurse, or the Superintendent or designee as applicable, whenever an employee administers an emergency antiseizure medication to a student at a school site.

Emergency Epinephrine Auto-Injectors

The Superintendent or designee shall provide epinephrine auto-injectors to school nurses or other employees who have volunteered to administer them in an emergency and have received training. The school nurse, or a volunteer employee when a school nurse or physician is unavailable, may administer an epinephrine auto-injector to provide emergency medical aid to any person suffering, or reasonably believed to be suffering, from potentially life-threatening symptoms of anaphylaxis at school or a school activity. (Education Code 49414)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer an epinephrine auto-injector and describing the training that the volunteer will receive. (Education Code 49414)

The principal or designee at each school may designate one or more volunteers to receive initial and annual refresher training, which shall be provided by a school nurse or other qualified person designated by a physician and surgeon authorized pursuant to Education Code 49414, and shall be based on the standards developed by the Superintendent of Public Instruction. Written materials covering the required topics for training shall be retained by the school for reference. (Education Code 49414)

A school nurse or other qualified supervisor of health, or a district administrator if the district does not have a qualified supervisor of health, shall obtain a prescription for epinephrine auto-injectors for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or epinephrine auto-injector manufacturers. Elementary schools shall, at a minimum, be provided one adult (regular) and one junior epinephrine auto-injector. Secondary schools shall be provided at least one adult (regular) epinephrine auto-injector, unless there are any students at the school who require a junior epinephrine auto-injector. (Education Code 49414)

If an epinephrine auto-injector is used, the school nurse or other qualified supervisor of health shall restock the epinephrine auto-injector as soon as reasonably possible, but no later than two weeks after it is used. In addition, epinephrine auto-injectors shall be restocked before their expiration date. (Education Code 49414)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering epinephrine auto-injectors shall be provided to each volunteer and retained in his/her personnel file. (Education Code 49414)

Revised: May 12, 2015

Regulation approved: March 21, 2013

EVERGREEN SCHOOL DISTRICT

San Jose, California

Response Procedures for Dangerous, Violent, or Unlawful Activity

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

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

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

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

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

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

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

Tactical Response Plan

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

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

Public Access to Safety Plan(s)

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

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

Legal Reference:

EDUCATION CODE

Comprehensive School Safety Plan

103 of 108

12/3/24

200-262.4 Prohibition of discrimination
32260-32262 Interagency School Safety Demonstration Act of 1985 32270 School safety cadre
32280-32289 School safety plans 32290 Safety devices
35147 School site councils and advisory committees 35183 School dress code; uniforms
35291 Rules
35291.5 School-adopted discipline rules
35294.10-35294.15 School Safety and Violence Prevention Act 41510-41514 School Safety Consolidated Competitive Grant Program
48900-48927 Suspension and expulsion
48950 Speech and other communication
49079 Notification to teacher; student act constituting grounds for suspension or expulsion 67381 Violent crime
PENAL CODE
422.55 Definition of hate crime
626.8 Disruptions
11164-11174.3 Child Abuse and Neglect Reporting Act CALIFORNIA CONSTITUTION
Article 1, Section 28(c) Right to Safe Schools CODE OF REGULATIONS, TITLE 5
11987-11987.7 School Community Violence Prevention Program requirements 11992-11993 Definition, persistently dangerous schools
UNITED STATES CODE, TITLE 20
7101-7165 Safe and Drug Free Schools and Communities 7912 Transfers from persistently dangerous schools UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act

Policy
adopted: March 21, 2013

EVERGREEN SCHOOL DISTRICT
San Jose, California

COMPREHENSIVE SAFETY PLAN

Development and Review of Comprehensive School Safety Plan

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

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

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

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

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

1. The local mayor
2. A representative of the local school employee organization
3. A representative of each parent organization at the school, including the parent teacher association and parent teacher clubs
4. A representative of each teacher organization at the school

5. A representative of the school's student body government
6. All persons who have indicated that they want to be notified

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

1. Representatives of local religious organizations
 2. Local civic leaders
 3. Local business organizations
- Content of the Safety Plan

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

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

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

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

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

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution
2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations

3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence
4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus
5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students
6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction
7. Procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of the school
8. Procedures for receiving verification from law enforcement that a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime
9. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for the closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus
10. Crisis prevention and intervention strategies, which may include the following:
 - a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate
 - b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)
 - c. Assignment of staff members responsible for each identified task and procedure
 - d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan
 - e. Coordination of communication to schools, Board of Trustees members, parents/guardians, and the media
 - f. Development of a method for the reporting of violent incidents
 - g. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling
11. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan

Regulation
approved: March 21, 2013

EVERGREEN SCHOOL DISTRICT
San Jose, California

Threatening a School Employee

1. Continued willful disobedience, habitual profanity or vulgarity, open persistent defiance of the authority of the school personnel or continued abuse of school personnel, assault or battery upon school or any threat of force or violence directed toward school personnel, at any time or place, shall constitute good cause for suspension or expulsion from school; however, no pupil shall be suspended or expelled unless the conduct for which he is to be disciplined is related to school attendance.

2. Every person who, with the intent to cause, attempts to cause, or causes any officer or employee of any public or private educational institution or any public officer or employee to do, or refrain from doing, any act in the performance of his duties, by means of a threat, directly communicated to such person, to inflict an unlawful injury upon any person or property, and it reasonably appears to the recipient of the threat that such threat could be carried out, is guilty of a public offense.

3. Whenever any school district employee is attacked, assaulted, or menaced by a pupil, it is the duty of the employee and his supervisor, if he has knowledge of the incident, promptly to report the matter to the law enforcement authorities. Failure to make such a report is a misdemeanor punishable by a fine. Any employee of any school district, a county supervisor of schools, or one of his staff, or a board member who attempts directly or indirectly to dissuade a person under duty to make the above report is guilty of a misdemeanor and may be assessed a fine.

4. School Administrator’s Responsibility in Case of Assault by Pupil Against School Employees.

a. A complete written report is to be mailed without delay to the appropriate law enforcement agency. A copy of the form should be retained in school and district office files.

b. The principal should make every reasonable attempt to notify the pupil’s parents of all pertinent factors.

Legal Reference:

EDUCATION CODE

32030-32034 Eye safety

32225-32226 Communications devices in classrooms 32280-32289 School safety plans

44984 Required rules for industrial accident and illness leave of absence GOVERNMENT CODE

3543.2 Scope of bargaining LABOR CODE

3300 Definitions

6305 Occupational safety and health standards; special order 6310 Retaliation for filing complaint prohibited

6400-6413.5 Responsibilities and duties of employers and employees, especially: 6401.7 Injury and illness prevention program

CODE OF REGULATIONS, TITLE 8

3203 Injury and illness prevention program 3400 Medical services and first aid

5095-5100 Control of noise exposure

CODE OF FEDERAL REGULATIONS, TITLE 29

1910.95 Noise standards

Regulation

approved: March 21, 2013

EVERGREEN SCHOOL DISTRICT

San Jose, California

Instructional Continuity Plan

Pending Enactment of Education Code 32282 on July 1, 2025

Additional Site Attachments

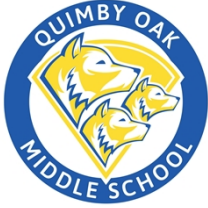
**Evergreen School District
2024-25 School Year
Quimby Oak Middle School
CAMPUS EMERGENCY ASSIGNMENT SHEET**



Position	Staff Assigned	Backup Personnel
Incident Commander	Ginger Gaeta	1. Camille Gingrich 2. Mallory Sloniker
Safety Officer	Camille Gingrich	1. Mallory Sloniker 2. Priya Menon
Public Information Officer	Mallory Sloniker	1. Chris Rivas 2. Gabriel Garcia
Liaison Officer	Chris Rivas	1. Leigh Culkin 2. N/A
Operations Section Chief	Suzie Lam	1. Mandy Stracke 2. N/A
Site Facility Check/Security	Jonathan Lam	1. Antoinette Hernandez 2. Spencer Archer
Search & Rescue Team Leader	Sam Spengler	1. Bret Linvill 2. N/A
S&R Team #1	Shawn Green	1. Ashley Long 2. Nicolete Noto
S&R Team #2	Mark Fujimoto	1. Danny Pham 2. Pat Thorpe
Medical Team Leader	Velia Estrada	1. Rosa Luo 2. Dawn Brickner
Triage	Kerry Ferrari	1. Jennifer Jackson 2. Anna Sandoval
Treatment	Craig Hiraki	1. Faith Will 2. Emeraldal Cazarez
Psychological First Aid	Diana Jonathans	1. Zita Cendana 2. Derrick Watkins
Morgue	Mary Votran	1. Natasha Singha 2. Barbara Fuzere
Student Care Director	My Lam	1. Patty Harding 2. Evelyn Gonzalez
Student Release Coordinator	Sharon Pinter	1. Salma Khan 2. Emilie Wu

**Evergreen School District
CAMPUS EMERGENCY ASSIGNMENT SHEET (continued)**

Position	Staff Assigned	Backup Personnel
Planning Section Chief	Jason Neiser	1. Wade Bryan 2. N/A
Documentation	Meera Gupta	1. Paul Ward 2. Salud Barragan
Situation Analysis	Kelly Beher	1. Hannah Truong 2. Elaine Tran
Logistics Section Chief	Colleen Boyle	1. Anthony Ladd 2. Rachel Flint
Supplies/Facilities	Alfredo Rodriguez	1. Karla Negrete 2. Srivalli Elangovan
Staffing	Kathy Doan	1. Katelyn Coburn 2. Lakshmi Veeramacheni
Communications	Christine Knecht	1. Lior Grinstein 2. Elisa Palacios
Finance/Administration Section Chief	Jackie Blightman	1. Melody Sutton 2. Maxzene Ocampo
Timekeeping	Kyle Trinidad	1. Deborah Loeb 2. Anita Elongovan
Purchasing	Susan Mills Gabler	1. Aisha Jawed 2. Swathi Chillamcherla



QUIMBY OAK MIDDLE SCHOOL EMERGENCY PREPAREDNESS PLAN

INTRODUCTION

Each staff member must become familiar with the actions that need to be taken in an emergency. Most disasters can be managed effectively when all staff involved know their specific responsibilities. The key is preparedness. Eliminating possible hazardous situations and being aware of how to react before the emergency occurs can save lives. The responsibility for the safety of staff and students is a serious concern. We must all take the necessary steps to be effective, contributing members of the school's disaster preparedness plan.

In the event of an emergency, the highest person on the chain of command (listed below) announces implementation of one of the standard emergency actions: LEAVE BUILDING/FIRE; DROP; TAKE COVER; LOCK DOWN; DIRECTED TRANSPORTATION. Explanations of each of these actions follow.

All staff on campus will respond in the event of an emergency, regardless of whether or not they are on duty. All staff will report to their emergency assignments. Staff not on duty report to the command center (flagpole).

CHAIN OF COMMAND

Unless stated otherwise, the chain of command shall be as follows:

1. Ginger Gaeta, Principal
2. Camille Gingrich, Assistant Principal
3. Mallory Sloniker, Assistant Principal

EMERGENCY RESPONSE TEAM (E.R.T.)

The emergency response team will be made up of the following staff members:

- | | |
|---|----------------------|
| **1. Ginger Gaeta | 9. Christopher Rivas |
| *2. Camille Gingrich | 10. Mark Fujimoto |
| *3. Mallory Sloniker | 11. Jason Neiser |
| *4. Susan Mills-Gabler (Communications) | 12. Aisha Jawed |
| *5. Sharon Pinter (Student I.D.) | 13. Jonathan Lam |
| *6. Christine Knecht (Communications) | 14. Wade Bryan |
| *7. Alfredo Rodriguez (Utilities) | 15. Kelly Beher |
| *8. Danny Pham | |

** District Radio *Admin Radio (All other members of the E.R.T. have internal communication radios)

FIRST AID STATION TEAM (LOCATION DETERMINED BY DAMAGE)

- | | |
|------------------|----------------|
| 1. Velia Estrada | 3. Aisha Jawed |
| 2. Sharon Pinter | |

All staff should be prepared to administer first aid until additional help arrives.

THE PRIMARY DUTIES OF DISASTER SUPERVISION INCLUDE:

1. Roll taking.
2. Reporting missing students to the command post.
3. Acquiring first aid for the injured.
4. Alleviating emotional trauma.
5. Restoring order.
6. Protecting students from post-disaster hazards.

7. Keeping students on campus until they are released to parents.

In the event of a major disaster, school will NOT be dismissed and all children will remain under the supervision of school authorities.

EMERGENCY SIGNALS

Emergency actions will be signaled through the following devices and/or by verbal instruction:

DROP	Onset of disaster or announcement
TAKE COVER	Civil Defense siren or announcement
LEAVE BUILDING/FIRE	Fire alarm and flashing strobes
LOCKDOWN	Announcement
DIRECTED TRANSPORTATION	Announcement

In the case of an electrical failure or the inability to activate the mechanical systems or PA system, all commands will be given verbally by portable megaphone or word of mouth.

RESPONSE TO AN EMERGENCY SITUATION

Staff members should remember that in times of stress, students look for leadership to those who are normally in an authoritative position. Remain calm, size up the situation and take action based on known facts. Staff should recognize symptoms of tension and be prepared to provide relief through physical and creative activities.

- A. All staff members must be thoroughly familiar with the contents of this plan and how they are expected to contribute to the school's response.
- B. Teachers must keep a seating chart, grade book, or roster of students in their rooms at all times in order to take roll in an emergency.
- C. Staff must notify the front office whenever leaving campus during normal working hours in order to facilitate staff attendance in the event of an emergency.

If telephone lines are operative, outgoing calls should be minimized to free up lines for emergency use. If lines are down, administrators will use cellular phones or district walkie-talkies to contact appropriate persons.

EMERGENCY TELEPHONE NUMBERS

FIRE, POLICE, COUNTY OFFICE OF EMERGENCY SERVICES, AMBULANCE: 911

INFORMATION TELEPHONE NUMBERS

RED CROSS	(877) 727-6771
PG&E	(800) 743-5000
SAN JOSE WATER	(408) 279-7900

RADIO/TELEVISION STATIONS: Any that are broadcasting TELEVISION: CHANNEL 11

EMERGENCY ACTION GUIDE

In response to an emergency situation, the administrator in charge may implement one of the following emergency actions:

1. **DROP**

DROP means to assume the personal protective safety position. Inside, this position involves kneeling under a desk or table with your back toward glass, one hand wrapped around the back of the head, and one hand holding on to the desk or table. Eyes should be closed, the face should be shielded in the lap, and the body should be as small as possible. Outside of class, the **DROP** position should be assumed only after moving away from a building. In the event of an enemy attack, one should **DROP** immediately, cover as much skin as possible, close eyes and cover ears.

The warning will most likely be the onset of the disaster itself.

Action **DROP** is considered appropriate for, but not limited to, the following:
DROP signal, severe windstorm, earthquake, explosion, or surprise attack.

2. **TAKE COVER**

TAKE COVER means to take shelter in shielded areas within the school. In the academic buildings, office, and gym, this would be as close to the center of the building as possible and away from windows.

The warning will be by Civil Defense siren, or by an announcement in case of a local emergency.

Action **TAKE COVER** is considered appropriate for, but not limited to, the following:
TAKE COVER signal, nuclear attack/war, explosion or threat of explosion, fallen aircraft or severe storm/flood.

3. **LEAVE BUILDING/FIRE**

LEAVE BUILDING means to effect the orderly movement of students and staff from inside the school buildings to the designated outside emergency assembly area. This action should be implemented when anything occurs which might make the school uninhabitable.

The warning will be disseminated by activation of the fire alarm or by voice command.

4. **LOCK DOWN**

LOCK DOWN means to bring students into the classroom or to hold students in the classroom pending receipt of further instructions. All doors and windows should be locked upon receipt of this action. Students and staff assume the **DROP** position and stay away from windows. The administration will notify the police and district office and work cooperatively with all responding agencies.

The warning will be disseminated by the announcement of “Lock Down.”

Action **LOCK DOWN** is considered appropriate for, but not limited to, the following: air pollution warnings, chemical/biological accidents, war, civil disturbance or violent behavior.

5. **DIRECTED TRANSPORTATION**

DIRECTED TRANSPORTATION means to implement the loading of students and staff into school buses and/or other means of transportation and taking them to an area out of danger.

Warning at the school will be by announcement.

SPECIFIC DIRECTIONS FOR SELECTED EMERGENCY CONDITIONS

FIRE

1. Activate the fire alarm system. This automatically implements “**ACTION LEAVE BUILDING**”.

2. Teachers will lock their classroom doors and evacuate their students in an orderly manner to the emergency assembly area.
3. Staff will take roll and report to assigned administrators. Administrators will search for any unaccounted students.
4. Teachers will maintain control of their students until further directions are given.
5. First aid will be rendered as necessary.
6. Shut off gas and electric service when directed by the administrator in charge.
7. The administrator in charge will determine if any further action should be implemented.
8. Staff and students will not re-enter school buildings until Fire Department officials declare the area is safe.

EARTHQUAKE

A. INSIDE THE CLASSROOM

1. The onset of an earthquake automatically implements “**ACTION DROP**”.
2. Once shaking has ceased, staff on prep, or not in charge of students, report to the command center at the flagpole.
3. Staff in charge of students will immediately implement the following evacuation process:

EVACUATION PROCESS

1. Teachers will attempt to open an outside door and leave it open.
2. Teachers will immediately take the roll of students while they stay in the safe position and assess injuries and/or damage to their rooms.
3. Teachers will fill out the white copy of the Emergency Reporting Form.
4. Staff and students will stay in the safe position until an E.R.T. member gives them directions.
5. Administrators will notify E.R.T. members verbally or by E.R.T. walkie-talkie to begin evacuating their classrooms.
6. E.R.T. members will evacuate their students to a safe outside location, immediately evacuate the closest classroom and leave their students and class list with that teacher.
7. E.R.T. members will evacuate classes individually from buildings, 5 students at a time. Teachers will provide the white copy of the Emergency Reporting Form to the E.R.T. member. Classes will report to their assigned evacuation area and remain there until further directions are given. Teachers will take roll a second time and fill out the pink copy of the Emergency Reporting Form.
8. E.R.T. members will notify the administration when their building is evacuated.
9. E.R.T. members will report to the assembly area and collect the pink copy of the Emergency Reporting Form from their assigned teachers.
10. The E.R.T. will communicate any problems observed during the evacuation, including missing or injured students or staff, to an administrator.
11. Staff members will remain in the evacuation and maintain control of their assigned students until further directions are given.

B. OUTSIDE THE CLASSROOM

1. Students and staff will **DROP** into a safe position away from buildings and remain there until the shaking stops.
2. Students and staff will move in an orderly manner to the assembly area and gather in their assigned spot with their first period class members.
3. Teachers will take roll and maintain control of their students until given further directions by an administrator.
4. First period roll sheets will be picked up by administrators at the command center and distributed to teachers for an accurate accounting of students.

SEVERE WINDSTORM

1. Implement “**ACTION TAKE COVER**”.
2. Students and staff should be assembled inside buildings.
3. Close windows and blinds.
4. Remain near an inside wall.
5. Avoid gathering inside the gym.
6. Evacuate classrooms bearing the full force of the wind.

7. Take roll, maintain student control and wait for further directions.

FALLEN AIRCRAFT

1. The administrator in charge will determine which action should be implemented.
2. Staff will take immediate action to insure the safety of children without waiting for directions from an administrator.
3. All students will be kept at a safe distance, as far upwind as possible.
4. Take roll, maintain student control and wait for further directions.
5. The administration will notify San Jose Police.

TOXIC SPILLS

1. The administrator in charge will implement “**ACTION LOCK DOWN**”.
2. Students and staff will remain as far upwind as possible.
3. Take roll, maintain student control and wait for further directions.
4. The administration will notify San Jose Police.

BOMB THREAT (TELEPHONED)

1. Person receiving the threat will attempt to keep the caller on the line. Delay the caller with statements such as, “I am sorry, I did not understand you. What did you say?”
2. Get as much information as possible from the caller. Ask the caller where the bomb is located, the time it is scheduled to explode, what the bomb looks like, and why the bomb was placed in the school.
3. Attempt to verify the sex of the caller, approximate age, voice quality, accent, peculiar speech mannerisms, exact time call was received and background noise.
4. Immediately after the caller hangs up report all information to the administrator in charge who will relay it to the police. The administrator in charge will determine if the school is to be evacuated.
5. If it is determined that evacuation is necessary, the administrator in charge will implement “**ACTION LEAVE BUILDING**”.
6. If a suspicious object is found, **DO NOT TOUCH OR MOVE IT!** Notify the administrator in charge immediately. Keep students away from the object.
7. Maintain student control and wait for further directions.
8. The administrator in charge will coordinate a search of the buildings with the police. Staff will be notified if, and when, it is safe to return to the school buildings.

CIVIL DISTURBANCE/WAR

1. The administrator in charge will implement “**ACTION LOCK DOWN**”.
2. Staff will take immediate action to insure the safety of children without waiting for directions from an administrator.
3. Staff will maintain student control and wait for further directions.

NUCLEAR ATTACK

1. Implement “**ACTION TAKE COVER**”.
2. Maintain student control and wait for further directions.

EXPLOSION OR THREAT OF EXPLOSION

1. Implement “**ACTION TAKE COVER AND DROP**”.
2. If the explosion occurs within a building or threatens a building, teachers should immediately implement “**ACTION LEAVE BUILDING**”.
3. Sound the fire alarm.
4. Evacuate staff and students to their assigned areas and maintain control of students.
5. Teachers take roll.
6. Render first aid as necessary.
7. The administration will immediately call 911
8. Utility companies will be notified.
9. The administrator in charge will direct further action as required.
10. In case of the threat of an explosion, the fire alarm will be activated. Follow procedures #4-9 above.

AFTER DISASTER DIRECTIONS

The administrator in charge will (when deemed necessary):

1. Confer with responding agencies and district office personnel regarding the situation.
2. Announce location of first aid center.
3. Direct the recovery of disaster-related and medical supplies and equipment.
4. Oversee conservation and distribution of water.
5. Contact parents as soon as possible.
6. Oversee emergency medical treatment.
7. Release students and staff when deemed safe and appropriate.

Staff will:

1. Remain with students or stay at the command center.
2. Provide emergency first aid until the appropriate responding agency arrives.
3. Provide reassurance to students by maintaining positive, verbal contact.
4. Follow directions of the administrator in charge.

STUDENT RELEASE PROCEDURE

1. The administrator in charge will determine a safe area to release students.
2. No student will be released to anyone other than his/her parent/legal guardian or an authorized adult listed on the student's emergency card unless:
 - A. The parent/guardian contacts the school personally requesting release to another person.
 - B. The parent/guardian provides written permission to release the student to another person.
 - C. Circumstances dictate that, in the best judgment of the administrator in charge, it would be in the best interest of the student to be placed in an alternate location of safety.
3. All students will be signed out using normal office procedures (when appropriate).
4. All staff shall remain on duty until:
 - A. Students have been picked up.
 - B. It is deemed appropriate for them to leave by the administrator in charge.

EMERGENCY KITS/FIRST AID SUPPLIES

Location of first aid/emergency supplies:

1. Health office
2. Copy room
3. Backpacks in the teachers' classroom
4. Library building (electrical closet)
5. Yellow Safety Buckets in each classroom

EMERGENCY DRILL TIP SHEET

Emergency Response Team (ERT): Kelly Beher, Wade Bryan, Christine Knecht, Danny Pham, Mark Fujimoto, Jonathan Lam, Jason Neiser, Chris Rivas, Aisha Jawed

Administrators: Ginger Gaeta, Camille Gingrich, Mallory Sloniker

Fire Drill: the alarm will go off to signal the drill/emergency

- Grab student list/seating chart/emergency preparedness envelope/backpack
- Students are to leave backpacks, line up, and head out to the lower PE field area
- Make sure the door is **closed**
- Take attendance on the field
- Fill out **pink** Emergency Form and give to your ERT member

Earthquake Drill: an announcement will signal a drill/emergency

- Students and teacher drop, cover, and hold on (if outside, get away from buildings)
- When safe, teacher takes attendance out loud from a safe position
 - Assess the scene for injuries, safety, and damage
 - Fill-out **white** copy of Emergency Form and give to ERT member when he/she comes to your classroom
- ERT member will go to your classroom and collect **white** Emergency Form and excuse **you (the teacher)** to release students
- Excuse five students at a time
- Make sure students line up away from the buildings
- Once the class is evacuated take them down to the lower PE field area
- The door should be propped **open** for an earthquake
- On the field, take attendance once again
- Turn in the **pink** Emergency Reporting Form to the ERT person
- (the form indicates class status—all present, missing, etc.)

Shelter in Place: an announcement will signal this drill/emergency

Scenario: staying indoors to separate individuals from a hazard or threat

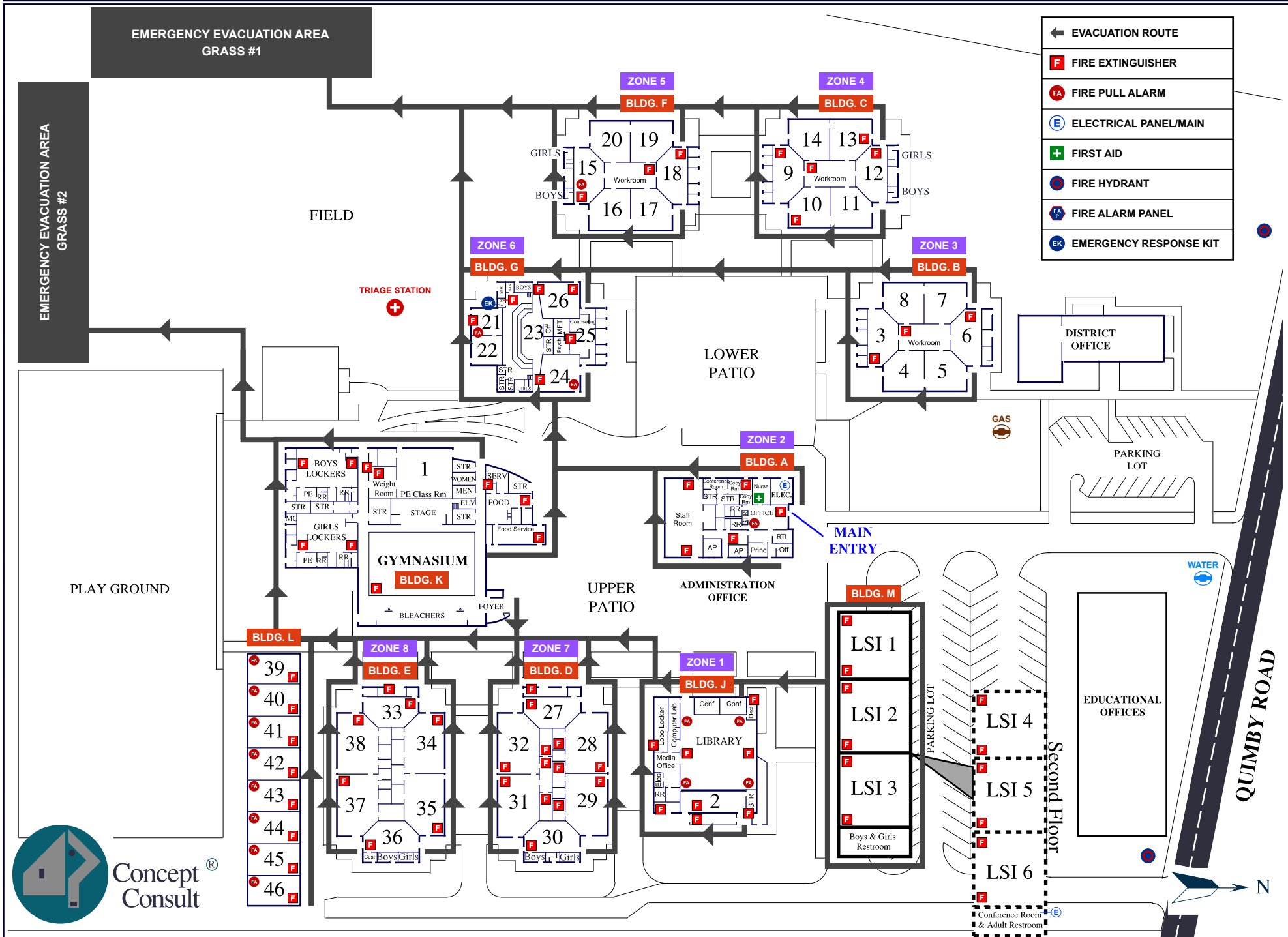
- Lock the door
- Close the blinds
- Continue class quietly
- Do not let anyone out of the classroom for any reason during Shelter in Place
- If you have an emergency within the room, call the office immediately #0671

Run-Hide-Defend: an announcement will signal this scenario

Scenario: to avoid active shooter/threat on campus

- Lock & strap the door
- Close the blinds
- Students will barricade the door
- Students will barricade inside the classroom
- Everyone must shelter in place behind the internal barricade
- Keep quiet
- Wait to be evacuated or given the all clear by an announcement
(A code red drill may take quite a long time. Patience is required.)

←	EVACUATION ROUTE
F	FIRE EXTINGUISHER
FA	FIRE PULL ALARM
E	ELECTRICAL PANEL/MAIN
+	FIRST AID
⊕	FIRE HYDRANT
FA	FIRE ALARM PANEL
EK	EMERGENCY RESPONSE KIT



Quimby Oak PBIS Expectations Matrix

Expectations	Leader	Open-Minded	Be Respectful	Own Your Choices	Studious
Arrival/Dismissal	<ul style="list-style-type: none"> Set alarm ahead to wake up on time Get to school on time every week day 	<ul style="list-style-type: none"> Use various modes of transportation: car, walk, bike 	<ul style="list-style-type: none"> Use appropriate language Communicate respectfully Touch only your belongings Walk when entering and exiting campus 	<ul style="list-style-type: none"> Attend school regularly Get enough sleep Hydrate (consider bringing reusable water bottles) Use crosswalks for crossing the street Look for traffic before crossing Leave campus after school if you do not have a reason to be there 	<ul style="list-style-type: none"> Be on time Go to class when the bell rings Be prepared for school (supplies and homework)
Classroom	<ul style="list-style-type: none"> Arrive on time Be prepared with all materials Stay on task Work hard and be productive Participate in class Follow classroom protocols and procedures 	<ul style="list-style-type: none"> Be open to other points of view Share and accept others' ideas Help one another 	<ul style="list-style-type: none"> Only use your own belongings Greet staff with a "Good Morning/Good Afternoon" Address staff by appropriate title Avoid distracting others Use appropriate language Keep the classroom clean Demonstrate active listening to teacher and peers Use technology and classroom supplies respectfully Respect personal space Refrain from chewing gum Always make sure permission is granted before leaving classroom 	<ul style="list-style-type: none"> Keep valuables safe and out of sight Care about your learning, your growth and your grade Avoid excuses Check in with the teacher after being absent 	<ul style="list-style-type: none"> Stay focused and pay attention during class Give maximum effort Complete and turn in work on time
Break/Lunch	<ul style="list-style-type: none"> Report any concerns to the nearest adult Keep the campus clean 	<ul style="list-style-type: none"> Be open to views of others Communicate respectfully 	<ul style="list-style-type: none"> Throw your garbage in the trash can Follow any directions given by staff Use appropriate language Walk to food line Do not cut in line Keep your food to yourself (do not share) Be kind to others Touch only your belongings 	<ul style="list-style-type: none"> Put unused food on the share table Use the restroom Head back to your classroom on time Attend reflections on time 	<ul style="list-style-type: none"> Use breaks and lunch as a time to re-energize with your snacks and food Keep track of the time

Expectations	Leader	Open-Minded	Be Respectful	Own Your Choices	Studious
Passing Period	<ul style="list-style-type: none"> Encourage peers to get to class on time Get to the next class on time Avoid negative conversations 	<ul style="list-style-type: none"> Be respectful of others' race, national origin, and gender Hustle to the next class if you are let out late 	<ul style="list-style-type: none"> Check in with your teacher before using the restroom/going to the office Share space with others when walking to class Use appropriate language 	<ul style="list-style-type: none"> Walk directly to your class 	<ul style="list-style-type: none"> Walk directly to your class
Restroom	<ul style="list-style-type: none"> Be timely, go directly back to class Let your teacher know if you are not feeling well 	<ul style="list-style-type: none"> Be kind to others Use appropriate language Touch only your belongings Report any concerns or issues to your teacher 	<ul style="list-style-type: none"> Wait your turn outside if there's already 2 people in the bathroom Remember to flush 	<ul style="list-style-type: none"> Leave your cell phone in the classroom Wash your hands when you're done 	<ul style="list-style-type: none"> Return to class as soon as possible Use the restroom only when needed
Student Center/ Main Office	<ul style="list-style-type: none"> Ask for permission to go to the main office/ student center Head back to your classroom on time or when instructed to 	<ul style="list-style-type: none"> Be kind to others Use appropriate language Touch only your belongings 	<ul style="list-style-type: none"> Greet office staff with a "Good Morning/Good Afternoon" Address staff by appropriate title Communicate respectfully and clearly Follow the directions given by staff 	<ul style="list-style-type: none"> Bring your lunch from home and PE clothes so your family doesn't need to drop it off 	<ul style="list-style-type: none"> Stay on task with the assignment you are working on Use time appropriately
Technology	<ul style="list-style-type: none"> Follow classroom procedures Use technology for teacher-assigned work only 	<ul style="list-style-type: none"> Accept others' feedback 	<ul style="list-style-type: none"> Handle chromebooks and chargers appropriately Keep hands on your own chromebook Keep cell phones put away Sign-out if it is not your account 	<ul style="list-style-type: none"> When something breaks, tell a teacher immediately Use media appropriately Sign out of your account at the end of the class period 	<ul style="list-style-type: none"> Stay on task with the assignment you are working on Use time appropriately Follow the technology agreement
Library	<ul style="list-style-type: none"> Enter/exit quietly Do not eat or drink Return books on time Return books to the correct location on the shelf Push your chair in 	<ul style="list-style-type: none"> Try reading new book genres Understand that everyone has different book interests 	<ul style="list-style-type: none"> Be respectful of those around you Take care of all materials Maintain a respectful volume 	<ul style="list-style-type: none"> Manage impulses Be aware of how your actions affect others Clean up after yourself when you use puzzles or other supplies 	<ul style="list-style-type: none"> Use library time wisely (be on task) Use library resources to help you with schoolwork (books, computers, etc.)

Expectations	Leader	Open-Minded	Be Respectful	Own Your Choices	Studious
Gym	<ul style="list-style-type: none"> • Move quickly into and out of bleachers • Clean up after yourself and others • Show school spirit and encourage others to do well 	<ul style="list-style-type: none"> • Sit where you are assigned during assemblies 	<ul style="list-style-type: none"> • Be kind to opposing teams • Be a good sport • Be competitive yet respectful at the same time • Use the restroom appropriately 	<ul style="list-style-type: none"> • Be respectful of the speaker at assemblies • Maintain appropriate noise level • Pick up your food trash during games 	<ul style="list-style-type: none"> • Change out for P.E. class in a timely manner

Revised 6/20/24

[Are you a parent?	[Does your child have a hearing aid?	How much do you hear other students?	How much do you hear other students?	How much do you hear other students?	How much do you hear other students?	How much do you hear other students?
No	Yes	I hear other students	I never hear or	I hear other students	I never hear or	I never hear or
No	No	I see this happen	hear other students	hear other students	I don't know	I don't know
No	Yes	I don't know	I don't know	I don't know	I don't know	I don't know
N/A	Yes	I never hear or	I never hear or	I never hear or	I never hear or	I never hear or
No	N/A	I never hear or	I never hear or	I never hear or	I never hear or	I never hear or
No	N/A	I hear other students	hear other students	I never hear or	I never hear or	I never hear or
No	Yes	I hear other students	I never hear or	I never hear or	I never hear or	I never hear or
No	N/A	I never hear or	I never hear or	I never hear or	I never hear or	I never hear or
No	Yes	I see this happen	never hear or	I hear other students	I don't know	I don't know
No	No	I see this happen	see this happen	hear other students	hear other students	hear other students
No	N/A	I never hear or	I never hear or	I never hear or	I never hear or	I never hear or
No	No	I never hear or	I never hear or	I never hear or	I never hear or	I never hear or
No	Yes	I never hear or	I never hear or	I never hear or	I never hear or	I never hear or
No	No	I don't know	I don't know	I don't know	I don't know	I don't know
No	Yes	I never hear or	I never hear or	I never hear or	I never hear or	I never hear or
No	No	I see this happen	see this happen	see this happen	see this happen	I see this happen
		I don't know	I don't know	I don't know	I don't know	I don't know
No	No	I hear other students	I never hear or	I never hear or	I never hear or	I never hear or
No	No	I hear other students	hear other students	hear other students	I never hear or	I never hear or
No	No	I never hear or	I never hear or	I never hear or	I never hear or	I never hear or
No	N/A	I hear other students	hear other students	I don't know	I don't know	I don't know
No	Yes	I don't know	I don't know	I don't know	I don't know	I don't know
No	No	I hear other students	hear other students	I never hear or	I never hear or	I never hear or
No	No	I see this happen	hear other students	see this happen	I don't know	I don't know
No	No	I never hear or	I never hear or	I never hear or	I never hear or	I never hear or
		I don't know	I don't know	I don't know	I don't know	I don't know
No	No	I hear other students	hear other students	I never hear or	I never hear or	I never hear or
No	No	I hear other students	hear other students	hear other students	I never hear or	I never hear or
No	N/A	I never hear or	I never hear or	I never hear or	I never hear or	I never hear or
No	Yes	I don't know	I never hear or	I don't know	I never hear or	I never hear or
No	Yes	I hear other students	hear other students	hear other students	I don't know	I don't know
N/A	N/A	I don't know	I don't know	I don't know	I don't know	I don't know
No	N/A	I never hear or	I don't know	I never hear or	I never hear or	I never hear or
No	N/A	I never hear or	I don't know	I never hear or	I never hear or	I never hear or
No	Yes	I never hear or	I never hear or	I never hear or	I hear other students	hear other students
No	Yes	I hear other students	I never hear or	I never hear or	I never hear or	I never hear or
No	No	I don't know	I don't know	I don't know	I don't know	I don't know
No	No	I never hear or	I never hear or	I see this happen	I never hear or	I see this happen
No	Yes	I never hear or	I never hear or	I don't know	I never hear or	I never hear or
No	No	I don't know	I don't know	I don't know	I don't know	I don't know
No	Yes	I never hear or	I don't know	I don't know	I don't know	I don't know
No	Yes					
No	Yes					

How much do y	How much do y	How much do y	How much do y	Students at my	Students at my	Students at my
I never hear or	I hear other stucl	I hear other stucl	I never hear or	Sometimes	Sometimes	Sometimes
I hear other stucl	I don't know	I hear other stucl	I hear other stucl	I don't know	I don't know	I don't know
I don't know	I don't know	I don't know	I don't know	Never	Never	Minimally
I never hear or	I never hear or	I never hear or	I never hear or	I don't know	I don't know	I don't know
I never hear or	I never hear or	I never hear or	I never hear or	Never	Never	Never
I never hear or	I never hear or	I never hear or	I never hear or	Minimally	Minimally	Minimally
I never hear or	I never hear or	I never hear or	I never hear or	Never	Never	Never
I never hear or	I never hear or	I never hear or	I never hear or	I don't know	I don't know	Minimally
I don't know	I see this happel	I hear other stucl	I don't know	Often	Sometimes	Often
I hear other stucl	I hear other stucl	I hear other stucl	I hear other stur	Sometimes	Sometimes	Sometimes
I never hear or	I never hear or	I never hear or	I never hear or	Never	Never	Never
I never hear or	I never hear or	I never hear or	I never hear or	Never	Never	Never
I never hear or	I never hear or	I never hear or	I never hear or	Never	Never	Never
I don't know	I never hear or	I don't know	I don't know	I don't know	I don't know	I don't know
I never hear or	I never hear or	I never hear or	I never hear or	Never	Never	Never
aning sometimes at my school.				I don't know	I don't know	I don't know
I don't know	I don't know	I don't know	I hear other stur	Never	Never	I don't know
I never hear or	I never hear or	I never hear or	I never hear or	Minimally	I don't know	I don't know
I never hear or	I never hear or	I hear other stucl	I hear other stur	Sometimes	Sometimes	Minimally
I never hear or	I never hear or	I never hear or	I never hear or	Never	Never	Never
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	Sometimes
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know
I never hear or	I never hear or	I never hear or	I never hear or	Minimally	Minimally	I don't know
I don't know	I don't know	I don't know	I don't know	Never	I don't know	I don't know
I never hear or	I never hear or	I hear other stucl	I don't know	I don't know	Never	I don't know
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know
I never hear or	I never hear or	I never hear or	I never hear or	I don't know	I don't know	Minimally
I never hear or	I never hear or	I never hear or	I never hear or	I don't know	I don't know	Sometimes
I never hear or	I never hear or	I never hear or	I never hear or	Never	Never	Never
I don't know	I don't know	I never hear or	I never hear or	Never	Never	Never
I don't know	I don't know	I don't know	I don't know	Sometimes	Minimally	Minimally
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know
I never hear or	I hear other stucl	I never hear or	I never hear or	Never	Never	Never
I never hear or	I hear other stucl	I never hear or	I never hear or	Never	Never	Never
I hear other stucl	I see this happel	I see this happel	I see this happe	Never	Never	Never
I never hear or	I never hear or	I never hear or	I never hear or	Never	Never	I don't know
I don't know	I don't know	I don't know	I don't know	Never	Never	Never
I never hear or	I never hear or	I see this happe	I don't know	I don't know	I don't know	I don't know
I never hear or	I never hear or	I never hear or	I never hear or	Never	Never	Never
I don't know	I hear other stucl	I don't know	I don't know	I don't know	I don't know	Never
I never hear or	I hear other stucl	I see this happel	I don't know	Never	Never	I don't know

Students at my	Students at my	Students at my	How often do yc	How often do yc	How often do yc	How often do yc
Sometimes	Minimally	Minimally	Never	Never	Never	Never
Minimally	I don't know	I don't know	Never	Never	Never	Never
Never	Minimally	Never	Minimally	Minimally	Minimally	Minimally
I don't know	I don't know	I don't know	Minimally	Minimally	Minimally	Minimally
Never	Never	Never	Never	Never	Never	Never
Minimally	Minimally	Never	I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never	Never	Never	Never
Minimally	I don't know	I don't know	Never	Never	Never	Never
Sometimes	Sometimes	Often	Minimally	Minimally	Minimally	Minimally
Sometimes	Sometimes	Minimally	Minimally	Minimally	Minimally	Minimally
Never	Never	Never	Never	Never	Never	Never
Never	Never	Never	Never	Never	Never	Never
Never	Never	Never	Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never	Never	Never	Never
I don't know	I don't know	I don't know	Minimally	Minimally	Minimally	Minimally
Never	Never	Never	I don't know	I don't know	I don't know	I don't know
I don't know	I don't know	I don't know	Never	Never	Never	Never
Minimally	Sometimes	Sometimes	Minimally	Minimally	Minimally	Minimally
Never	Never	Never	Never	Never	Never	Minimally
I don't know	I don't know	I don't know	Never	Minimally	Never	Never
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know
I don't know	I don't know	I don't know				
Often	I don't know	I don't know	Never	Never	Never	Never
Minimally	I don't know	Never	Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know
Minimally	I don't know	I don't know	Never	Never	Never	Never
Sometimes	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never	Never	Never	Never
Never	I don't know	I don't know	Never	Never	Never	Never
Minimally	Minimally	I don't know	Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know
Never	Sometimes	Never	Never	Never	Never	Never
Never	Sometimes	Never	Never	Never	Never	Never
Never	Never	Never	Never	Never	Never	Never
I don't know	I don't know	I don't know	Never	Never	Never	Never
Never	I don't know	Never	Never	I don't know	Never	Never
I don't know	I don't know	I don't know	Minimally	Minimally	Minimally	Minimally
Never	Never	Never	Never	Never	Never	Never
Never	Never	I don't know	Never	Never	Never	Never
I don't know	I don't know	I don't know	Never	Never	Never	Never

How familiar are	How familiar are	How familiar are	The rules and e	I am aware of th	My child's scho	The facilities an
Not familiar at a	Not familiar at a	Not familiar at a	Agree	Agree	Agree	Agree
Somewhat fami	Somewhat fami	Somewhat fami	Agree	Disagree	Disagree	Agree
Somewhat fami	Somewhat fami	Somewhat fami	Agree	Agree	I don't know	Agree
Somewhat fami	Somewhat fami	Somewhat fami	Agree	Disagree	Mildly Disagree	Agree
Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Strongly agree	Strongly agree
Familiar	Familiar	Familiar	Strongly agree	Agree	Agree	Agree
Not familiar at a	Not familiar at a	Not familiar at a	Strongly agree	Agree	Strongly agree	Strongly agree
Familiar	Familiar	Somewhat fami	Agree	Agree	Mildly Disagree	Agree
Somewhat fami	Somewhat fami	Familiar	Mildly disagree	Disagree	Mildly Disagree	Mildly disagree
Familiar	Familiar	Familiar	Agree	Agree	Agree	Mildly disagree
Familiar	Familiar	Familiar	Strongly agree	Agree	Strongly agree	Strongly agree
Familiar	Familiar	Familiar	Agree	Agree	Strongly agree	Agree
Familiar	Familiar	Familiar	Strongly agree	Agree	Strongly agree	Strongly agree
Somewhat fami	Somewhat fami	Somewhat fami	Agree	Agree	Agree	Agree
Familiar	Familiar	Familiar	Agree	Agree	Agree	Strongly agree
Very familiar	Very familiar	Familiar	Strongly agree	Agree	Mildly Disagree	Mildly disagree
Not familiar at a	Not familiar at a	Not familiar at a	Strongly agree	Agree	Strongly agree	Agree
Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Agree	Agree
Somewhat fami	Somewhat fami	Somewhat fami	Mildly disagree	Disagree		Mildly disagree
Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Strongly agree	Agree
Familiar	Familiar	Familiar	Agree	Agree	Agree	Agree
Somewhat fami	Somewhat fami	Somewhat fami	Agree	Agree	I don't know	Agree
Familiar	Somewhat fami	Somewhat fami	Agree	Agree	Strongly agree	Agree
Very familiar	Familiar	Familiar	Strongly agree	Disagree	Strongly agree	Strongly agree
Familiar	Familiar	Familiar	Agree	Agree	I don't know	I don't know
Not familiar at a	Not familiar at a	Not familiar at a	Agree	Disagree	I don't know	I don't know
Familiar	Familiar	Somewhat fami	Strongly agree	Agree	Strongly agree	Strongly agree
Familiar	Familiar	Familiar	Agree	Agree	Agree	Agree
Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Strongly agree	Strongly agree
Familiar	Familiar	Somewhat fami	Agree	Agree	Agree	Agree
Familiar	Somewhat fami	Somewhat fami	Agree	Agree	I don't know	Agree
Not familiar at a	Not familiar at a	Not familiar at a	Agree	Agree	I don't know	I don't know
Somewhat fami	Somewhat fami	Somewhat fami	Agree	Disagree	Agree	Agree
Somewhat fami	Somewhat fami	Somewhat fami	Agree	Disagree	Agree	Agree
Not familiar at a	Not familiar at a	Not familiar at a	Agree	Agree	Agree	Agree
Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Strongly agree	
Somewhat fami	Somewhat fami	Somewhat fami	Agree	Agree	Agree	Strongly agree
Familiar	Familiar	Familiar	Agree	Agree	Agree	Agree
Familiar	Familiar	Familiar	Strongly agree	Agree	Strongly agree	Strongly agree
Not familiar at a	Not familiar at a	Not familiar at a	Agree	Agree	Agree	Agree
Somewhat fami	Familiar	Familiar	Strongly disagre	Agree	Strongly Disagr	Strongly disagre
Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Strongly agree	Strongly agree
Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Strongly agree	Strongly agree

Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Strongly agree	Strongly agree
Familiar	Familiar	Familiar	Agree	Agree	Agree	Strongly agree
Very familiar	Very familiar	Familiar	Agree	Agree	I don't know	Agree
Familiar	Familiar	Familiar	Agree	Agree	Agree	Agree
Very familiar	Familiar	Familiar	Strongly agree	Agree	Strongly agree	Strongly agree
Somewhat fami	Somewhat fami	Somewhat fami	Mildly disagree	Disagree	Mildly Disagree	Agree
Familiar	Very familiar	Familiar	Agree	Agree	Agree	Agree
Not familiar at a	Not familiar at a	Not familiar at a	Strongly disagree	Disagree	I don't know	I don't know
Familiar	Familiar	Very familiar	Agree	Agree	Agree	Mildly disagree
Somewhat fami	Familiar	Familiar	Mildly disagree	Agree	Mildly Disagree	Strongly agree
Familiar	Familiar	Somewhat fami	Strongly agree	Agree	I don't know	Agree
Familiar	Familiar	Familiar	Agree	Agree	Agree	Agree
Somewhat fami	Somewhat fami	Somewhat fami	Agree	Disagree	I don't know	Agree
Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Agree	Strongly agree
Somewhat fami	Not familiar at a	Not familiar at a	Agree	Disagree	Disagree	Mildly disagree
Not familiar at a	Somewhat fami	Familiar	Mildly disagree	Disagree	Mildly Disagree	Mildly disagree
Familiar	Familiar	Familiar	Agree	Agree	Agree	Mildly disagree
Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Strongly agree	Strongly agree
Familiar	Familiar	Familiar	Strongly agree		Strongly agree	Strongly agree
Not familiar at a	Not familiar at a	Not familiar at a	Agree	Agree	I don't know	I don't know
Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Agree	Agree
Familiar	Familiar	Familiar	Strongly agree	Agree	Agree	Agree
Familiar	Very familiar	Very familiar	Agree	Agree	Agree	Mildly disagree
Not familiar at a	Not familiar at a	Not familiar at a	Strongly disagree	Agree	I don't know	I don't know
Familiar	Familiar	Familiar	Agree	Agree	I don't know	Agree
Not familiar at a	Not familiar at a	Not familiar at a	Agree	Agree	Agree	Agree
Somewhat fami	Somewhat fami	Somewhat fami	Agree	Disagree	Agree	Agree
Familiar		Familiar	Strongly agree	Agree	Strongly agree	Agree
Very familiar	Familiar		Strongly agree		Strongly agree	Agree
Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Strongly agree	Agree
Familiar	Familiar	Familiar	Agree	Agree	Agree	Agree
Familiar	Familiar	Familiar	Agree	Disagree	Agree	Agree
Not familiar at a	Not familiar at a	Not familiar at a	Strongly agree	Agree	Strongly agree	Strongly agree
Familiar	Familiar	Familiar	Strongly agree	Agree	Strongly agree	Strongly agree
Familiar	Familiar	Familiar	Agree	Agree	Agree	Agree
Somewhat fami	Somewhat fami	Familiar	Agree	Agree	Agree	Agree
Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Strongly agree	Strongly agree
Familiar	Familiar	Familiar	Strongly agree	Agree	Strongly agree	Strongly agree
Familiar	Familiar	Familiar	Agree	Agree	Agree	Agree
Familiar	Familiar	Familiar	Agree	Disagree	Agree	Agree
Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Strongly agree	Strongly agree
Very familiar	Very familiar	Very familiar	Agree	Disagree	Agree	Mildly disagree
Somewhat fami	Somewhat fami	Not familiar at a	Agree	Disagree	Agree	Strongly disagree
Familiar	Familiar	Somewhat fami	Agree	Agree	Strongly agree	Agree
Familiar	Familiar	Familiar	Agree	Agree	Strongly agree	Agree
Very familiar	Very familiar	Very familiar	Agree	Agree	Agree	Strongly agree
Somewhat fami	Somewhat fami	Familiar	Mildly disagree	Agree	I don't know	Mildly disagree
Very familiar	Very familiar	Very familiar	Agree	Agree	Agree	Agree
Familiar	Familiar	Familiar	Strongly agree	Agree	Agree	Agree
Familiar	Very familiar	Familiar	Strongly agree	Agree	Agree	Agree
Familiar	Familiar	Familiar	Agree	Agree	I don't know	Agree
Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Strongly agree	Agree
Familiar	Somewhat fami	Somewhat fami	Agree	Disagree	Agree	Strongly agree
Familiar	Familiar	Somewhat fami	Agree	Disagree	I don't know	Agree

Familiar	Familiar	Familiar	Agree	Agree	Agree	Mildly disagree
Very familiar	Very familiar	Very familiar	Strongly agree	Disagree	I don't know	Agree
Familiar	Familiar	Somewhat fami	Agree	Agree	Agree	Agree
Very familiar	Very familiar	Very familiar	Agree	Agree	Strongly agree	Agree
Familiar	Familiar	Familiar	Agree	Agree	Agree	Agree
Very familiar	Very familiar	Familiar	Strongly agree	Agree	Strongly agree	Mildly disagree
Somewhat fami	Not familiar at a	Not familiar at a	Strongly disagre	Disagree	I don't know	Agree
Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Strongly agree	Strongly agree
Very familiar	Very familiar	Very familiar	Strongly agree	Disagree	Strongly agree	Mildly disagree
Very familiar	Very familiar	Familiar	Strongly agree	Disagree	Strongly agree	Agree
Somewhat fami	Somewhat fami	Somewhat fami	Mildly disagree	Disagree	I don't know	Agree
Somewhat fami	Somewhat fami	Somewhat fami	Agree	Agree	Strongly agree	Strongly disagree
Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Strongly agree	Strongly agree
Familiar	Familiar	Somewhat fami	Agree	Agree	Agree	Agree
Familiar	Familiar	Familiar	Agree	Agree	Agree	Agree
Familiar	Familiar	Familiar	Agree	Disagree	Agree	Agree
Familiar	Familiar	Not familiar at a	Agree	Agree	Agree	Agree
Very familiar	Very familiar	Familiar	Agree	Agree	Strongly agree	Strongly agree
Familiar	Familiar	Familiar	Agree	Agree	Mildly Disagree	Agree
Familiar	Familiar	Familiar	Agree	Agree	Agree	Agree
Familiar	Familiar	Familiar	Strongly agree	Agree	Strongly agree	Strongly agree
Familiar	Familiar	Familiar	Agree	Agree	Agree	Agree
Familiar	Familiar	Familiar	Agree	Agree	Agree	Agree
Familiar	Familiar	Familiar	Strongly agree	Agree	Agree	Agree
Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Agree	Mildly disagree
Familiar	Familiar	Familiar	Agree	Agree	Agree	Strongly agree
Somewhat fami	Familiar	Somewhat fami	Agree	Agree	Agree	Strongly agree
Very familiar	Very familiar	Very familiar	Agree	Agree	Strongly agree	I don't know
Somewhat fami	Familiar	Somewhat fami	Agree	Disagree	Strongly agree	Strongly agree
			Agree	Disagree	I don't know	Strongly agree
Not familiar at a	Not familiar at a	Not familiar at a	Mildly disagree	Agree	I don't know	Strongly disagree
Somewhat fami	Somewhat fami	Not familiar at a	Mildly disagree	Disagree	I don't know	Agree
Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Agree	Strongly agree
Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Strongly agree	Strongly agree
Familiar	Familiar	Familiar	Strongly agree	Agree	Agree	Agree
			Agree	Agree	Agree	Agree
Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Mildly disagree	Strongly agree
Very familiar	Familiar	Familiar	Strongly agree	Agree	Strongly agree	Strongly agree
Very familiar	Very familiar		Strongly agree		Strongly agree	Strongly agree

What is someth Soy un... ¿A qué escuela Por favor cuént Por favor cuént Por favor cuént Por favor cuént

Pick up and drop off. Gaudian driving too fast; stopping in the middle of four way intersections to pick up a child.

Sidewalk patrols

It's good

need more noon duties/ security

My son carries a very heavy bag to school daily. Not sure if teachers require all the books to be carried to school.
Arrange for crossing guards before and after school dismissal time near Yancy drive

Close campus once school is in session, better monitoring especially on the rear side of school; the grounds side

After school pickup on the Main Street on Remington way. there is ALOT of traffic. I almost saw a child get hit .
Lunch. My son, 7th grader can't get lunch because it is very long line, not enough time.

Traffic in and around the school.

Keep an eye on kids going through troubles. Offer counseling.

N/A

Focus on parking lot and school site safety at drop off and pick up.

Better traffic flow and enforcement.

Need crossing guards in Yancy drive to avoid traffic

none

PTA should be more engaged with ideas and donation drive if required

PTA should be more engaged with ideas and donation drive if required

School traffic, parking need to open more and need to close the bicycles lane.

ee

Na

N/A

The school needs more monitoring during school hours. There are a lot of things that I hear that happen during
After dismiss of school students should leave school with in 30 mins.

Having more support for struggling students. Teachers should take in consideration that not all students are the
The playground and basketball courts

Awareness from teachers, staff and adults in general when bullying is happening. They are not recognizing the :

Traffic resolution

Quimby Oak needs some maintenance.

Police enforcing traffic rules during starting and ending timesAdditional camerasCameras monitored Improved s

NA

Parents are driving crazy and park everywhere which is not safe for kids

School should be able to communicate this to the parents. The question the school has asked , I don't know as

Nothing I, but all good.

More yard duties and teachers around outside of the classroom. Most attacks and issues arise outside of the cla

None

Traffic safety. Kids are running across the street and some cars are not paying attention. Especially in the back

Cross walk guards at quimby and remington way

not enough restrooms for students

N/a

Drop off, more supervision near the street and exit of parking lot.

More actual instruction about tolerance (similar to the sex ed modules offered) and the negative impacts of racis

more cross walks and cross guards. especially on minimum days

In regards to external dangers given the recent news elsewhere in the country, I'd want it known when there is a

At Carolyn Clark, the track for running needs to be paved. Both of my children have fell and gotten hurt. One rec

We need to discuss physical safety when students are dropped off. Many instances, cars are parked over the p

Parents violating traffic rules when picking up children after school.

Maybe they could hire a security guard. People make left turn on Quimby even though there's a sign.

Traffic safety mostly at Carolyn Clark, it is very good at Quimby

The school seems very open. Would like to see something for the rest of the campus, like LSI has

None at this time. I feel my child is very safe on campus.

3 to 4 AP model (1 full time and 2 half time admins & half time other assignments, like project specialists or lead

Child safety after and before school crossing in the streets , cars need to slow down, drop of kids in the right sp

No jaywalking, use crosswalks, cars move forward for pickup

Before and after school staff watching kids coming and leaving safely.

Accountability for bullying

A cross guard or a light up crossing signs on Centerwood Way. Too many people speed and don't notice studer

less arguing

Better lunches for food safety. I hear from the kids that lunches are poor quality and sometimes served cold or r

barrier against cards in front of the school.

Campus access - particularly field and blacktop/big playground (3 entrances along Rossmore - unsure of monitc

Cleaner bathrooms please

I would like to see more traffic rules and regulations enforced at my child's school.

The school its self has been nothing but great to my daughter in kinder and 1st grade. Although the issues with p

I notice my kids coming home saying that classmates say the "N" word and also saying the word "gay" frequentl

More eyes on kids during breaks so they are not doing bad stuff

Improve students safety

N.A

Bring in a dress code. students should not be allowed to dress the way they want.

Bad drivers during pick up and drop off, need to enforce areas of no parking. Homeless people around the scho

Safety and child pick up and drop off by boginni park.(quimby oak ?) So much traffic congestion.

More campus monitoring, patrolling to avoid unexpected situations

Facilities wise in Middle School - hygiene of the restrooms and toilets can be improved. Kids are not happily usi

the Right hand turn only sign needs to be a city ordinance, not a school preference. This turning lane is not mon

ee

I wish it is a gated school.

Late picked child must be encouraged/allowed to stay in the office room rather than waiting outside the building

After school supervision at least someone there

Happy teachers going to back to school looked like some staff do not care about the kids mental health and ove

Create a device that is on your ID and that everyone can use at the time of any unwanted event

everything is very good

Crossing guards at Ruby/Quimby intersection

i don't know

I want Red and Blue colored clothes to be allowed. Very unfair and unclear why we arent allowed to wear colors
this survey is for adults not students im a student

The baseball fields are unsafe for kids to play on. As a parent who has children in Evergreen School District anc

More support for young child having difficulties transitioning into school.

More security within the school so that drivers become consistent and follow rules when leaving their parking lot

Shades to cover the sun and rain while our students wait for us or while parents wait for them to leave.

That they are aware of who enters and leaves the school.

Shaded area for camping, sun and rain while we wait or our students wait for us at dismissal time.

No

Por favor cuéntame en qué medida en qué medida en qué medida en qué medida en qué medida en qué medida

o) daily. It's a hazard for his health

le.

We need someone out there to help the flow of the traffic .

class hours: example (smoking in bathrooms/ students trying to start fights) that make student's feel uncomfortable and what others can handle maybe harder for some students to handle like yelling if Teachers speak loud signs. The bullying is coming from not only students , but also from adults playing favoritism thereby creating pre

supervision in private areas like bathrooms and locker rooms

I don't go to the school campus as often to be familiar with these issues

ass either during lunches or afterschool.

area.

ism, inequality, and anti-LGBTQ attitudes.

an external visitor. I'm not sure if that means more cameras on the external campus or some way to restrict access

quired a visit to urgent care to have the pebbles removed from her hands. I feel that having a paved and slightly pedestrian line, drivers run a red light, parking in the bike lane, driving in the passing. Multiple traffic violations are

ership, OR 4 half time APs). This allows for more coverage and personal interaction with the students. This model not just drop off in the street and noncrossing guard in that area

nts.

heated from prior day when there is not enough for that day.

oring or preventing access for non-parents/guardians)

parents parking in the residential areas are hazardous is not part of the school, maybe getting the city involved like that it's just completely normalized. This is unfortunate because there is so much education out there and kids

iol campus, streets and neighborhoods. I'm concerned for kids walking home.

ng school's toilets. Toilets can have the appropriate leg rooms and space. Normally I heard the toilets smell bad.

nitored.

alone. (no later than 4:30p.m.)

er all they didn't look happy

s like that when they are just colors, nothing more.

d children who are involved in Evergreen Little League I am concerned about my children playing on these fields

ts and drive with caution since sometimes they leave at higher speeds and endanger our community.

¿En qué medida? ¿En qué medida? ¿En qué medida? Los estudiantes Los estudiantes Los estudiantes Los estudiantes

ble to walk the campus

1 child could take it as yelling and that could trigger a child I'm in so much need for Resources my child is amazing
prejudice. i.e. "I like this kid, therefore this other child must be in the wrong in this situation"

ess to the campus once classes begin.

wider track around the field will be beneficial to the safety of the children.

are seen every day when I take my daughter to school and all of them are very dangerous. I'm shocked there have

which allows for the administration to get to know the student body better and to build deeper relationships with the students

like a cop patrolling (like in most schools) to ensure people park correctly and ensures the safety of our older kids

are still using these words. I wonder if these can be addressed at school.

. Additionally providing soft tissue napkins will be helpful instead of rough ones.

as they are not maintained consistently. Parents volunteer hours during the season but the schools seem to be

Los estudiantes Los estudiantes ¿Con qué frecu ¿Con qué frecu ¿Con qué frecu ¿Con qué frecu ¿Con qué frecu

ing but is having trouble at school

not been injuries or accidents occurring.

students to better support behavior and academics, which translates to a safer learning environment, where stud

; (kids that are allowed to walk the street without the parents as school is asking).Some cars are blocking pedest

doing nothing to maintain fields in off seasons.

¿Con qué frecuencia? ¿Qué tan familiar? ¿Qué tan familiar? ¿Qué tan familiar? Las reglas y expectativas. Estoy al tanto de la escuela de n

lents feel connected.

rian paths, residential driveways and even parking more towards the street than the actual curb. In time (hopeful

Las instalaciones ¿Qué es algo que Tôi là . . . Trường nào học Xin vui lòng cho Xin vui lòng cho Xin vui lòng cho

Cha mẹ / Người Quimby Oak Mi Đúng	Không	Không
Cha mẹ / Người Quimby Oak Mi Đúng		
Cha mẹ / Người Cedar Grove El Đúng	Không	Không
Cha mẹ / Người Quimby Oak Mi Đúng	Không có	Không có
Cha mẹ / Người Millbrook Eleme Đúng		
Cha mẹ / Người Evergreen Elerr Đúng	Không	Không

lly not) this can cause an accident to our students/kids.

Cha mẹ / Người Cedar Grove El Không

Không

Không

Cha mẹ / Người Carolyn Clark E Không có

Không có

Không có

Xin vui lòng cho Xin vui lòng cho Quý vị thấy nhữ Quý vị thấy nhữ Quý vị thấy nhữ Quý vị thấy nhữ Quý vị thấy nhữ

Không	Đúng	Tôi chưa bao gi	Tôi chưa bao gi	Tôi chưa bao gi	Tôi chưa bao gi	Tôi chưa bao gi
Không	Đúng	Tôi chưa bao gi	Tôi chưa bao gi	Tôi chưa bao gi	Tôi chưa bao gi	Tôi chưa bao gi
Không	Không	Tôi chưa bao gi	Tôi chưa bao gi	Tôi chưa bao gi	Tôi chưa bao gi	Tôi chưa bao gi
Không	Đúng	Tôi chưa bao gi	Tôi chưa bao gi	Tôi chưa bao gi	Tôi chưa bao gi	Tôi chưa bao gi
Không	Đúng	Tôi chưa bao gi	Tôi chưa bao gi	Tôi chưa bao gi	Tôi chưa bao gi	Tôi chưa bao gi

Không

Đúng

Tôi chưa bao gi
Tôi chưa bao gi
Tôi chưa bao gi
Tôi chưa bao gi
Tôi chưa bao gi

Không có

Đúng

Tôi thấy vấn đề
Tôi thấy vấn đề
Tôi chưa bao gi
Tôi chưa bao gi
Tôi chưa bao gi

Quý vị thầy nữ Quý vị thầy nữ Quý vị thầy nữ Quý vị thầy nữ Học sinh tại trư Học sinh tại trư Học sinh tại trư

Tôi chưa bao giTôi chưa bao giTôi chưa bao giTôi chưa bao gi Chưa bao giờ Chưa bao giờ Chưa bao giờ
Tôi chưa bao giTôi chưa bao giTôi chưa bao giTôi chưa bao gi Chưa bao giờ Chưa bao giờ Chưa bao giờ
Tôi chưa bao giTôi chưa bao giTôi chưa bao giTôi chưa bao gi Chưa bao giờ Chưa bao giờ Chưa bao giờ
Tôi chưa bao gi Tôi không biết Tôi chưa bao giTôi chưa bao gi Rất hiếm Rất hiếm Rất hiếm
Tôi chưa bao giTôi chưa bao giTôi chưa bao giTôi chưa bao gi Chưa bao giờ Chưa bao giờ Chưa bao giờ
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Tôi chưa bao gi Tôi chưa bao gi Tôi chưa bao gi Tôi chưa bao gi Chưa bao giờ Chưa bao giờ Chưa bao giờ

Tôi chưa bao gi Tôi chưa bao gi Tôi chưa bao gi Tôi chưa bao gi Tôi không biết Tôi không biết Chưa bao giờ

Học sinh tại trưHọc sinh tại trưHọc sinh tại trưQuý vị nghe NGQuý vị nghe NGQuý vị nghe NGQuý vị nghe NC

Chưa bao giờ Chưa bao giờ Chưa bao giờ Chưa bao giờ Chưa bao giờ Chưa bao giờ Chưa bao giờ

Chưa bao giờ Chưa bao giờ Chưa bao giờ Chưa bao giờ Chưa bao giờ Chưa bao giờ Chưa bao giờ

Quý vị nghe NG
Quý vị nghe NG
Quý vị quen thu
Quý vị quen thu
Quý vị quen thu
Các quy định về
Tôi biết trang m

Chưa bao giờ	Chưa bao giờ	Không quen thu	Không quen thu	Không quen thu	Hoàn toàn đồng	Đồng ý
Chưa bao giờ	Chưa bao giờ	Quen thuộc	Quen thuộc	Quen thuộc	Hoàn toàn đồng	Đồng ý
Chưa bao giờ	Chưa bao giờ	Quen thuộc	Quen thuộc	Quen thuộc	Đồng ý	Đồng ý
Chưa bao giờ	Rất hiếm	Hơi quen thuộc	Hơi quen thuộc	Quen thuộc	Đồng ý	Đồng ý
Chưa bao giờ	Chưa bao giờ	Rất quen thuộc	Rất quen thuộc	Rất quen thuộc	Hoàn toàn đồng	Đồng ý
Chưa bao giờ	Chưa bao giờ	Quen thuộc	Quen thuộc	Quen thuộc	Hoàn toàn đồng	Đồng ý

Chưa bao giờ Chưa bao giờ Quen thuộc Quen thuộc Quen thuộc Đồng ý Đồng ý

Chưa bao giờ Chưa bao giờ Rất quen thuộc Quen thuộc Quen thuộc Hoàn toàn đồng ý Đồng ý

Trường học của Cơ sở vật chất ' Quý vị muốn chúng tôi cải thiện điều gì về sự an toàn ở trường của quý vị?

Hoàn toàn đồng ý Hoàn toàn đồng ý None
Hoàn toàn đồng ý Hoàn toàn đồng ý
Đồng ý Đồng ý
Đồng ý Đồng ý
Hoàn toàn đồng ý Hoàn toàn đồng ý
Hoàn toàn đồng ý Hoàn toàn đồng ý

Đồng ý

Đồng ý

Hoàn toàn đồng ý Hoàn toàn đồng ý Không

How much do y	How much do y	How much do y	How much do y	How much do y	How often do y	Students at my
I never hear or ;I never hear or ;I see this happel	hear other stuc	I hear other stuc	I never hear or ;	Minimally		
I never hear or ;I see this happel	see this happel	never hear or ;I never hear or ;	Sometimes		Sometimes	
I never hear or ;I never hear or ;I hear other stuc	hear other stuc	I never hear or ;	Minimally		Never	
I never hear or ;I never hear or ;I never hear or ;I hear other stuc	I never hear or ;	Sometimes		Minimally		
I don't know. I don't know. I don't know. I hear other stuc	I don't know. Minimally			Minimally		
I never hear or ;I never hear or ;I hear other stuc	I never hear or ;I never hear or ;	Minimally		Minimally		
I never hear or ;I hear other stuc	I see this happel	see this happel	never hear or ;	Sometimes		Sometimes
I don't know. I hear other stuc	I don't know. I hear other stuc	I hear other stuc	Minimally		I don't know	
I never hear or ;I see this happel	hear other stuc	see this happel	see this happe	Sometimes		Sometimes
I never hear or ;I hear other stuc	never hear or ;I see this happel	never hear or ;	Minimally		Minimally	
I don't know. I don't know. I don't know. I don't know. I don't know. I don't know				I don't know		
I never hear or ;I never hear or ;I never hear or ;I hear other stuc	I never hear or ;	Minimally		Never		
I never hear or ;I see this happel	see this happel	hear other stuc	I don't know. Minimally		Sometimes	
I never hear or ;I hear other stuc	hear other stuc	never hear or ;I never hear or ;	Never		Never	
I never hear or ;I hear other stuc	hear other stuc	hear other stuc	hear other stuc	Minimally		Minimally
I don't know. I hear other stuc	I see this happel	hear other stuc	hear other stuc	Minimally		I don't know
I never hear or ;I hear other stuc	never hear or ;I hear other stuc	I hear other stuc	hear other stuc	Minimally		Minimally
I never hear or ;I hear other stuc	I don't know. I see this happe	I don't know. Minimally		Sometimes		Sometimes
I never hear or ;I see this happel	see this happel	see this happel	never hear or ;	Minimally		Minimally
I never hear or ;I never hear or ;I see this happel	hear other stuc	I hear other stuc	Minimally		Minimally	
I never hear or ;I hear other stuc	never hear or ;I hear other stuc	I never hear or ;	Minimally		Minimally	
I never hear or ;I never hear or ;I never hear or ;I never hear or ;I never hear or ;				Minimally		Never
I never hear or ;I never hear or ;I see this happel	see this happel	never hear or ;	Minimally		Sometimes	
I never hear or ;I hear other stuc	hear other stuc	hear other stuc	I never hear or ;	Minimally		Minimally
I don't know. I don't know. I never hear or ;I don't know. I don't know. I don't know				I don't know		I don't know
I never hear or ;I never hear or ;I see this happel	never hear or ;I never hear or ;	Minimally		Minimally		Minimally
I don't know. I don't know. I don't know. I don't know. I don't know. I don't know				I don't know		I don't know
I don't know. I don't know. I don't know. I don't know. I don't know. Sometimes				Minimally		Minimally
I never hear or ;I don't know. I never hear or ;I hear other stuc	I don't know. Never			I don't know		I don't know
I never hear or ;I never hear or ;I never hear or ;I hear other stuc	I never hear or ;	Never		Sometimes		Sometimes
I never hear or ;I hear other stuc	I see this happel	hear other stuc	hear other stuc	Minimally		Sometimes
I don't know. I see this happel	see this happe	I don't know. I don't know. Minimally		Minimally		Minimally
I never hear or ;I don't know. I hear other stuc	never hear or ;I never hear or ;	Minimally		Minimally		Minimally
I hear other stuc	hear other stuc	hear other stuc	I never hear or ;I never hear or ;	Minimally		Minimally
I never hear or ;I never hear or ;I hear other stuc	hear other stuc	I never hear or ;	Minimally		I don't know	
I hear other stuc	I don't know. I don't know. I hear other stuc	I never hear or ;	Sometimes		Sometimes	
I never hear or ;I hear other stuc	hear other stuc	see this happel	never hear or ;	Minimally		Sometimes
I don't know. I don't know. I don't know. I don't know. I don't know. Sometimes				Minimally		Minimally
I never hear or ;I hear other stuc	I see this happel	never hear or ;I never hear or ;	Minimally		I don't know	
I don't know. I see this happel	see this happe	I don't know. I don't know. Minimally		I don't know		I don't know
I never hear or ;I hear other stuc	hear other stuc	hear other stuc	I never hear or ;	Sometimes		Minimally
I never hear or ;I never hear or ;I never hear or ;I never hear or ;I never hear or ;				Never		Never

How often do you	How often do you	How often do you	How often do you	How familiar are you	How familiar are you	I think Staff enforce
Never	Never	I don't know	I don't know	Very familiar	Very familiar	Strongly agree
Never	Never	Never	Never	Very familiar	Very familiar	Agree
Never	Never	Never	Never	Very familiar	Very familiar	Strongly agree
Never	Never	Never	Never	Familiar	Familiar	Agree
Never	Never	Never	Never	Somewhat familiar	Somewhat familiar	Agree
Minimally	Never	Never	Never	Somewhat familiar	Somewhat familiar	Agree
Never	Never	Never	Never	Very familiar	Very familiar	Agree
Never	Never	Never	Never	Familiar	Familiar	Agree
Minimally	Minimally	Minimally	Minimally	Familiar	Familiar	Agree
I don't know	I don't know	I don't know	I don't know	Somewhat familiar	Somewhat familiar	Agree
Never	Never	Never	Never	Familiar	Familiar	Agree
Never	Never	Never	Never	Very familiar	Very familiar	Strongly agree
Never	Never	Never	Never	Very familiar	Familiar	Agree
Never	Never	Never	Never	Very familiar	Very familiar	Strongly agree
Never	Never	Never	Never	Very familiar	Very familiar	Agree
Never	Never	Never	Never	Familiar	Familiar	Agree
Never	Never	Never	Never	Familiar	Familiar	Agree
Never	Never	Never	Never	Very familiar	Very familiar	Agree
Never	Never	Never	Never	Very familiar	Very familiar	Strongly agree
Never	Never	Never	Never	Very familiar	Very familiar	Strongly agree
Never	Never	Never	Never	Familiar	Familiar	Strongly agree
Never	Never	Never	Never	Familiar	Familiar	Strongly agree
Never	Never	Never	Never	Familiar	Somewhat familiar	Agree
Never	Never	Never	Never	Very familiar	Very familiar	Agree
I don't know	I don't know	I don't know	I don't know	Not familiar at all	Not familiar at all	Strongly agree
Never	Never	Never	Never	Very familiar	Very familiar	Strongly agree
Never	Never	Never	Never	Somewhat familiar	Not familiar at all	Agree
Never	Never	Never	Never	Familiar	Familiar	Agree
Never	Minimally	I don't know	I don't know	Not familiar at all	Not familiar at all	Strongly agree
Minimally	Minimally	Never	Never	Familiar	Not familiar at all	Agree
Never	Never	Never	Never	Familiar	Somewhat familiar	Agree
I don't know	I don't know	I don't know	I don't know	Familiar	Familiar	Agree
Never	Never	Never	Never	Familiar	Familiar	Agree
Never	Minimally	Never	Never	Somewhat familiar	Somewhat familiar	Mildly disagree
Never	Never	Never	Never	Very familiar	Very familiar	Agree
Never	Never	Never	Never	Very familiar	Very familiar	Strongly agree
Never	Never	Never	Never	Familiar	Familiar	Agree
Never	Never	Never	Never	Familiar	Familiar	Agree
Never	Never	Never	Never	Very familiar	Very familiar	Agree
I don't know	I don't know	I don't know	I don't know	Very familiar	Familiar	Agree
Never	Never	Never	Never	Familiar	Familiar	Agree
Never	Never	Never	Never	Familiar	Familiar	Agree

My school has a	I am aware of that	The facilities are	What is something you would like to see improved regarding safety?
Agree	Agree	Agree	
Agree	Agree	Agree	
Strongly agree	Agree	Strongly agree	
Agree	Agree	Strongly agree	
Agree	Agree	Agree	
Agree	Agree	Agree	
Strongly agree	Agree	Strongly agree	
Agree	Disagree	Agree	
Agree	Agree	Agree	Traffic control before school
Agree	Agree	Strongly agree	
Agree	Disagree	Mildly disagree ?	
Strongly agree	Agree	Mildly disagree	
Mildly disagree	Agree	Strongly agree	More mental health staff
Strongly agree	Agree	Strongly agree	
Agree		Strongly agree	
Agree	Agree	Agree	not sure
Strongly agree	Disagree	Strongly agree	Roll down blinds for our doors with windows in the LSI rooms
Agree	Agree	Agree	
Strongly agree	Agree	Strongly agree	
Agree	Agree	Agree	Solutions for covering windows in LSI classrooms
Strongly agree	Agree	Strongly agree	
Strongly agree	Disagree	Strongly agree	Possibly having security during the schoolday.
Strongly agree	Disagree	Agree	
Agree	Disagree	Agree	
Agree	Agree	Agree	
Strongly agree	Agree	Agree	
Strongly agree	Agree	Strongly agree	None.
Agree	Agree	Strongly agree	
Strongly agree	Agree	Strongly agree	N/A
Agree	Disagree	Mildly disagree	I think there's an argument that LDA classrooms are becoming v
Agree	Agree	Agree	
Agree	Agree	Agree	Install more cameras and fix the broken cameras
Agree	Disagree	Strongly agree	More communication/updates/follow up on students who are dis
Mildly disagree	Disagree	Strongly disagree	Well maintained grounds all over campus. Better security to kee
Agree	Agree	Agree	Better fencing
Agree	Agree	Strongly agree	
Agree	Agree	Agree	
Agree	Agree	Agree	
Strongly agree	Disagree	Strongly agree	N/A
Agree	Agree	Agree	
Agree	Agree	Agree	
Agree	Agree	Agree	

fety at your school?

worn out and could be unsafe in the near future. It's a larger conversation, but Quimby should begin replacing its

sregarding safety/ are posing safety concerns to others around them.

ep outsiders off campus.

old buildings.

Timestamp	Email Address	What is your current grade?	What school do you attend?
9/11/2024 9:47:16	127046@eesd.org	7th Grade	Quimby Oak
9/12/2024 8:33:43	123002@eesd.org	8th Grade	Quimby Oak
9/13/2024 13:47:39	dloeb@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:16:40	118078@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:16:59	121719@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:17:43	125890@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:17:46	119618@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:17:57	122365@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:18:01	132658@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:18:02	119270@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:18:07	117575@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:18:15	120755@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:18:23	120218@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:18:47	119457@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:19:04	117968@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:19:17	120916@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:19:30	125424@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:19:32	120466@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:19:33	119230@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:19:34	119493@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:19:39	119231@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:19:44	132577@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:19:48	119874@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:19:49	123445@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:19:53	118633@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:19:53	131824@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:19:59	119983@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:20:00	132307@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:20:07	122402@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:20:09	120576@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:20:13	119362@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:20:15	129124@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:20:21	127926@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:20:26	120185@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:20:32	130468@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:20:37	115091@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:20:37	124728@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:20:45	122773@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:20:46	127198@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:20:46	117598@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:20:47	132435@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:20:48	119937@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:20:51	122300@eesd.org	7th Grade	Quimby Oak

9/16/2024 8:20:52	127057@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:20:58	117798@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:20:59	117813@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:20:59	117531@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:20:59	118002@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:21:01	127197@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:21:01	117911@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:21:02	117508@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:21:07	120383@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:21:15	121104@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:21:17	120125@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:21:17	115094@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:21:18	127386@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:21:20	117850@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:21:21	121746@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:21:24	130833@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:21:28	117915@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:21:29	130522@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:21:29	119721@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:21:32	128651@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:21:33	118826@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:21:36	120074@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:21:41	119272@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:21:41	115169@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:21:43	115607@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:21:43	116110@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:21:44	129985@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:21:45	117437@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:21:47	128562@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:21:47	123597@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:21:48	120323@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:21:48	121714@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:21:52	117833@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:21:53	118507@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:21:55	117526@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:21:55	129060@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:21:59	119658@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:21:59	128079@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:22:01	115264@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:22:03	118059@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:22:04	127180@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:22:06	120585@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:22:08	115922@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:22:08	130568@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:22:11	125835@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:22:15	117763@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:22:18	120350@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:22:20	122954@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:22:22	118363@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:22:22	116335@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:22:23	117658@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:22:24	119289@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:22:27	130727@eesd.org	8th Grade	Quimby Oak

9/16/2024 8:22:27	119582@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:22:27	120495@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:22:30	117788@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:22:31	128507@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:22:31	125902@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:22:32	117427@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:22:33	119212@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:22:34	119580@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:22:38	129054@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:22:39	119835@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:22:39	119344@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:22:40	117388@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:22:42	117376@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:22:44	132649@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:22:45	125333@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:22:50	120401@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:22:52	120539@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:22:54	118975@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:22:54	125686@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:22:56	119635@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:22:56	117448@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:22:58	122424@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:22:59	120380@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:23:04	123049@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:04	127868@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:23:04	124394@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:23:05	117485@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:06	117438@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:07	115844@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:08	130946@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:09	117793@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:11	117567@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:23:12	119731@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:23:12	118678@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:13	131013@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:23:15	126038@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:16	116059@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:17	124727@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:17	128850@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:23:20	126760@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:23:23	118182@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:23	119971@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:25	114911@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:26	127143@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:26	116074@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:28	120394@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:23:28	117433@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:29	117434@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:29	117755@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:23:30	118058@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:31	131539@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:32	121863@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:23:34	119202@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:23:34	117845@eesd.org	8th Grade	Quimby Oak

9/16/2024 8:23:35	117744@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:36	117848@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:38	116094@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:40	117741@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:41	112573@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:43	125729@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:43	120230@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:23:45	119529@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:23:46	117818@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:49	119512@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:23:51	116013@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:51	130768@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:23:52	119274@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:23:52	116298@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:52	119558@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:53	124167@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:23:54	132473@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:23:54	128855@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:23:56	119703@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:23:56	117822@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:58	117341@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:23:59	116970@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:23:59	118584@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:24:01	117843@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:24:03	117432@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:24:05	119201@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:24:05	129889@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:24:06	119508@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:24:09	120105@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:24:10	131291@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:24:10	118446@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:24:15	124625@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:24:16	132262@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:24:17	122192@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:24:17	116572@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:24:17	115997@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:24:18	120393@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:24:18	128159@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:24:19	119394@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:24:20	132335@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:24:21	117811@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:24:21	122185@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:24:22	118190@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:24:24	130226@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:24:26	120106@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:24:26	132895@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:24:27	119710@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:24:31	117566@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:24:33	119293@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:24:34	119576@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:24:35	119420@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:24:35	130590@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:24:36	117738@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:24:37	119303@eesd.org	7th Grade	Quimby Oak

9/16/2024 8:24:39	120708@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:24:40	119178@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:24:43	119219@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:24:44	131851@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:24:45	122758@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:24:46	118744@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:24:48	116004@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:24:50	127716@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:24:50	123761@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:24:53	117571@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:24:56	120610@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:25:00	117399@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:25:01	130670@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:25:02	120652@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:25:02	117451@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:25:03	124385@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:25:04	117330@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:25:05	128637@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:25:04	128967@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:25:07	116478@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:25:09	130812@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:25:09	128080@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:25:11	127789@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:25:11	117780@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:25:12	127110@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:25:13	117374@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:25:13	117442@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:25:14	132640@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:25:16	115875@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:25:16	126025@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:25:17	119286@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:25:17	118084@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:25:18	118568@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:25:20	128643@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:25:21	119320@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:25:21	119875@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:25:22	121870@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:25:23	117329@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:25:24	122330@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:25:27	128706@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:25:28	117506@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:25:31	115287@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:25:33	116051@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:25:35	118082@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:25:37	132334@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:25:37	119526@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:25:38	116017@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:25:40	120231@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:25:41	122844@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:25:43	120314@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:25:44	119595@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:25:46	117486@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:25:50	116111@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:25:50	117903@eesd.org	8th Grade	Quimby Oak

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9/16/2024 8:25:54	115686@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:25:54	132323@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:25:58	120937@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:25:59	128830@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:26:00	120551@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:26:01	117999@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:26:03	115916@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:26:04	122312@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:26:04	120211@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:26:06	114747@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:26:07	124888@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:26:08	130641@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:26:09	130363@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:26:12	125129@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:26:15	132648@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:26:19	119257@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:26:19	132753@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:26:20	120222@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:26:21	120543@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:26:27	117767@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:26:28	118894@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:26:29	117759@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:26:34	120457@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:26:34	119590@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:26:34	119253@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:26:35	132817@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:26:35	119525@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:26:36	129255@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:26:36	119709@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:26:36	116020@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:26:39	117902@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:26:44	122653@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:26:45	124604@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:26:46	120441@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:26:48	120223@eesd.org	7th Grade	Quimby Oak
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9/16/2024 8:26:48	132265@eesd.org	7th Grade	Quimby Oak
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9/16/2024 8:26:57	131037@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:26:58	120629@eesd.org	8th Grade	Quimby Oak
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9/16/2024 8:27:08	119638@eesd.org	7th Grade	Quimby Oak
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9/16/2024 8:27:09	117348@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:27:09	118903@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:27:09	120023@eesd.org	7th Grade	Quimby Oak

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9/16/2024 8:27:15	117596@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:27:15	119282@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:27:18	119332@eesd.org	7th Grade	Quimby Oak
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9/16/2024 8:27:28	124191@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:27:31	118369@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:27:31	131488@eesd.org	8th Grade	Quimby Oak
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9/16/2024 8:27:36	119418@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:27:37	119642@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:27:40	124497@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:27:44	124109@eesd.org	8th Grade	Quimby Oak
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9/16/2024 8:27:45	131178@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:27:46	117726@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:27:54	120210@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:27:55	120108@eesd.org	7th Grade	Quimby Oak
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9/16/2024 8:27:58	117533@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:28:00	119294@eesd.org	7th Grade	Quimby Oak
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9/16/2024 8:28:06	132306@eesd.org	7th Grade	Quimby Oak
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9/16/2024 8:28:16	121864@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:28:16	119447@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:28:17	115118@eesd.org	7th Grade	Quimby Oak
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9/16/2024 8:28:28	121204@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:28:35	131829@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:28:37	131570@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:28:37	117785@eesd.org	7th Grade	Quimby Oak
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9/16/2024 8:28:46	119639@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:28:46	132124@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:28:47	119768@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:28:49	120436@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:28:50	119859@eesd.org	7th Grade	Quimby Oak
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9/16/2024 8:29:24	119614@eesd.org	7th Grade	Quimby Oak
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9/16/2024 8:29:40	119295@eesd.org	7th Grade	Quimby Oak
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9/16/2024 8:29:47	119516@eesd.org	7th Grade	Quimby Oak
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9/16/2024 8:30:05	118581@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:30:06	119424@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:30:08	120103@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:30:09	120239@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:30:11	115861@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:30:13	114677@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:30:16	117488@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:30:21	119391@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:30:23	119736@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:30:26	129522@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:30:29	117909@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:30:31	119359@eesd.org	7th Grade	Quimby Oak
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9/16/2024 8:30:35	126648@eesd.org	8th Grade	Quimby Oak
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9/16/2024 8:30:45	121212@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:30:50	131899@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:30:54	132807@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:30:57	117411@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:31:01	127173@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:31:03	129661@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:31:07	120334@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:31:11	117248@eesd.org	7th Grade	Quimby Oak
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9/16/2024 8:31:20	116927@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:31:20	117420@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:31:23	122169@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:31:25	122667@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:31:25	119318@eesd.org	7th Grade	Quimby Oak
9/16/2024 8:31:25	131030@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:31:26	117842@eesd.org	8th Grade	Quimby Oak
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9/16/2024 8:31:28	119256@eesd.org	7th Grade	Quimby Oak
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9/16/2024 8:31:32	116257@eesd.org	8th Grade	Quimby Oak
9/16/2024 8:31:34	129194@eesd.org	7th Grade	Quimby Oak
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9/16/2024 8:32:01	127467@eesd.org	8th Grade	Quimby Oak
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9/16/2024 9:12:36	132988@eesd.org	8th Grade	Quimby Oak
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9/16/2024 9:32:51	130718@eesd.org	8th Grade	Quimby Oak
9/16/2024 9:38:54	130466@eesd.org	7th Grade	Quimby Oak
9/16/2024 9:39:48	118074@eesd.org	7th Grade	Quimby Oak
9/16/2024 9:47:23	117832@eesd.org	8th Grade	Quimby Oak
9/16/2024 9:48:47	117853@eesd.org	8th Grade	Quimby Oak
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9/16/2024 10:38:27	127423@eesd.org	7th Grade	Quimby Oak
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9/16/2024 11:35:24	132591@eesd.org	8th Grade	Quimby Oak
9/16/2024 11:41:35	117400@eesd.org	8th Grade	Quimby Oak
9/16/2024 12:00:17	130129@eesd.org	8th Grade	Quimby Oak
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9/16/2024 14:43:50	130373@eesd.org	8th Grade	Quimby Oak
9/16/2024 14:45:07	115292@eesd.org	8th Grade	Quimby Oak
9/16/2024 15:02:16	117846@eesd.org	8th Grade	Quimby Oak
9/16/2024 15:04:12	119991@eesd.org	7th Grade	Quimby Oak
9/16/2024 15:46:52	132198@eesd.org	8th Grade	Quimby Oak
9/16/2024 15:53:33	studentc@eesd.org	8th Grade	Quimby Oak
9/16/2024 16:26:35	126757@eesd.org	8th Grade	Quimby Oak
9/16/2024 16:54:53	120219@eesd.org	7th Grade	Quimby Oak
9/16/2024 17:15:06	114826@eesd.org	7th Grade	Quimby Oak
9/16/2024 17:24:34	119617@eesd.org	7th Grade	Quimby Oak
9/16/2024 17:43:50	119216@eesd.org	7th Grade	Quimby Oak
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9/17/2024 8:22:00	119616@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:22:11	130698@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:22:16	132546@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:22:22	117835@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:22:32	119301@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:22:34	117754@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:22:37	122405@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:22:40	117740@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:22:41	117395@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:22:43	130212@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:22:44	119578@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:22:46	120505@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:22:47	117872@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:22:47	117807@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:22:52	118066@eesd.org	7th Grade	Quimby Oak

9/17/2024 8:22:53	127896@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:23:03	117440@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:23:05	120306@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:23:05	130891@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:23:09	129056@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:23:32	117792@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:23:55	127295@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:23:56	117809@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:23:57	120606@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:24:03	117790@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:24:03	117991@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:24:05	120255@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:24:12	132647@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:24:14	120535@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:24:28	115646@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:24:33	129223@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:24:34	118919@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:24:42	126222@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:24:43	119740@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:24:44	119689@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:24:47	129024@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:24:52	121102@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:24:53	118749@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:25:03	126016@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:25:21	119403@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:25:23	117925@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:25:23	120228@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:25:27	117386@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:25:43	128972@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:25:51	129683@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:25:53	120224@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:25:57	118003@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:25:59	130361@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:26:16	131901@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:26:20	115843@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:26:22	117529@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:26:26	130805@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:26:38	118361@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:26:41	131560@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:26:43	117774@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:26:44	132674@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:27:13	125807@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:27:26	119497@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:27:27	119857@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:27:31	115415@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:27:56	120065@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:28:09	128242@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:28:17	131025@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:28:34	127321@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:28:51	117528@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:29:19	116924@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:29:21	117574@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:29:22	132588@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:29:34	126623@eesd.org	8th Grade	Quimby Oak

9/17/2024 8:29:51	117781@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:30:07	132881@eesd.org	7th Grade	Quimby Oak
9/17/2024 8:30:50	117353@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:31:07	127550@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:31:16	119771@eesd.org	8th Grade	Quimby Oak
9/17/2024 8:31:27	132977@eesd.org	7th Grade	Quimby Oak
9/17/2024 9:21:37	115847@eesd.org	8th Grade	Quimby Oak
9/17/2024 9:23:37	119518@eesd.org	7th Grade	Quimby Oak
9/17/2024 9:30:38	117418@eesd.org	8th Grade	Quimby Oak
9/17/2024 10:46:23	129017@eesd.org	7th Grade	Quimby Oak
9/17/2024 10:54:17	117823@eesd.org	8th Grade	Quimby Oak
9/17/2024 13:58:02	130194@eesd.org	7th Grade	Quimby Oak
9/17/2024 14:39:54	131821@eesd.org	7th Grade	Quimby Oak
9/17/2024 15:16:57	119715@eesd.org	8th Grade	Quimby Oak
9/17/2024 16:30:43	131849@eesd.org	7th Grade	Quimby Oak
9/17/2024 16:30:47	118621@eesd.org	8th Grade	Quimby Oak
9/17/2024 16:39:13	130695@eesd.org	8th Grade	Quimby Oak
9/17/2024 17:32:20	117484@eesd.org	8th Grade	Quimby Oak
9/17/2024 17:56:44	126181@eesd.org	7th Grade	Quimby Oak
9/17/2024 18:09:06	126789@eesd.org	8th Grade	Quimby Oak
9/17/2024 20:16:18	127083@eesd.org	7th Grade	Quimby Oak
9/17/2024 20:17:11	117261@eesd.org	8th Grade	Quimby Oak
9/17/2024 21:21:41	130990@eesd.org	7th Grade	Quimby Oak
9/18/2024 8:24:14	119078@eesd.org	7th Grade	Quimby Oak
9/18/2024 8:24:27	123847@eesd.org	7th Grade	Quimby Oak
9/18/2024 8:24:41	120215@eesd.org	7th Grade	Quimby Oak
9/18/2024 8:25:03	117163@eesd.org	7th Grade	Quimby Oak
9/18/2024 8:25:15	128782@eesd.org	7th Grade	Quimby Oak
9/18/2024 8:25:28	119579@eesd.org	7th Grade	Quimby Oak
9/18/2024 8:26:04	119221@eesd.org	7th Grade	Quimby Oak
9/18/2024 8:26:10	131470@eesd.org	7th Grade	Quimby Oak
9/18/2024 8:26:34	129682@eesd.org	7th Grade	Quimby Oak
9/18/2024 8:26:43	132311@eesd.org	7th Grade	Quimby Oak
9/18/2024 8:26:46	122939@eesd.org	7th Grade	Quimby Oak
9/18/2024 8:26:50	115011@eesd.org	7th Grade	Quimby Oak
9/18/2024 8:27:08	126755@eesd.org	7th Grade	Quimby Oak
9/18/2024 8:27:09	117748@eesd.org	7th Grade	Quimby Oak
9/18/2024 8:27:41	132336@eesd.org	7th Grade	Quimby Oak
9/18/2024 8:27:51	129525@eesd.org	7th Grade	Quimby Oak
9/18/2024 8:28:27	119361@eesd.org	7th Grade	Quimby Oak
9/18/2024 8:29:58	119897@eesd.org	7th Grade	Quimby Oak
9/18/2024 8:30:06	120414@eesd.org	7th Grade	Quimby Oak
9/18/2024 12:08:33	122492@eesd.org	7th Grade	Quimby Oak
9/18/2024 13:22:43	132654@eesd.org	7th Grade	Quimby Oak
9/18/2024 14:06:45	124325@eesd.org	7th Grade	Quimby Oak
9/19/2024 15:32:55	119389@eesd.org	7th Grade	Quimby Oak
9/19/2024 19:46:11	126205@eesd.org	7th Grade	Quimby Oak

How safe do you feel at	How much do you find t	How much do you find t	How much do you find t
Very safe	I don't know.	I don't know.	I see this happening so
Very safe	I don't know.	I don't know.	I don't know.
Safe	I see this happening a l	I see this happening so	I see this happening a l
Somewhat safe	I never hear or see this	I don't know.	I don't know.
Safe	I hear other students ta	I never hear or see this	I hear other students ta
Very safe	I don't know.	I never hear or see this	I never hear or see this
Safe			
Safe	I hear other students ta	I hear other students ta	I hear other students ta
Safe	I don't know.	I hear other students ta	I hear other students ta
Safe	I don't know.	I don't know.	I don't know.
Safe	I never hear or see this	I never hear or see this	I never hear or see this
Safe	I never hear or see this	I never hear or see this	I hear other students ta
Very safe	I don't know.	I never hear or see this	I hear other students ta
Somewhat safe	I hear other students ta	I see this happening so	I see this happening so
Safe	I see this happening so	I never hear or see this	I hear other students ta
Very safe	I never hear or see this	I never hear or see this	I never hear or see this
Safe	I hear other students ta	I never hear or see this	I hear other students ta
Safe	I see this happening so	I see this happening a l	I see this happening so
Safe	I don't know.	I never hear or see this	I never hear or see this
Safe	I never hear or see this	I see this happening a l	I see this happening so
Very safe	I don't know.	I don't know.	I hear other students ta
Safe	I don't know.	I don't know.	I see this happening so
Safe	I see this happening so	I never hear or see this	I hear other students ta
Safe	I hear other students ta	I hear other students ta	I never hear or see this
Somewhat safe	I hear other students ta	I hear other students ta	I hear other students ta
Safe	I don't know.	I don't know.	I hear other students ta
Very safe	I see this happening so	I hear other students ta	I hear other students ta
Very safe	I never hear or see this	I never hear or see this	I hear other students ta
Safe	I see this happening so	I hear other students ta	I hear other students ta
Safe	I hear other students ta	I don't know.	I see this happening so
Safe	I hear other students ta	I hear other students ta	I hear other students ta
Safe	I hear other students ta	I see this happening so	I never hear or see this
Safe	I don't know.	I don't know.	I see this happening so
Somewhat safe	I see this happening so	I see this happening so	I see this happening so
Very safe	I don't know.	I don't know.	I don't know.
Safe	I never hear or see this	I never hear or see this	I never hear or see this
Safe	I don't know.	I hear other students ta	I hear other students ta
Safe	I never hear or see this	I never hear or see this	I hear other students ta
Safe	I hear other students ta	I never hear or see this	I never hear or see this
Very safe	I hear other students ta	I never hear or see this	I never hear or see this
Safe	I don't know.	I never hear or see this	I never hear or see this
Safe	I never hear or see this	I never hear or see this	I hear other students ta
Safe	I never hear or see this	I never hear or see this	I never hear or see this

How much do you find it	How much do you find it	How often do you hear	Students at my school
I never hear or see this	I never hear or see this	I don't know	Never
I don't know.	I don't know.	I don't know	I don't know
I don't know.	I don't know.	Often	Sometimes
I never hear or see this	I never hear or see this	Never	Minimally
I never hear or see this	I never hear or see this	happening at my school.	
I never hear or see this	I never hear or see this	Never	Never
			Never
I never hear or see this	I never hear or see this	Minimally	Sometimes
I never hear or see this	I never hear or see this	Minimally	Never
I don't know.	I don't know.	Minimally	Sometimes
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	I don't know	I don't know
I never hear or see this	I never hear or see this	Never	I don't know
happening at my school	I never hear or see this	Sometimes	Never
I never hear or see this	I never hear or see this	Minimally	Minimally
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Minimally	I don't know
I never hear or see this	I never hear or see this	Sometimes	Sometimes
I never hear or see this	I never hear or see this	Never	Never
I don't know.	I don't know.	Sometimes	I don't know
I don't know.	I don't know.	Minimally	Sometimes
I never hear or see this	I never hear or see this	Minimally	I don't know
I never hear or see this	I never hear or see this	Sometimes	Minimally
I never hear or see this	I never hear or see this	Minimally	Never
I hear other students talk	I hear other students talk	Sometimes	Minimally
I don't know.	I don't know.	I don't know	I don't know
I never hear or see this	I never hear or see this	Minimally	Never
I never hear or see this	I never hear or see this	Never	Never
I hear other students talk	I hear other students talk	Sometimes	I don't know
I never hear or see this	I never hear or see this	Minimally	Minimally
I don't know.	I don't know.	I don't know	I don't know
I never hear or see this	I never hear or see this	Minimally	Never
I never hear or see this	I never hear or see this	I don't know	Never
I don't know.	I don't know.	Sometimes	Minimally
I don't know.	I don't know.	I don't know	I don't know
I never hear or see this	I never hear or see this	Never	Never
I don't know.	I hear other students talk	Minimally	Minimally
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Minimally	Never
I never hear or see this	I never hear or see this	I don't know	Never
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Never	Never

I never hear or see this	I never hear or see this	Never	Never
I hear other students ta	I hear other students ta	Minimally	Never
I don't know.	I don't know.	Minimally	Often
I never hear or see this	I never hear or see this	Sometimes	Minimally
I never hear or see this	I never hear or see this	Minimally	Never
I don't know.	I don't know.	Minimally	Minimally
I hear other students ta	I hear other students ta	Sometimes	Sometimes
I never hear or see this	I never hear or see this	Minimally	Minimally
I never hear or see this	I never hear or see this	Sometimes	Minimally
I don't know.	I don't know.	Never	I don't know
I hear other students ta	I see this happening so	Sometimes	Sometimes
I hear other students ta	I hear other students ta	Minimally	Minimally
I don't know.	I don't know.	I don't know	I don't know
I hear other students ta	I hear other students ta	Minimally	Minimally
I see this happening a	I see this happening a	Minimally	
I never hear or see this	I never hear or see this	Sometimes	Minimally
I hear other students ta	I hear other students ta	Never	I don't know
I hear other students ta	I hear other students ta	Sometimes	Sometimes
		Sometimes	Minimally
I never hear or see this	I never hear or see this	Minimally	Never
I don't know.	I don't know.	Often	Never
I never hear or see this	I never hear or see this	Sometimes	Sometimes
I never hear or see this	I never hear or see this	Never	Never
I don't know.	I don't know.	Sometimes	Minimally
I never hear or see this	I never hear or see this	Minimally	Never
I never hear or see this	I never hear or see this	Minimally	Minimally
I never hear or see this	I never hear or see this	Minimally	Minimally
I never hear or see this	I never hear or see this	Sometimes	Never
l.		Minimally	Minimally
I never hear or see this	I never hear or see this	Often	Never
I never hear or see this	I never hear or see this	Sometimes	Never
I never hear or see this	I never hear or see this	Never	Never
I hear other students ta	I never hear or see this	I don't know	Often
I never hear or see this	I never hear or see this	Often	I don't know
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Sometimes	Minimally
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Minimally	Minimally
I don't know.	I don't know.	Minimally	Minimally
I never hear or see this	I never hear or see this	Never	I don't know
I never hear or see this	I never hear or see this	Minimally	I don't know
I never hear or see this	I don't know.	Minimally	Sometimes
I don't know.	I don't know.	Minimally	Minimally
I don't know.	I don't know.	Sometimes	I don't know
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	I don't know	I don't know
I see this happening a	I see this happening a	Sometimes	Sometimes
I never hear or see this	I never hear or see this	Minimally	Never
I hear other students ta	I hear other students ta	Minimally	Sometimes
I never hear or see this	I hear other students ta	Never	Minimally
I don't know.	I don't know.	Minimally	Minimally
I never hear or see this	I never hear or see this	I don't know	Minimally

I never hear or see this	I never hear or see this	Often	Often
I never hear or see this	I never hear or see this	Minimally	Minimally
I never hear or see this	I never hear or see this	Minimally	I don't know
I never hear or see this	happening at my schoo	Never	Never
I never hear or see this	I never hear or see this	Minimally	Sometimes
I don't know.	I don't know.	Never	Never
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Minimally	Never
I never hear or see this	I hear other students ta	Minimally	Minimally
I never hear or see this	I never hear or see this	Never	Never
I hear other students ta	I don't know.	Sometimes	Minimally
I never hear or see this	I never hear or see this	Minimally	Never
I don't know.	I don't know.	Minimally	Never
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Minimally	Minimally
I never hear or see this	I never hear or see this	Never	Never
I don't know.	I don't know.	Minimally	Minimally
I don't know.	I never hear or see this	Never	Never
I don't know.	I don't know.	Never	Never
I never hear or see this	I never hear or see this	I don't know	Never
I don't know.	I don't know.	I don't know	I don't know
I don't know.	I don't know.	Minimally	Minimally
I never hear or see this	I never hear or see this	Minimally	Never
I don't know.	I don't know.	Minimally	I don't know
I never hear or see this	I never hear or see this	Never	Minimally
I don't know.	I don't know.	Never	Often
I hear other students ta	I hear other students ta	Minimally	Minimally
I hear other students ta	I never hear or see this	Minimally	Never
I hear other students ta	I hear other students ta	Sometimes	I don't know
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Never	I don't know
I don't know.	I don't know.	Sometimes	Minimally
I never hear or see this	I never hear or see this	I don't know	Never
I never hear or see this	I never hear or see this	Minimally	Never
I never hear or see this	I never hear or see this	Never	Never
I see this happening so	I see this happening so	Minimally	Minimally
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Never	Never
		I don't know	
I never hear or see this	I never hear or see this	Minimally	Never
I never hear or see this	I never hear or see this	Minimally	Never
I don't know.	I don't know.	I don't know	Never
I hear other students ta	I hear other students ta	Sometimes	Never
I never hear or see this	I never hear or see this	Minimally	Minimally
I hear other students ta	I don't know.	Minimally	Never
I never hear or see this	I hear other students ta	I don't know	Minimally
I never hear or see this	I never hear or see this	Minimally	I don't know
I never hear or see this	I never hear or see this	I don't know	I don't know
I see this happening so	I hear other students ta	Often	Often
I never hear or see this	I never hear or see this	Never	Never
I see this happening so	I never hear or see this	Sometimes	Minimally
I never hear or see this	I never hear or see this	Minimally	Never

I never hear or see this	I never hear or see this	Minimally	Sometimes
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Never	I don't know
I don't know.	I don't know.	Sometimes	Sometimes
I don't know.	I don't know.	Often	Minimally
I never hear or see this	I never hear or see this	Minimally	Never
		Never	I don't know
I never hear or see this	I never hear or see this	Minimally	Never
I hear other students ta	I hear other students ta	I don't know	Minimally
I don't know.	I don't know.	Minimally	Minimally
I hear other students ta	I hear other students ta	Minimally	Minimally
I never hear or see this	I never hear or see this	Sometimes	Never
I never hear or see this	I never hear or see this	Minimally	I don't know
I hear other students ta	I hear other students ta	Sometimes	Sometimes
I never hear or see this	I never hear or see this	Sometimes	Often
I never hear or see this	I never hear or see this	Sometimes	Sometimes
I don't know.	I don't know.	Never	I don't know
I don't know.	I don't know.	Minimally	Never
I never hear or see this	I never hear or see this	Minimally	Sometimes
I hear other students ta	I never hear or see this	Minimally	Sometimes
I never hear or see this	I never hear or see this	Minimally	Sometimes
I never hear or see this	I never hear or see this	I don't know	I don't know
I never hear or see this	I never hear or see this	Never	Often
I never hear or see this	I never hear or see this	Minimally	Never
I don't know.	I don't know.	Minimally	I don't know
I never hear or see this	I never hear or see this	Minimally	
I never hear or see this	I never hear or see this	Never	Minimally
I don't know.	I don't know.	Sometimes	I don't know
I never hear or see this	I never hear or see this	I don't know	Never
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Never	Minimally
I hear other students ta	I hear other students ta	Minimally	Minimally
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Sometimes	Never
I hear other students ta	I never hear or see this	Never	Minimally
I never hear or see this	I never hear or see this	Minimally	Never
I hear other students ta	I hear other students ta	Minimally	Never
I never hear or see this	I never hear or see this	Never	I don't know
I don't know.	I don't know.	Never	Never
I hear other students ta	I hear other students ta	I don't know	I don't know
I see this happening so	I see this happening so	Sometimes	Minimally
I never hear or see this	I never hear or see this	Never	I don't know
I don't know.	I don't know.	Minimally	
I never hear or see this	I never hear or see this	Minimally	Never
I don't know.	I don't know.	Never	Never
I never hear or see this	I never hear or see this	Minimally	I don't know
I never hear or see this	I never hear or see this	Never	I don't know
I never hear or see this	I never hear or see this	Minimally	Never
I never hear or see this	I never hear or see this	I don't know	Never
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Sometimes	Never
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Never	Never

I never hear or see this	I never hear or see this	Never	I don't know
I don't know.	I don't know.	Sometimes	Sometimes
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Never	Never
I don't know.	I don't know.	Minimally	Sometimes
metimes at my school.		Sometimes	Minimally
I hear other students ta	I hear other students ta	Minimally	Minimally
I never hear or see this	I never hear or see this	Never	Minimally
I never hear or see this	I don't know.	Minimally	Never
I never hear or see this	I never hear or see this	Often	Sometimes
I never hear or see this	I never hear or see this	Minimally	Minimally
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	I don't know	I don't know
I never hear or see this	I never hear or see this	Minimally	Often
I never hear or see this	I never hear or see this	Never	Never
I hear other students ta	I hear other students ta	Minimally	Minimally
I hear other students ta	I don't know.	Minimally	Minimally
I hear other students ta	I never hear or see this	Sometimes	Sometimes
I see this happening so	I hear other students ta	Often	Often
I don't know.	I don't know.	Minimally	I don't know
I don't know.	I don't know.	Minimally	I don't know
I never hear or see this	I never hear or see this	Never	Never
I see this happening so	I hear other students ta	Never	Never
I never hear or see this	I never hear or see this	I don't know	I don't know
I never hear or see this	I never hear or see this	Sometimes	Minimally
I hear other students ta	I don't know.	Sometimes	Sometimes
I don't know.	I don't know.	I don't know	I don't know
I never hear or see this	I never hear or see this	Never	Never
I hear other students ta	I never hear or see this	Sometimes	Minimally
I never hear or see this	I never hear or see this	Sometimes	Minimally
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Often	Never
I never hear or see this	I never hear or see this	Never	Never
I don't know.	I don't know.	I don't know	I don't know
I never hear or see this	I never hear or see this	Never	Never
I hear other students ta	I don't know.	Never	Never
I never hear or see this	I never hear or see this	Never	Never
I hear other students ta	I hear other students ta	Minimally	Minimally
I never hear or see this	I never hear or see this	Minimally	Minimally
I never hear or see this	I never hear or see this	Never	Minimally
I hear other students ta	I don't know.	Sometimes	Minimally
I never hear or see this	I never hear or see this	Minimally	I don't know
I never hear or see this	I never hear or see this	Never	I don't know
		I don't know	I don't know
I never hear or see this	I never hear or see this	Minimally	I don't know
I never hear or see this	I never hear or see this	Minimally	I don't know
I never hear or see this	I never hear or see this	Often	Minimally
I hear other students ta	I don't know.	Minimally	I don't know
I don't know.	I don't know.	Minimally	Sometimes
I never hear or see this	I never hear or see this	Often	I don't know
I never hear or see this	I never hear or see this	Minimally	Never
I never hear or see this	I never hear or see this	Minimally	Minimally
I never hear or see this	I never hear or see this	Sometimes	I don't know

I don't know.	I don't know.	Sometimes	I don't know
I see this happening so	I never hear or see this	Often	Minimally
at my school.		Sometimes	Minimally
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Minimally	I don't know
I don't know.	I don't know.	Never	I don't know
I never hear or see this	I never hear or see this	Minimally	Minimally
I never hear or see this	I never hear or see this	Never	Never
I hear other students ta	I hear other students ta	Minimally	Sometimes
I never hear or see this	I never hear or see this	Sometimes	I don't know
I never hear or see this	I never hear or see this	Minimally	Minimally
I never hear or see this	I never hear or see this	Sometimes	Sometimes
I don't know.	I don't know.		Never
I hear other students ta	I hear other students ta	Minimally	Often
I never hear or see this	I never hear or see this	Minimally	Never
I never hear or see this	I never hear or see this	Minimally	Minimally
I never hear or see this	I don't know.	Never	I don't know
I never hear or see this	I never hear or see this	Never	I don't know
I never hear or see this	I never hear or see this	Never	Never
I don't know.	I don't know.	Never	Never
I don't know.	I don't know.	Sometimes	Sometimes
I don't know.	I don't know.	Minimally	Never
I hear other students ta	I never hear or see this	Minimally	Minimally
I never hear or see this	I never hear or see this	Minimally	Minimally
I don't know.	I don't know.	Minimally	Minimally
I never hear or see this	I never hear or see this	Minimally	Minimally
I don't know.	I don't know.	I don't know	Never
I never hear or see this	I never hear or see this	Never	Never
I hear other students ta	I hear other students ta	Minimally	Minimally
I never hear or see this	I never hear or see this	Sometimes	Never
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Minimally	Minimally
I don't know.	I don't know.	Minimally	I don't know
		Never	
I never hear or see this	I never hear or see this	Minimally	Minimally
I don't know.	I don't know.	Minimally	Minimally
I don't know.	I don't know.	Minimally	Never
I don't know.	I don't know.	Minimally	Minimally
I hear other students ta	I hear other students ta	I don't know	Minimally
I never hear or see this	I don't know.	I don't know	Never
I hear other students ta	I see this happening a	Minimally	Sometimes
I hear other students ta	I see this happening so	I don't know	Never
I hear other students ta	I hear other students ta	Sometimes	Often
I hear other students ta	I hear other students ta	Minimally	Often
I never hear or see this	I never hear or see this	I don't know	Never
I hear other students ta	I never hear or see this	Minimally	Minimally
I never hear or see this	I never hear or see this	Minimally	Never
I don't know.	I don't know.	I don't know	I don't know
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Minimally	Minimally
I hear other students ta	I see this happening so	I don't know	Often
I never hear or see this	I never hear or see this	Never	Never
I don't know.	I never hear or see this	I don't know	Never

I never hear or see this	I never hear or see this	Never	Minimally
I never hear or see this	I never hear or see this	Minimally	Never
I don't know.	I don't know.	I don't know	Minimally
I don't know.	I don't know.	Minimally	Sometimes
I never hear or see this	I never hear or see this	Never	Never
I don't know.	I don't know.	I don't know	I don't know
I don't know.	I hear other students ta	Minimally	Never
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Minimally	Never
I never hear or see this	I never hear or see this	Never	Minimally
I never hear or see this	I never hear or see this	Sometimes	Never
I never hear or see this	I never hear or see this	Never	I don't know
I don't know.	I don't know.	Often	Often
I never hear or see this	I never hear or see this	Minimally	Minimally
I don't know.	I don't know.	Never	Never
I never hear or see this	I never hear or see this	Never	Never
I hear other students ta	I don't know.	Never	I don't know
I never hear or see this	I never hear or see this	Never	Minimally
		Never	Never
I don't know.	I never hear or see this	Never	Sometimes
I never hear or see this	I never hear or see this	Sometimes	Minimally
I don't know.	I don't know.	Never	Often
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Never	I don't know
I hear other students ta	I never hear or see this	Minimally	I don't know
I never hear or see this	I never hear or see this	Never	Never
I don't know.	I never hear or see this	Never	I don't know
I never hear or see this	I never hear or see this	Never	Never
I hear other students ta	I never hear or see this	I don't know	I don't know
I never hear or see this	I never hear or see this	Minimally	Minimally
		Never	
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Never	Minimally
I never hear or see this	I never hear or see this	Minimally	Minimally
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I don't know.	I don't know	I don't know
I never hear or see this	I never hear or see this	Never	
I never hear or see this	I never hear or see this	Sometimes	Sometimes
I don't know.	I don't know.	Minimally	Never
I see this happening so	I hear other students ta	Minimally	Minimally
I never hear or see this	I never hear or see this	I don't know	I don't know
I never hear or see this	I never hear or see this	Minimally	Never
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Minimally	Minimally
I don't know.	I don't know.	I don't know	I don't know
I never hear or see this	I never hear or see this	Often	Minimally
I never hear or see this	I never hear or see this	Never	Minimally
I never hear or see this	I never hear or see this	Never	I don't know
I never hear or see this	I never hear or see this	I don't know	I don't know
I never hear or see this	I never hear or see this	I don't know	I don't know
I never hear or see this	I never hear or see this	Never	Never
I hear other students ta	I hear other students ta	Sometimes	Often
I never hear or see this	I don't know.	Never	Minimally
I never hear or see this	I never hear or see this	Never	Minimally

I hear other students talk	I hear other students talk	Minimally	Sometimes
I never hear or see this	I never hear or see this	Sometimes	Minimally
I don't know.	I don't know.	I don't know	I don't know
I don't know.	I don't know.	Minimally	Minimally
I see this happening so	I never hear or see this	Minimally	Often
I never hear or see this	I never hear or see this	Minimally	Never
I don't know.	I don't know.	Never	Never
I don't know.	I don't know.	Minimally	Sometimes
I never hear or see this	I never hear or see this	Minimally	I don't know
I don't know.	I don't know.	Often	Minimally
I never hear or see this	I never hear or see this	Never	Never
I don't know.	I don't know.	Sometimes	Sometimes
I never hear or see this	I never hear or see this	Minimally	Never
I never hear or see this	I never hear or see this	Sometimes	Minimally
I hear other students talk	I hear other students talk	Minimally	Minimally
I never hear or see this	I never hear or see this	Minimally	Never
I see this happening so	I see this happening so	Sometimes	Minimally
I never hear or see this	I never hear or see this	Often	Often
I don't know.	I don't know.	I don't know	Minimally
I hear other students talk	I don't know.	I don't know	Sometimes
I hear other students talk	I never hear or see this	Never	Minimally
I hear other students talk	I see this happening a lot	Sometimes	I don't know
I never hear or see this	I never hear or see this	Minimally	Sometimes
I never hear or see this	I never hear or see this	Never	Never
I hear other students talk	I hear other students talk	Often	Minimally
I never hear or see this	I never hear or see this	Sometimes	I don't know
I never hear or see this	I never hear or see this	Minimally	Never
I never hear or see this	I never hear or see this	I don't know	Never
I never hear or see this	I never hear or see this	Never	I don't know
I never hear or see this	I never hear or see this	Minimally	Often
I never hear or see this	I never hear or see this	Minimally	Minimally
I never hear or see this	I never hear or see this	Never	Never
I don't know.	I don't know.	Minimally	Minimally
I don't know.	I don't know.	Never	I don't know
I don't know.	I don't know.	I don't know	I don't know
I never hear or see this	I don't know.	I don't know	I don't know
I don't know.	I don't know.	I don't know	Never
I don't know.	I don't know.	Never	I don't know
I never hear or see this	I never hear or see this	Minimally	Sometimes
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Never	I don't know
I never hear or see this	I never hear or see this	I don't know	I don't know
I hear other students talk	I never hear or see this	Sometimes	Sometimes
I never hear or see this	I never hear or see this	Never	I don't know
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Minimally	Never
I don't know.	I don't know.	Never	I don't know
		I don't know	Minimally
I don't know.	I don't know.	Often	Minimally
I never hear or see this	I never hear or see this	Often	Sometimes
I don't know.	I don't know.	Never	Never
I never hear or see this	I never hear or see this	Minimally	Never
I never hear or see this	I never hear or see this	Minimally	Never
I never hear or see this	I never hear or see this	Sometimes	Minimally

I don't know.	I don't know.	Never	Never
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Never	Never
I don't know.	I don't know.	Sometimes	Never
I don't know.	I don't know.	Never	Never
I never hear or see this	I never hear or see this	Never	Never
I see this happening a l	I see this happening a l	Minimally	I don't know
I don't know.	I don't know.	Minimally	Sometimes
I never hear or see this	I never hear or see this	Sometimes	Minimally
I never hear or see this	I never hear or see this	Never	Never
I don't know.	I don't know.	Sometimes	Minimally
I never hear or see this	I never hear or see this	I don't know	Never
I don't know.	I don't know.	Sometimes	Minimally
I never hear or see this	I never hear or see this	Minimally	I don't know
I hear other students talk about this happening		Sometimes	Minimally
I don't know.	I don't know.		
I hear other students ta	I don't know.	I don't know	Sometimes
I don't know.	I don't know.	I don't know	Never
I don't know.	I don't know.	Often	Often
I never hear or see this	I never hear or see this	Never	Never
I don't know.	I don't know.	Never	Never
I don't know.	I don't know.	I don't know	I don't know
I don't know.	I don't know.	I don't know	Never
I don't know.	I don't know.	Never	Never
I hear other students ta	I never hear or see this	Sometimes	Never
I don't know.	I don't know.	I don't know	I don't know
I never hear or see this	I hear other students ta	Never	Never
I don't know.	I don't know.	Minimally	I don't know
I don't know.	I don't know.	Sometimes	Sometimes
I never hear or see this	I hear other students ta	Never	Never
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Minimally	I don't know
I never hear or see this	I never hear or see this	Minimally	Often
I hear other students ta	I hear other students ta	Sometimes	Sometimes
I don't know.	I don't know.	Often	Often
I hear other students ta	I hear other students ta	Minimally	I don't know
I don't know.	I don't know.	I don't know	I don't know
I don't know.	I don't know.	Never	I don't know
I don't know.	I never hear or see this	Sometimes	Minimally
I don't know.	I don't know.	Sometimes	Often
I see this happening so	I hear other students ta	Sometimes	Often
I never hear or see this	I never hear or see this	Never	I don't know
I hear other students ta	I never hear or see this	Minimally	Minimally
I never hear or see this	I never hear or see this	I don't know	Never
I don't know.	I never hear or see this	I don't know	I don't know
I never hear or see this	I never hear or see this	Minimally	Minimally
I never hear or see this	I never hear or see this	Minimally	Minimally
I see this happening a l	I don't know.	Often	Sometimes
I never hear or see this	I never hear or see this	Never	Never
I don't know.	I don't know.	Sometimes	Never
I don't know.	I don't know.	Sometimes	I don't know
I don't know.	I don't know.	I don't know	I don't know
I hear other students ta	I don't know.	Minimally	Minimally
I don't know.	I don't know.	Minimally	Sometimes

I hear other students talk	I hear other students talk	Minimally	Often
I don't know.	I don't know.	Minimally	I don't know
I never hear or see this	I never hear or see this	Sometimes	Sometimes
I never hear or see this	I never hear or see this	Never	Minimally
I never hear or see this	I never hear or see this	Minimally	Never
I see this happening so	I never hear or see this	Minimally	Sometimes
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Minimally	Never
		Sometimes	I don't know
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Minimally	Never
I don't know.	I don't know.	Never	I don't know
I never hear or see this	I never hear or see this	Sometimes	I don't know
I never hear or see this	I never hear or see this	Minimally	Never
I never hear or see this	I never hear or see this	Never	I don't know
I hear other students talk	I hear other students talk	I don't know	Minimally
I don't know.	I don't know.	Never	Never
I never hear or see this	I never hear or see this	Often	Minimally
I never hear or see this	I never hear or see this	Minimally	Never
I never hear or see this	I never hear or see this	Minimally	Never
I never hear or see this happening at my school		Minimally	Sometimes
I don't know.	I don't know.	I don't know	I don't know
I never hear or see this	I never hear or see this	Minimally	Never
I never hear or see this	I never hear or see this	Minimally	Minimally
I never hear or see this	I never hear or see this	Minimally	Never
I never hear or see this	I never hear or see this	I don't know	I don't know
I hear other students talk	I never hear or see this	Often	Often
I don't know.	I don't know.	I don't know	I don't know
I never hear or see this	I never hear or see this	Never	Minimally
I never hear or see this	I never hear or see this	I don't know	Never
I don't know.	I never hear or see this	Minimally	Minimally
I never hear or see this	I never hear or see this	Minimally	Sometimes
I never hear or see this	I never hear or see this	Minimally	I don't know
I hear other students talk	I hear other students talk	Sometimes	Never
I hear other students talk	I hear other students talk	I don't know	I don't know
I don't know.	I don't know.	I don't know	I don't know
I hear other students talk	I hear other students talk	Sometimes	Sometimes
I never hear or see this	I never hear or see this	Minimally	Minimally
I never hear or see this	I don't know.	I don't know	Never
I never hear or see this	I never hear or see this	Minimally	Sometimes
I never hear or see this	I hear other students talk	Minimally	Sometimes
I never hear or see this	I never hear or see this	Never	Minimally
I don't know.	I don't know.	I don't know	I don't know
I never hear or see this	I never hear or see this	Sometimes	Minimally
I don't know.	I never hear or see this	Never	I don't know
I don't know.	I don't know.	Minimally	Sometimes
		I don't know	Never
I don't know.	I don't know.	I don't know	I don't know
I don't know.	I don't know.	Minimally	I don't know
I hear other students talk	I hear other students talk	Minimally	Sometimes
I hear other students talk	I hear other students talk	Minimally	Often
I don't know.	I don't know.	Never	Never
I never hear or see this	I never hear or see this	I don't know	Minimally

I don't know.	I don't know.	I don't know	I don't know
I don't know.	I see this happening so	I don't know	I don't know
I never hear or see this	I never hear or see this	Minimally	Sometimes
I don't know.	I don't know.	Sometimes	Never
I never hear or see this	I never hear or see this	Minimally	Never
I don't know.	I never hear or see this	Minimally	Never
I hear other students ta	I hear other students ta	Often	Often
I never hear or see this	I never hear or see this	Minimally	Minimally
I don't know.	I don't know.	Sometimes	Minimally
I never hear or see this	I never hear or see this	Sometimes	Minimally
I see this happening so	I see this happening so	Sometimes	Sometimes
I hear other students ta	I don't know.	Never	Never
I never hear or see this	I never hear or see this	I don't know	I don't know
I never hear or see this	I never hear or see this	Minimally	Minimally
I never hear or see this	I never hear or see this	I don't know	Minimally
I don't know.	I don't know.	Sometimes	I don't know
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Sometimes	Sometimes
I never hear or see this	I never hear or see this	Minimally	Minimally
I never hear or see this	I never hear or see this	Minimally	Minimally
I never hear or see this	I don't know.	Often	Sometimes
I never hear or see this	I never hear or see this	I don't know	Never
I never hear or see this	I hear other students ta	Minimally	Never
I never hear or see this	I never hear or see this	Minimally	Never
I never hear or see this	I never hear or see this	Minimally	Never
I don't know.	I don't know.	Minimally	I don't know
I never hear or see this	I never hear or see this	Minimally	I don't know
I never hear or see this	I never hear or see this	Never	Never
I don't know.	I don't know.	Minimally	Never
I hear other students ta	I never hear or see this	Often	Minimally
I never hear or see this	I never hear or see this	Minimally	I don't know
I never hear or see this	I never hear or see this	Minimally	Minimally
I never hear or see this	I never hear or see this	Minimally	Never
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I never hear or see this	Never	Never
I never hear or see this	I don't know.	Sometimes	Never
I never hear or see this	I never hear or see this	Minimally	Never
I never hear or see this	I never hear or see this	I don't know	Never
I never hear or see this	I never hear or see this	Minimally	I don't know
I hear other students ta	I hear other students ta	Sometimes	Sometimes
I never hear or see this	I never hear or see this	Sometimes	Minimally
I never hear or see this	I never hear or see this	I don't know	Minimally
I never hear or see this	I never hear or see this	Minimally	Minimally
I never hear or see this	I never hear or see this	Never	Never
I don't know.	I don't know.	Minimally	Sometimes
I never hear or see this	I never hear or see this	I don't know	Never

Never	Never	Never	Never
Never	I don't know	Never	Never
Often	Often		Minimally
Sometimes	Often	Minimally	Never
Minimally	Never	Minimally	Never
Minimally	Minimally	Minimally	Minimally
Sometimes	Sometimes	Sometimes	Sometimes
Minimally	Minimally	Minimally	Minimally
I don't know	Sometimes	Never	Minimally
I don't know	I don't know	I don't know	I don't know
Minimally	Sometimes	Often	Sometimes
Minimally	Minimally	Minimally	Minimally
I don't know	I don't know	I don't know	I don't know
Minimally	Minimally	Minimally	Minimally
	Sometimes		
Never	Minimally	Sometimes	Minimally
Minimally	Sometimes	Sometimes	Minimally
Sometimes	Sometimes	Sometimes	Sometimes
Minimally	Minimally	Minimally	Never
Never	Never	Never	Never
Sometimes	Sometimes	Sometimes	Never
Sometimes	Often	Often	Sometimes
Never	Never	Never	Never
Minimally	Minimally	Minimally	Minimally
Never	Never	Never	Never
Never	Minimally	Minimally	Never
Never	Minimally	Minimally	Never
Never	Never	Never	Never
Never	Minimally	Never	Never
Never	Never	Never	Never
Minimally	Sometimes	I don't know	Never
Minimally	Minimally	Never	Never
Never	Often	Sometimes	Often
I don't know	I don't know	I don't know	I don't know
I don't know	I don't know	Never	I don't know
Never	I don't know	Never	Never
Never	Never	Minimally	Never
Minimally	Sometimes	Minimally	Never
Never	Sometimes	Never	Never
I don't know	I don't know	I don't know	Never
I don't know	I don't know	Minimally	Never
Sometimes	Sometimes	Sometimes	Sometimes
Never	Sometimes	Never	Never
Minimally	Minimally	Minimally	I don't know
Never	Sometimes	Sometimes	Never
Never	Never	Never	Never
I don't know	Never	Never	Never
Sometimes	Sometimes	Sometimes	Sometimes
Never	Never	Minimally	Never
Minimally	Sometimes	Sometimes	Sometimes
Minimally	Minimally	Minimally	Minimally
Never	Minimally	Never	I don't know
Never	I don't know	I don't know	

Minimally	Minimally	Minimally	Minimally
Minimally	I don't know	Sometimes	Never
I don't know	I don't know	I don't know	I don't know
Never	Minimally	Never	Never
Never	Minimally	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Minimally	Minimally	Minimally	Never
Never	Sometimes	Minimally	Never
Never	I don't know	I don't know	Never
Minimally	Sometimes	Minimally	Minimally
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Minimally	Never
Never	I don't know	I don't know	Never
Sometimes	I don't know	I don't know	I don't know
Never	Minimally	Minimally	Never
Sometimes	Minimally	Never	I don't know
Minimally	Minimally	I don't know	Never
I don't know	I don't know	I don't know	I don't know
Never	Minimally	Never	I don't know
Never	Never	Minimally	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Minimally	Never
Often	Never	Never	Sometimes
Minimally	Minimally	Minimally	Minimally
Never	Minimally	Never	Never
I don't know	Never	Never	I don't know
I don't know	Sometimes	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Minimally	Sometimes	Sometimes	Minimally
Never	Never	Never	Never
Never	Minimally	Never	Never
Never	Never	Never	Never
Minimally	Minimally	Often	Minimally
Never	Minimally	Never	Never
Never	Never	Never	Never
Minimally	Never	Never	Minimally
Never	Never	Never	Never
Minimally	Never	Never	Minimally
Never	Never	Never	Never
I don't know	I don't know	Often	I don't know
Often	Often	Often	Often
Never	Never	Never	Never
Never	Minimally	Often	Never
Never	Minimally	Minimally	Never

Never	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
I don't know	I don't know	Sometimes	I don't know
Never	Never	Minimally	Never
Never	Minimally	Never	Minimally
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Minimally	Minimally	Minimally	Minimally
Sometimes	Sometimes	Never	Never
Minimally	Minimally	Minimally	Minimally
Never	Never	Minimally	Never
I don't know	Minimally	I don't know	I don't know
Sometimes	Minimally	Minimally	Minimally
Minimally	Never	Minimally	Never
Never	Minimally	Never	Never
I don't know	I don't know	Minimally	I don't know
Never	Never	Minimally	Never
Minimally	Minimally	Sometimes	Never
Minimally	Never	Never	Minimally
Sometimes	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Sometimes	Often	Minimally	Minimally
Never	Never	Never	Never
I don't know	I don't know	Minimally	I don't know
Never	Minimally	Never	Never
Never	Sometimes	Minimally	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Minimally	Minimally	Minimally	Never
Minimally	Sometimes	I don't know	Never
Sometimes	Often	Minimally	Never
I don't know	Never	Never	Never
Never	Never	Never	Never
Never	Sometimes	Never	Never
Never	Minimally	Minimally	Minimally
Never	Minimally	Never	Never
Never	Minimally	Sometimes	Never
Sometimes	I don't know	Never	Never
I don't know	Never	I don't know	I don't know
I don't know	I don't know	I don't know	I don't know
Minimally	Minimally	Minimally	Minimally
Never	Never	Never	Never
Minimally	Sometimes	Minimally	I don't know
Never	Never	Never	Never
Never	I don't know	Never	Never
I don't know	Sometimes	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
I don't know	Never	Never	Never
Never	Never	Never	Never
Never	Minimally	Never	Never
Never	Minimally	Sometimes	Never
Never	Minimally	Never	Never
Never	Never	Never	Never

Minimally	Never	Minimally	Never
Sometimes	Sometimes	Sometimes	Sometimes
Never	Never	Never	Never
Never	Never	Never	Never
Sometimes	Sometimes	Sometimes	Sometimes
Often	Sometimes	Sometimes	Never
I don't know	Sometimes	Sometimes	Never
Minimally	Sometimes	Minimally	Sometimes
Minimally	I don't know	I don't know	Minimally
Minimally	I don't know	Minimally	Never
Sometimes	Sometimes	Minimally	Never
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Minimally	Minimally	Never
Never	Never	Never	Never
Minimally	Minimally	Minimally	Minimally
I don't know	Minimally	Minimally	I don't know
Never	I don't know	Often	Often
Sometimes	Sometimes	Often	Sometimes
I don't know	I don't know	I don't know	I don't know
I don't know	Minimally	Often	I don't know
Never	Never	Never	Never
Never	Never	Never	Never

Minimally	Never	Never	Never
I don't know	Never	Minimally	Never
Never	I don't know	Sometimes	I don't know
I don't know	Never	Never	Never
Minimally	Never	I don't know	Minimally
Minimally	Minimally	Often	Minimally
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
I don't know	Sometimes	Never	Never
Never	Never	Never	Never
Minimally	Sometimes	Minimally	Minimally
Never	I don't know	I don't know	Never
Never	Never	Minimally	Minimally
Minimally	Sometimes	I don't know	Never
I don't know	Minimally	Minimally	I don't know
I don't know	I don't know	I don't know	I don't know
Never	Minimally	Sometimes	I don't know
I don't know	Minimally	I don't know	I don't know
I don't know	I don't know	Never	Never
Sometimes	Often	Never	Never
	I don't know	I don't know	I don't know
Sometimes	Sometimes	Never	Minimally
Minimally	Never	Minimally	Never
I don't know	Never	Never	Never
Minimally	Minimally	Never	Never
I don't know	Minimally	Never	Never

Never	Minimally	Minimally	Never
Minimally	Sometimes	Sometimes	Never
Never	Minimally	Sometimes	Never
Never	I don't know	Never	I don't know
Minimally	Minimally	Minimally	Never
I don't know	Sometimes	I don't know	I don't know
Minimally	Minimally	Minimally	I don't know
Never	Never	Never	Never
Minimally	Never	Never	Minimally
I don't know	I don't know	I don't know	I don't know
Sometimes	Sometimes	Sometimes	Minimally
Minimally	Often	Sometimes	Often
I don't know	I don't know	Minimally	Never
Sometimes	Sometimes	Minimally	I don't know
Never	Never	Never	Never
Minimally	Never	Never	Never
Minimally	I don't know	Sometimes	I don't know
Never	Minimally	Minimally	Never
Sometimes	Never	Never	Never
Sometimes	Never	Sometimes	Never
Minimally	Sometimes	Sometimes	Never
I don't know	Never	Minimally	Never
I don't know	I don't know	I don't know	I don't know
Never	Minimally	Never	Never
Minimally	Minimally	Minimally	I don't know
Never	Sometimes	Sometimes	Sometimes
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Minimally
Never	Never	Never	Never
Never	Sometimes	Never	Never
Never	Never	Never	Never
I don't know	I don't know	Never	Never
	Sometimes		
Never	Minimally	Never	Never
I don't know	Never	I don't know	I don't know
Never	I don't know	I don't know	Never
Often	Sometimes	Often	Often
Never	Minimally	Minimally	Never
Never	Minimally	Minimally	Never
Never	Never	Often	Sometimes
Never	Never	Never	Never
Sometimes	Often	Minimally	Often
Often	Often	Never	Never
I don't know	Never	Never	Never
Minimally	Sometimes	Minimally	Never
I don't know	Never	Minimally	Never
I don't know	I don't know	I don't know	I don't know
Never	Sometimes	Minimally	Never
Never	Never	Never	Never
Minimally	I don't know	Minimally	Never
Sometimes	Often	Minimally	I don't know
Never	Never	Never	Never
Never	I don't know	I don't know	Never

Never	Sometimes	Minimally	Minimally
Minimally	Never	Never	I don't know
Never	Sometimes	Minimally	I don't know
Minimally	Minimally	Often	Sometimes
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Minimally	Sometimes	Often	I don't know
Never	Never	Never	Never
Sometimes	Often	Sometimes	Sometimes
I don't know	Sometimes	I don't know	I don't know
Never	Sometimes	Minimally	Never
I don't know	Never	I don't know	Minimally
Sometimes	Often	Often	Minimally
Never	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	I don't know	I don't know
Never	Never	Never	Minimally
Minimally	Minimally	Sometimes	Never
Never	Never	Never	Minimally
I don't know	I don't know	I don't know	Never
Often	Sometimes	Minimally	Sometimes
Never	Never	Never	Never
I don't know	Minimally	I don't know	I don't know
I don't know	Minimally	Minimally	Never
Never	Never	Never	Never
I don't know	Sometimes	Minimally	I don't know
Never	Never	Never	Never
Minimally	Minimally	Minimally	Never
Never	Minimally	Minimally	I don't know
	Sometimes		
Never	Never	Never	Never
Never	Never	Never	Never
Minimally	I don't know	Never	Sometimes
Never	Minimally	Never	Never
I don't know	I don't know	Minimally	Never
Minimally	Never	Never	Never
Minimally	Sometimes	Sometimes	Minimally
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Minimally	Minimally	Never
Never	Minimally	Never	Never
I don't know	Sometimes	Minimally	I don't know
I don't know	I don't know	I don't know	I don't know
Sometimes	Sometimes	Never	Never
Never	Minimally	Sometimes	Never
Never	Never	Never	I don't know
Never	Minimally	I don't know	Never
I don't know	I don't know	I don't know	I don't know
Never	I don't know	I don't know	I don't know
Often	Minimally	Sometimes	Often
Minimally	Minimally	Minimally	Minimally
Minimally	Sometimes	Minimally	Minimally

Never	Never	Minimally	Never
Never	Minimally	Never	Never
I don't know	I don't know	I don't know	I don't know
Minimally	Sometimes	Sometimes	Never
Minimally	Often	Minimally	Never
Minimally	Minimally	Never	Never
Never	Never	Never	Never
I don't know	Minimally	Minimally	I don't know
I don't know	Sometimes	I don't know	I don't know
Never	Often	Sometimes	Minimally
Never	Never	Never	Never
I don't know	I don't know	Never	Never
I don't know	Never	Never	Never
Sometimes	Never	Never	Never
Sometimes	Sometimes	Sometimes	I don't know
Never	Sometimes	Never	Never
Minimally	Minimally	Minimally	Never
Minimally	Sometimes	Sometimes	Never
Never	I don't know	Minimally	Often
Never	Sometimes	Never	Minimally
Never	Never	Never	Never
Minimally	Often	Sometimes	Never
Minimally	Sometimes	Sometimes	Sometimes
Never	Never	Never	Never
I don't know	Never	I don't know	Never
Minimally	I don't know	Sometimes	Never
Never	Never	Never	Never
Never	I don't know	Never	Never
I don't know	I don't know	I don't know	I don't know
Minimally	Minimally	I don't know	Sometimes
Minimally	Minimally	I don't know	I don't know
Never	Never	Never	Never
Minimally	Minimally	Never	I don't know
I don't know	I don't know	I don't know	I don't know
I don't know	Minimally	I don't know	I don't know
I don't know	Minimally	I don't know	Never
Never	Never	Minimally	Sometimes
I don't know	I don't know	I don't know	I don't know
Never	Sometimes	Sometimes	Sometimes
Never	I don't know	I don't know	Never
I don't know	I don't know	I don't know	I don't know
I don't know	I don't know	Minimally	I don't know
Sometimes	I don't know	I don't know	Minimally
I don't know	I don't know	Never	Never
Minimally	Often	I don't know	Minimally
Sometimes	Sometimes	Sometimes	Never
I don't know	I don't know	Never	Never
I don't know	Minimally	I don't know	Minimally
Minimally	Minimally	Sometimes	Sometimes
Minimally	Sometimes	Sometimes	Never
Never	Never	Never	Never
Never	Never	Never	Never
Minimally	Never	Never	Never
Minimally	Sometimes	Often	I don't know

Never	Sometimes	Never	I don't know
Never	I don't know	Never	Never
Never	Never	Never	Never
Never	Never	I don't know	Never
Never	Never	I don't know	Never
Never	Minimally	Never	Never
Sometimes	Never	Never	I don't know
Sometimes	Often	Sometimes	Minimally
I don't know	Sometimes	Sometimes	Minimally
Never	Minimally	Sometimes	Never
I don't know	Sometimes	Often	Minimally
Never	Never	Never	Never
Never	Minimally	I don't know	Minimally
I don't know	Minimally	Minimally	I don't know
Sometimes	Sometimes	Minimally	Minimally

Never		Minimally	Often
Never	Never	Never	Never
Often	I don't know	Often	I don't know
Never	Never	Never	Never
I don't know	Never	Minimally	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Minimally	Minimally	Minimally	Minimally
I don't know	I don't know	Sometimes	I don't know
Minimally	Minimally	Never	Never
I don't know	I don't know	I don't know	I don't know
Sometimes	Sometimes	Sometimes	Sometimes
Minimally	Minimally	Minimally	Minimally
Never	Never	Never	Never
I don't know	Minimally	Minimally	I don't know
Never	Minimally	Never	Often
Never	Often	Never	Never
Sometimes	Often	Minimally	Often
I don't know	Minimally	I don't know	I don't know
I don't know	I don't know	I don't know	I don't know
I don't know	I don't know	I don't know	I don't know
I don't know	Sometimes	I don't know	I don't know
Sometimes	Sometimes	Sometimes	Sometimes
Minimally	Minimally	Sometimes	Minimally
I don't know	I don't know	I don't know	I don't know
Sometimes		Sometimes	Minimally
Never	Never	Never	Never
Never	I don't know	I don't know	I don't know
I don't know	Minimally	Minimally	Never
Minimally	Minimally	Minimally	Never
I don't know	Often	Often	Often
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
I don't know	I don't know	I don't know	I don't know
I don't know	I don't know	I don't know	I don't know
Never	Never	Minimally	Never
Often	Minimally	Often	Often

Minimally	Minimally	I don't know	I don't know
Minimally	Minimally	Minimally	Minimally
Minimally	Never	Sometimes	Never
Never	Never	I don't know	Never
Minimally	Minimally	Minimally	Minimally
	Minimally		
I don't know	I don't know	I don't know	I don't know
I don't know	I don't know	I don't know	I don't know
Sometimes	Sometimes	Sometimes	Minimally
Never	Sometimes	Minimally	Sometimes
Never	Sometimes	Never	Never
Minimally	Never	Minimally	Never
Never	Sometimes	Minimally	Never
I don't know	I don't know	I don't know	I don't know
Often	Often	Minimally	Never
Never	Minimally	Minimally	Never
Never	Never	Never	Never
Sometimes	Sometimes	Often	Minimally
Sometimes	Sometimes	Sometimes	Sometimes
Never	Minimally	Sometimes	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Sometimes	Minimally	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Sometimes	Never
Never	Never	I don't know	I don't know
I don't know	Minimally	Minimally	Never
Never	Sometimes	Never	Minimally
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Minimally	Minimally	Never	Never
I don't know	Minimally	Never	Never
Sometimes	Sometimes	Sometimes	Never
Never	Never	Never	Never
I don't know	I don't know	Minimally	I don't know
Never	Never	Never	Never
Never	I don't know	Minimally	Minimally
I don't know	I don't know	I don't know	I don't know
Minimally	I don't know	Never	Never
Minimally	Often	Sometimes	I don't know
I don't know	Never	Never	Never
I don't know	I don't know	I don't know	Minimally
Never	Never	I don't know	
I don't know	Never	Never	Never
Sometimes	Sometimes	Minimally	Sometimes
Minimally	I don't know	I don't know	I don't know
Sometimes	Sometimes	Sometimes	Sometimes
Never	Minimally	Minimally	Minimally
Never	Often	Sometimes	Never
I don't know	I don't know	I don't know	I don't know
I don't know	Minimally	Minimally	Never
I don't know	I don't know	I don't know	I don't know
Minimally	I don't know	Sometimes	I don't know

Minimally	Often	Sometimes	Minimally
I don't know	I don't know	I don't know	I don't know
Sometimes	Sometimes	Sometimes	Sometimes
Never	Minimally	Never	Never
Never	Never	Never	Never
Minimally	Often	Minimally	Minimally
Never	Minimally	Minimally	Never
Never	Never	Never	Never
Sometimes	Often	Often	I don't know
Never	Never	Never	Never
Never	Sometimes	Never	Never
Never	Minimally	Minimally	Never
I don't know	I don't know	I don't know	I don't know
I don't know	I don't know	Sometimes	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Minimally	Minimally	Minimally	Minimally
Minimally	Never	Sometimes	Never
Minimally	Often	Often	Never
Never	Never	Never	Never
Never	Minimally	Never	Never
I don't know	Minimally	I don't know	Never
I don't know	Minimally	I don't know	I don't know
Never	Never	Minimally	Never
Sometimes	Minimally	Never	Never
Minimally	Minimally	Never	Never
Sometimes	Sometimes	Sometimes	Sometimes
Minimally	Sometimes	Minimally	Minimally
Never	I don't know	I don't know	I don't know
Never	Never	Never	Never
Minimally	Never	Never	Never
Never	Never	Often	Never
Minimally	Minimally	Sometimes	Never
Never	I don't know	Never	Never
Never	Minimally	Never	Never
I don't know	Minimally	Never	Never
I don't know	Minimally	I don't know	I don't know
Minimally	I don't know	Minimally	Minimally
Never	Never	I don't know	Never
I don't know	I don't know	Sometimes	Never
Never	Sometimes	Minimally	Never
Minimally	Sometimes	Sometimes	Minimally
Minimally	Minimally	Never	Minimally
I don't know	I don't know	I don't know	I don't know
Minimally	Often	Minimally	Never
Never	I don't know	I don't know	Never
I don't know	Sometimes	Sometimes	Sometimes
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
I don't know	Minimally	Never	Minimally
I don't know	Never	Never	Never
Often	Minimally	Sometimes	Sometimes
Never	I don't know	I don't know	I don't know
Never	Sometimes	Never	Never

I don't know	I don't know	I don't know	I don't know
Often	Sometimes	Often	I don't know
Never	Sometimes	Sometimes	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Minimally
	Minimally	Sometimes	Never
Minimally	Often	Sometimes	Often
I don't know	I don't know	I don't know	I don't know
Minimally	Minimally	Minimally	Minimally
Sometimes	Sometimes	Minimally	Minimally
Minimally	Sometimes	Minimally	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Minimally	Minimally	Never	Never
Never	Never	Never	Minimally
Never	Minimally	Minimally	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Sometimes	Sometimes	Minimally	Sometimes
Never	Minimally	Minimally	Never
Minimally	I don't know	I don't know	I don't know
Often	Often	Often	Minimally
Never	I don't know	Never	Never
Minimally	Never	Sometimes	Never
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Sometimes	I don't know	I don't know	I don't know
Never	Minimally	Never	Never
Sometimes	Often	Never	Never
Minimally	Sometimes	Often	Sometimes
Minimally	I don't know	Minimally	I don't know
Minimally	Minimally	Never	Never
Never	Sometimes	Never	Never
Never	I don't know	Never	Never
Never	Never	Never	Never
Never	Sometimes	Sometimes	Never
Never	Minimally	Minimally	Never
Never	Never	Never	Never
Never	Often	Sometimes	Never
Minimally	Minimally	I don't know	Never
Sometimes	Never	Minimally	Minimally
I don't know	Sometimes	Never	Minimally
Never	Minimally	Never	Never
Never	Never	Never	Never
Minimally	Sometimes	Minimally	I don't know
Never	Never	Never	Never

Students at my school	How often do you hear	How often do you hear	How often do you hear
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Minimally	Never	Never	Never
Minimally	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Often	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
I don't know	Never	Never	Never
Never	Never	Never	Never
Sometimes	Never	Never	Minimally
I don't know	Never	Never	Never
Never	Never	Never	Never
I don't know	Never	Never	Never
Minimally	Never	Never	Never
I don't know	Never	Never	Never
Minimally	I don't know	I don't know	I don't know
I don't know	Never	Never	Sometimes
Minimally	Never	I don't know	Minimally
Never	Never	Never	Minimally
Minimally	Never	Never	Never
Minimally	Never	Never	Never
I don't know	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
I don't know	Never	Never	Never
Never	Never	Never	Never
I don't know	Never	Never	Never
I don't know	Minimally	Minimally	Sometimes
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Minimally	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	I don't know	Never
Never	Never	Never	Never
Never	Never	Never	Never

Never	Never	Never	Never
Never	Never	Never	Never
Minimally		Minimally	Minimally
Minimally	Never	Never	Never
Minimally	Never	Never	Never
Minimally	I don't know	I don't know	I don't know
Sometimes	Never	Never	Never
Never	Never	Never	Never
I don't know	Never	Never	Minimally
I don't know	I don't know	I don't know	I don't know
Minimally	Minimally	Minimally	Sometimes
Minimally	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Minimally	Minimally	Minimally	Minimally
Minimally	Never	Never	Never
I don't know	Never	Never	Never
Sometimes	Minimally	Never	Never
Minimally	Never	Never	Never
Never	Never	Never	Never
Sometimes	Never	Never	Never
Often	Never	Never	Never
Never	Never	Never	Never
Minimally	Never	Never	Never
Never	Never	Never	Never
Minimally	Never	Never	Minimally
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Minimally	Never	Never	Never
Minimally	Never	Never	Never
I don't know	Never	Never	Never
I don't know	Never	Never	Never
Sometimes	Never	Never	Never
Never	Never	Never	Never
Minimally	Never	Never	Minimally
I don't know	Never	Never	Never
I don't know	Never	Never	Never
Never	Never	Never	Never
Sometimes	I don't know	I don't know	I don't know
I don't know	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Sometimes	I don't know	I don't know	I don't know
Never	Never	Never	Never
Minimally	Never	Never	Never
Minimally	Minimally	Minimally	Sometimes
I don't know	Never	I don't know	Never
I don't know	Never	Never	Never

I don't know	I don't know	Never	Never
Sometimes	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Sometimes	I don't know	I don't know	I don't know
Minimally	Often	Often	Minimally
Minimally	I don't know	I don't know	I don't know
Minimally	Minimally	Minimally	Minimally
I don't know	Never	I don't know	I don't know
Sometimes	Never	Never	Minimally
I don't know	Minimally	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Sometimes	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Often	Minimally	Minimally	Minimally
I don't know	I don't know	I don't know	I don't know
I don't know	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Minimally	Never	Never	Never
Minimally	I don't know	I don't know	I don't know
I don't know	Never	Never	Never
Never	Never	Never	Never
Often	Never	Never	Never
Minimally	Never	Never	Never
Never	Never	Never	Never
Never	I don't know	I don't know	I don't know
Never	Never	Never	Never
I don't know	Never	Never	Never
Never	Never	Never	Never
I don't know	Never	Never	Never
Never	Never	Never	Never
Minimally	Minimally	Minimally	Minimally
I don't know	Never	Never	Never
Never	Never	Never	Never
I don't know	Never	Never	Never
I don't know	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
I don't know	I don't know	I don't know	I don't know
I don't know	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	Never	Never	Never
Sometimes	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never

Never	Never	Never	Never
Minimally	Never	Never	Never
Never	Minimally	Never	Never
I don't know	Never	I don't know	Minimally
Never	Never	Never	I don't know
I don't know	I don't know	I don't know	I don't know
Minimally	Never	Never	Never
Never	Never	Never	Never
Minimally	Never	Never	Never
I don't know	Never	Never	Never
Sometimes	Never	Never	Minimally
I don't know	I don't know	I don't know	I don't know
Minimally	I don't know	I don't know	I don't know
Sometimes	Sometimes	Sometimes	Sometimes
Never	Never	Never	Never
I don't know	Never	Never	Never
I don't know	Never	Never	Never
Never	I don't know	Never	Minimally
Never	Never	Never	Never
Sometimes	Never	Never	Never
Sometimes	Never	Never	Never
Never	Never	I don't know	Never
I don't know	Never	Never	Never
Minimally	Never	Never	Minimally
Minimally	I don't know	I don't know	I don't know
Never	Minimally	Never	Minimally
Never	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Minimally	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	I don't know	I don't know	I don't know

Never	Never	Never	Never
I don't know	Never	Never	Never
I don't know	Never	Never	Never
I don't know	Often	Minimally	Minimally
Never	Minimally	I don't know	I don't know
Never	Never	Never	Never
Often	I don't know	I don't know	I don't know
Never	Never	Never	Never
Often	Minimally	Minimally	Minimally
Often	Never	Never	Never
Never	Never	Never	Never
Sometimes	Minimally	Minimally	Minimally
I don't know	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	Never	Never	Minimally
I don't know	Never	Never	Never
Never	Never	Never	Never
I don't know	Never	Never	Never

Never	Never	Never	Never
Minimally	Never	Never	Never
I don't know	Never	Never	I don't know
I don't know	Never	Never	Never
Never	Never	Never	
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Minimally	Never	Never	Never
I don't know	Never	Never	Never
Sometimes	Never	Never	Minimally
I don't know	Never	Never	Never
Minimally	I don't know	I don't know	Minimally
Never	Never	Never	Never
Never	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	I don't know	I don't know	I don't know
Never	Never	Never	Never
I don't know	Never	Never	Never
Often	Never	Never	Never
Never	Minimally	Never	Never
I don't know	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
I don't know	Never	Never	Never
Never	Never	Never	Never
Minimally	Never	Never	Never
Never	Never	Never	Never
	Minimally		Minimally
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	Minimally	Minimally	I don't know
Never	Never	Never	Never
Minimally	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	Minimally	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Minimally	Never
Never	Never	Never	Never
Never	Never	I don't know	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Minimally
I don't know	Never	Never	I don't know
Minimally	Never	Never	Never
I don't know	I don't know	Never	Never
Never	Never	Never	Never
Minimally	I don't know	I don't know	I don't know
Sometimes	Never	Never	Never
I don't know	Never	Never	I don't know

Never	Never	Never	Never
I don't know	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
I don't know	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
I don't know	Never	Never	Never
Minimally	I don't know	Minimally	I don't know
Never	Never	Never	Never
I don't know	Sometimes	Minimally	Never
Never	Never	Never	Minimally
Minimally	Never	Never	Never
Minimally	Never	Sometimes	Never
Never	Never	Never	Never
Minimally	Never	Never	Never
Minimally	Never	Never	Never
Often	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Minimally	Sometimes	Often	Never
Minimally	Never	Never	Never
Never	Never	Never	Never
I don't know	Never	Never	Never
I don't know	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	Never	Never	Never
I don't know	Never	Never	Never
Minimally	Never	Never	Never
Never	Never	Never	Never
Never	I don't know	Never	Minimally
I don't know	I don't know	I don't know	I don't know
I don't know	I don't know	Never	I don't know
I don't know	I don't know	I don't know	I don't know
Never	I don't know	I don't know	I don't know
I don't know	Never	Never	Never
Sometimes	I don't know	I don't know	I don't know
I don't know	Never	Never	Never
I don't know	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
I don't know	Never	Never	Never
Never	Never	Never	Never
Minimally	Never	Never	Never
Never	Never	Never	Never
Never	Minimally	Minimally	Minimally
Sometimes	Minimally	Never	Never
Never	Never	Never	Sometimes
I don't know	Never	Never	Never
Never	Never	Never	Never
Minimally	Never	Never	Never
Often	I don't know	I don't know	I don't know

I don't know	Never	I don't know	Sometimes
Never	Never	Never	Never
Never	Never	Never	Never
Never	I don't know	I don't know	I don't know
Never	I don't know	I don't know	I don't know
Never	Never	Never	Never
Sometimes	Never	Never	Never
Often	I don't know	I don't know	I don't know
I don't know	Never	Never	Never
Never	Never	Never	Never
I don't know	Never	Never	Never
Never	Never	Never	Never
I don't know	Never	Never	Never
I don't know	Never	Never	Never
Minimally	I don't know	I don't know	I don't know

I don't know	Minimally	Sometimes	Never
Never	I don't know	I don't know	I don't know
Sometimes	Never	Never	I don't know
Never	Never	Never	Never
Never	I don't know	I don't know	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Minimally	Never	Never	Never
Sometimes	Never	Never	Never
Minimally	Minimally	Never	Never
I don't know	Never	Never	Never
Minimally	Sometimes	Sometimes	Sometimes
Never	Never	Minimally	Minimally
Never	Minimally	Never	Never
I don't know	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Minimally	Never	Never	Never
I don't know	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
I don't know	I don't know	I don't know	I don't know
I don't know	I don't know	Never	I don't know
I don't know	I don't know	I don't know	I don't know
Minimally	I don't know	Never	Never
I don't know	Never	Never	Never
	I don't know	Never	Never
Never	Never	Never	Never
I don't know	Never	Never	Never
I don't know	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
I don't know	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Often	Never	Never	Never

I don't know	Never	Never	Never
Minimally	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Minimally	Never	Never	Never
I don't know	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Sometimes	I don't know	I don't know	I don't know
Sometimes	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Sometimes	Never	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Minimally	Never	Never	Never
Sometimes	I don't know	I don't know	I don't know
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Minimally	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Minimally	Never	Never	Never
I don't know	Never	Never	Never
I don't know	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	Never	Never	Never
Minimally	Never	I don't know	I don't know
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Minimally	Never	Never	Never
Never	Never	Never	Never
Sometimes	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
I don't know	Never	Never	Never
Never	Never	Sometimes	Often
Never	I don't know	I don't know	Never
I don't know	Never	Never	I don't know
Never	Never	Never	Never
I don't know	Never	Never	Never
Never	Minimally	Never	Minimally
Minimally	I don't know	I don't know	I don't know
Sometimes	Never	Never	Never
Minimally	Never	Never	Never
I don't know	Never	Never	Minimally
I don't know	Never	Never	Never
I don't know	Never	Never	Never
I don't know	Never	Never	Never
I don't know	I don't know	I don't know	I don't know

Sometimes	Minimally	Minimally	Minimally
I don't know	I don't know	I don't know	I don't know
Sometimes	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Minimally	Minimally	Minimally	Minimally
Minimally	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Minimally	I don't know	I don't know	I don't know
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
I don't know	Never	Never	Sometimes
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Minimally	Minimally	Minimally	Minimally
I don't know	Never	Never	Never
I don't know	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Minimally	Never	Never	Minimally
I don't know	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Minimally	Never	Never	Never
Sometimes	Minimally	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	Never	Never	Never
Never	Never	Never	Never
I don't know	Never	Never	Never
Never	Never	Never	Never
I don't know	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
I don't know	Never	Never	Minimally
I don't know	Minimally	I don't know	I don't know
I don't know	Never	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Minimally	Never	Never	Never
Never	I don't know	Never	I don't know
Sometimes	I don't know	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	I don't know	I don't know	I don't know
Never	Never	Never	Never
Minimally	Never	Never	Never
I don't know	Never	Never	I don't know
Never	Minimally	Never	Never

I don't know	I don't know	I don't know	I don't know
Never	I don't know	Never	Sometimes
	Sometimes	Never	Never
I don't know	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
Minimally	Minimally	Never	Minimally
I don't know	I don't know	I don't know	I don't know
Minimally	I don't know	I don't know	I don't know
I don't know	Never	Never	Never
Minimally	Never	Never	Never
Never	Never	Never	Never
I don't know	Never	Never	Never
I don't know	Never	Never	Never
Never	Never	Never	Never
I don't know	Never	Never	Never
Never	Never	Never	Sometimes
Never	Never	Never	Never
Never	Never	Never	Never
Sometimes	Never	Never	Never
Minimally	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Often	Never	Never	Never
Never	Never	Never	Never
Minimally	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
I don't know	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
Minimally	I don't know	I don't know	Never
I don't know	Never	Never	Never
Minimally	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	I don't know	I don't know	I don't know
Never	Never	Never	Minimally
Never	Never	Never	Never
I don't know	Never	Never	Minimally
I don't know	Never	Never	Never
Never	Never	Never	Never
Never	Minimally	Never	Never
I don't know	Never	Never	Never
Never	Never	Never	Never
I don't know	Never	Never	Never
Never	Never	Never	Never

Never	Never	Never	Never
Never	Never	Never	I don't know
Minimally	Minimally	Minimally	Minimally
Never	Never	Never	Never
Never	Never	Never	I don't know
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Minimally
Never	Never	Never	Sometimes
I don't know	I don't know	I don't know	I don't know
Sometimes	Sometimes	Minimally	Minimally
Never	Never	Never	I don't know
I don't know	I don't know	I don't know	I don't know
Minimally	Minimally	Minimally	Minimally

Never	Never	Never	Minimally
Never	Never	Never	Minimally
Never	Never	Never	I don't know
Never	Never	Never	Minimally
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Minimally
Never	Never	Never	Never
Minimally	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	I don't know
I don't know	I don't know	I don't know	Often
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Sometimes	Minimally	Minimally	Minimally
Never	Never	I don't know	I don't know
Never	Never	Never	Never

Often	Never	I don't know	Minimally
Never	Never	Never	I don't know
Never	Never	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Minimally	Sometimes
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Sometimes	Never	I don't know	Minimally
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	I don't know
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	Never
Never	Never	I don't know	Never
Never	Never	Never	Minimally
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Sometimes	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	Never	Never	I don't know
Minimally	Minimally	Minimally	Minimally
Never	Never	Never	Minimally
Minimally	Never	Never	Never
Never	Never	Never	Never

Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
Minimally	Minimally	Minimally	Never
Never	Never	Never	Minimally
Never	Never	Never	I don't know
Never	Never	Never	Never
Minimally	Minimally	Minimally	I don't know
I don't know	I don't know	I don't know	I don't know
Minimally	Minimally	Minimally	Minimally
I don't know	I don't know	I don't know	I don't know
I don't know	I don't know	I don't know	I don't know
Minimally	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	I don't know
Minimally	Never	Never	I don't know
Never	Never	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	I don't know
Never	Never	Never	Never
Sometimes	Minimally	I don't know	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	Never
I don't know	I don't know	I don't know	Never
Never	Never	Never	Sometimes
Never	Never	Never	I don't know
Never	I don't know	I don't know	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	Never

Never	Never	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
I don't know	I don't know	I don't know	I don't know
	Never	Sometimes	Never
I don't know	I don't know	I don't know	Never
Minimally	Minimally	Minimally	Minimally
I don't know	Never	I don't know	Minimally
Never	Never	Never	Never
Never	Never	Never	Sometimes
Never	Never	Never	Sometimes
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
I don't know	I don't know	I don't know	I don't know
Often	Minimally	Minimally	Minimally
I don't know	I don't know	I don't know	Minimally
Never	Never	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	I don't know	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Minimally	Never	Minimally
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	Sometimes
Minimally	Minimally	Minimally	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	I don't know
I don't know	I don't know	I don't know	I don't know
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	I don't know
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	I don't know
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	Never

Never	Never	Never	Never
Never	Never	Never	Never
Minimally	Never	Never	Never
Never	Never	Never	I don't know
Never	I don't know	Never	I don't know
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	I don't know
Never	Never	Never	Minimally
I don't know	I don't know	I don't know	I don't know
I don't know	I don't know	I don't know	I don't know
Sometimes	Sometimes	Sometimes	Sometimes
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	I don't know
Minimally	Never	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Sometimes
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	I don't know
Never	Never	Never	I don't know
I don't know	I don't know	I don't know	I don't know
Minimally	Never	Never	Minimally
I don't know	I don't know	I don't know	Minimally
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know

Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	Never
Often	Often	I don't know	Minimally
Minimally	I don't know	I don't know	Minimally
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	I don't know
Never	Never	Never	Never
Minimally	Minimally	Minimally	Never
Never	Never	Never	Minimally
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	Often

Never	Never	Never	Never
Never	Never	Never	I don't know
I don't know	Never	Never	Minimally
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Minimally
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	I don't know
I don't know	I don't know	I don't know	Never
Never	Never	Never	Never
I don't know	I don't know	Never	I don't know
Never	Never	Never	I don't know
I don't know	I don't know	I don't know	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	I don't know
Never	Never	Never	Never

Never	Never	Never	Never
Never	Never	Never	Minimally
I don't know	Minimally	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	I don't know
Minimally	Minimally	I don't know	Minimally
Never	Never	Never	Never
Never	Never	Never	Minimally
Never	Never	Never	Never
Minimally	Never	Never	Sometimes
Never	Never	Never	Never
I don't know	I don't know	Never	I don't know
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Minimally	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	I don't know
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never

Never	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	I don't know
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	I don't know
Never	I don't know	Never	Sometimes
Never	Never	Never	Never
Never	Never	Never	Never
Minimally	Minimally	Minimally	Never
Never	Never	Never	Never
Never	Never	Never	
Minimally	Never	Never	Never
Never	Often	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
I don't know	Sometimes	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	Never	Minimally	Never
I don't know	I don't know	I don't know	I don't know
I don't know	Never	I don't know	I don't know
I don't know	I don't know	I don't know	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	I don't know
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	I don't know
Never	Never	Never	I don't know
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	Never	Never	I don't know
I don't know	Minimally	I don't know	Minimally
I don't know	Never	Minimally	Never
Minimally	Never	Never	Minimally
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
Sometimes	I don't know	I don't know	I don't know

Never	Never	I don't know	Never
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	Minimally
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Minimally	Never	Never	Never
I don't know	I don't know	I don't know	I don't know

I don't know	I don't know	I don't know	Minimally
I don't know	I don't know	I don't know	I don't know
I don't know	I don't know	Never	I don't know
Never	Never	Never	I don't know
I don't know	I don't know	I don't know	I don't know
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
Minimally	Never	Never	Minimally
Never	Never	Never	Never
Sometimes	Minimally	Sometimes	Minimally
Never	Never	Never	Minimally
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Minimally	I don't know	I don't know	Often
Never	Never	Never	Never
Minimally	I don't know	Never	Minimally
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	I don't know
Never	Never	Never	I don't know

Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	I don't know
Never	Never	Never	Never
	Minimally		
Never	Never	Never	Never
I don't know	I don't know	I don't know	
I don't know	I don't know	I don't know	I don't know
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	Sometimes
Never	Never	I don't know	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	I don't know
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Minimally
I don't know	I don't know	I don't know	I don't know
Never	Never	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	Minimally
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	I don't know
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Minimally	Minimally	I don't know	I don't know
I don't know	I don't know	I don't know	Minimally
Never		Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Minimally	Never	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know

I don't know	I don't know	I don't know	I don't know
Often		Often	I don't know
Never	Never	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Never	Never	I don't know
I don't know	I don't know	I don't know	I don't know
Minimally	I don't know	I don't know	I don't know
Never	Never	Never	Sometimes
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know
I don't know	I don't know	Never	Never
Never	Never	Never	Never
Often	I don't know	I don't know	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	I don't know
Never	Never	Never	I don't know
Never	Never	Never	I don't know
I don't know	I don't know	I don't know	I don't know
Never	Never	Never	I don't know
Never	Never	Never	Sometimes
Never	Never	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
I don't know	I don't know	I don't know	I don't know
Minimally	Never	Never	Never
Never	Never	Never	Never
Sometimes	Never	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	I don't know
Never	Minimally	Never	I don't know
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	I don't know

How often do you hear	How often do you hear	How often do you hear	How familiar are you wi
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Very familiar
Never	Never	Never	Familiar
Never	Never	Never	Very familiar
Never	Never	Never	Familiar
Sometimes	Sometimes		Familiar
Minimally	Minimally	Minimally	Somewhat familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Familiar
I don't know	Never	Minimally	Familiar
Never	Never	Never	Very familiar
Minimally	Sometimes	Sometimes	Familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Very familiar
Never	Never	Never	Very familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Familiar
Sometimes	Often	Minimally	Familiar
I don't know	I don't know	I don't know	Very familiar
Never	Minimally	Minimally	Very familiar
Never	Never	Minimally	Very familiar
Never	Never	Never	Very familiar
Never	Never	Never	Familiar
Never	Never	Never	Not familiar at all
Never	Never	Never	Very familiar
Never	Never	Never	Familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Somewhat familiar
Never	Never	Never	Familiar
Never	Never	Never	Very familiar
Never	Never	Never	Very familiar
I don't know	I don't know	Minimally	Somewhat familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Familiar
Often	Minimally	Often	Familiar
Never	Never	Never	Very familiar
Never	Never	Never	Very familiar
Never	Never	Never	Familiar
Never	Never	Never	Very familiar
Never	Never	Never	Familiar

	Never	Never	Familiar
I don't know	I don't know	I don't know	Very familiar
Minimally	Minimally	Minimally	Very familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Somewhat familiar
Minimally	I don't know	Minimally	Very familiar
Sometimes	I don't know	Often	Very familiar
I don't know	I don't know	I don't know	Very familiar
Minimally	Minimally	Minimally	Very familiar
I don't know	I don't know	I don't know	Familiar
I don't know	I don't know	I don't know	Familiar
Minimally	Minimally	Minimally	Very familiar
			Very familiar
Minimally	Never	Never	Very familiar
Minimally	Never	Sometimes	Familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Very familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Familiar
Never	Never	Never	Very familiar
Never	Never	Never	Familiar
Minimally	Minimally	Minimally	Very familiar
Never	Never	Never	Very familiar
Never	Never	Minimally	Familiar
Minimally	Never	Minimally	Somewhat familiar
Never	Never	Never	Very familiar
Never	Never	Never	Very familiar
Never	Never	Never	Very familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Familiar
Never	Never	Never	Very familiar
Never	Never	Never	Very familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Familiar
Never	Never	Minimally	Very familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Very familiar
I don't know	I don't know	I don't know	Familiar
Often	Often	Often	Familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Familiar
Never	Never	Never	Very familiar
Never	Never	Never	Very familiar
I don't know	I don't know	Often	Familiar
I don't know	I don't know	Sometimes	Familiar
Never	Never	Never	Very familiar
Never	Never	Never	Familiar
Minimally	Minimally	Minimally	Very familiar
Minimally	Never	I don't know	Not familiar at all
Never	Never	Never	Very familiar

Minimally	Sometimes	Often	Not familiar at all
I don't know	I don't know	I don't know	Familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Familiar
Never	Never	Never	Familiar
Never	Never	Never	Familiar
Sometimes	Sometimes	Sometimes	Familiar
Never	Never	Never	Very familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Very familiar
Never	Never	Never	Very familiar
Never	Never	Never	Very familiar
Never	I don't know	I don't know	Familiar
Never	Never	Never	Very familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Very familiar
I don't know	I don't know	I don't know	Not familiar at all
I don't know	I don't know	I don't know	Somewhat familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Familiar
Never	Never	Never	Somewhat familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Very familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Very familiar
Never	Never	Never	Very familiar
Minimally	Minimally	Minimally	Very familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Familiar
Never	Never	Never	Familiar
Never	Never	Never	Familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Familiar
Never	Never	Minimally	Very familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Familiar
Never	Never	Never	Very familiar
Never	Never	Never	Very familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Very familiar
Minimally	Minimally	Minimally	Somewhat familiar
Minimally	I don't know	Often	Very familiar
Never	Never	Minimally	Somewhat familiar
Never	Never	Never	Very familiar

Never	I don't know	Never	Very familiar
Never	Never	Never	Familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Very familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Very familiar
Never	Never	Never	Familiar
Minimally	Minimally	Minimally	Familiar
Minimally	I don't know	Minimally	Familiar
Never	Never	I don't know	Very familiar
Sometimes	Often	Often	Familiar
Sometimes	Sometimes	Sometimes	Very familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Familiar
Never	Never	Never	Familiar
Never	Never	Never	Familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Very familiar
I don't know	I don't know	I don't know	Familiar
Minimally	Minimally	Minimally	Very familiar
Minimally	Never	Never	Somewhat familiar
I don't know	I don't know	I don't know	Somewhat familiar
Never	Never	Never	Very familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Familiar
I don't know	I don't know	I don't know	Not familiar at all
Never	Never	Never	Very familiar
Minimally	Never	Never	Very familiar
Never	Never	Never	Familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Very familiar
Sometimes	Sometimes	Sometimes	Familiar
Never	Never	Never	Very familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Very familiar
I don't know	I don't know	I don't know	Very familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Minimally	Familiar
I don't know	I don't know	I don't know	Very familiar
I don't know	Minimally	I don't know	Very familiar
Never	Never	Never	Familiar
I don't know	I don't know		Familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Familiar
Never	Never	Never	Familiar

Never	Never	Never	Very familiar
Never	Never	Never	Very familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Very familiar
I don't know	Never	Never	Very familiar
I don't know	I don't know	I don't know	Familiar
Minimally	Minimally	Sometimes	Familiar
I don't know	I don't know	I don't know	Familiar
I don't know	I don't know	I don't know	Somewhat familiar
Minimally	Sometimes	Minimally	Somewhat familiar
Never	Never	Never	Very familiar
I don't know	I don't know	Often	Familiar
I don't know	I don't know	I don't know	Familiar
I don't know	Never	Minimally	Not familiar at all
Never	Never	Never	Familiar
Never	Minimally	Never	Familiar
Minimally	Sometimes	Minimally	Familiar
I don't know	I don't know	I don't know	Familiar
I don't know	I don't know	I don't know	Very familiar
I don't know	I don't know	I don't know	Familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Very familiar
Minimally	I don't know	Minimally	Not familiar at all
Never	Never	Never	Familiar
Never	Never	Never	Very familiar
Never	Never	Never	Very familiar
Never	Never	Never	Very familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Familiar
			Very familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Somewhat familiar
Never	Never	Never	Somewhat familiar
Minimally	Minimally	Minimally	Somewhat familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Familiar
I don't know	I don't know	Minimally	Very familiar
Never	Never	Never	Not familiar at all
Never	Never	Never	Very familiar
Minimally	Minimally	Minimally	Familiar
I don't know	I don't know	I don't know	Not familiar at all
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Familiar
Never	Never	Never	Very familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Very familiar
Often	Often	Often	Somewhat familiar

Never	Never	Never	Very familiar
Never	I don't know	Never	Very familiar
Minimally	Minimally	Minimally	Very familiar
I don't know	I don't know	Never	Very familiar
Never	Never	Never	Somewhat familiar
I don't know	I don't know	I don't know	Familiar
Never	Never	Minimally	Very familiar
Never	Never	Never	Very familiar
Sometimes	Sometimes	Minimally	Very familiar
Never	Never	Never	Very familiar
Never	Never	Sometimes	Very familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Very familiar
I don't know	I don't know	I don't know	Familiar
Never	Never	Never	Familiar
Never	Never	Never	Somewhat familiar
I don't know	Minimally	Minimally	Very familiar
I don't know	I don't know	I don't know	Familiar
Never	Never	Sometimes	Somewhat familiar
Never	Never	Never	Familiar
Never	Never	Never	Familiar
Never	Never	Never	Familiar
Never	Never	Never	Very familiar
Never	I don't know	I don't know	Not familiar at all
I don't know	I don't know	I don't know	Familiar
Never	Never	Never	Familiar
I don't know	I don't know	Sometimes	Very familiar
I don't know	I don't know	I don't know	Very familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Very familiar
		Sometimes	
Never	Never	Never	Very familiar
Minimally	Minimally	Minimally	Very familiar
I don't know	I don't know	I don't know	Somewhat familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Very familiar
I don't know	I don't know	I don't know	Very familiar
Sometimes	I don't know	I don't know	Familiar
Never	Never	Never	Very familiar
Never	Never	Never	Not familiar at all
Never	Never	Never	Familiar
Never	I don't know	Never	Very familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Very familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Very familiar
Never	Never	Never	Familiar
Never	Never	I don't know	Very familiar
Never	Never	I don't know	Somewhat familiar
I don't know	I don't know	I don't know	Familiar
I don't know	I don't know	I don't know	Very familiar
I don't know	I don't know	I don't know	Somewhat familiar
Never	Never	Never	Familiar
Never	Never	Never	Very familiar

Never	I don't know	I don't know	Somewhat familiar
Never	Never	Never	Very familiar
Never	Never	Never	Familiar
Never	I don't know	Never	Familiar
I don't know	I don't know	I don't know	Familiar
Never	Never	Never	Very familiar
Never	Never		Very familiar
Minimally	Sometimes	Sometimes	Very familiar
Never	Never	Never	Familiar
Never	Never	Never	Familiar
Never	Never	Never	Familiar
Never	Never	Never	Familiar
Never	Never	Never	Somewhat familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Very familiar

Never	I don't know	I don't know	Familiar
I don't know	I don't know	I don't know	Very familiar
I don't know	I don't know	I don't know	Somewhat familiar
I don't know	I don't know	I don't know	Familiar
I don't know	I don't know	I don't know	Very familiar
I don't know	I don't know	I don't know	Not familiar at all
Never	Never	Never	Familiar
Never	Never	Never	Familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Familiar
Minimally	Never	Often	Very familiar
Never	Never	Never	Very familiar
Minimally	Minimally	Minimally	Somewhat familiar
Minimally	Minimally	Minimally	Familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Very familiar
Never	Never	Minimally	Very familiar
Never	Never	Never	Familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Not familiar at all
I don't know	I don't know	I don't know	Very familiar
Never	Never	I don't know	Familiar
I don't know	I don't know	I don't know	Very familiar
Often	Often	Often	Familiar
Never	Never	Never	Very familiar
Minimally	Sometimes	Sometimes	Familiar
Never	Never	Never	Very familiar
Never	Never	Never	Somewhat familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Very familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Not familiar at all
I don't know	I don't know	I don't know	Familiar
I don't know	I don't know	I don't know	Very familiar
I don't know	I don't know	I don't know	Very familiar

Never	Never	Never	Familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Very familiar
		Minimally	
Never	Never	Never	Very familiar
			Familiar
I don't know	I don't know	I don't know	Very familiar
I don't know	I don't know	Never	Somewhat familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Familiar
Never	Never	Never	Very familiar
Sometimes	Sometimes	Sometimes	Familiar
Never	Never	Never	Very familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Very familiar
I don't know	Minimally	I don't know	Very familiar
I don't know	I don't know	I don't know	Familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Familiar
I don't know	I don't know	I don't know	Very familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Very familiar
Minimally	Minimally	Minimally	Very familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	I don't know	Very familiar
Never	Never	Never	Very familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Familiar
Minimally	Sometimes	Minimally	Very familiar
I don't know	I don't know	I don't know	Familiar
Never	Never	Never	Familiar
Never	Never	Never	Very familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Very familiar
I don't know	I don't know	I don't know	Very familiar
I don't know	I don't know	I don't know	Familiar
Never	Never	I don't know	Familiar
I don't know	I don't know	I don't know	Very familiar
Sometimes	I don't know	Never	Very familiar
Never	Never	Never	Very familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Familiar
Sometimes	Never	Minimally	Familiar
I don't know	I don't know	I don't know	Familiar
Never	Never	Never	Very familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Not familiar at all
Never	Never	Never	Very familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Familiar

Minimally	Minimally	Minimally	Very familiar
Minimally	Minimally	Minimally	Very familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never		Very familiar
Sometimes	Sometimes	Sometimes	Very familiar
Never	Never	Never	Familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Very familiar
I don't know	I don't know	I don't know	Very familiar
I don't know	I don't know	I don't know	Very familiar
I don't know	Never	Minimally	Familiar
I don't know	I don't know	I don't know	Very familiar
			Familiar
Minimally	Minimally	Minimally	Somewhat familiar
Never	I don't know	Never	Familiar
Never	Never	Never	Very familiar
Never	Never	Never	Familiar
Never	Never	Never	Familiar
Minimally	Minimally	Minimally	Familiar
I don't know	I don't know	I don't know	Familiar
Never	Never	Never	Very familiar
Never	Never	Never	Very familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Not familiar at all
Never	Never	Never	Familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Familiar
Never	Never	Never	Familiar
Never	Never	Never	Familiar
Never	Never		Very familiar
Never	Never	I don't know	Very familiar
I don't know	I don't know	Minimally	Familiar
I don't know	I don't know	I don't know	Familiar
I don't know	I don't know	I don't know	Somewhat familiar
Never	Never	I don't know	Familiar
I don't know	I don't know	I don't know	Very familiar
Minimally	Minimally	Minimally	Familiar
Never	Never	I don't know	Familiar
I don't know	I don't know	I don't know	Not familiar at all
I don't know	I don't know	I don't know	Very familiar
Never	I don't know	I don't know	Familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Somewhat familiar
I don't know	I don't know	I don't know	Familiar
I don't know	I don't know	I don't know	Familiar
Often	Often	Often	Very familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Familiar
I don't know	I don't know	I don't know	Familiar
Often	Often	Often	Very familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Familiar
I don't know	I don't know	I don't know	Very familiar

I don't know	I don't know	I don't know	Very familiar
Sometimes	Never	Minimally	Very familiar
	I don't know	I don't know	Very familiar
Never	Never	Never	Very familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Very familiar
I don't know	I don't know	I don't know	Very familiar
I don't know	I don't know	I don't know	Very familiar
I don't know	I don't know	I don't know	Familiar
Often	Minimally	Minimally	Very familiar
Never	Never	Never	Familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Familiar
Never	Never	I don't know	Familiar
Never	Never	Never	Very familiar
Never	Never	Never	Very familiar
Never	Never	Never	Familiar
Never	Never	Never	Very familiar
Never	Never	Never	Familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never		Very familiar
Never	Never	Never	Very familiar
Never	Never	Never	Familiar
Never	Never	Never	Very familiar
Never	Never	Never	Very familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Very familiar
			Very familiar
I don't know	I don't know	Often	Familiar
I don't know	I don't know	I don't know	Familiar
I don't know	I don't know	I don't know	Very familiar
I don't know	I don't know	I don't know	Very familiar
Minimally	Minimally	Minimally	Very familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Familiar
Never	Never	Never	Very familiar
I don't know	I don't know	I don't know	Very familiar
Never	Never	Never	Very familiar
Never	Never	Never	Familiar
Never	Never	Never	Very familiar
Minimally	Never	Minimally	Familiar
I don't know	Never	I don't know	Familiar
I don't know	I don't know	I don't know	Somewhat familiar
Never	Never	Never	Very familiar
Never	Never	Never	Very familiar
Never	Never	Never	Familiar
I don't know	I don't know	I don't know	Familiar

How familiar are you with...	How familiar are you with...	I think that suspensions...	The facilities and ground...
Familiar	Familiar	I don't know	Agree
Somewhat familiar	Familiar	I don't know	I don't know
Very familiar	Very familiar	Agree	Agree
Familiar	Somewhat familiar	Strongly agree	Agree
		Agree	Agree
Very familiar	Familiar	Agree	Agree
Familiar	Familiar	Strongly disagree	Agree
Familiar	Somewhat familiar	Strongly agree	Strongly agree
Familiar	Familiar	Mildly disagree	Agree
Very familiar	Very familiar	I don't know	I don't know
Familiar	Familiar	Agree	Agree
Familiar	Familiar	Agree	Agree
Very familiar	Somewhat familiar	Agree	Strongly agree
Somewhat familiar	Somewhat familiar	Agree	Agree
Very familiar	Familiar	Agree	Agree
Very familiar	Very familiar	Agree	Strongly agree
Very familiar	Very familiar	Strongly agree	Agree
Very familiar	Familiar	Strongly agree	Agree
Very familiar	Familiar	Agree	Agree
Somewhat familiar	Familiar	Agree	Agree
Very familiar	Very familiar	Mildly disagree	Agree
Very familiar	Very familiar	Agree	Agree
Very familiar	Familiar	Agree	Agree
Very familiar	Very familiar	Strongly agree	Agree
Somewhat familiar	Not familiar at all	Mildly disagree	Mildly disagree
Not familiar at all	Not familiar at all	Strongly agree	Agree
Very familiar	Very familiar	Agree	Agree
Familiar	Very familiar	Strongly agree	Strongly agree
Familiar	Very familiar	I don't know	Mildly disagree
Not familiar at all	Somewhat familiar	Strongly agree	Agree
Familiar	Familiar	Agree	Mildly disagree
Very familiar	Very familiar	Agree	Agree
Familiar	Very familiar	Agree	Agree
Somewhat familiar	Not familiar at all	Mildly disagree	Mildly disagree
Very familiar	Very familiar	Strongly agree	Strongly agree
Very familiar	Very familiar	Agree	Agree
Familiar	Familiar	Agree	Mildly disagree
Familiar	Somewhat familiar	Agree	Agree
Very familiar	Very familiar	Agree	Strongly agree
Very familiar	Very familiar	Strongly agree	Mildly disagree
Familiar	Very familiar	Agree	Strongly agree
Very familiar	Very familiar	Strongly agree	Agree
Familiar	Somewhat familiar	Agree	Strongly agree

Familiar	Familiar	Agree	Agree
Very familiar	Very familiar	Agree	Agree
Very familiar	Very familiar	Mildly disagree	Mildly disagree
Very familiar	Very familiar	Agree	Agree
Very familiar	Familiar	I don't know	Agree
Very familiar	Very familiar	Agree	Mildly disagree
Somewhat familiar	Somewhat familiar	Agree	Agree
Very familiar	Very familiar	Agree	Agree
Very familiar	Familiar	Strongly agree	Mildly disagree
Very familiar	Very familiar	Mildly disagree	Agree
Very familiar	Very familiar	I don't know	I don't know
Somewhat familiar	Familiar	I don't know	I don't know
Familiar	Familiar	Agree	Agree
Very familiar	Very familiar	I don't know	Strongly agree
Familiar	Familiar	Agree	Mildly disagree
Very familiar	Very familiar	Agree	Agree
Familiar	Somewhat familiar	Strongly agree	Agree
Very familiar	Very familiar	Agree	Agree
Very familiar	Familiar	Mildly disagree	Mildly disagree
Very familiar	Familiar	Strongly agree	Agree
Familiar	Somewhat familiar	Agree	Mildly disagree
Very familiar	Very familiar	Agree	Agree
Familiar	Somewhat familiar	Agree	Strongly agree
Very familiar	Very familiar	Agree	Agree
Very familiar	Familiar	Agree	Agree
Very familiar	Familiar	Agree	Agree
Familiar	Familiar	I don't know	I don't know
Very familiar	Very familiar	Strongly agree	Agree
Very familiar	Very familiar	Agree	Agree
Very familiar	Very familiar	Strongly agree	Agree
Familiar	Very familiar	Agree	Agree
Familiar	Somewhat familiar	Strongly agree	Agree
Very familiar	Very familiar	Mildly disagree	Strongly disagree
Very familiar	Very familiar	Agree	Agree
Familiar	Familiar	Agree	Agree
Very familiar	Very familiar	Mildly disagree	Agree
Familiar	Somewhat familiar	Agree	Agree
Familiar	Familiar	Agree	Mildly disagree
Very familiar	Familiar	Agree	Agree
Very familiar	Familiar	Strongly agree	Agree
Very familiar	Familiar	Strongly agree	Strongly agree
Somewhat familiar	Familiar	Agree	Mildly disagree
Familiar	Familiar	Agree	Agree
Familiar	Familiar	Agree	Agree
Very familiar	Very familiar	Mildly disagree	Strongly disagree
Very familiar	Very familiar	Agree	Agree
Familiar	Somewhat familiar	Agree	Strongly agree
Familiar	Familiar	I don't know	I don't know
Very familiar	Very familiar	Agree	Agree
Familiar	Familiar	Agree	Agree
Very familiar	Very familiar	I don't know	I don't know
Not familiar at all	Not familiar at all	Agree	Agree
Very familiar	Very familiar	Agree	Mildly disagree

Not familiar at all	Not familiar at all	Agree	Agree
Familiar	Familiar	Agree	Agree
Very familiar	Very familiar	Agree	Agree
Very familiar	Familiar	Agree	Strongly agree
Familiar	Familiar	Agree	Mildly disagree
Very familiar	Somewhat familiar	Agree	Agree
Familiar	Familiar	Agree	Agree
Familiar	Familiar	Agree	Agree
Familiar	Somewhat familiar	Agree	Agree
Very familiar	Familiar	Agree	Strongly agree
Very familiar	Very familiar	Agree	Mildly disagree
Very familiar	Very familiar	Strongly agree	Agree
Familiar	Somewhat familiar	Agree	I don't know
Very familiar	Very familiar	Strongly agree	Strongly agree
Very familiar	Very familiar	Strongly agree	Strongly agree
Very familiar	Very familiar	Agree	Agree
Somewhat familiar	Somewhat familiar	Mildly disagree	Mildly disagree
Very familiar	Very familiar	Agree	Strongly agree
Very familiar	Familiar	Agree	Agree
Familiar	Familiar	Agree	Agree
Not familiar at all	Not familiar at all	I don't know	I don't know
Somewhat familiar	Somewhat familiar	Agree	Agree
Very familiar	Very familiar	Agree	Mildly disagree
Very familiar	Familiar	Agree	Agree
Familiar	Somewhat familiar	Agree	Mildly disagree
Very familiar	Familiar	Agree	Agree
Very familiar	Not familiar at all	Agree	I don't know
Very familiar	Very familiar	I don't know	Mildly disagree
Very familiar	Familiar	Strongly agree	Agree
Very familiar	Very familiar	Agree	Agree
Very familiar	Very familiar	Strongly agree	Agree
Very familiar	Very familiar	Agree	Agree
Familiar	Familiar	Agree	Agree
Familiar	Familiar	Agree	Mildly disagree
Familiar	Familiar	Agree	Agree
Familiar	Familiar	Agree	Agree
Familiar	Familiar	Agree	Agree
Familiar	Familiar	Mildly disagree	Agree
Very familiar	Very familiar	Agree	Strongly agree
Familiar	Familiar	I don't know	Agree
Very familiar	Familiar	Agree	Agree
Familiar	Somewhat familiar	I don't know	Mildly disagree
Very familiar	Very familiar	Strongly agree	Agree
Very familiar	Familiar	Agree	Mildly disagree
Very familiar	Very familiar	Strongly agree	Agree
Very familiar	Very familiar	Agree	Agree
Somewhat familiar	Familiar	Agree	Agree
Somewhat familiar	Not familiar at all	Agree	I don't know
Somewhat familiar	Somewhat familiar	Strongly disagree	Mildly disagree
Very familiar	Very familiar	Agree	Strongly agree
Very familiar	Very familiar	Mildly disagree	Strongly agree
Very familiar	Very familiar	Agree	Mildly disagree

Familiar	Very familiar	Strongly agree	Agree
Very familiar	Very familiar	Agree	Agree
Familiar	Familiar	Strongly agree	I don't know
Familiar	Somewhat familiar	Agree	Agree
Somewhat familiar	Somewhat familiar	Strongly agree	Strongly agree
Somewhat familiar	Somewhat familiar	Agree	Agree
Very familiar	Familiar	Agree	Agree
Very familiar	Very familiar	Agree	I don't know
Not familiar at all	Not familiar at all	I don't know	I don't know
Very familiar	Very familiar	Agree	Agree
Very familiar	Very familiar	Agree	Mildly disagree
Familiar	Familiar	I don't know	Agree
Very familiar	Very familiar	Agree	Agree
Very familiar	Very familiar	Agree	Mildly disagree
Very familiar	Familiar	Agree	Mildly disagree
Very familiar	Very familiar	Agree	Agree
Familiar	Familiar	Agree	I don't know
Very familiar	Very familiar	Strongly agree	Strongly agree
Very familiar	Familiar	Strongly agree	Agree
Very familiar	Very familiar	Agree	Agree
Familiar	Very familiar	Strongly agree	Mildly disagree
Very familiar	Very familiar	I don't know	Agree
Very familiar	Familiar	Strongly agree	Agree
Familiar	Familiar	Agree	Mildly disagree
Familiar	Somewhat familiar	Agree	Agree
Familiar	Familiar	Agree	Agree
Familiar	Familiar	Agree	Agree
Familiar	Familiar	Agree	Agree
Familiar	Familiar	Strongly agree	Strongly agree
Familiar	Familiar	Strongly agree	Agree
Familiar	Familiar	Agree	Agree
Somewhat familiar	Somewhat familiar	Strongly agree	Agree
Familiar	Familiar	I don't know	Agree
Familiar	Familiar	Agree	Strongly agree
Very familiar	Very familiar	Strongly agree	Mildly disagree
Familiar	Familiar	Agree	Mildly disagree
Familiar	Somewhat familiar	Agree	Agree
Very familiar	Somewhat familiar	Agree	Mildly disagree
Very familiar	Very familiar	Strongly agree	Agree
Very familiar	Very familiar	Agree	Strongly agree
Familiar	Familiar	Mildly disagree	Agree
Very familiar	Very familiar	Agree	Agree
Familiar	Familiar	Strongly agree	Agree
Very familiar	Very familiar	Agree	Agree
Familiar	Familiar	Agree	Mildly disagree
Somewhat familiar	Not familiar at all	I don't know	Agree
Very familiar	Very familiar	Agree	Agree
Very familiar	Very familiar	Agree	Agree
Familiar	Familiar	Strongly agree	Agree
Familiar	Familiar	Agree	Agree
Very familiar	Very familiar	Agree	Agree
Very familiar	Very familiar	Agree	I don't know
Very familiar	Very familiar	Agree	Agree
Familiar	Familiar	Agree	Agree

Familiar	Somewhat familiar	Agree	I don't know
Familiar	Somewhat familiar	I don't know	Agree
Very familiar	Very familiar	Strongly agree	Agree
Very familiar	Very familiar	Strongly agree	Strongly agree
Very familiar	Very familiar	I don't know	I don't know
Very familiar	Very familiar	Mildly disagree	Agree
Familiar	Somewhat familiar	Mildly disagree	
Familiar	Familiar	Strongly agree	Mildly disagree
Familiar	Somewhat familiar	Agree	Mildly disagree
Familiar	Familiar	Agree	Agree
Somewhat familiar	Familiar	Agree	Strongly agree
Very familiar	Very familiar	Agree	Agree
Very familiar	Very familiar	Strongly agree	Agree
Familiar	Familiar	Agree	I don't know
Familiar	Somewhat familiar	Agree	Mildly disagree
Familiar	Familiar	Agree	Agree
Very familiar	Very familiar	Agree	Agree
Familiar	Very familiar	Strongly agree	Agree
Familiar	Somewhat familiar	Mildly disagree	Agree
Very familiar	Very familiar	Agree	Mildly disagree
Somewhat familiar	Somewhat familiar	Mildly disagree	Mildly disagree
Somewhat familiar	Somewhat familiar	Agree	I don't know
Familiar	Familiar	I don't know	I don't know
Very familiar	Very familiar	Agree	Agree
Familiar	Familiar	Agree	Agree
Familiar	Somewhat familiar	Agree	Agree
Familiar	Familiar	Strongly agree	Agree
Not familiar at all	Not familiar at all	Agree	Agree
Very familiar	Very familiar	Strongly agree	Agree
Very familiar	Very familiar	Agree	Agree
Somewhat familiar	Somewhat familiar	I don't know	Mildly disagree
Familiar	Somewhat familiar	Agree	Agree
Very familiar	Very familiar	I don't know	I don't know
Very familiar	Very familiar	Strongly agree	Strongly agree
Familiar	Somewhat familiar	Agree	Strongly disagree
Familiar	Somewhat familiar	Agree	Agree
Very familiar	Very familiar	Strongly agree	Agree
Familiar	Familiar	Agree	Agree
Somewhat familiar	Somewhat familiar	I don't know	Agree
Somewhat familiar	Familiar	Agree	Agree
Familiar	Familiar	Agree	Agree
Very familiar	Somewhat familiar	Agree	Agree
Familiar	Somewhat familiar	Agree	Strongly disagree
Very familiar	Very familiar	Agree	Strongly agree
Very familiar	Familiar	Agree	Mildly disagree
Somewhat familiar	Somewhat familiar	Agree	Agree
Very familiar	Very familiar	Agree	Agree
Familiar	Familiar	Strongly agree	Mildly disagree
Familiar	Familiar	Agree	Agree
Familiar	Familiar	Strongly agree	Agree
Very familiar	Very familiar	Strongly agree	Mildly disagree
Familiar	Familiar	Agree	Agree
Very familiar	Familiar	Strongly agree	Agree
Familiar	Familiar	Strongly agree	Agree

Very familiar	Very familiar	Strongly agree	Agree
Familiar	Familiar	Agree	Mildly disagree
Familiar	Very familiar	Mildly disagree	Mildly disagree
Very familiar	Somewhat familiar	Agree	Agree
Very familiar	Somewhat familiar	Agree	Agree
Familiar	Familiar	I don't know	Agree
Somewhat familiar	Somewhat familiar	Strongly agree	Agree
Very familiar	Very familiar	Strongly agree	Strongly agree
Very familiar	Familiar	Mildly disagree	Agree
Familiar	Familiar	Agree	Mildly disagree
Very familiar	Very familiar	Agree	Mildly disagree
Very familiar	Very familiar	Agree	Strongly agree
Not familiar at all	Somewhat familiar	I don't know	I don't know
Familiar	Not familiar at all	I don't know	I don't know
Very familiar	Familiar	Agree	Strongly agree
Very familiar	Not familiar at all	Agree	I don't know
Familiar	Familiar	Agree	Agree
Not familiar at all	Not familiar at all	Strongly agree	Agree
Somewhat familiar	Familiar	Strongly agree	Strongly agree
Familiar	Familiar	Strongly agree	Mildly disagree
Familiar	Familiar	Agree	Agree
Familiar	Familiar	I don't know	Agree
Very familiar	Very familiar	Agree	Agree
Somewhat familiar	Not familiar at all	I don't know	Mildly disagree
Very familiar	Very familiar	Agree	Strongly agree
Very familiar	Familiar	Agree	Agree
Not familiar at all	Not familiar at all	I don't know	I don't know
Familiar	Familiar	Agree	Agree
Familiar	Very familiar	Agree	Strongly agree
Very familiar	Familiar	Strongly agree	Agree
Very familiar	Very familiar	I don't know	I don't know
Very familiar	Familiar	Strongly agree	Agree
Familiar	Familiar	Agree	Agree
Very familiar	Very familiar	Agree	Agree
Very familiar	Very familiar	Agree	Agree
Somewhat familiar	Familiar	Mildly disagree	Mildly disagree
Somewhat familiar	Not familiar at all	Strongly agree	Agree
Somewhat familiar	Somewhat familiar	Mildly disagree	Agree
Very familiar	Very familiar	Agree	Agree
Familiar	Familiar	Agree	Agree
Familiar	Familiar	Strongly agree	Agree
Familiar	Familiar	I don't know	I don't know
Familiar	Very familiar	Agree	Agree
Very familiar	Familiar	Agree	Agree
Not familiar at all	Familiar	Agree	Agree
Very familiar	Very familiar	Agree	Agree
Familiar	Familiar	Agree	Agree
Not familiar at all	Not familiar at all	I don't know	I don't know
Familiar	Familiar	Agree	Agree
Familiar	Familiar	Agree	Agree
Familiar	Very familiar	Agree	Agree
Familiar	Familiar	Agree	Agree
Familiar	Very familiar	Agree	Agree
Familiar	Not familiar at all	Agree	I don't know

Very familiar	Very familiar	Agree	Strongly agree
Very familiar	Very familiar	Agree	Mildly disagree
Very familiar	Familiar	Strongly agree	Agree
Familiar	Familiar	I don't know	Agree
Not familiar at all	Not familiar at all	Agree	Agree
Familiar	Familiar	Agree	Mildly disagree
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Familiar	Familiar	Mildly disagree	Agree
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Very familiar	Very familiar	I don't know	I don't know
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Very familiar	Very familiar	Agree	Agree
Very familiar	Very familiar	Strongly agree	Mildly disagree
Very familiar	Familiar	Agree	Agree
Familiar	Familiar	Agree	Agree

How well do understand	How well do understand	How well do understand	How well do understand
I don't know	I don't know	I don't know	I don't know
Familiar	Familiar	Familiar	Somewhat familiar
Very familiar	Very familiar	Very familiar	Very familiar
Familiar	Not familiar at all	Not familiar at all	Not familiar at all
Very familiar	Very familiar	Familiar	Familiar
Very familiar	Somewhat familiar	Somewhat familiar	Somewhat familiar
Familiar	Familiar	Familiar	Familiar
Familiar	Somewhat familiar	Somewhat familiar	Somewhat familiar
Familiar	Somewhat familiar	Not familiar at all	Not familiar at all
Very familiar	Very familiar	Very familiar	Very familiar
Somewhat familiar	I don't know	I don't know	I don't know
Familiar	Somewhat familiar	Somewhat familiar	Somewhat familiar
Familiar	Somewhat familiar	Somewhat familiar	Somewhat familiar
Familiar	I don't know	I don't know	I don't know
Very familiar	Very familiar	Familiar	Very familiar
Very familiar	Very familiar	Not familiar at all	Very familiar
Very familiar	I don't know	I don't know	I don't know
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Very familiar	Very familiar	Very familiar	Very familiar
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Very familiar	Very familiar	Very familiar	Somewhat familiar
Very familiar	Very familiar	Familiar	Familiar
Familiar	Very familiar	Somewhat familiar	Somewhat familiar
Very familiar	Very familiar	Very familiar	Very familiar
Very familiar	Very familiar	Very familiar	Somewhat familiar
Very familiar	Very familiar	Very familiar	Very familiar
Very familiar	Familiar	Not familiar at all	Familiar
Familiar	Familiar	Somewhat familiar	Familiar
Very familiar	Very familiar	Very familiar	Very familiar
Familiar	Familiar	Familiar	Familiar
Very familiar	Familiar	Not familiar at all	Not familiar at all
Very familiar	Very familiar	Very familiar	Very familiar
Very familiar	Very familiar	Very familiar	Very familiar
Familiar	Familiar	Familiar	Familiar
Familiar	Somewhat familiar	Not familiar at all	Not familiar at all
Very familiar	Very familiar	Very familiar	Very familiar
Very familiar	Very familiar	Very familiar	Very familiar
Very familiar	Very familiar	Very familiar	Very familiar
I don't know	I don't know	I don't know	I don't know
Very familiar	Somewhat familiar	Familiar	Familiar

I am aware of the Distri	My school has a way to	What is something you would like to see improv
Agree	I don't know	No
Disagree	I don't know	
Agree	Strongly agree	More employees or volunteers to watch the car
Disagree	Strongly agree	
Disagree	Agree	
Agree	Agree	I don't think the school needs anything regardin
Agree	Agree	nothing
Disagree	Strongly agree	Kindness to everyone
Disagree	Agree	It's pretty good overall and I dont really think it r
Agree	I don't know	NOTHING
Disagree	Agree	I don't know
Agree	Agree	NA
Agree	Agree	Nope
Disagree	Agree	Teachers walking around in the morning.
Disagree	Agree	
Disagree	Strongly agree	The band room should only allow people who a
	Strongly agree	
Agree	Agree	N/A
Agree	Agree	Nothing
Disagree	Agree	
Agree	Agree	I don't know.
Agree	Agree	I would like to see more chairs and tables for pe
Agree	Agree	fences to be higher
Agree	Strongly agree	Nothing that I can think of.
Disagree	Disagree	Add more gates
Agree	Strongly agree	
Agree	Strongly agree	Nothing really, Quimby is pretty much a perfec
Disagree	Agree	Nothing, I believe that this school is great so fai
Agree	Agree	ldk
Agree	Agree	
Disagree	Agree	More adults walking around during break and lu
Agree	Agree	
Agree	Agree	
Disagree	Disagree	I would like to see fruits without mold inside the
Agree	Strongly agree	i would like to see ppl not running to class
Agree	Agree	
Agree	Agree	idk
Agree	Agree	
Agree	Agree	Nothing at the moment
Agree	Strongly agree	
Agree	Agree	
Agree	Agree	
Agree	I don't know	i don't know

Agree	Agree	N/A
Agree	Strongly agree	More security
Agree	Agree	No
Disagree	Agree	The basketball courts have many potholes and
Agree	Agree	
Disagree	Agree	
Agree	Agree	
Agree	Agree	Not any more fights.
Agree	Strongly agree	not enough water fountains
Agree	Agree	Nothing
Agree	I don't know	
Disagree	Agree	Bathrooms
Agree	Agree	N/A
Agree	Agree	Nothing
Disagree	Agree	The cleanliness
Agree	Agree	The bathroom usage.
Disagree	Strongly agree	
Agree	Agree	I would like to see more awareness about differ
Disagree	Disagree	More staff
Agree	Strongly agree	I think the school needs no improvement regard
Agree	Agree	Idk
Disagree	Agree	Less people making fun of others for little things
Agree	Strongly agree	there is nothing i would change.
Disagree	Agree	
Agree	Strongly agree	I guess make our campus even cleaner then it
Agree	Agree	Nothing much
Agree	I don't know	N/a
Agree	Strongly agree	Nothing
Agree	Agree	Just more precautions and check to see less bu
Agree	Strongly agree	Nothing.
Disagree	Agree	Nothing
Agree	Agree	
Disagree	Disagree	better school supplies
Agree	I don't know	idk
Agree	Agree	There's nothing to change really.
Agree	Strongly agree	
Agree	Strongly agree	
Disagree	I don't know	NA
Agree	Agree	
Disagree	I don't know	I don't know.
Agree	Strongly agree	Maybe more yard duties or keeping a gate in fr
Disagree	I don't know	
Agree	Agree	
Disagree	Agree	N/A
Agree	Disagree	
Disagree	Agree	I would like to see more yard duties around.
Disagree	Strongly agree	I don't have anything necessarily.
Agree	I don't know	i don't know
Agree	Agree	no
Agree	Agree	
Agree	Agree	Nothing really comes to mind
Agree	Strongly agree	I think just maybe practices of some drills, but I
Agree	I don't know	I don't want to hear about people starting fights

Disagree	Agree	Doing more other drills than fire drill.
Disagree	Agree	Less bullying
Agree	Agree	
Agree	Agree	There should be a gate to enter the school bec:
Disagree	Agree	Nothing
Disagree	Strongly agree	I'm perfectly fine with my school
Disagree	Strongly agree	I don't really think my school needs to really im
Agree	I don't know	N/A
Agree	Agree	I would like to see more drills on what to do in c
Agree	Agree	N/A
Agree	Strongly agree	more drills
Agree	Agree	No
Agree	Agree	
Agree	Strongly agree	having us practice all the safety drills more
Agree	Strongly agree	nothing
Agree	Agree	Playground
Disagree	Agree	I dont know
Agree	Strongly agree	Nothing
Agree	Agree	I don't know.
Disagree	Agree	There is nothing to be improved at my school.
Agree	I don't know	I dont know
Agree	Agree	
Agree	Agree	I would like to see that, maybe the leaves woul
Agree	Agree	I would like to see improvements in drills due to
Disagree	Strongly agree	More yard duties.
Agree	Agree	nothing everything I read seem like something I
Agree	I don't know	No gang related clothes
Agree	Agree	Food
Agree	Agree	I don't have much to say regarding safety mayt
Agree	Strongly agree	None
Disagree	Agree	have more staff
Agree	Strongly agree	I would like to see better bathrooms.
Agree	Agree	nothing
Agree	Agree	
Disagree	Agree	the time to get to ur classes
Agree	Agree	I think we should do more drills in case of emer
Agree	Agree	Nothing
Agree	Strongly agree	Make trump president
Agree	Agree	none yet
Agree	Agree	im not sure what can be improved
Agree	Disagree	Nothing
Disagree	Agree	More practice with run, hide, defend.
Disagree	Agree	
Agree	Strongly agree	I don't know
Disagree	Strongly agree	
Agree	Agree	
Agree	Agree	Nothing
Disagree	Strongly agree	
Agree	Strongly agree	
Disagree	Strongly Disagree	Police to stop school shootings and maybe not
Disagree	Disagree	Put in gate
Disagree	Agree	Hire some staff to look after the school.
Agree	Strongly agree	
Agree	Strongly agree	The lunch foods could be more appetizing or pl

Agree	Agree	Nothing
Agree	Agree	
Disagree	Strongly agree	
Disagree	Agree	I would like to see people not getting involved c
Agree	Agree	
	Agree	nothing.
Agree	Agree	
Disagree	Strongly agree	I would like to see more people to help when sc
Agree	I don't know	
Agree	Agree	The schools perfect, but look out for more fights
Disagree	Strongly agree	
Disagree	Strongly agree	
Agree	Agree	Different schedules for students that have to go
Disagree	Agree	No comment.
Agree	Strongly agree	No.....
Agree	Strongly agree	Nothing.
Agree	Agree	Nothing
Agree	Strongly agree	Nothing
Agree	Agree	I'm not too sure but I think my schools safety is
Agree	Agree	nothing
Agree	Strongly agree	I would like to see adults monitoring the school
Disagree	Agree	I don't really know what I would like to see impr
Agree	Disagree	
Agree	I don't know	
Agree	Agree	
Agree	Strongly agree	nothing
Agree	Agree	I don't know
Agree	Agree	I don't know
Agree	Strongly agree	Nothing the school is well in safety.
Agree	Agree	maybe some more time to go through rules and
Agree	Agree	
Agree	Strongly agree	
Disagree	Agree	
Agree	Agree	Nothing
Agree	Strongly agree	The locker room bullying needs do be stopped
Agree	Strongly agree	I would like to see our drills improving.
Agree	I don't know	N/A
Agree	Agree	nothing
Agree	Strongly agree	I would like to see that kids are not dressing like
Agree	Strongly agree	How it's a open school and that means anyone
Disagree	Agree	idk
Agree	Strongly agree	Less Fighting
Disagree	Agree	
Agree	Agree	N/A
Agree	I don't know	
Disagree	Strongly agree	
Agree	Agree	no more bullying or like people interested in gai
Agree	Agree	a guide at the stairs for people going up and pe
Agree	Disagree	
Agree	Agree	
Agree	Agree	I don't know, anything that is good can be imprc
Agree	Agree	More staff
Agree	I don't know	The safety when adult aren't looking
Agree	Strongly agree	I don't think there's anything that needs to be in

Agree	Agree	i do not know
Disagree	Agree	Less fights and more ways to reward if you are
Agree	Agree	Nothing at all.
Agree	Strongly agree	
Disagree	Agree	nothing
Agree	Agree	I'd want to see less bullying of race and sexual
Disagree	Agree	I don't know.
Agree	Agree	ldk
Disagree	Strongly agree	
Agree	Strongly agree	Something I would like to see improved in my s
Agree	Agree	I don't have much concerns, but if I did have on
Agree	Agree	
Agree	Agree	every thing is very safe just the school should in
Agree	I don't know	nothing
Disagree	Agree	
Agree	Agree	
Agree	Agree	
Agree	Agree	Bathroom cleanliness although I do understand
Disagree	Agree	none
Agree	Agree	I would like to see people stop bullying kids for
Agree	I don't know	idk
Agree	I don't know	No comment.
Disagree	I don't know	safer gates
Agree	Agree	
Agree	Strongly agree	An improvement I would appreciate seeing is th
Disagree	Strongly agree	Can we get a brick?
Disagree	Strongly Disagree	Better safety for students
Disagree	Agree	i don't know
Agree	Strongly agree	We should get rid of the mile because someone
Agree	Agree	Practicing other procedures as often such as ru
Disagree	Agree	
Agree	Agree	
Agree	Agree	i dont know
Agree	Strongly agree	There is nothing regarding safety that I would li
Agree	I don't know	Cleanliness of school grounds such as the bath
Agree	Agree	Nothing
Disagree	Agree	I don't have any ideas for improvements regard
Agree	Agree	The gym issue
Agree	Agree	Something I would like to see regarding safety .
Agree	I don't know	
Agree	Agree	Everything is good but, maybe improve on the t
Agree	Agree	some of the kids at school scare me but thats a
Agree	Agree	In the shelter in place drill, I would feel safer if t
Agree	Agree	Nothing it is all good.
Agree	I don't know	The food
Agree	I don't know	I don't know
Agree	Agree	
Agree	I don't know	I would like the school to talk about the safety c
Agree	Agree	
Agree	Agree	nothing
Agree	Agree	I would like to see a limit of sagging and wanna
Disagree	Agree	nothing
Disagree	Agree	Nothing
Disagree	Agree	The food

Disagree	Agree	The food <3
Agree	Disagree	Maybe some more yard duties in some areas.
Agree	Agree	More safety for people who bike to school there
Disagree	I don't know	Maybe some more yard duty's in the side of the
Disagree	Agree	
Disagree	Agree	
Disagree	Agree	NA
Agree	Strongly agree	I would like to see more daily lessons on safety
Agree	Agree	I think that sexual harassment and racist behavior
Agree	Agree	More Band funding
Agree	Agree	The safety here is good enough
Agree	Agree	
Agree	I don't know	idk
Disagree	Disagree	Less white people making gangs
Agree	Agree	nothing has to change the school is already rea
	Agree	Nothing
Agree	Agree	I don't know
Agree	Agree	nothing
Agree	Agree	Something that I want to be improved is the env
Disagree	I don't know	Teachers paying more attention to those who a
Agree	Agree	Nothing, mostly everything is okay.
Agree	Agree	None
Agree	Agree	
Disagree	Disagree	We found a roach in our advisory classroom.
Agree	Agree	im not sure.
Agree	Strongly agree	I would like to see that we should pick up our tr
Agree	I don't know	I don't know
Agree	Agree	I would like to have more time to go between cl
Agree	Agree	Nothing
Disagree	I don't know	
Agree	Agree	brick
Disagree	Agree	Nun
Disagree	Agree	n/a
Agree	Agree	everything seems fine
Agree	Agree	
Disagree	Agree	Security
Disagree	I don't know	I'd like to see all of the drills explained or showr
Disagree	Agree	i don't know
Disagree	Strongly agree	more practice drills
Disagree	Agree	No, I think my school is good.
Agree	Agree	People being safe
Disagree	Strongly Disagree	I don't know
	Disagree	brick
Agree	Strongly agree	
Agree	Strongly agree	To be honest I don't really know since nothing t
Disagree	Agree	better food
Disagree	Agree	I would like to see more supervision, especially
Agree	I don't know	I don't know
Disagree	I don't know	I have no idea.
Disagree	Agree	I don't know.
Agree	Agree	brick
Disagree	Agree	nothing
Agree	Strongly agree	Nothing
Disagree	I don't know	Everything seems fine

Agree	Agree	Nothing. Everythings good.
Agree	Agree	Adults keeping a closer eye on suspected bullie
Agree	Agree	
Agree	I don't know	I think I would like to see less picking on people
Agree	Agree	nothing
Disagree	Agree	Stronger bullying protection
Agree	Strongly agree	Nothing really.
Agree	Strongly agree	nothing
Agree	Strongly agree	I think people with special needs need to be mc
Agree	Agree	Something I would like to see that is improved r
Disagree	Strongly Disagree	
Agree	Agree	N/A
Agree	Agree	Physical punishment for racism
Agree	I don't know	The food
Agree	Agree	no fighting
Disagree	Agree	In my school we have all the safety . So , there'
Agree	Agree	I want to see less fights at school.
Agree	Agree	better water fountains and restrooms closer to c
Agree	Strongly agree	Nothing really
Agree	Agree	idk
Agree	Agree	Nothing at all. Everything is nearly fine.
Disagree	Agree	The safety is fine.
Agree	Strongly agree	Always be safety, not to run around when peop
Agree	I don't know	I think that everything so far is fine at school. E'
Disagree	Agree	
Agree	Agree	I would honestly not see anything improve beca
Agree	Disagree	I don't think I have any idea on what my school
Disagree	Strongly agree	So far there is nothing that I know of that's not s
Disagree	Agree	
Agree	Strongly agree	It's pretty safe, so I don't really know anything i
Agree	Agree	more equality for the latinos
Disagree	Strongly agree	Nothing everything is okay
Agree	Agree	Not really much. Majority of the school is alreac
Agree	Agree	Nothing that I can think of.
Disagree	Strongly agree	If morons get arrested if they try to kidnap us fo
Agree	Agree	There is nothing actually Quimby Oak is a grea
Agree	Strongly agree	
Agree	Agree	
Agree	Strongly agree	Everything is pretty good. No need for change.
Agree	I don't know	i don't know
Agree	Agree	I would like more safety in case of a trespasser
Disagree	Agree	more easygoing teachers because some teach
Disagree	Strongly agree	I would like to see teachers being more aware c
Agree	Disagree	I would like to see cleaner bathrooms.
Agree	Agree	I don't see anything else being improved at my
Agree	Strongly agree	I think that there needs to be more supervisors.
Disagree	Strongly agree	I'd like to see more minimal fist fights.
Disagree	Strongly agree	Nothing
Agree	Agree	I don't know
Disagree	Agree	nothing
Agree	Agree	Something I would like to see improved is to m:
Agree	Strongly agree	I would like if the teacher's didn't scream at pec
Disagree	Agree	
Disagree	Strongly agree	Something that makes me feel slightly unsafe is

Agree	Strongly agree	None
Disagree	Agree	Something I would like to improved regarding s
Agree	Agree	
Disagree	Agree	I don't know.
Disagree	Agree	I suppose making sure of the people in the batt
Agree	Agree	I think this school has a strong and healthy env
Agree	Agree	I dont know
Disagree	Agree	I don't know.
Agree	Strongly agree	I would like to see less bullying because people
Agree	Strongly agree	bullying
Agree	Agree	I don't really have anything to say for this.
Agree	I don't know	I think there's nothing to change with the safety
Agree	Strongly agree	better school food
Agree	I don't know	It's all good.
Agree	I don't know	Honestly, I like the way the school safety is.
Agree	Strongly agree	Nothing
Agree	Strongly agree	bullying.
Disagree	Disagree	Better school food.
Disagree	Strongly agree	There is nothing other than leaving the therians
Agree	Agree	
Agree	Agree	I don't think there is anything to improve regard
Agree	Strongly Disagree	Play
Agree	Agree	I would like to see teachers and staff watching j
Agree	Agree	I think the environment is good
Disagree	Strongly agree	ldk
Agree	Strongly agree	More privacy in the bathrooms
Agree	Agree	
Agree	Agree	nothing
Disagree	Strongly agree	I don't have a suggestion.
Disagree	Strongly agree	
Agree	Strongly agree	Nothing.
Agree	Strongly agree	Filling up the bathroom soap and paper towels.
Agree	Agree	The structure of the campus like the cement gr
Agree	Agree	I dont need anything to be improved the school
Agree	Agree	i dont know
Agree	Strongly agree	Maybe put security guards for more safety
Agree	I don't know	put more guard i guess :))
Agree	Agree	I don't know
Agree	Agree	I would like more privacy using the urinal, the s
Agree	Agree	I would like to see socializing throuhout people
Agree	Strongly agree	nothing
Agree	Agree	Nothing
Disagree	Strongly agree	mental health focus
Agree	Agree	I think the school is safe enough.
Disagree	Agree	I would like to see the school add more time for
Disagree	Strongly agree	Nothing
Agree	I don't know	I don't know.
Agree	Agree	
Disagree	Agree	NA
		School lunch
Agree	Agree	no
Disagree	Strongly agree	I do not have any wonders or worries about my
Disagree	I don't know	
Disagree	I don't know	I don't know.

Agree	Agree	people being put down and talked about and fig
Agree	Agree	Food, why is my microwaved hot dog burnt?
Agree	Agree	
Agree	Agree	I don't know
Disagree	Agree	
Agree	Strongly agree	None.
Agree	Agree	Cleaner school
Disagree	Agree	Nothing
Disagree	Agree	Put gates around the campus
Agree	Agree	
Disagree	Agree	
Agree	Agree	No
Disagree	Agree	I would like to improve less bullying, because tf
Disagree	Agree	I would like to see people run less
Agree	Strongly agree	no
Disagree	I don't know	i don't know
Disagree	Disagree	none
Disagree	Agree	Stop bullying some is still happening
Disagree	Agree	NONE.....
Agree	Strongly Disagree	NA
Agree	Strongly agree	stop bullying
Agree	Agree	na
Agree	Agree	i want to see teachers and staff, etc try to unde
Agree	I don't know	Nothing.
Agree	Agree	More water fountains
Agree	Agree	No
Disagree	Agree	
Agree	Agree	more drills
Agree	Strongly agree	I would like to improve the time for P.E so u car
Agree	Strongly agree	At the start of school when people are coming i
Agree	Agree	Teach them manners and give harsh punishme
Disagree	Agree	
Disagree	Agree	I would like to see more things for us kids to do
Agree	Agree	None
Agree	Strongly Disagree	Stop taking other people computer
Agree	Agree	Nothing
Disagree	Agree	not really
Agree	Agree	I don't know
Agree	Agree	The cafeteria food needs a humungous upgrad
Agree	Strongly agree	I think maybe security cameras in the front and
Disagree	Agree	I think the teachers should keep watch of the st
Agree	Strongly agree	Nothing really
Agree	Agree	I don't know
Agree	Agree	I would love to see more safety drills.
Disagree	Agree	nothing
Disagree	Agree	Bully's
Agree	Agree	School ground improvement, because I saw cr:
Agree	Agree	
Agree	Agree	
Agree	Agree	
Agree	Strongly agree	Need more times to practice drill, especially at i
Agree	Agree	I would like for people to really leave therians a

Disagree	Agree	Just a more open look on the campus with cam
Disagree	Agree	
Agree	Strongly agree	
Agree	Strongly agree	
Agree	Strongly agree	Nothing
Disagree	Disagree	non
Agree	Strongly agree	
Agree	Agree	ldk
Agree	Agree	ldk
	Disagree	I am always safe.
Agree	Strongly agree	
Agree	Agree	nothing
Disagree	Strongly agree	
Agree	I don't know	I don't know
Agree	Strongly agree	
Agree	Agree	I don't find any problems with the school regarc
Disagree	Agree	nothing
Agree	Agree	I would like to see less kids bullying others with
		i don't know
Agree	Agree	establish rules for P.E. hockey
Disagree	I don't know	I don't know
Agree	Agree	More awarness.
Disagree	Agree	I'd like to see more awareness on bullying.
Disagree	Agree	Everything is actually very good right now!
Disagree	Agree	
Agree	Agree	I would like to see that the bathroom should be
Agree	Agree	
Disagree	Agree	I don't know
Agree	Strongly agree	I don't think everithing is good here at Quimby (
Disagree	I don't know	
Agree	Agree	I don't know, as I think it is safe enough already
Disagree	Strongly agree	N/A
Disagree	Agree	Theirare to many potholes in the ground at bas
Agree	Strongly agree	N/A
Disagree	I don't know	
Agree	Agree	Earth quake drill
Agree	Strongly agree	To Make Sure All Gates are closed During A sp
Agree	I don't know	i dont know
Agree	I don't know	
Disagree	Disagree	The break time
Disagree	Agree	The school should get bullet proof windows to t
Disagree	Agree	
Agree	Strongly agree	
Agree	Strongly agree	Something I would like to see improved regardi
Disagree	Agree	Bullying because of religion/cultural beliefs.
Agree	Agree	
Agree	Agree	
Disagree	Strongly Disagree	Guards, at my old school we had guards aroun
Agree	Agree	Nothing
Disagree	Agree	I would like to see improvement on teachers m:
Agree	Agree	
Disagree	I don't know	
Agree	I don't know	More staff at around the campus

Agree	Agree	Staff supervising the students more
Agree	I don't know	
Disagree	Agree	N/A
Agree	Agree	Trash
Agree	Strongly agree	I have no suggestions at this moment.
Agree	Strongly agree	I would like to improve more on the bullying and
Disagree	Agree	idk
Agree	Strongly agree	
Disagree	Agree	I would say to improving keeping your hands to
Agree	Strongly agree	
Disagree	I don't know	
Agree	Agree	none
Agree	Agree	Nothing
Agree	Agree	more people that guard certain places
Agree	Strongly agree	
Agree	Agree	My grades
Agree	Strongly agree	Pick up trash
	Agree	There is nothing.
Disagree	Strongly agree	less bullying
Disagree	Agree	I would like to see people acting more friendly.
Agree	Agree	bathrooms
Agree	I don't know	I don't have anything in particular to say about i
Disagree	I don't know	
Agree	Agree	none
Agree	Agree	
Agree	Strongly agree	the ground outdoors near the gym as its ver fau
Disagree	Agree	weponds is a shooter comes
Disagree	Agree	
Disagree	Agree	Following the rules at school.
Disagree	Agree	Nothing, I feel safe when I am at school
Agree	Agree	N/A
Agree	Agree	
Disagree	Agree	Something I would like to see regarding safety i
	Agree	
Agree	Agree	I think our school should pay more attention to
Agree	Strongly agree	Fights.
Agree	Agree	No more bullying or fighting
Agree	Agree	Something that I want the school is better equip
Agree	Strongly agree	Pick up trash
Disagree	I don't know	There is nothing that needs to be improved.
Agree	Strongly agree	equipment to use during break or lunch
Agree	Agree	I would like the school to be less strict on schoo
Disagree	Agree	I would want better cleaning
	Strongly Disagree	i aint telling you none of my opinions of school i
Disagree	Agree	
Disagree	Agree	I don't know
Agree	Strongly agree	I would like to see maybe teachers or yard dutie
Disagree	Strongly agree	
Disagree	Disagree	I don't know.
Disagree	Agree	I don't know
Agree	Strongly agree	Nothing.
Agree	Agree	I would like to have more security at the school
Agree	I don't know	Nothing really
Disagree	Strongly agree	Fill in gaps in the blacktop, by the volleyball cou

Agree	I don't know	I don't know ☐♂☐
Disagree	I don't know	toi khong biet
Disagree	Agree	
Agree	Agree	everything is good thank you for keeping the sc
Agree	Agree	I think they should lower the prices of caught ya
Agree	Strongly agree	for people to stop judging people on what they '
Disagree	Agree
Disagree	Agree	
Agree	Agree	
Disagree	Agree	I would like to see punishment to those who are
Disagree	Agree	
Agree	Strongly agree	Maybe be more respectful toward people who
Disagree	I don't know	
Agree	Agree	I would like to see some areas of the school ge
Agree	Agree	NA
Disagree	Strongly agree	
Agree	Agree	
Agree	Agree	How people get out of classrooms
Disagree	Agree	
Agree	Agree	In regards to safety, I would like to see more im
Agree	Agree	I don't know
Agree	Strongly agree	Not really
Agree	Strongly agree	no
Agree	Agree	Nothing
Agree	Strongly agree	
Agree	Strongly agree	Better equipment.
Agree	Strongly agree	No
Agree	Agree	To stop kids from picking on little kids
Agree	Agree	I would like to see more availability with hand s
Disagree	Agree	Nothing, it's already good!
Agree	Strongly agree	I think fights should tried to be avoided.
Disagree	Agree	N/A
Agree	Agree	nothing
Disagree	Agree	I don't have any feedback regarding safety at n
Disagree	Strongly agree	The facilities and grounds because in the bathr
Agree	Agree	More drills.
Agree	Agree	
Disagree	Agree	I would like to see more adults outside during b
Disagree	Agree	Nothing
Agree	Agree	more practice of drills
Agree	Strongly agree	More food and music :)))
Agree	Agree	add security
Disagree	Agree	Teachers attitude with students and weird rules
Agree	Agree	nooo
Agree	Strongly agree	Honestly I don't even know myself
Agree	Agree	
Agree	Agree	none

ved regarding safety at your school?

mpus before, during, and after school.

ing safety at school.

needs improvement

are in band

eople to sit.

:t school.

r.

unch is like hidden areas or places where there aren't many people.

m.

I always see people getting hurt or tripping because of the potholes.

rent situations.

ding safety.

s.

is now.

ullying in classes.

ont of the school because that is open all the time and anyone can enter keeping the students c

know those are going to happen sometime soon.

;

ause at the front there is no gate and anybody can come in.

prove anything regarding safety, I don't really see or hear any situations that may me feel unsaf
case of emergencies. (We have only had a fire drill)

d be swept up near the stairs, because someone could slip and fall.
o the school rarely having any maybe about 1 to 10 are in the whole school year and sometimes

I would say.

oe traffic rules because of the constant reminders on the announcements.

rgency, because a few students don't know what each one is.

standing on dry grass during fire drills

leasing to students who don't have home packed lunch.

or trying to act like their in a gang

omeone is hurt.

s.

from all the way on the other side of the campus to the other side, because some students be

already secure.

campus more. A lot is being said, and heard that the adults are unaware about. (For example, moved at my school in terms of safety, since I feel somewhat safe, so nothing really.

d expectations, but that's just my opinion.

where people start fighting each other in boys.

e/pretending to be another gender since it makes me uncomfortable.
can walk in.

ngs
ople going down during passing period

oved.

nproved.

being good.

orientation

school is showing more of the Quimby Oak help pages and sites, because at this age, I see too
ne it's because we have NO gates at Quimby Oak.

improve in the field cause many kids get hurt on the field and trip.

I that there unsanitary kids.

their race, sexual orientation, and learning difficulties.

ne grounds being leveled because the number of kids that I have seen trip on their way to class

ne could trip on that large crack in the concrete
in, hide, defend and shelter in place.

ke to see improved at my school. I am very comfortable and feel very safe in Quimby Oak.
room.

ling safety at my school. In my opinion, it's already pretty safe.

at my school is that I think we have enough safety to protect us all here.

trash picking up since at the basketball courts there is sometimes trash out on the courts.

all
they covered the doors in the LSI classrooms.

of saying cuss words and why it can still be hurtful to people even though a lot of people say the

abe-gangsters that wander around the school. Most of them also just throw their trash on the grc

There was a guy speeding in a school zone.
In the gym or somewhere

Fire protocols
Fire drills need to be more watched and controlled.

Feel safe

Environment in the boys locker room because it is very loud and uncomfortable in there.
Fire drills are distracting

Trash or someone's trash and throw it inside the trash cans all around the school/campus.

Classes.

Learn through practice drills, assemblies or presentations because I only know about the fire drill be

has happened and it feels safe there's no bullying or other bad things but I heard that there was

Fire drills during lunch when people can get bullied.

es.

3.

ore respected by people, because people are always making fun of them. It is even worse beca
regarding safety at my school is that everyone is aware of the consequences of bullying, school

's nothing more to see .

classes

bles are walking, playing on the fences, and more.

everything has been well so far and havent seen any bullying, fighting, cyberbullying, etc.

ause it is a great school

needs to improve on.

safe enough that I would need to suggest an improvement on.

that I would like to see improved. :-)

dy safe.

or ransom.

it school and I wouldnt want anything to change.

:

ers are very strict and it stresses kids out!

of things that are going on inside of school.

school

. For one i noticed a kid in a fight and when the staff was so focused on the the kids who were f

aybe fix some holes on the track that we are running on.

ople for minimal reasons.

s that at any time somebody can hop over the fences and easily get onto the campus.

safety at my school is talks to people who's nice to me and stay away from who's mean.

rooms, keeping track of their absences, since I actually saw some students smoking in the bathroom environment for students

we need to focus on them self more than others.

of the school.

and furies alone. People discriminate students for being a furies/therians (people walking, ruining safety at my school.

people more to unsure they are being safe.

ound
I is safe enough

talls are too short and people could see over them.

r students to get to each class. I have seen accounts of kids who ran to their class then tripped

r school.

ghts.

here hasn't been a day where I haven't seen bullying. I would like to improve that.

.....NONE

rstand students better and not always think they know everything when its very reasonable to h

n finish games and have a bit of freetime after
in from all 3 sides, especially the one near the grass at the ramp that leads up to the basketball
ents.

inside the school. Such as upgrading the play ground adding more equipment

le
by the bike lane that parents go into to drop kids off skipping the drop off line. I've seen studen
tudents more closely.

acks on the ground.

the beginning of the year, when deep learning has not started yet. This would familiarize studer
alone. Seriously, what is wrong with identifying as a therian? No, we are NOT 'furrries', 'filthy anir

ieras.

ding my safety and think everything is as safe as much as it could be.

i disabilities or disorders.

a little more clean because it's super wet.

Oak. They do a very good job on keeping our students and campus safe.

y.

kitball cort

pecific time

be safe at all cost.

ing safety at my school is more rules.

d to make sure no one intrudes.

aking it fair, like when they see students doing something their not, they usually warn one persc

d harassment

yourself

the school at the moment.

ality and students can slip easily

is reducing harassment.

the kids in the lunch lines.

oments

ol rules

nobody cares about it anyways :)

es around more to like enforce rules during lunch and break because that's where most people

just in case.

urt especially, since we have to jump over it everytime we run the mile.

chool safe!
as from lobolocker.
were

bullying or harassing other students properly.

are transgender.

sting monitored more.

proved safety online.

sanitizers stations and tissues.

ny school.
room sometimes the floors I see like pee on the floor.

reak.

3
oo

of Quimby in a high risk.

fe.

s people don't understand how to do the drill.

come late if their classes are too far away.

cursing during sports, at each other, etc.)

many kids being so negative on themselves.

: is high.

ese words.

ound of the campus and sometimes other people's lawns.

cause we practiced that one.

is a fight but I don't know if that is true it feels safe though.

use the people with special abilities don't understand what is going on and can't report it.
I wide, and classroom rules. If everyone would be aware of these consequences, people are less likely t

ighting he didn't notice that one was recording the whole fight.

:hroom before.

ning, and/or sounding like animals).

and fell. Multiple kids schedules' have classes all the way on the other side of the campus. I had found r

hear someone else's point of view/ side of story.

court.

its biking in that lane and it's dangerous if a parent swerves into the bike lane to drop off their kid.

nts with ALL of the drills.

nals', 'fatherless', or 'adopted'. If you wanna have opinions, have em in your head.

on instead of the rest who are doing the same.

break rules.

to break any of these rules.

myself in that situation running to my math class, which is on the very other side.

Quimby Oak Middle School

Student Handbook
2024-2025



quimbyoak.eesd.org



Main Office 408-270-6735

Attendance 408-270-6737



3190 Quimby Road
San Jose, CA 95148

Our Vision

Inspiring young adults to be thoughtful and resilient contributors to society

Our Mission

To empower young minds to be proactive lifelong learners who think critically and communicate effectively.

About Quimby Oak



@QuimbyOakLobos



@QuimbyOakLobos
@LoboSchoolOfInnovation



@QuimbyOakLobos
@Quimby__LSI



Quimby Oak Middle School
Lobo School of Innovation



@QuimbyOakLobos

Quimby Oak Middle School offers two unique options for students. When entering 7th grade, students will have the option to choose which educational style fits them best. There are two programs available: Lobo Discovery Academy (LDA) and Lobo School of Innovation (LSI).

Each program offers rigorous common core standards that are taught by highly qualified teachers. Each program also offers a collaborative teaching model.

LDA has content specific teacher teams who collaborate together throughout the year to best support students who travel to all their classrooms. LSI offers a co-teaching model that allows for the students to learn with two teachers per room in a dual learning environment. LSI also uses Project-Based Learning (PBL) as the method of delivery to teach the common core standards and to engage students.

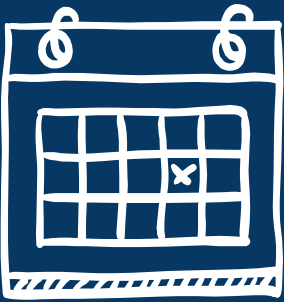
Both programs offer technology usage to enhance the educational experience for students. What makes LSI unique is the 1:1 teacher to student ratio as well as the teaching method that is used.

The important part to remember is that we are one united middle school. All students have equal access to school programs, athletics, clubs, etc.

As a Lobo, students have a choice in their academic program. Offering differentiated academic programs for students to choose makes our middle school cutting edge, student centered, and inclusive to all learners. At Quimby, we are proud of our diverse academic programs and we strive to create a middle school experience that engages every student!

Year At A Glance

Quimby Oak Middle School Schedule



Minimum Days:

Middle School now has
Minimum Day **EVERY**
Thursday. Dismissal is at
12:40 pm.

Exceptions:

No Min Day 12/19, moved
to 12/20

Last two days of school
6/11 & 6/12 are **BOTH**
Minimum Days.

No School- Staff Dev. Day:

October 10, 2024
January 9, 2025

AUGUST

13 OR 14- New Student Meet & Greet
19- First Day of School
26- Picture Day
Cross Country Season Begins

SEPTEMBER

2- Labor Day Holiday

OCTOBER

10 - Staff Development Day (no school)
Wrestling and Girls' Basketball Seasons Begin

NOVEMBER

11- Veteran's Day Observed (no school)
20- Parent Conferences
25-29 - Thanksgiving Break

DECEMBER

23- 3 (Jan)- Winter Break
Boys' Basketball Season Begin

JANUARY

9- Staff Development Day (no school)
20 - Dr. Martin Luther King Jr. Holiday (no school)

FEBRUARY

17-21 - President's Holiday
Volleyball & Soccer Season Begin

MARCH

Track & Field Season Begin

APRIL

18-25 - Spring Break Continues

MAY

TBD - SBAC Testing
26 - Memorial Day Holiday

JUNE

11 - Promotion Ceremony (Min. Day)
12 - Last Day of School (Min. Day)

Lobo Discovery Academy

LDA

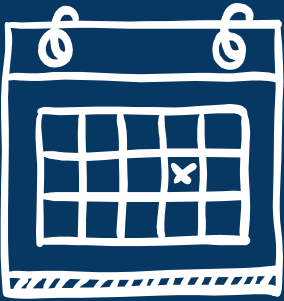
Warning Bell	8:10 am
Homeroom	8:15-8:32 am
1st Period	8:35-9:25 am
2nd Period	9:28-10:18 am
Break	10:18-10:28 am
3rd Period	10:31-11:21 am
4th Period	11:24-12:14 pm
Lunch	12:14-12:44 pm
5th Period	12:47-1:37 pm
6th Period	1:40-2:30 pm

Lobo School of Innovation

LSI

Warning Bell	8:10 am
Homeroom	8:15-8:32 am
1st Period	8:35-9:25 am
2nd Period	9:28-10:18 am
Break	10:18-10:28 am
Block 1	10:31-11:37 am
Block 2	11:40-12:14 pm
Lunch	12:14-12:44 pm
Block 2 (cont.)	12:47-1:20 pm
Block 3	1:23-2:30 pm

Quimby Oak Middle School Schedule



State and Local Policies



Every student shall attend school punctually and regularly, follow school rules, obey all directions of the staff, work diligently, behave appropriately, and respect those in authority. (CA Administrative Code 300).

1. Those students who continue to defy school authority by word or act, or who commit an obscene act or engage in habitual profanity, are subject to disciplinary action (Ed. Code 48900).
2. Students who possess, sell, or otherwise furnish any firearm, knife, explosive, or other dangerous object, shall be subject to suspension and expulsion from school and district, and the items will be confiscated (CA Administrative Code 300, Penal Code 653k, Penal Code 62610).
3. There shall be no smoking or possession of tobacco, tobacco product, or electronic cigarette (or similar product) on school grounds or during any school activity (Ed. Code 48900).
4. The use, possession or being under the influence of any controlled substance, intoxicant, or alcoholic beverage on school grounds or any school sponsored activity is strictly prohibited. Violators will be suspended from school and subject to referral to the appropriate law enforcement agency (Ed. Code 48900, CA Administrative Code 301).
5. Any student who destroys or in any way injures public or private property such as books, lockers, buildings, buses, or other equipment may face suspension or expulsion, and the parent or guardian shall be held financially liable.
6. Any student who steals, or attempts to steal school or personal property, or commits any unlawful act on school buses, school grounds, or on the way to and from school shall be subject to suspension, expulsion and referral to the appropriate law enforcement agency.
7. Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct, except when that the pupil's presence causes a danger to persons (Ed. Code 48900.5). Examples of "Other means of correction" include:
 - Restorative Practices
 - Reflection
 - After-school Programs
 - Community Service
 - Conference
 - Positive Support Approach

Sexual Harassment

Sexual harassment means "any unwelcome sexual advances, requests for sexual favors, and/or other verbal, visual, or physical conduct of a sexual nature made by someone in the educational setting." This conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or creates an intimidating, hostile, or offensive educational environment.

Violators will face disciplinary actions which may include suspension or expulsion from school and subject to referral to the appropriate law enforcement agency.

A student who believes he/she is a victim of sexual harassment is to report such harassment to a teacher, administrator, or other adult authority on campus.

District Policies



The Evergreen School District provides the following written policies for students and families yearly:

- Student Use of Technology
- Acceptable Use of Technology
- Student Substance Abuse
- Notice of Uniform Complaint
- Williams Uniform Complaint
- Student Non-Discrimination
- Student Sexual Harassment
- Protection of Pupil Rights Annual Notice to Parents
- PPRA Annual Notice of Student Education Record Privacy

The Parent Handbook is sent home at the beginning of the year and is available on the district website.



www.eesd.org

Uniform Complaint Procedure

The Evergreen School District shall investigate and seek to resolve complaints at the local level. The district follows uniform procedures when addressing complaints alleging unlawful discrimination or failure to comply with state or federal law in programs for consolidated categorical aid, migrant education, child nutrition, special education, adult basic education, vocational education, and child care & development. Contact the Superintendent or designee, if you have a question concerning noncompliance on any of the programs listed. After receiving the district's decision regarding a complaint, appeal procedures are available to the California Department of Education. Complainants may use any civil law remedies that may be available. (BP/AR 1312.3)

Gender Equity Policy

Quimby Oak Middle School makes every effort to ensure gender equity. All facilities, classes, awards, and extracurricular activities are made available and are open to all Quimby students. Our physical education program is co-educational. Students are encouraged to join clubs, and to participate in school wide activities without regard to gender.

Textbook and Library Books

Students are responsible for the use and care of all textbooks issued to them. They are also responsible for any library books they check out. Students and their parents/guardians are financially responsible for lost or damaged books (Ed. Code 48904). Please be aware of this and take care of them appropriately. Library books should be returned on or before the due dates.

Search and Seizure

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 school. 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. (Ed Code 49050, BP/AR 5145.12)

Attendance



Attendance

It is the responsibility of the parents/guardians to make sure students attend school daily (Education Code 48200). Students who miss more than the allotted absences or tardies from school will receive official notices of truancy (Education Code 48260). This process can lead to our district's Student Attendance Review Board (SARB) (Education Code 48263) and ultimately, the Santa Clara County District Attorney's Office for review and prosecution (Education Code 48264 and 48293 and Penal Code 270.1).

Truancy and Chronic Absenteeism

Truancy – "Education Code Section 48260 (a) A pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant and shall be reported to the attendance supervisor or to the superintendent of the school district."

Chronic Absenteeism "A student is considered a chronic absentee if he or she is absent 10 percent of the days they were enrolled in a school. Chronic absence is different from truancy which counts only unexcused absences and indicates a violation of California's compulsory attendance laws. Average Daily Attendance (ADA) is the average number of students who attend school each day and is used for state funding purposes."

Excessive absences, excused and unexcused, are tallied up to determine chronic absenteeism (more than 10% of the school year missed).

Attendance



Attendance Office _____

Parents are to call the attendance line at:

(408) 270-6737

each day a student is absent and report the reason for the absence. A doctor's note is required for five days of consecutive illness. Any student not in attendance during the school day may not participate in any after school program scheduled for that day. The district has implemented automated calling within the first 30 minutes of the school day. The automated call will let parents know if a student was marked absent or tardy.



Excused Examples

- Illness
- Medical or dental appointments
- Serious illness or death in the immediate family
- Religious holiday observance



Unexcused Examples

- Trips or vacations
- Missing their ride, car breaks down, traffic delays
- Overslept
- Sports
- Extracurricular activities

Off Campus Pass _____

Students are to get their Off Campus Pass prior to leaving campus by checking out with the school office. Students may not leave campus without checking out in the office first.

Tardy-Policy _____

Students are to arrive at school on time. If a student arrives late to school in the morning, they are to report to the office. During the school day, students are given passing time from class to class. If a student is late to class, they are marked as tardy. When a student is late to school or tardy to class beyond the allowed 3 quarterly, he or she will be required to report to the Student Center after school on that same day (ending at 3:15). The time will be used to complete missed work, improve grades and create a goal to improve attendance.

Safety



Health Office

The Health Office is only for students who are ill or injured at school. You must enter the Health Office through the front office door only. Parents or family members picking up sick/injured children must sign them out in the Health Office Log Book.

Medication

No medications, prescriptions or over-the-counter medicines can be brought to school and taken without both parent and physician signatures. Medication request forms may be obtained in the Health Office and need to be updated yearly. In addition, all medication must be brought in by an adult and kept in the Health Office unless the physician states otherwise.

Visitors

All visitors to Quimby Oak must check in through the front office and sign the visitor's book upon arrival. Classroom visits should be arranged by calling/emailing the teacher and appropriate Assistant Principal to establish a time for the visit agreed upon by all parties.

Closed Campus

Quimby Oak is a closed campus, as are all Evergreen schools. Students are required to remain on campus during the entire school day. If students must leave for an appointment during the school day, the parent must come to the office to sign them out. If someone other than a parent will be picking the student up, and they are not on the emergency contact list, please state his or her name in a note or call the front office to provide permission. We are not allowed to release a student without your written or oral permission. Unless students are involved in an after school sponsored activity, they should leave school directly after school. Boggini Park, adjacent to the school, is off-limits for one hour before and one hour after school.

Food



Cafeteria Procedures _____

The Quimby Cafe has a quick and efficient process to ensure students receive fresh, nutritious and tasty food at ease.

Free and reduced prices may be available. For qualifying criteria please complete the registration a



www.eesd.org
> Child Nutrition Services

Call the CNS office at **(408) 223-4500** if you have any questions about the program.

Lunch menus can be found on the school website.

Students who do not have lunch now have the ability to charge their meal to their account www.myschoolbucks.com. Each student has access to two free meals this year.

For safety reasons parents and visitors **are not** allowed to eat with students. All students must eat their food in designated eating areas for supervision and clean up purposes. **Parents may not drop off lunches to students throughout the day.**

No off campus food of any kind may be brought on campus to share with students and their peers. This includes food delivery services.

Celebratory items _____

Celebratory items are not permitted. Items such as balloons, flowers, and gifts should be left off campus, during non-school hours. These items create distractions to the learning environment.

Additionally, food items such as cupcakes, pizzas, cakes, etc., are NOT allowed. This includes both home baked/prepared goods and purchased goods.

Lobo Daily Life



School Hours _____

Students should arrive to campus no earlier than 7:45AM. The warning bell rings at 8:10AM. First period begins promptly at 8:15AM. Students need to be in their seats at the time the bell rings. Passing period between classes is 3 minutes. The dismissal bell rings at 2:30PM. Please refer to the Bell Schedule posted on our website.

Lobo Advisory Homeroom _____

All 7th and 8th graders will be assigned a Lobo Advisory Homeroom. This is an opportunity for students to start the day positively by checking in with a supportive adult on campus. Lobo Homeroom will be a time for students to check in about upcoming school events, review school news, and circle up to goal set, problem solve, and build strong community.

Suggested Materials _____

Students are to arrive to school each day with the materials needed to be successful in all of their classes. Textbooks, pens, pencils, paper, notebooks, binders, folders and assigned materials are to be brought to school daily. If there is a problem purchasing needed materials, parents may contact the appropriate assistant principal for assistance.

Telephone Calls and Cell Phone Policy _____

Students may not be called to the phone during school hours. However, in an emergency, the secretaries may take a message for a student or arrange a call back. If a student needs to make a phone call to a parent, they may come up to the office and the front office staff or an assistant principal will assist them. Students are not to have their cell phones out during the school day, they need to be stored in their backpack. Cell phones are to be silent and/or off from 8:15am – 2:30pm. Cell phones are not to be in used on campus, should not be out in the locker rooms, and should only be used in a classroom if there have been specific directions from a teacher.

Behavior Expectations



Student Transportation _____

Quimby Oak students have the opportunity to walk, bike, or be dropped off in a car/carpool daily. Skateboarding is prohibited at this time.

If your child **walks or participates in a car/carpool** they can enter the campus at either of the three entrances. (Quimby Road, Boggini Park, or Stevens Lane)

If your child **rides a bike** to school, the entrance to the bike lane is located on Stevens Lane using the double gate next to the grass. Students may not enter campus any other way. Once they arrive at the gate they need to get off the bike and walk it on to campus and properly secure it at the bike racks. Students must provide their own lock. **Helmets must be worn at all times while riding their bikes.**

School Wide Expectations _____

Quimby has high expectations and standards for behavior. Please review the following:

- “No Touch” Policy- Keep hands, feet, and objects to yourself. Do not touch or harm another student and do not invade someone else’s personal space. Be polite, kind, and considerate. Show respect to others and their property.
- Follow the directions of all adults
- Be on time
- Be prepared
- Dress appropriately for school
- Use school appropriate language while on campus
- Show kindness. Teasing, name-calling, bullying/cyberbullying or other harassment will not be tolerated
- Be safe. Running, chasing, pushing, or other unsafe activities are never allowed on walkways and staircases
- Have pride. Keeping the campus clean and safe is everyone’s responsibility.

Caught Ya's

Positive Behavior Referral

I caught _____



Date/Time _____ Location _____ Initial _____

By doing what?

I used this/these skill(s) or value(s)...

Leader	Open Minded	Be Respectful	Own Your Choices	Studious
				
Responsible Reliable Engaged -ask ?'s -share ideas Role Model Self Directed Empowered	Understand others Open to new situations Listen actively Be flexible Share success Accept feedback	Show kindness Be polite Golden rule Listen with empathy Respect others and property Positive digital footprint	Take accountability Apologize Manage impulses Be on time Appropriate clothing Keep the campus clean	Strive for accuracy Set goals Master content Be persistent Apply effort Ask questions Be prepared

Quimby Oak students can get a “Caught Ya” for displaying positive behaviors. The sheet to the left shows what any Quimby Oak staff can fill out for observing examples of the following behavior:

- Leadership
- Open Minded
- Be Respectful
- Own Your Choices
- Studious

Students can exchange that Caught Ya's for snacks and fun prizes a the **Lobo Locker**, which is open during Break!

Positive Behavioral Interventions and Supports (PBIS)

PBIS is a school-wide approach that includes five quality characteristics to enhance school climate:

- Promote positive behavioral expectations:
- Teach behavior expectations by modeling what is expected.
- Reinforce positive behaviors with rewards and praise.
- Implement consistent consequences for inappropriate behaviors.
- Utilize restorative practices to support repairing harm for victims, building empathy, and reducing recurrence of problems and conflicts.

Quimby Oak Site Policies



Distractive Items _____

Video games, Sharpies, toys, personal stereo players, or other items that are disruptive to school activities, dangerous, or potentially damaging to school property, are not allowed at school or at school sponsored functions. Items will be confiscated and must be picked up by the student or parent from the Assistant Principal.

Dangerous Items _____

Matches, lighters, vape pens, cigarettes, or any smoking paraphernalia, drugs, alcohol, fireworks, laser pointers, permanent markers, spray bottles, squirt guns, play guns, water balloons, shaving cream, glass containers, aerosol containers, body sprays/perfumes, hairspray and spray paint are not allowed at school. Items will be confiscated.

Fighting _____

All forms of fighting or conspiracies to fight are strictly prohibited and will result in consequences that may include suspension or expulsion. Students who “arrange” for other students to fight will also face severe disciplinary action. Recording, sharing, and/or posting a video/pictures of a fight will result in disciplinary action and possible law enforcement involvement. This includes walking to and from school.

Bullying _____

Bullying behaviors which include physical, written, verbal, and electronic, with the intent to harass, sexually harass, threaten, intimidate, Cyberbully, or cause bodily or psychological harm, are not allowed. All incidents should be reported immediately to an adult on campus or by completing the online format at:



quimbyoak.eesd.org/lobohelp

Unauthorized Sales _____

Students are not allowed to sell any unauthorised items or collect money on campus. This includes fundraisers for other schools and organizations.

Quimby Oak Site Policies



Social Media

Any items published on social media having negative effects on our school climate will be handled by school administrators and/or law enforcement agencies if necessary. This includes negative activity done at home. Posting on, making comments or accessing social platforms during the school day is not allowed and violations of any kind will result in disciplinary action.

Dress Code

Appropriate and modest attire is expected at school. Student's should be comfortable without distraction.

- Undergarments **should not** be showing under any circumstances. If clothing is not worn correctly, it must be corrected or parents will be contacted.
- Sleepwear and blankets are not to be worn (Exceptions on verified Spirit Day)
- Hats or hoodies are allowed **IF** worn appropriately on campus, but are subject to individual classroom policies. Face and ears must be visible to school staff.
- **NO** profane, vulgar, sexually suggestive, violent, drug, alcohol, tobacco or gang-related clothing are allowed. This includes clothing or accessories that are predominantly red or blue.
- Items such as backpacks, belts and belt buckles will also be monitored. Inappropriate words, designs or anything causing a distraction may be confiscated and could lead to disciplinary action.

The school administration reserves the right to individually forbid a student from wearing any attire, logos, symbols, or insignias including excessive clothing color, that is determined to create a hostile environment or distracts from learning.

With the ever changing fashion trends, it is difficult to have a comprehensive list of acceptable attire. Therefore, appropriate attire is based on staff and administration discretion to ensure success for all students.

Classrooms

Each classroom teacher is allowed to set guidelines and policies for his or her individual classroom. Violations of these policies may result in assigned reflection time or other consequences.

Quimby Oak Site Policies



Consequences

Any student who does not comply with California laws, school policies, or School - classroom rules concerning behavior is subject to the following:

- Teacher contact parent/guardian
- Loss of break time or Friday School Reflection
- Restorative assignments
- After school or lunchtime Reflection
- Conference with Assistant Principal or staff
- Parent(s) supervision of child at school
- Parent/student/teacher/Assistant Principal conference
- Supervised suspension (at school)
- Out-of-school suspension in (1 - 5 days)
- Loss of end-of-the-year or activities
- Expulsion from school and/or the Evergreen School District

Students are personally and solely responsible for the security of their electronic devices and personal items. The Evergreen School District is not responsible for and will investigate the theft, loss, or damage of any cell phone, other electronic device, or student personal items.

Types of Reflection

- **Lunch Reflection** - Student is assigned to the Student Center during the lunch period. Lunch will be eaten in the Student Center during this time. Students are to arrive at the start of lunch.
- **After School Reflection** - This is a one hour period (2:30pm - 3:30pm) on specified days. Classroom teachers may also assign reflection on other days and times to be held out of their classrooms.
- **Friday School Reflection**- This is a two hour period (until 4:30 pm) on select Fridays for more severe situations.

Students must arrive on time and make arrangements to be picked up after school reflections promptly at the end of dismissal. Students need to bring class work to complete and/or a book to read. During reflection, students must work quietly. Personal needs such as eating, drinking, and using the restroom should be taken care of before entering the after-school reflection classroom. Failure to attend/complete any reflection will result in further disciplinary action.

Academics



Academic Code _____

Academic integrity is important for the personal and academic success of all Quimby Oak students. Copying, plagiarizing, cheating, or giving your work to others to use is stealing the intellectual property of others. Consequences for such actions may result in a phone call home, zeros on the work, and a referral to administration.

Homework Make-up Policy _____

Upon return to school (excused absence), students are expected to make up missed work. It is the student's responsibility to get assignments from their teachers after class or after school. Parents may email teachers the third day of an extended absence to arrange pick up of homework.

Conferences _____

Parent and Teacher conferences take place in November. All parents are expected to attend.

Computing GPA _____

Add all of the individual letter grade point values for each class and divide by the number of classes. Point value is as follows:

A = 4 points	B = 3 points	C = 2 points
D = 1 point	F = 0 points	

Valedictorian and Salutatorian _____

Valedictorian and Salutatorian are the ultimate academic honor. Determination of valedictorian for the 8th grade class will be calculated using the following criteria:

- Maintained top grades and citizenship marks grades for both 7th and 8th grades
- Other criteria will be reviewed to make the final determination of the top two students; i.e., test scores, benchmark assessments, end of year assessments, final examinations, citizenship, discipline records, and staff input.

Academics



Quimby Oak Honors ---

Each year, students are recognized for their outstanding efforts on campus. Students are invited to participate in recognition celebrations and receive certificates for their hard work. In order to be a member of the Lobo Honor Society, students must:

- Maintain a 3.5 GPA for the first three quarters
- Have no “C-’s”, no “D’s” and no “F’s” on their reports cards; and

Honor Society students will also be invited to a trip to Santa Cruz at the end of the year.

Report Cards & Progress Reports ---

At the end of each progress period, Progress Reports of student’s grades will be available online. All quarter Report Cards will also be available online. If further monitoring is required, the Assistant Principals and our School Counselor may set up academic counseling programs after a parent conference has taken place.

Promotion ---

In order to recognize successful completion of their middle school experience, eligible students are invited to participate in a promotion ceremony at the year’s end.

To receive an invitation to participate in the promotion ceremony, a student must meet the following criteria:

- Meet the District’s academic promotion criteria
- **Have a cumulative GPA of a 1.5 or better for worked completed in the 8th grade year**
- Have, in the opinion of the school administration team, a record of good attendance and behavior

Should a student have repeated behavior issues due to truancy or discipline referrals, they will be denied participation privileges. Parents should keep in close contact with their student’s Assistant Principal.

Support Services



Lobo Help Line

Use the Lobo Help form to report anything from teasing, threats, sadness, academic support, home issues, or even facility needs and ideas for improvement. Reports may be done anonymously. The form is on the school website:



quimbyoak.eesd.org/lobohelp

LOBO's Ignite

In assisting students with their academic needs, Lobos Ignite will provide targeted academic intervention and support for students identified with mandatory retention and/or English Learners. Students will be focusing on building strategies and skills for current and future success including building strong academic habits and strong language skills. Students will work in a small-group setting in a supportive environment in order to develop strong academic habits.

Student Services

Resources and support services are available to students at risk throughout the District to help them to participate fully in the educational process.

Resources are available to parents and families in the form of counseling and health education information. For a complete list of all services provided please see Pupil Services on the Evergreen School District's website. Or contact Pupil Services at 408-270-6840 for information and assistance.

School Counseling Services

Comprehensive school counseling services will be offered to all students throughout the year. These services include academic support, college and career planning, as well as individual and small group counseling to address social and emotional concerns that cause students to experience troubles at school. Additional resources and suggestions for referrals to outside agencies are also available through the assistant principals, the school counselor or the school psychologist.

Athletics and Activities



Athletics

Sports are an excellent way to connect with others, stay fit, and have fun at school. All students are encouraged to participate

Sports Offers and Seasons

August	Cross Country (co-ed)
October	Wrestling (co-ed) Basketball (girls)
December	Basketball (boys)
February	Soccer (boys and girls) Volleyball (boys and girls)
April	Track and Field (co-ed)

Eligibility

Students must maintain a 2.0 grade point average with no "F's" to participate. Students in sports programs must also have appropriate insurance coverage.

Student Body Activities

Throughout the year, the Student Body holds many activities for our students. Student rallies, assemblies, noontime activities, fundraisers, the student store, special event days, and dances for Quimby Oak students are provided for all in good standing. Students must have a signed permission slip, their student ID, be in attendance the day of the event, and in good behavioral standing to attend.

Pictures, ASB Cards and Yearbooks

Students are encouraged to purchase school pictures and yearbooks. Sales of these items occur early in the year. Digital ASB cards are available using the **Minga App** after picture day in September. Students who do not have access to the app will be given a physical card. There is a replacement charge of \$5.00 for ASB cards. You can have a replacement ID made in the front office.

Athletics and Activities



Uniforms

It is recommended that each student provide the following for PE:

- navy blue shorts
- Gray or white t-shirt
- sneakers

Lobo themed clothing, sweatpants and sweatshirts are optional. Uniforms may be purchased through the PE Department. Names of students must be printed with a permanent marking pen on all clothing.

School P.E. uniforms are available for purchase:

- Official P.E. t-shirt \$15 each
- Official P.E. shorts \$15 each
- Official short and t-shirt set \$25

PE Lockers and Locks

Each student will be assigned his/her own locker. No sharing will be allowed. Students should place all money and valuable items in their locker during PE. If something is missing from a locker, notify a PE teacher immediately. Students are responsible for keeping lockers clean and secure. Lockers are subject to inspection at any time. Memorize your locker number, serial number and combination. Only Quimby Oak locks are allowed. Locks will be provided for each student. Students are required to lock up their belongings in an assigned locker before heading out to PE class. Combinations are not to be shared. The locker room is monitored at all times.

Lost and Found

If you find or lose something, check in the Health Office. Lost textbooks, or library books, however, should be taken to the library. All unclaimed items are donated to charity.

Home and Family



Appointments _____

If you wish to make an appointment with an administrator or any member of the faculty, please phone or send an email so that a time can be established that is convenient for both parties. Administrators are available from 7:45am – 4:00pm and teachers are available from 7:45am – 3:00pm. Call (408) 270-6735 for an appointment or send an email. All email addresses can be found on our school website.

Advisory Committees and Councils _____

There are a variety of ways parents can get involved with their school. Besides working in the classroom and PTSA, we have several advisory committees you may be interested in participating on: School Site Council, English Learners Advisory Committee (ELAC), Parent Advisory Committee (PAC), District Advisory Committee (DAC), Budget Advisory Committee (BAC) and Parent Teacher Student Association (PTSA). Most committee participation requires about an hour a month. Some may need more time. To learn more see Advisory Committees and Councils at Quimby Oak on the school website.

Website and Social Media _____

To stay current with our school news, please check our school website:



quimbyoak.eesd.org

Follow our school on all our Social Media – we share and post daily.

PowerSchool is the system we use to contact parents and guardians in case of an emergency and for safety notifications. It is crucial that your information is kept current in PowerSchool throughout the school year. Links to the PowerSchool Registration Instructions are posted to Quimby's website and the Evergreen School District website. Please call Quimby's front office if you need assistance.

Questions?

Email us



Ginger Gaeta
Principal
vgaeta@eesd.org



Sharon Pinter
Registrar
spinter@eesd.org



Camille Gingrich
Assistant Principal- 7th
cgingrich@eesd.org



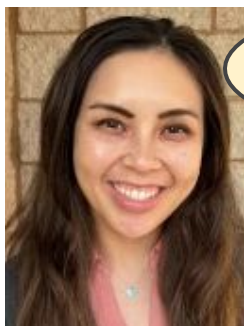
Susan Mills-Gabler
Secretary
sgabler@eesd.org



Mallory Sloniker
Assistant Principal- 8th
msloniker@eesd.org



Velia Estrada
Health Assistant
vestrada@eesd.org



tôi nói tiếng
Việt

Suzie Lam
School Counselor
suzielam@eesd.org

Parent & Student Acknowledgement Sign & Return

Handbook Signature Page _____

Instructions: Each family is asked to access the electronic copy of the handbook that includes an additional Handbook Signature Sheet if needed. Complete and return this sheet to your child's advisory teacher.

The 2024-25 Parent and Student Handbook can be viewed online at:



quimbyoak.eesd.org

Our family has read and discussed the 2024-2025 Parent and Student Handbook for Quimby Oak Middle School. We understand the expectations of the school community, including my child(s) participation as a part of our school community, in relationship to expectations around:

- Guidelines for Student Behavior
- Guidelines for Digital Citizenship
- Expectations related to our Lobo values (Leader, Open-minded, Be Respectful, Own Your Choice, and Studious)
- Procedures and Expectations around academic expectations, including understanding that the academic criteria for receiving a promotion certificate and participation in the promotion ceremony is an overall cumulative 1.5 GPA
- Importance of regular attendance at school

We acknowledge that we have read, reviewed, and understand ALL the expectations and policies of the 2024-2025 Quimby Oak Middle School Parent and Student Handbook.

Student Name: _____

Student ID: _____

Advisory Teacher: _____

Grade Level: 7 8

Parent/Guardian Signature

Student Signature

Date

Date

Online Learning*

*When Applicable



Guidelines for Online Meetings

- Students should inform their parents when they are entering a video conference with their teacher or classmates.
- Please find a quiet place where you can hear your teacher and background noise will not interfere with your learning.
- Please dress appropriately for a typical school environment.
- Please use language & vocabulary as you would in a traditional classroom.
- Put your screen view on the Teacher's device. Avoid any side conversations with classmates.
- Press the mute button on your video platform so that you can hear your teacher better. Only unmute when sharing your thoughts.
- Keep your camera on when entering a meeting.

Online Learning Norms & Expectations

Much like in our physical classrooms, teachers and students develop Norms and Expectations for their online learning. In this way, students will be clear on what is expected and how to succeed in class. Please discuss proper online etiquette before your student joins any online learning. This includes expectations about cameras, microphones, and appropriate attire as defined in this handbook.

Education Code section 51512 makes it **unlawful** to use a listening or recording device in any classroom without the prior consent of the teacher and/or principal. It is unlawful to record online instruction without the consent of all parties.

Virtual Meeting- Zoom, Google Meet. etc

Virtual meetings may be recorded to ensure students who miss the meeting can review the lesson(s) on their own. The recordings will be protected and only shared with students, parent(s)/guardian(s) of students, and/or district personnel with a legitimate educational interest. They will not be posted in a public forum.

Recommendations:

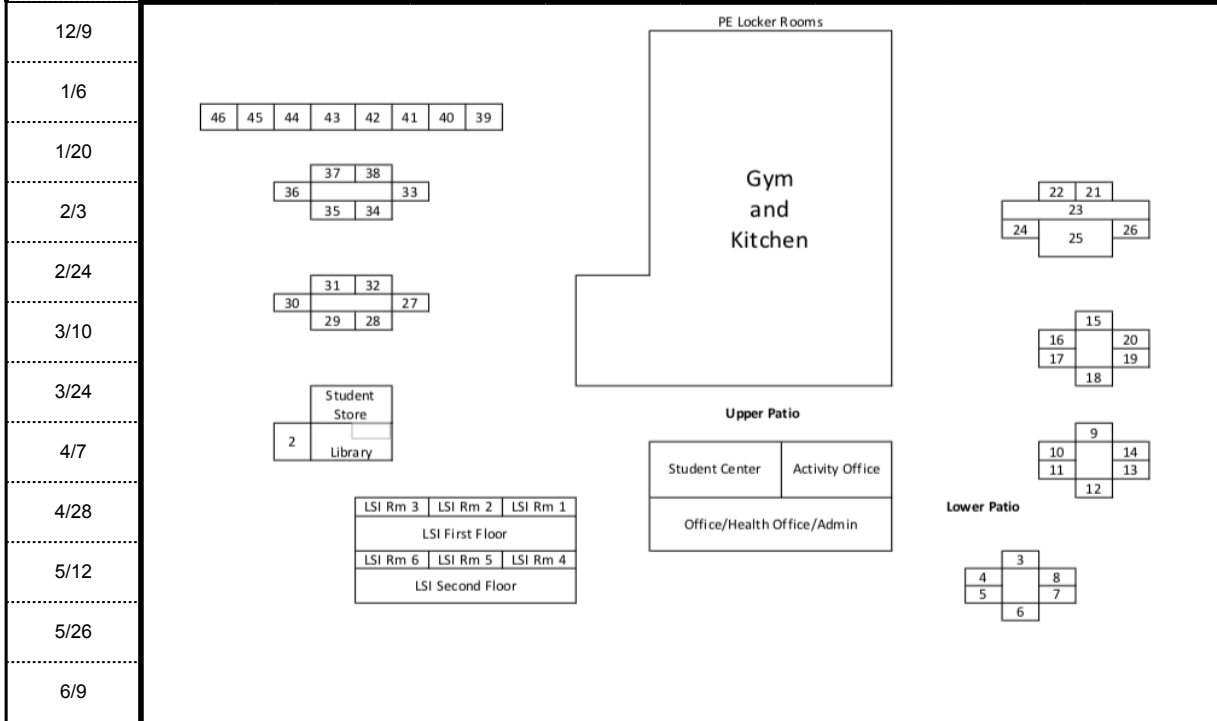
- Prepare a quiet and neutral area for students to engage in the meeting (i.e. dining room table).
- Ensure student is dressed appropriately during the meeting.
- Ensure student understands ALL their behavior may be recorded and they can be removed from room.
- Review district Technology Acceptable/Responsible Use Policy for acceptable behavior and consequences. Prepare you and your students for online ethical behavior by reviewing Raising Digital Citizens.
- Evergreen School District utilizes Google Hangout and Zoom as our primary video conferencing tools. Please contact your teacher if you wish for your student not to participate. Should a family prefer not to use the video feature, they may disable the video settings after letting the teacher and assistant principal know.

Quimby Oak Middle School PBIS Matrix for Distance Learning & Technology Use

<p>We Caught Ya...</p>	<p>Taking Care of Yourself (Leader, Studious, Own Your Choices)</p>	<p>Taking Care of Others (Leader, Open Minded, Be Respectful)</p>	<p>Taking Care of Business (Leader, Own Your Choices, Be Respectful)</p>
<p>Distance Learning</p>	<p>Follow all regular classroom rules even in virtual classroom environments.</p>	<p>Help keep fellow students on task by studying together, reminders of deadlines.</p> <p>Encouraging yourself and others to try out a lunch club or participating in a Quimby Spirit Event.</p>	<p>Use a schedule to manage your classes and assignments. The counselor has one pre-made available to all students.</p> <p>If your computer is having issues and/or you are unable to connect to the online Google Meet/Zoom lessons, contact the Technology Support line.</p>
<p>Online Lessons</p>	<p>Find the best place to hear your teacher and where background noise will be minimal.</p> <p>Dress appropriately for a normal school environment.</p> <p>Follow all regular classroom rules even in virtual classroom environments.</p>	<p>Inform your parents when you are entering a video conference with a teacher or class</p> <p>Avoid any side conversations with classmates.</p> <p>Keep your camera on. If there is a concern, speak to your AP, counselor and teachers ahead of time.</p>	<p>Use language & vocabulary as you would in a traditional classroom.</p> <p>Press the mute button on your video platform so that you can hear your teacher better. Only unmute when sharing your thoughts.</p> <p>Keep meeting links and passwords for you and your classmates only - Never share.</p>
<p>Technology</p>	<p>Come to "class" with Chromebook charged.</p> <p>Keep login, passwords, and private information private.</p> <p>Use technology appropriately.</p>	<p>Be respectful of others online.</p> <p>Always THINK before posting a comment (is it <u>T</u>rue, is it <u>H</u>elpful, is it <u>I</u>nspiring, is it <u>N</u>ecessary, is it <u>K</u>ind?).</p>	<p>Take good care of your chromebook.</p> <p>Be careful if eating or drinking around your chromebook.</p> <p>Stay on task when using technology.</p>

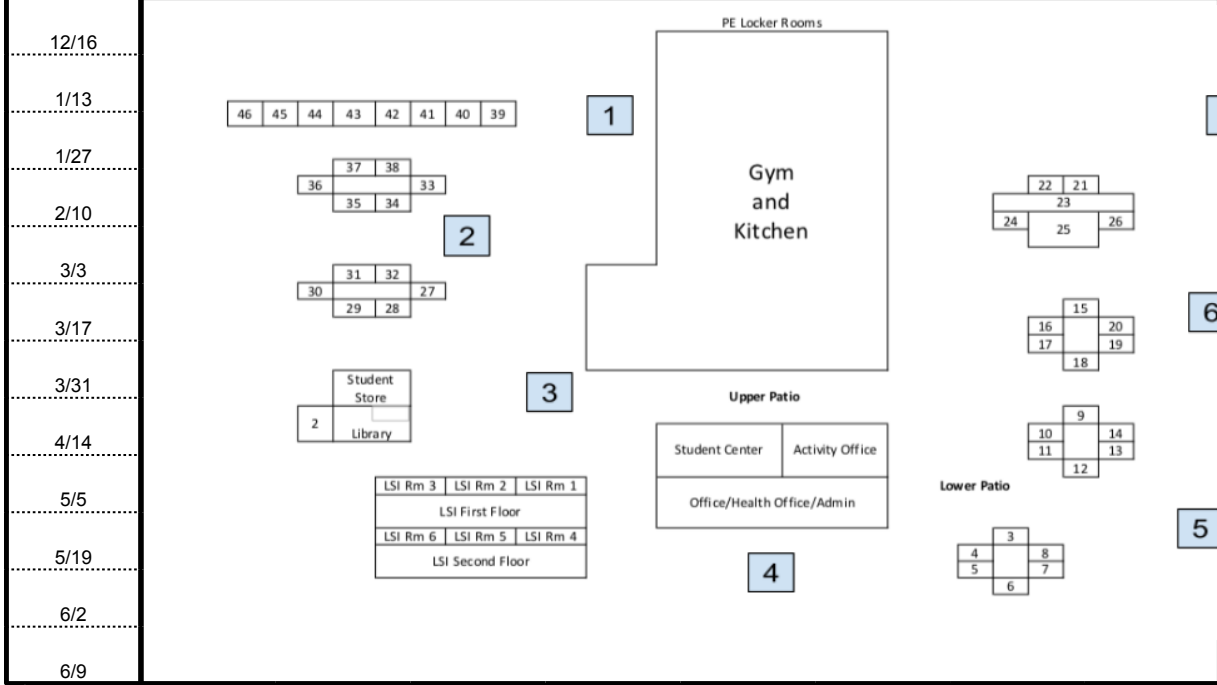
Quimby Oak Middle School - Yard Duty A

Week of:	Time	Area 1	Area 2	Area 3	Area 4	Area 5	Area 6	Area 7
8/19	Morning	Barragan	Elangovan	raki/Chillamchu	Sutton/Palacios	Garcia	Will	Ferrari
8/26								
9/9	Break	Long	Khan	Watkins	N/A	Ward	Green	Knecht
9/23								
10/7	After School	Grinstein	J. Lam	Hernandez	Trinidad	Behr	Tran	Boggini Park (Sloniker) Stevens Lane (Gingrich)
10/21								
11/4	AP's Before School Boggini Park Stevens Lane	Parking Lot AM Gaeta/Rivas/ S.Lam/Wu		Lobo Locker PM	Pham (yearlong)		AP's After School Boggini Park Stevens Lane	Parking Lot PM Gaeta/ Menon/Linwill
11/18								



Quimby Oak Middle School - Yard Duty B

Week of:	Time	Area 1	Area 2	Area 3	Area 4	Area 5	Area 6	Area 7
8/19	Morning	Barragan	Elangovan	opta/Chillamche	K. Doan/Palacio	Archer	Singha	Truong
9/2								
9/16	Break	Jackson	Stracke	Culkin	N/A	Coburn	Bryan	Spengler
9/30								
10/14	After School	Loeb	Fujimoto	Blightman	Neiser	Luo	Votran	Boggini Park (Sloniker)
10/28								Stevens Lane (Gingrich)
11/11	AP's Before School Boggini Park Stevens Lane	Parking Lot AM Gaeta/Rivas/ S.Lam/Boyle		Lobo Locker PM	Pham (year long)		AP's After School Boggini Park Stevens Lane	Parking Lot PM Gaeta/ M. Lam/Linville
12/2								



Quimby Oak Middle School - Yard Duty Descriptions

Duty Areas	Morning	Break	After School
1	Monitor blacktop area and rotate around rooms 39-46	Monitor blacktop area and rotate around rooms 39-46	Monitor blacktop area and rotate around rooms 39-46
2	area and rotate around Elective and Science Pods; rooms 27-38	area and rotate around Elective and Science Pods; rooms 27-38	area and rotate around Elective and Science Pods; rooms 27-38
3	Monitor upper quad area and rotate between Library and LSI quad area	Monitor upper quad area and rotate between Library and LSI quad area	Monitor upper quad area and rotate between Library and LSI quad area
4	Monitor traffic flow at curbside drop off and rotate around plaza/flag pole area.	parent/student encounters and rotate around plaza/flag pole area.	Monitor traffic flow at curbside drop off and rotate around plaza/flag pole area.
5	Math bathrooms area and rotate around rooms 3-8; 9-14; 17,18,19	Math bathrooms area and rotate around rooms 3-8; 9-14; 17,18,19	Monitor lower quad area and rotate around rooms 3-8; 9-14; 17,18,19
6	Monitor lower quad area and Math bathrooms	Monitor lower quad area and Math bathrooms	Monitor lower quad area and rotate around rooms 15-20 and 9-14
7	lower campus bathrooms, and park entrance, and rooms 15, 16, 20	lower campus bathrooms, park entrance, and rooms 15, 16, 20	N/A

