Mather Heights Elementary School

COMPREHENSIVE SCHOOL SAFETY PLAN

School Year 2025-2026

This Administrative Addendum serves as a formal cover sheet to incorporate Board Policy 1445 – Response to Immigration Enforcement into each school's Comprehensive School Safety Plan (CSSP).

Board Policy 1445 was approved by the Folsom Cordova Unified School District Board of Education on February 5, 2026. As an administrative addendum, this document itself does not require Board approval.

This addendum ensures compliance with Senate Bill 98 and Assembly Bill 49 and does not modify the CSSP's policies, data, or action plans. It should be attached to and maintained with each school's approved CSSP for compliance purposes.

Contents

PLAN CREATION AND REVIEW
DATA ASSESSMENT
PART 1 **10**
SECTION 1 **10**
SITE SAFETY
SAFETY IS OUR PRIORITY
SAFE AND ORDERLY ENVIRONMENT
SCHOOL SAFETY HOMICIDE THREATS
CAMPUS INGRESS AND EGRESS
DISPLAY OF IDENTIFICATIONS
DRESS AND GROOMING
SECTION 2 **29**
SAFE AND EQUITABLE ENVIRONMENT
SUPPORTING MENTAL HEALTH NEEDS
PREVENTING YOUTH SUICIDE
ROLES OF RESOURCES SUPPORTING STUDENT MENTAL HEALTH
BULLYING PREVENTION
HATE SPEECH, HATE CRIMES AND OTHER BIASED OR HATE MOTIVATED ACTS.
DISCRIMINATION
SEXUAL HARASSMENT
SECTION 3 **49**
SCHOOL DISCIPLINE
SITE BASED DISCIPLINE POLICIES
SECTION 4 **57**
SEARCH & SEIZURE
SUSPENSION/EXPULSION POLICIES AND PROCEDURES
TEACHER NOTIFICATION OF DANGEROUS PUPILS
SECTION 5
PROBLEM RESOLUTION AND COMPLAINT PROCEDURES
PROBLEM RESOLUTION
UNIFORM COMPLAINT PROCEDURES
SECTION 6 **83**
MANDATED REPORTING

CHILD ABUSE REPORTING PROCEDURES
PART 2 **88**
SECTION 1 **88**
EMERGENCY PROCEDURES AND PRACTICES
CALIFORNIA LAW REGARDING SAFE STORAGE OF FIREARMS
EMERGENCY DRILLS, TRAINING & PREPARATION
SAFETY RESPONSE ACTIONS – TERMS & DEFINITIONS
INCLUSIVE SCHOOL SAFETY PLANNING: ACCOMMODATING PERSONS WITH FUNCTIONAL OR SPECIAL ASSISTANCE NEEDS
EXAMPLE – CONFIDENTIAL SPECIAL NEED / ASSISTANCE LIST
USE OF THE STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)
USE OF THE NATIONAL INCIDENT MANAGEMENT SYSTEMS (NIMS)
USE OF THE CAMPUS AS COMMUNITY SHELTER
IMMIGRATION ENFORCEMENT RESPONSE PROCEDURES
EMERGENCY NOTIFICATION PROTOCO
SITE SAFETY COMMUNICATIONS AND ACCOUNTABILITY – CATAPULTEMS
COMMUNICATION DURING EMERGENCIES – INSIDE THE SCHOOL / DISTRICT
COMMUNICATION DURING EMERGENCIES – OUTSIDE THE SCHOOL / DISTRICT
INSTRUCTIONAL CONTINUITY PLAN DURING EMERGENCY
MEDICAL EMERGENCIES
BLEED CONTROL “TRAUMA KITS”. AB-70/AB2260 (IF APPLICABLE)
AB2887(MAIENSCHEIN)- SUDDEN CARDIAC ARREST PROCEDURES:
ACCESS AND USE OF AUTOMATED EXTERNAL DEFIBRILLATOR
FIRE EMERGENCY PROCEDURES
EARTHQUAKE EMERGENCY PROCEDURES
CHEMICAL OR HAZARDOUS MATERIALS EMERGENCY PROCEDURES
EXPLOSIONS / AIRCRAFT CRASH OR SIMILAR EVENT EMERGENCY PROCEDURES
BOMB THREATS / SUSPICIOUS PACKAGES & LETTERS
FLOOD / FLASH FLOOD EMERGENCY PROCEDURES
SEVERE WINDSTORM / TORNADO EMERGENCY PROCEDURES
POWER OUTAGES / POWER SAFETY POWER SHUTOFF (PSPS) PROCEDURES
GAS LEAK EMERGENCY PROCEDURES
AIR QUALITY – POLLUTION / WILDFIRE SMOKE EMERGENCY PROCEDURES
PART 3 **123**

SECTION 1 **123**

TACTICAL PLAN

CONFIDENTIAL – NOT FOR PUBLIC DISTRIBUTION

TACTICAL PLAN CREATION AND REVIEW

CONFIDENTIAL STAFF CONTACT LIST

CONFIDENTIAL SITE INFORMATION

CAMPUS DISRUPTIONS & INTRUDERS PROCEDURES

ACTIVE THREAT / ACTIVE SHOOTER RESPONSE

LOCKDOWN PROCEDURES

SHELTER-IN-PLACE PROCEDURES

DESIGNATED “OFF CAMPUS” EVACUATION LOCATIONS

REUNIFICATION PLAN
142

PLAN CREATION AND REVIEW

This Comprehensive School Safety Plan (referred to as "CSSP") was developed in conjunction with our local fire department as well as our local law enforcement partners March 2022). The current plan is updated annually and reviewed by this site's Safety Planning Committee (referred to as "the Group") under advisement and with assistance from the Folsom Cordova Unified Safe Schools Team. This plan may be evaluated and amended as needed but shall be reviewed by the Group no less than annually and updated as required per CA Education Code (Sections 32280-32288).

Consistent with CA Education Code Section 32281, the Plan Review Group minimally includes the site Principal (or designated administrator), 1 teacher representative, 1 classified employee representative, and 1 parent of a student that is currently enrolled. The Group also includes an identified Safe Schools' Safety Specialist. Additional members are included as necessary as recommended by the CDE such as students, mental health specialists, nurses, athletic coaches, multilingual liaisons, and other stakeholders. The Group is comprised of the following members:

Joel C. Francisco, Principal

Donna Eddy, MTSS Specialist, Administrative Designee

April Radulovich, Administrative Designee

Jennifer Jarwin, Administrative Assistant

Kayleena Selberg, Parent/PTA President

Karla Pichardo, Parent/ELAC

Rachel Bland, Parent Coordinator

Annalyn dela Cruz, Health Care Assistant

Lisa Cooper, Social Worker

Budd Wagaman, Head Custodian

Norman dela Pena, School Resource Officer

Fire Department Personnel

Coordinator of Safe Schools D. T. Martin (Review date 1/5/2026)

In accordance with guidance from the California Department of Education, the Group shall ensure the final reviewed and approved plan is completed, submitted to the District Safe School's Office and available to the public for inspection upon request no later than March 1 of each calendar year.

Where practical, The Group consulted and coordinated with local law enforcement, fire districts, other school sites, district safety planning teams and student support service teams to improve district-wide consistency in planning, response, and resource availability to increase campus safety and create a culture and environment that promotes positive student behavior and academic success.

This plan was approved by the site safety team and the School Site Council on November 4, 2025 and submitted to the Coordinator of the Folsom Cordova Unified Safe Schools Program on November 10, 2025 for review.

- Once approved by the Coordinator of Safe Schools, this plan will be posted and available for review at *4370 School Road, Mather, CA 95655 /www.fcusd.org* training schedule has been identified to utilize this plan as an instructional tool with site staff in response to safety and emergency incidents as well as identify policies, efforts and programs used to improve site climate.

Final plan approved by the Safe Schools Coordinator on: 1/5/2026

All staff must be trained on the CSSP EC Section 32280.

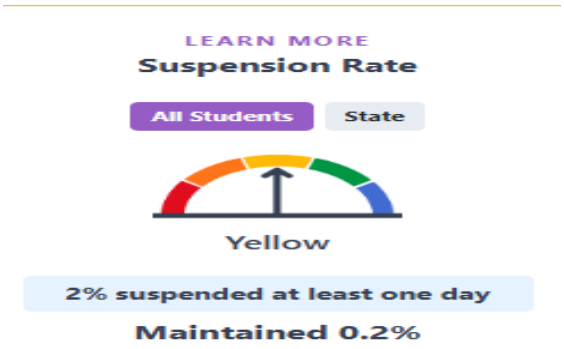
Updated school safety plans should be reviewed and practiced regularly by all certificated and classified staff and students, as appropriate.

DATA ASSESSMENT

The Group reviewed a variety of data sources related to school climate, culture and safety. Data sources reviewed in developing this plan consist of:

- Suggested data sources may include, but are not limited to:
    - CA Healthy Kids Survey
    - Site initiated Parent/Student/Staff Surveys
    - Office Referrals
    - Attendance Rates / SARB Data
    - Suspension / Expulsion Data
    - SPSA
    - Local area and/or on campus crime analysis data
    - Incidents related to bullying, harassment, discrimination & other biased or hate motivated violations
    - IRIS Critical Incident Case Reports
    - Site Safety Assessment Report (conducted by CSS)

The Group identified the following observations and findings and have incorporated the below planned actions to improve the campus culture and environment:



Red

Students with Disabilities

Orange

English Learners

Hispanic

Yellow

Two or More Races

Green

Socioeconomically Disadvantaged

White

Blue

Asian

No Performance Color

African American

American Indian

Filipino

Foster Youth

Homeless

Pacific Islander

LEARN MORE

Chronic Absenteeism

All Students | State

Orange

12% chronically absent

Maintained 0.3%

Red

Socioeconomically Disadvantaged

Students with Disabilities

Orange

English Learners

Hispanic

Yellow

Two or More Races

Green

White

Blue

No Student Groups

No Performance Color

African American

Asian

Filipino

Foster Youth

Homeless

Pacific Islander

source: 2024-2025 CA School Dashboard

- Overall, the suspension rates at Mather Heights Elementary School within the past two school years were considered "Low" as indicated on the data obtained from the California School Dashboard with 2% of the student population suspended at least one day in the school year 2024-2025. These statistics indicate the positive effect of the implementation of the Behavior Multi-Tiered Systems of Support and the hard work that every MHE staff has done to implement the tiered interventions and restorative justice practices throughout the school, including the SOAR campaign, Positive Pathways, social worker support, Response to Intervention Team, PBIS School Climate and Culture Team, etc. There was a decrease in student-related discipline in the school year 2024-2025, efforts to minimize the number of incidents have been in place to continuously decrease the suspension rate at MHE.

- Finding #1 - The majority of physical contact incidents occurred during unstructured times—specifically at recess and lunch—most frequently in the multipurpose room and on the playground. Action Plan: To address this, we will strengthen and refine the supervision and support provided by our yard duty team. Supervisors will be strategically assigned to high-traffic and high-incident areas based on data trends to ensure greater visibility and proactive engagement. Prior to the start of the school year, all yard duty supervisors will participate in targeted, on-the-job training focused on behavior management, conflict resolution, and strategies for de-escalating situations before they escalate into physical contact. Ongoing coaching and check-ins will also be implemented throughout the year to reinforce effective supervision practices and ensure consistent implementation across all supervision zones.

- Finding #2 - Behavior incidents that can be addressed through alternative methods have been successfully managed through the consistent implementation of restorative justice practices. The school's strong PBIS (Positive Behavioral Interventions and Supports) committee has played a key role in fostering a positive school climate and culture, emphasizing prevention, recognition, and relationship-building. Teachers continue to integrate Step One lessons during their morning meetings to proactively teach social-emotional and behavioral expectations. Additionally, MHE implements several schoolwide initiatives that promote character development and positive behavior, including daily, weekly, and end-of-trimester incentives using Silver Flyers, and the SOAR Assemblies in August and January highlighting anti-bullying education. For students requiring additional support, Check-In/Check-Out systems are in place to provide consistent adult connections and feedback. The school also utilizes a range of positive reinforcement strategies to acknowledge and celebrate appropriate behavior. In addition, MHE continues to expand and implement various programs that support students' mental health and social-emotional well-being, ensuring that every student feels safe, supported, and connected to the school community.

- Finding #3 - There continues to be a significant need for mental health support to help students strengthen their social-emotional learning (SEL) skills and overall well-being. To address these needs, Mather Heights Elementary provides multiple layers of support and resources for students. The school has a Mental Health Specialist (MHS) on campus three days a week who works directly with students through individual counseling, small-group sessions, and classroom support. A resident health assistant provides daily assistance to students with health-related needs, while a school nurse is available twice a week to ensure medical and wellness support. In addition, the Response to

Intervention (RTI) Team meets twice weekly to review student data, identify emerging needs, and coordinate appropriate interventions. The Wellness Center, open to students every Friday, offers a safe and welcoming space where students can take a break, reflect, and engage in mindfulness or emotional regulation activities. To further promote positive relationships and social development, the school also implements the Positive Pathways program, which provides structured opportunities for students to practice socialization, empathy, and positive play under guided supervision. Collectively, these programs and services demonstrate Mather Heights' ongoing commitment to supporting the mental health and social-emotional growth of all students.

- Finding #4 - Since 2023, Mather Heights Elementary has experienced a notable increase in active parent involvement through volunteerism and participation in various school and PTA-sponsored activities. The school's Parent Coordinator has played a vital role in this growth by leading targeted outreach efforts and organizing campaigns to encourage families to volunteer and take part in school events. Enhanced communication channels, including regular updates on the school website and social media platforms, have also contributed to a renewed sense of connection and engagement among parents and guardians. These efforts have helped strengthen trust and collaboration between home and school, fostering a shared commitment to student success. The PTA continues to be an essential partner, providing consistent support for school programs, attendance initiatives, and family engagement events that promote a welcoming and inclusive school community. Together, these collaborative efforts reflect Mather Heights' dedication to building strong home-school partnerships that enhance both student learning and school culture.
- Finding #5 - The school administrator and leadership team have recognized the importance of creating, implementing, and strengthening systemic structures that will support Mather Heights Elementary in achieving its action plans for the 2025–2026 school year. These systems are designed to enhance consistency, collaboration, and responsiveness across all areas of school operations. One significant improvement has been the adoption of a staff-approved referral system grounded in progressive discipline and restorative justice practices. This approach emphasizes accountability, relationship repair, and proactive behavior support, ensuring that disciplinary measures are both fair and educational. To better meet the diverse needs of students, the school also established a Response to Intervention (RTI) Team to streamline the identification, monitoring, and support process for academic, behavioral, and social-emotional interventions. This team meets regularly to review data and coordinate timely support for students in need. Additionally, a more cohesive and structured Professional Learning Community (PLC) system has been developed and implemented to promote collaboration, data-driven instruction, and continuous professional growth among teachers. Finally, all staff members at Mather Heights have been encouraged to maintain a strong visible presence across campus, fostering a safe, welcoming, and inclusive environment where students feel connected and supported every day. Mather Heights will also continue its Attendance Drive to improve the overall attendance rate and reduce the number of students who were chronically absent.

PART 1

Section 1

SITE SAFETY

Safety is Our Priority

Mather Heights Elementary participates in the district-wide "Catapult" school safety program, which provides structured guidance for maintaining a safe and secure learning environment. Both staff and students actively engage in regular drills and safety instruction to ensure preparedness for a wide range of scenarios. In addition, the district assigns child safety monitors to our campus to provide additional supervision and support.

Campus Security Measures

- All doors on campus are locked at all times, and all visitors must report to the main office via the Raptor application before entering.
- Campus access is restricted to essential employees, who must display their school badges at all times.
- Parent volunteers working directly with students are required to be Category 2 cleared, including fingerprinting and a clear Tuberculosis (TB) test.
- All visitors and staff are required to wear identification badges to maintain campus security.

Collaboration and Planning

MHE works closely with Safe School Officers and the district to identify strategies for creating a safer campus for both students and staff. The Site Safety Team plans drills, reviews the Safe School Plan, and ensures it is updated each fall and spring. Emergency plans have been developed for a variety of threatening situations, and these procedures are practiced regularly to ensure staff and students know how to respond.

Drills and Practice

- Emergency drills are conducted every month.
- Fire drills are conducted monthly.
- Drills include practice scenarios to simulate real-life events, followed by debriefing sessions to evaluate effectiveness and determine areas for improvement.

Strategies to Reduce the Likelihood of Violence on Campus

- Staff training to identify students who may be at risk to themselves or others
- Catapult program training for all staff

- Debriefing after drills to identify improvements
- Anonymous tip reporting via WeTip/Catapult-supported systems
- Social media monitoring and educational resources for students and families
- Access to mental health resources, including social workers, nurses, and psychologists
- Behavioral Threat Assessments conducted by a coordinated team of administrators, counselors, psychologists, Safe School CSS, and, if needed, law enforcement
- Implementation of Restorative and Transformational Justice practices
- Intervention services, including counseling, mental health support, and juvenile suicide prevention
- Bullying prevention programs and initiatives
- Alternative safety strategies, such as No Contact Contracts and Behavior Agreements
- Substance abuse prevention through Red Ribbon Week
- Positive Behavior Interventions and Supports (PBIS) strategies, including SOAR expectations
- Strong partnerships with School Resource Officers and the Mather Heights community

Through these multi-layered strategies, Mather Heights Elementary maintains a comprehensive, proactive approach to school safety, combining physical security measures, staff training, mental health support, and community collaboration to ensure a safe and welcoming learning environment for all students.

Safe and Orderly Environment

This site implements practices and procedures to improve safety for students, staff, parents and guests while present on campus. Behavior or safety incidents occurring off campus may be addressed as appropriate when determined to have a clear nexus to school or student safety.

The school community, including parents, students and staff, shall not tolerate any comments or gestures which are vulgar or obscene or which denigrate others on account of sex, race, religion, ancestry, national origin, handicap or disadvantage . Students shall be subject to disciplinary procedures for harassing other students or for using insults, slurs, or fighting words which may disrupt school activities (District Policy 5130). Repeated offenses will be cause for suspension.

The discipline plan at Mather Heights Elementary has two goals. One is for a safe and respectful environment in which teachers are able to teach and students are able to learn. Secondly, our goal is to teach students to be responsible for their choices and to behave appropriately.

We believe that everyone is responsible for achieving these goals and require the cooperation of all students, staff and parents. School rules make learning possible. It is the teacher's, principal's and parent's responsibility to help students learn appropriate conduct. We will teach expectations and reinforce them throughout the year. By following these general behavior expectations all through the school, students, staff and parents can enjoy a healthy school experience.

All students are taught to follow our three school rules: *Be Safe*, *Be Respectful and Be Responsible*. These rules are posted throughout our school. Students following the behavioral expectations may be rewarded with Silver Flyers. Every month students can use their Silver Flyers to purchase prizes from the Silver Flyer Store.

The Three Be's are:

1). **Be Safe** - No rough play , fighting, playing with matches, running in classrooms, bathrooms, lunchrooms or hallways. Do not behave in a dangerous or harmful manner to yourself or others. Follow the rules in the classroom, on the playground and on the play structure.

2). **Be Respectful** - Respect yourself, others and their property. Please be courteous and respond politely, using appropriate language. There should not be obscene gestures, threatening, bullying, harassing, name calling, Mather Heights Elementary 2024-2025 Comprehensive School Safety Plan Page 11 | 130 disrupting class, or taking property that does not belong to you. Students need to promptly acknowledge and respond politely to requests or directions given by an adult.

3). **Be Responsible** - Please be prompt and prepared for school. Listen attentively and follow directions. Treat others as you would like to be treated. Be in supervised areas at all times.

It is essential that students follow behavior expectations. When students break the rules, consequences may range from a warning about behavior all the way to recommendation for expulsion. Factors that determine which of the possible appropriate consequences may include, but are not limited to, discussing the incident and understanding why it was inappropriate, a time out, a visit to the Reflection Room/Wellness Center, check in with a caring adult on campus, community service on campus, parent conference or possibly suspension. We offer a Reflection Room/Wellness Center for opportunities to reflect on behavior goals, develop appropriate social skills, and take some time to process thoughts and emotions. Our goal is to establish a positive school climate where all can learn.

GENERAL SCHOOL GUIDELINES

Please observe the following guidelines:

1. Be courteous.

2. Arrive at school no more than 10 -12 minutes before class starts.
3. Walk on sidewalks at all times.
4. Follow the directions of yard supervisors at all times.
5. Obtain permission from the office to leave school grounds.
6. Sticks, knives, guns, explosives, flammable materials, toy guns, such as airsoft pistols, BB guns, pointed objects, or objects that could be considered dangerous are not permitted on school grounds.
7. Personal items, electronics, playground balls, and toys are not to be brought to school.
8. Fighting, play fighting, tackling or wrestling are NOT permitted at school or to/from school.
9. Restrooms are to be used during recess and lunch recess rather than class time. Playing in the restrooms is not permitted.
10. Climbing on fences, backstops, poles, fire hydrants, or planter boxes is not permitted. Mather Heights Elementary 2024-2025 Comprehensive School Safety Plan Page 12 | 130
11. Cell phones may be brought to school, but must be turned off, put in a backpack and left there until the dismissal bell rings. FCUSD BP Link
12. Buying, selling or trading of any items at school is not allowed.
13. Use of the cafeteria, the library, Chromebooks, and buses are privileges, not rights.
14. The Folsom Cordova USD and Mather Heights Elementary accept no responsibility for musical instruments, bicycles, cell phones, electronic devices or other expensive items brought to school.

PLAYGROUND GUIDELINES

1. Yard supervisors must be obeyed at all times.
2. Use playground equipment appropriately and take turns. When demand is high, waiting students count to 15 and then take turns.
3. Playing and running in walkways, breezeways and grass areas between buildings is not allowed.
4. Students are not allowed to go to the park during school hours other than on an approved field trip with class.
5. Interfering with others' games is not allowed.
6. Balls are to be used properly. Soccer balls may be kicked only in designated areas. Balls are to be used away from buildings.
7. Tackling, tackle football, aggressive play, martial arts and wrestling are not allowed.
8. Football and soccer must be played on the grass.
9. Jump ropes are for jumping only.
10. Throwing bark or any other objects, playing around plant areas, digging, climbing fences, backstops or trees is prohibited.
11. Running games (e.g., tag) or chasing are not allowed around the play structures.
12. Sitting or swinging on tether balls or other playground balls is not allowed.
13. Items should not be kicked or thrown over the fence, onto the roof, or against the buildings.
14. Always get permission from the yard supervisor to leave the playground area to go to the office during recess.
15. All students will play games (tether ball, four square, basketball, kickball, etc.) according to the school game rules. No game lockouts.
16. If a ball or other equipment is left on the playground, return it to the ball basket or equipment cart.

17. The slide is one direction, down. Do not climb up the slide.

SCHOOL RIDER RULES

● Students are required to have a signed Bike/Scooter Contract on file prior to riding to school.
● Wear a helmet when riding your bike/scooter, in or out of school. It's the law.
● When riding or walking to school it is your responsibility to go straight to school and straight home after school. DO NOT STOP AT THE PARK BEFORE CHECKING IN AT HOME.
● Check in with someone when you arrive home.
● Never talk to strangers.
● Walk your bike/scooter on campus - Do NOT ride your bike/scooter while on campus.
● Scooters and bikes must be kept in the fenced bike rack area.
● Be considerate of the safety of yourself and all other children within the school grounds.
● Do not ride or touch another student's bike/scooter while at school.
● Be considerate of pedestrians on our sidewalks.

The school understands that:

● We will take every effort to protect and ensure the safety of your child's bicycle/scooter while on school grounds through the installation of our bicycle racks. However all bikes/scooters are left at the owner's risk. ● It is a privilege to ride to school and any student not following the rules may have their privileges taken away.

Thank you for helping your child stay safe while riding and walking to school!

Mather Heights Elementary School
Bicycle and Scooter Contract

Bicycles and scooters are permitted on campus only when used as a transportation device to and from school. Please note the following important factors; read carefully with your child(ren):
● The privilege of bike/scooter riding is permitted as long as the rider exercises reasonable safety.
● At Mather Heights Elementary School, independent (on their own) bicycle/scooter riding is limited to students in grades 2-5. Students in grades K - 1 may ride their bike or scooter when accompanied by a parent or guardian to and from school.
● Provisions are made to safeguard bikes and scooters, but the school assumes no responsibility if a bicycle or scooter is damaged or stolen. Students are expected to keep their bicycle or scooter locked at all times.
● Teachers and school staff have the authority to confiscate a bicycle or scooter, and the school principal/designee has the authority to not allow students to ride their bicycle or scooter to school for a specified period. Repeated violations will mean students cannot ride their bicycle or scooter to school.
The following rules are designed with student safety in mind, and documented violations can be cause for the loss of riding privileges:
● Obey all traffic laws. Ride defensively – watch out for all traffic and people.
    ● Students riding bicycles/scooters must wear bicycle helmets
● When arriving at, or leaving the school, cross at the intersections with crosswalks, only.
● Upon arrival on school grounds, dismount and walk your bike/scooter directly to the bike racks.

● Never ride your bike/scooter on the sidewalks at school or in the parking lot.
● Each bike/scooter must have its own lock and chain. Do not lock bikes or scooters together. All bikes/scooters are to be locked to the bike rack, in a slot. Do not lock bikes or scooters on the ends of the rack.
● Bicycles/scooters are not allowed in the classroom .
● Skateboards and rollerblades/skates are not allowed at Mather Heights Elementary School.
● No electric/battery operated bicycles or scooters on campus

PLEASE SIGN AND SUBMIT TO THE SCHOOL OFFICE OR TEACHER

I,_____ pledge to follow the rules outlined above. (Print Student Name) I also understand that should I violate the rules or behave irresponsibly, I will have m y bicycle privileges taken away.

_____ _____
(Student Signature) (Date)

PARENT: As the parent of the above student, I have read the bicycle rules and support the policy at the school. My student rides from _____.
(Address or Location)

I am aware of the traffic conditions from this location to Mather Heights Elementary School, and I assume responsibility for my student's actions to and from school.

The student will ride (circle, as appropriate): Regularly Occasionally Weather Permitting

_____ _____
(Parent Signature) (Date)

ADDITIONAL HEALTH/SAFETY GUIDELINES

1. After using the restroom, students should wash hands; toss paper towels into the trash can and leave. At no time should students play, slam doors, spray water, climb on stalls. eat, or fight with other students while in the restroom.
2. Students should never throw litter on the ground.
3. Limit candy, high sugar items, or high soda for snack and lunch. Individual sized portions are recommended rather than a whole bag or package. Students are not permitted to share food. Healthy choices are encouraged.
4. Water ONLY in reusable bottles.
5. Students should never hang on the tree limbs or tug on shrubs.
6. Students should never write or deface building walls, lunch tables, desks or chairs.
7. Students should never stand on or play around fire hydrants.

Consequences such as time -out or behavioral referral will be given if any of the guidelines are broken.

Our Human Rights

Mather Heights Elementary School

I have the right to be happy and to be treated with care in this school.
This means that no one will laugh at me or hurt my feelings.

I have a right to be myself in this school.
This means that no one will treat me unfairly because of the color of my skin, culture, or because I am short or tall, girl or boy or the way I look.

I have the right to be safe in this school.
This means that no one will hit me, kick me, push me or hurt me.

I have the right to be heard in this school.
This means that no one will yell, scream, shout, make loud noises or interrupt me.

I have the right to learn about myself in this school.
This means that I will be free to express my feelings and opinions without being interrupted or punished.

I have the right to learn according to my own ability.
This means that no one will call me names because of the way I learn.

These rights are also your rights.
This means that in this room, you and I will share together, work together and play together.

Parking Lot

To promote SAFETY in our parking lot, please follow the rules below: Drop Off /Pick Up Guidelines:

● The outer lane is for drop off/pick up ONLY.
● The inner lane is for continuous traffic - this allows cars to park in the back and exit the loading/unloading zone. Do NOT use the inner lane to cut in and pull ahead of other vehicles.
● Move continuously around the circle to the designated YELLOW loading/unloading zone. Pull ALL the way forward in the yellow zone - this helps the line move smoothly and allows as many students as possible to be dropped off/picked up at one time. Mather Heights Elementary 2025-2026 Comprehensive School Safety Plan Page 17 | 130
● Students may only be dropped off/picked up in the YELLOW loading/unloading zone or from a vehicle parked in a parking space.
● Students must exit/enter the vehicle on the passenger side only.
● Parents may NOT exit their vehicle at any time while in the drop off/pick up line. If your child requires one-on-one assistance to exit or enter a vehicle, you will need to park your vehicle in a designated parking spot.
● NO PICK UP, DROP OFF, OR STOPPING IN THE RED ZONE.
● Please do not block the Student Care/Preschool parking lot entrance.

● No parking along the bus loading area unless directed to do so by a parking lot volunteer.
● TRANSITIONAL KINDER and KINDER - Park your vehicle in a parking space (e.g., in the front/back of the school or at the park) and walk to the kinder yard gate to drop off/pick up your students. All transitional kindergarten and kindergarten students are picked up from the kindergarten yard.
● DRIVE SLOWLY!!!! Please keep your speed below 5 mph!

Additional Information:

● Drop off times: Supervision for students in grades 1-5 begins at 8:00am. Do NOT drop students off prior to 8:00am, as there is no supervision available. The exception is for breakfast service, which starts at 7:45 am in the cafeteria.
● The average time for parking lot clearance starting at 2:45pm ranges from 6 to 8 minutes. Please be patient!
● Please follow the instructions of the parking lot volunteers.
● Our number one goal is to keep our students SAFE!

DE-BUG YOUR CONFLICTS

Step 1: Ignore the behavior of whoever is bothering you.
Step 2: Walk away from the person who is bothering you.
Step 3: Talk friendly to the person who is bothering you. Example – "Will you please stop?"
Step 4: Talk firmly to the person who is bothering you. Example – "Stop! This is bothering me."
Step 5: Tell an adult.

School Safety and Homicide Threats

EC 49390, 49391, 49392; BP and AR 0450

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm and 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 Superintendent or designee shall consult with local law enforcement and other appropriate individuals and agencies to address the security of school campuses and provide a safe environment for students, staff, and visitors on campus.

If a District employee observes or suspects that any unauthorized person is in possession of a firearm on or near school grounds or at a school activity, or any writing or action of a pupil that creates a reasonable suspicion that the pupil is preparing to commit a homicidal act related to school or school activity the employee shall immediately notify the principal or designee and law enforcement. This may include possession, use or depictions of firearms, ammunition, shooting, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the pupil. It may also include a warning by a parent, pupil or other individual. After the initial report, the District shall immediately investigate any threat or perceived threat (e.g., threat assessment).

Board Policy 3515: Threats of Homicide at School (Senate Bill 906)

On or before July 1, 2023, the State Department of Education, in consultation with relevant local educational agencies, civil rights groups, and the Department of Justice, to develop model content that includes, at a minimum, content that informs parents or guardians of California's child access prevention laws and laws relating to the safe storage of firearms. The bill would require, commencing with the 2023–24 school year, local educational agencies maintaining kindergarten or any of grades 1 to 12, inclusive, to, informed by the model content, include information related to the safe storage of firearms in an annual notification provided to the parents or guardians of pupils.

"School official" means any certificated or classified employee of a local educational agency or member of the school district governing board, county board of education, or governing body of a charter school whose official duties bring the individual in contact with pupils in any of grades 6 to 12, inclusive, as part of a middle school or high school, on a regular basis.

This bill requires, on or before July 1, 2023, the State Department of Education, in consultation with relevant local educational agencies, civil rights groups, and the Department of Justice, to develop model content that includes, at a minimum, content that informs parents or guardians of California's child access prevention laws and laws relating to the safe storage of firearms. The bill would require, commencing with the 2023–24 school year, local educational agencies maintaining kindergarten or any of grades 1 to 12, inclusive, to, informed by the model content, include information related to the safe storage of firearms in an annual notification provided to the parents or guardians of pupils.

The bill would require a school official whose duties involve regular contact with pupils in any of grades 6 to 12, inclusive, as part of a middle school or high school, and who is alerted to or observes any threat or perceived threat to immediately report the threat or perceived threat to law enforcement, as provided. The bill would require, with the support of the local educational agency, the local law enforcement agency or school site police, as applicable, to immediately conduct an investigation and threat assessment, as specified. The bill would require the investigation and threat assessment to include a review of the firearm registry of the Department of Justice and, if justified by a reasonable suspicion that it would produce evidence related to the threat or perceived threat, a school site search. By imposing additional duties on local educational agencies, the bill would impose a state-mandated local program. Under the bill, a local educational agency serving pupils in kindergarten or any of grades 1 to 12, inclusive, and a school of a local educational agency, is immune from civil liability for any damages allegedly caused by, arising out of, or relating to these provisions.

"Threat or perceived threat" means any writing or action of a pupil that creates a reasonable suspicion that the pupil is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the pupil. It may also include a warning by a parent, pupil, or other individual.49393. (a) A school official who is alerted to or observes any threat or perceived threat, as described in subdivision (e) of Section 49390, shall immediately report the threat or perceived threat to law enforcement. The report shall include copies of any documentary or other evidence associated with the threat or perceived threat.

When two or more school officials jointly have an obligation to report pursuant to subdivision (a), and when there is agreement among them, the report required by this section may be made by any of them in a single report. A school official who has knowledge that the designated reporting school official has failed to make the single report shall thereafter make the report.

Board Policy 5142 – Safety

The Governing Board recognizes the importance of providing a safe school environment that is conducive to learning and promotes student safety and well-being. Appropriate measures shall be implemented to minimize the risk of harm to students, including, but not limited to, protocols for maintaining safe conditions on school grounds, promoting safe use of school facilities and equipment, and guiding student participation in educational programs, and school-sponsored activities.

School staff shall be responsible for the proper supervision of students at all times when students are subject to district rules, including, but not limited to, during school hours, during school-sponsored activities, before and after-school programs, morning drop-off and afternoon pick-up, and while students are using district transportation.

Effective July 1, 2024, all Campus Monitors and Yard Duty Supervisors are required to wear a highly visible (Class 2 or Class 3) safety vest while performing their campus safety duties.

These vests serve the following purposes:

1. **Visibility**: Ensures that anyone on or coming to campus can easily identify staff members.
2. **Professionalism**: Provides a uniform appearance across the district, clearly identifying staff members.
3. **Compliance**: Meets legal requirements for traffic control of students and vehicles. Staff exposed to vehicular traffic must wear high-visibility safety vests.
4. **Identification**: Helps first responders quickly identify staff members during an emergency.

The Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety and emergency procedures, 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 student safety patrol at any district school. Staff exposed to vehicular traffic must wear high-visibility safety vests.
The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.

Student Identification Cards and Safety Information

Student identification cards of students in grades 7-12 shall have printed on them safety information, including the following: (Education Code 214.5, 217)

1. The National Suicide Prevention Lifeline telephone number and, at the district's discretion, the Crisis Text Line and/or a local suicide prevention hotline telephone number

2. The National Domestic Violence Hotline

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.

(cf. 5021 - Noncustodial Parents)

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.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

3. The adult is an authorized law enforcement officer acting in accordance with law.

(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5145.11 - Questioning and Apprehension)

4. The adult is taking the student to emergency medical care at the request of the principal or designee.

(cf. 5141 - Health Care and Emergencies)

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. (Education Code 44807)

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.

(cf. 3530 - Risk Management/Insurance)

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

1. Where playground supervision is not otherwise provided, provide for 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.

(cf. 1240 - Volunteer Assistance)
(cf. 3515.2 - Disruptions)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 5131.4 - Student Disturbances)
(cf. 5138 - Conflict Resolution/Peer Mediation)

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. (Health and Safety Code 115725)
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. (Health and Safety Code 115725)

Activities with Safety Risks

Because of concerns about the risk to student safety, the principal or designee shall not permit the following activities on campus or during school-sponsored events unless the activity is properly supervised, students wear protective gear as appropriate, and each participant has insurance coverage:

1. Trampolining

2. Scuba diving

3. Skateboarding or use of scooters

4. In-line or roller skating or use of skate shoes

5. Sailing, boating, or water skiing

6. Snow trips

7. Motorcycling

8. Target shooting

9. Horseback riding

10. Rodeo

11. Other activities determined by the principal or designee to have a high risk to student safety

(cf. 5143 - Insurance)
(cf. 6145 - Extracurricular and Co-curricular Activities)
(cf. 6153 - School-Sponsored Trips)

Students who operate or ride as a passenger on a bicycle, non-motorized scooter, or skateboard upon a street, bikeway, or any other public bicycle path or trail shall wear a properly fitted and fastened bicycle helmet that meets the standards of law. Students also shall be required to wear such helmets while wearing in-line or roller skates. (Vehicle Code 21212)

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. (Education Code 32030, 32031, 32033)
(cf. 3260 - Fees and Charges)

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.

Notices of Missing Children

Every school shall post in an appropriate area the monthly poster on missing children provided by the Department of Justice (DOJ). For elementary schools, the poster shall be posted in an area restricted to adults. (Education Code 38139; Penal Code 14208)
Whenever a new student enrolls or transfers into an elementary school in the district, the principal or designee is encouraged to review the missing person bulletins provided by the DOJ to determine if the student resembles a child listed as missing. (Education Code 49068.5)
(cf. 5111 - Admission)

School staff are also encouraged to monitor "Amber Alerts" issued by law enforcement agencies in serious, time-critical child abduction cases.

If a law enforcement agency notifies the district that a child enrolled in the district has been reported missing, the principal or designee of the school in which the child is enrolled shall place a notice on the front of the child's school record indicating that he/she has been reported missing. If a school receives a record inquiry or request from any person or entity regarding a missing child about whom the school has been

notified, the principal or designee shall immediately notify the law enforcement agency that informed the school of the missing child's status. (Education Code 49068.6)
(cf. 5125 - Student Records)

Reporting Missing Children

Any district employee who recognizes a child who has been reported missing through a DOJ notice, an Amber Alert, or other means shall immediately notify law enforcement using the hotline telephone number listed.

In the event that a district employee witnesses a child abduction, he/she shall immediately contact law enforcement and provide the agency with information on the location of the abduction and a description of the victim, the suspect, and any vehicle involved. He/she shall also notify the Superintendent or designee who shall implement steps, as needed, to ensure the safety of other students.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5142 - Safety)

Campus Access - Ingress and Egress

To increase campus safety, this site implements practices and procedures for students, staff, parents, guests, and community members coming to or leaving the campus.

CAMPUS VISITORS

All visitors to the campus are required to check in with the site administration office and receive a visitor's pass. The visitor's pass must be worn in a visible location and clearly displayed. Persons on campus who are not displaying an appropriate visitor's pass will be challenged and directed to the office (see section regarding display of identification).

ACCESS TO CLASSROOMS

Classroom doors are to remain locked at all times. Classroom visitations/observations need to be scheduled with the classroom teacher prior to the date of arrival. These occurrences need to be discussed with the teacher and/or principal based on educational needs or clarifications. Any and all classroom interruptions or deviation of daily routine contribute to negligence of instruction which in turn disrupts learning. Please note that visits/observations are limited to 30 minutes only. Beyond that time limit requires appropriate volunteer paperwork and clearance.

Non-employee visitors must check in with the site administration office. Category 1 and/or 2 Volunteer clearance is required to work directly with students in the classroom or on off -campus activities, namely, field trips.

VEHICLE TRAFFIC

1. When entering or leaving a school campus, drivers of vehicles shall follow all applicable traffic laws and:
    a. All traffic flow and direction patterns established, whether temporary or permanent, using cones, markings or other instructional signage
    b. The physical and/or verbal directions of school staff assigned to parking or traffic flow duties
    c. All directions provided by law enforcement or other school or public safety official
        i. The school may partner with local law enforcement to provide traffic monitoring and enforcement of traffic laws if deemed necessary

PEDESTRIAN & BICYCLE TRAFFIC

1. Students who ride bicycles to school are encouraged to wear appropriate safety helmets and must do so if required by law.
2. Students who walk or ride bicycles to or from school should follow all general pedestrian safety guidelines including:
    a. Appropriate use of sidewalks
    b. Use crosswalks where available and safe street crossing strategies where not marked
    c. Use of crossing signals and or following the direction of crossing guards (where stationed)
    d. Walk in groups or pairs whenever possible
3. Students who are approached by strangers or observe any concerning behavior should report it to an adult on campus as soon as possible.

Display of Identification

STAFF and VISITOR IDENTIFICATION REQUIREMENTS

1. Staff shall prominently display their district-issued ID at all times while on campus.
2. All visitors, upon entering the campus, shall proceed directly to the school office and register.
    a. They will be given a visitor pass that shall be worn at all times.
    b. Upon completion of their visit, the visitor shall return to the school office to check-out and surrender their pass.
    c. Staff observing a visitor on campus not displaying a visitor's badge are encouraged to direct and/or escort the individual to the office
        i. Any adult on campus who does not display a district issued ID or visitor pass should be referred to or escorted to the school office immediately.
        ii. This practice helps ensure staff know who is on campus and that all individuals are accounted for in case of an emergency situation.

Dress and Grooming

This site follows all state and federal laws as well as district policy regarding student dress codes. In addition, this site has implemented the following dress code elements. Students are to dress appropriately in durable, washable clothing to be able to participate in a variety of school activities.

- Personal cleanliness and neatness are expected. Students should not wear anything that distracts from learning. Please make sure that shirts with "sayings" on them are in good taste and appropriate.
- Shoes must be securely attached to the feet with back straps suitable for running.
- NO FLIP FLOPS, HEELYS, SPORTS CLEATS, or HIGH HEELS
- Shirts must be worn with no midriff exposure, and must not pass the middle of your thigh.
- No drug, alcohol, sex, or violence related clothing.
- No see through materials.
- No shorts or skirts shorter than mid-thigh. Must not go above the middle finger when hands are at your side.
- Pants, shorts, skirts must fit the natural waistline.
- No excessively tattered or torn clothing.
- No makeup or fingernail polish is to be brought to school.
- Underwear should not be visible.
- Students' hair is to be clean and well-groomed at all times.

Board Policy 5132 – Dress and Grooming

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or is likely to cause a substantial disruption to the educational program.

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

Gang-Related Apparel

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school

shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Uniforms

In schools that require a schoolwide uniform, the principal, staff, and parents/guardians of the school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

PART 1

Section 2

SAFE AND EQUITABLE ENVIRONMENT

Supporting Mental Health Needs

Consistent with CA Education Code section 32282, it is Folsom Cordova Unified School District' s practice to support the mental health needs of students who have witnessed a violent act at any time including, but not limited to, while on school grounds, while going to or from school, during a lunch period whether on or off campus or while going to or coming from a school-sponsored activity.

School counselors provide a first line of support for students. More intensive support for individual students can be arranged through the district's Multi-tiered System of Supports (MTSS) or by contacting the district's lead counselor. District social-emotional support staff, which include school counselors, school social workers, mental health therapists and school psychologists, will work to connect and support students who need additional mental health counseling. Our school has access to additional counseling support for large scale incidents available through the district's Safe Schools Team and Office of Student Support Services / Multi-tiered Student Support Services.

Both families and staff members may also access Care Solace referral service. This no cost service will connect individuals to independent mental health professionals based on need. Information about this partnership is available on our FCUSD Wellness page. Referrals can be made online or by calling 1-888-515-0595.

Access to Mental Health Services

Pursuant to CA Education Code section 49428:

Parents or Guardians and students will be notified no less than twice each school year how to initiate access to available student mental health services on campus, in the community, or both utilizing no less than two of the following methods:

- Including the information in the parent handbook and student orientation materials at the beginning of the school year
- Distributing the information in a letter sent either electronically or in hardcopy through, but not limited to the postal service
- Posting the information on the school's internet webpage or social medial page
- Logging into the District's WeTIP reporting page, scan (qr code) call or text to request assistance with accessing mental health services.

Preventing Youth Suicide

Students experiencing thoughts of suicide or self-harm should immediately call or text 911 or the Suicide Prevention Hotline at 800-723-8255.

- Students may also seek assistance from any trusted staff member, site counselor or
- Submit an online anonymous report or safety concern/tip through the district's webpage using the 'WeTip.com" link
    - Select the appropriate reporting form – safety concern for self or other

Anyone having concerns about another student and believes that student has expressed or may be considering suicide, self-harm or harm to others is strongly encouraged to share that information as soon as possible:

Parents and Students

- FCUSD has committed to Transformative Social Emotional Learning for all students in our district. Second Step is our curriculum in pre K – 8th grade and Base Education is offered in our High Schools.
- All employees in Folsom Cordova complete an online Suicide Prevention course annually through Public School Works to recognize risk factors for suicide and how to seek help for students or adults who may be at risk of self-harm.
- We have Mental Health Specialists, School Social Workers, School Psychologists, School Counselors and School Nurses who are trained to conduct risk assessments when students are threatening self-harm.
    - These professionals also respond when suicide has been attempted or when a student or adult within the school community dies by suicide.
- FCUSD has Counselors and mental health professionals available on most campuses. Parents/guardians can reach out to school staff with concerns about a student's emotional or mental well-being and/or can complete an online referral. Staff will follow up with the referring party.

Board Policy 5141.52 – Suicide Prevention

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing policy and strategies for suicide prevention and intervention, the superintendent or designee shall consult with school and community stakeholders such as administrators, other staff, parents/guardians and students; school-employed mental health professionals such as school counselors, school psychologists, school social workers, and school nurses; suicide prevention experts such as local health agencies, mental health professionals, and community organizations; law enforcement; and, in developing policy for grades K-6, the county mental health plan. (Education Code section 215).

The board shall ensure that measures and strategies for students in grades K-6 are age appropriate and delivered and discussed in a manner that is sensitive to the needs of young students. (Education Code section 215)

Measures and strategies for suicide prevention, intervention, and postvention shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students, as described in the accompanying administrative regulation

2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis

5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions

6. Crisis intervention procedures for addressing suicide threats or attempts

7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code section 215)

If a referral is made for mental health or related services for a student in grade K-6 who is a Medi-Cal beneficiary, the superintendent or designee shall coordinate and consult with the county mental health plan. (Education Code section 215)

District employees shall act only within the authorization and scope of their credential or license. Nothing in this policy shall be construed as authorizing or encouraging district employees to diagnose or treat mental illness unless they are specifically licensed and employed to do so. (Education Code section 215)

The board shall review, and update as necessary, this policy at least every five years. (Education Code section 215)

The superintendent or designee shall post this policy on the district's web site, in a prominent location and in a manner that is easily accessible to parents/guardians and students. (Education Code section 234.6)

Roles of Resources Supporting Student Mental Health

Education Code section 32282.1 encourages schools to provide guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers and police officers on school campuses if used.

Mental health professionals and school counselors – are utilized in Folsom Cordova Unified schools to provide social/emotional and academic student support. They interact with students on a routine basis to accomplish their duties. During a time of emergency, these staff members may provide grief counseling, postvention or other mental health support as appropriate to students, staff, and other members of the school community. Mental health professionals and school counselors may be deployed from other school sites if needed during an emergency.

Community intervention or safety specialists – are utilized in Folsom Cordova Unified schools to develop support for students in overcoming barriers to school attendance, increasing academic success and addressing safety issues that deter from the development and maintenance of a safe campus culture. This may include working directly with students, conducting home visits, or implementing support through community partnerships. In an emergency, these staff members may serve liaisons with specific community or school groups.

School resource officers or law enforcement officers – Folsom Cordova Unified schools may contract as necessary or partner with law enforcement to provide on campus security or fill the role of school resource officer. Law enforcement officers are granted general access to all Folsom Cordova Unified campuses while on duty and for purposes of safety, enforcement of laws, in response to emergencies or to provide community support. The release of student information is privileged and confidential. Folsom Cordova Unified schools may release student information when that information is vital to the safety of the student or campus community. Law enforcement may be contacted to respond and assess incidents involving students who demonstrate, verbalize, communicate or otherwise present a concern to harm themselves or others. Law enforcement officers may conduct a risk assessment and based upon their determination and/or with consultation from mental health professionals where appropriate, have the authority to remove a student from campus and place on a temporary, non-voluntary hold to allow mental health clinicians to further evaluate the student's safety.

Bullying Prevention

Bullying Prevention is a continual focus at Mather Heights. Anti -Bullying resources are available on our school website for staff, student and parent access. Unity Day is recognized each October. The PBIS Committee also implements "SOAR Behavior Expectations" focusing on specific school behaviors in various settings. Campaign materials, as well as classroom resources are utilized by teachers as they incorporate those expectations in their daily morning meetings and Step 2 Lessons. SOAR Awards are also awarded by homeroom teachers to deserving students who best exemplify the SOAR Expectations each month (one student per class).

Reports of bullying may be made in person to any site staff or administrative personnel. Reports may also be made online via this site's web page utilizing the "Report an anonymous Tip" / WeTiP link. All bullying reports made online will be directly forwarded to the site administration and site safety team members for follow up.

Board Policy 5131.2 – Bullying

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the District's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intra district or interdistrict transfer, as applicable.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single serve act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

4. Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate

2. Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision

and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences

2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

3. Identify the signs of bullying or harassing behavior

4. Take immediate corrective action when bullying is observed

5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parent/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness of students in grades K-6

2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8

3. Title IX information included on the district's web site pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's web site pursuant to Education Code 221.6

4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying

5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums of social media

6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5

7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

Student Instruction

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

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Report and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a

district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance office identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the students and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Support Services

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Hate Speech, Hate Crimes and other Biased or Hate Motivated Acts.

This site strives to develop a culture of tolerance and equality and does not tolerate any act or speech motivated by hate to discriminate, oppress, demean, or cause fear to any person or group.

Hate Crime – Definition: an intentional criminal act targeting persons, groups or properties based on a real or perceived affiliation with a protected social group including: (1) disability, (2) gender or gender identity, (3) nationality, (4) race or ethnicity, (5) religion, (6) sexual orientation, or (7) their possible association with a person or group with one or more of these actual or perceived characteristics.

Hate Incident – Definition: an action or behavior motivated by hate but does not meet the threshold of a criminal act. Examples of hate incidents may include:

- Name-calling

- Insults
- Displaying hate material on personal property
- Posting hate material
- Distribution of hate materials with hate messaging

Complaints and Investigation

Students and/or parents/guardians may submit a verbal or written complaint of conduct they consider to be associated with acts of hate to any teacher, counselor, site administrator or the district Family and Community Engagement (FACE) office. School site staff shall be fully briefed on local school site procedures to receive these complaints and direct the student or parent/guardian as to the next steps that will be taken to investigate the matter. Complaints of acts of hate or bullying not against a protected group shall be investigated and/or resolved in accordance with site-level grievance procedures specified in AR 1312.4 The District shall follow uniform complaint procedures when addressing complaints alleging failure to comply with state or federal law or regulations, including allegations of unlawful discrimination, harassment, intimidation, and/or bullying against any protected group as identified under Education Code sections 200 and 220 and Government Code section 11135, as identified in AR 1312.4.

Any student who engages in speech or acts motivated by hate of any protected group may be subject to disciplinary action up to and including expulsion.

Staff may monitor students' use of the District's internet system and to conduct individual searches of students' accounts if there is reasonable suspicion that a user has violated District policy or the law.

When a student is reported to be engaging in any speech or acts motivated by hate of a protected group off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances, if any, 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 speech or other acts of hate motivated against any protected group 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, causes a substantially detrimental effect on a student's physical or mental health, substantially interferes with a student's academic performance, and/or substantially interferes with a student's ability to participate in or benefit from the services, activities, or privileges provided by a school, shall be subject to discipline, which may include suspension or expulsion, in accordance with District policies and regulations.

Board Policy 5145.9 – Hate Motivated Behavior

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning

2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society

3. Explains the harm and dangers of explicit and implicit biases

4. Discourage discriminatory attitudes and practices

5. Provides strategies to manage conflicts constructively

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.

Once a school and/or district staff member is notified of an incident of possible hate motivated behavior, an investigation is begun immediately. Students found to have engaged in hate-motivated behavior shall be disciplined. District involvement, and increase in consequences and/or interventions, are automatic if harassment and/or bullying is related to a person's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in

Education Code 200 or 220, Government Code 11135, or Penal Code 422.55. Consequences and interventions are outlined in the FCUSD Student Behavior Matrix.

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion

2. Discourages the development of discriminatory attitudes and practices

3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods

4. Supports the prevention, recognition, and response to hate-motivated behavior

5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior

6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's website in a manner that is readily and easily accessible to parents/guardians and students.

Complaint

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Investigation

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discrimination

The school community, including parents, students and staff, shall not tolerate any comments or gestures which are vulgar or obscene or which denigrate others on account of sex, race, religion, ancestry, national origin, handicap or disadvantage.

Students shall be subject to disciplinary procedures for harassing other students or for using insults, slurs, or fighting words which may disrupt school activities (District Policy 5130).

Board Policy 0410 – Non-Discrimination in District Programs and Activities

The Governing Board is determined to provide district employees, interns, volunteers, and job applicants a safe, positive environment where they are assured of full and equal access and opportunities, protection from harassment or intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. This policy shall apply to all district employees and, to the extent required by law, to interns, volunteers, and job applicants.

(cf. 1240 - Volunteer Assistance)
(cf. 4111/4211/4311 - Recruitment and Selection)

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation or his/her association with a person or group with one or more of these actual or perceived characteristics.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

1. Discrimination in hiring, compensation, terms, conditions, and other privileges of employment

2. Taking of an adverse employment action, such as termination or the denial of employment, promotion, job assignment, or training

(cf. 4151/4251/4351 - Employee Compensation)
(cf. 4154/4254/4354 - Health and Welfare Benefits)

3. Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities, or that has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, or offensive work environment

4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:

a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status

(cf. 4033 - Lactation Accommodation)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

b. Religious creed discrimination based on an employee's religious belief or observance, including his/her religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement.

c. Disability discrimination based on a district requirement for a medical or psychological examination of a job applicant, or an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity

(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

d. Disability discrimination based on the district's failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in a timely, good faith, interactive process with an employee, to determine effective reasonable accommodations for the employee, when he/she has requested reasonable accommodation for a known physical or mental disability or medical condition

(cf. 4032 - Reasonable Accommodation)
The Board also prohibits retaliation against any district employee who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, testifies, assists, or in any way participates in the district's complaint process pursuant to this policy. No employee who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940)

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment shall report the incident to the Coordinator or Superintendent as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. The district shall protect any employee who reports such incidents from retaliation.

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy. He/she shall provide training and information to employees about how to recognize harassment, discrimination, or other related conduct, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

In addition the superintendent or designee shall post in a conspicuous place on district premises, the California Department of Fair Employment and Housing publication on workplace discrimination and harassment issued pursuant to 2 CCR 11013

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

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

Sexual Harassment

Board Policy 5145.7

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 – Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 AR concurrently meets the requirements of BP/AR 1312.3.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's website, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate 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 under any circumstance

3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained

4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students

6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violation of this policy 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.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, upon to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

In accordance with law and district policies and regulations, 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 district schools.

Board Policy 4119.11 - Sexual Harassment, Personnel

This administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

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; Government Code 12940; 2 CCR 11034)

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 the conduct is used as the basis for an employment decision affecting the individual.

3. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

Prohibited sexual harassment also includes conduct which, regardless of whether or not it is motivated by sexual desire, is so severe or pervasive as to unreasonably interfere with the victim's work performance or create an intimidating, hostile, or offensive work environment.

Examples of actions that might constitute sexual harassment in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee 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

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)

A supervisory employee is any employee having the authority, in the interest of the district to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

(cf. 4300 - Administrative and Supervisory Personnel)
The district's sexual harassment training and education program for supervisory employees shall be aimed at assisting them in preventing and effectively responding to incidents of sexual harassment, as well as implementing mechanisms to promptly address and correct wrongful behavior. The training shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws on the prohibition, prevention, and correction of sexual harassment, the remedies available to sexual harassment victims in civil actions, and potential district and/or individual exposure or liability

2. The types of conduct that constitute sexual harassment and practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources

3. A supervisor's obligation to report sexual harassment, discrimination, and retaliation of which he/she becomes aware and what to do if the supervisor himself/herself is personally accused of harassment

4. Strategies for preventing harassment, discrimination, and retaliation and appropriate steps to ensure that remedial measures are taken to correct harassing behavior, including an effective process for investigation of a complaint

5. The essential elements of the district's anti-harassment policy, including the limited confidentiality of the complaint process and resources for victims of unlawful sexual harassment, such as to whom they should report any alleged sexual harassment, and how to use the policy if a harassment complaint is filed

6. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received

7. The definition and prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

In addition, the Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. The training shall include procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 5145.7 - Sexual Harassment)

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 every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

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

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 11021 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)

PART 1

Section 3

SCHOOL DISCIPLINE

Site Based Discipline Policies

The discipline plan at Mather Heights Elementary has two goals. One is for a safe and respectful environment in which teachers are able to teach and students are able to learn. Secondly, our goal is to teach students to be responsible for their choices and to behave appropriately. We believe that everyone is responsible for achieving these goals and require the cooperation of all students, staff and parents. School rules make learning possible. It is the teacher's, principal's and parent's responsibility to help students learn appropriate conduct. We will teach expectations and reinforce them throughout the year.

By following these general behavior expectations all through the school, students, staff and parents can enjoy a healthy school experience. All students are taught to follow our three school rules: Be Safe, Be Respectful and Be Responsible. These rules are posted throughout our school. Students following the behavioral expectations may be rewarded with Silver Flyers. Every month students can use their Silver Flyers to purchase prizes from the Silver Flyer Store.

The Three Be's are:

1). **Be Safe** - No rough play, fighting, playing with matches, running in classrooms, bathrooms, lunchrooms or hallways. Do not behave in a dangerous or harmful manner to yourself or others. Follow the rules in the classroom, on the playground and on the play structure.

2). **Be Respectful** - Respect yourself, others and their property. Please be courteous and respond politely, using appropriate language. There should not be obscene gestures, threatening, bullying, harassing, name calling, disrupting class, or taking property that does not belong to you. Students need to promptly acknowledge and respond politely to requests or directions given by an adult.

3). **Be Responsible** - Please be prompt and prepared for school. Listen attentively and follow directions. Treat others as you would like to be treated. Be in supervised areas at all times.

It is essential that students follow behavior expectations. When students break the rules, consequences may range from a warning about behavior all the way to recommendation for expulsion. Factors that determine which of the possible appropriate consequences may include, but are not limited to, discussing the incident and understanding why it was inappropriate, a time out, a visit to the Wellness Center, check in with a caring adult on campus, community service on campus, parent conference or Mather Heights Elementary 2024-2025 Comprehensive School Safety Plan Page 55 | 130 possible suspension. We offer a Wellness Center for opportunities to reflect on behavior goals, develop appropriate social skills, and take some time to process thoughts and emotions. Our goal is to establish a positive school climate where all can learn.

Board Policy 5144 – Discipline

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires 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, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed support; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6164.2 - Guidance/Counseling Services)

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)
(cf. 5020 - Parents Rights and Responsibilities)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.5 - Student Success Team)
School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)
(cf. 3550- Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3553 - Free and Reduced Price Meals)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

(cf. 5131.41 - Use of Seclusion and Restraint)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the

approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 9320 - Meetings and Notices)

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, well-being, and opportunity to learn.

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

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parent/guardians.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's Local Control and Accountability Plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 - Budget)

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

Administrative Regulation 5144 – Discipline

Site-Level Rules

Site-Level rules shall be consistent with state law, and Board policies and administrative regulations. 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

(cf. 3515.3 - District Police/Security Department)

5. For junior high and high schools, students enrolled in the school

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's Local Control and Accountability Plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 0460 - Local Control and Accountability Plan)

School rules shall be communicated to students clearly and in an age-appropriate manner.

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. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense 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. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and parents/guardians

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

2. Referral of the student to the school counselor or other school support service personnel for case management and counseling

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6164.2 - Guidance/Counseling Services)

3. Convening of a study team, guidance team, 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 parents/guardians

(cf. 6164.5 - Student Success Teams)

4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education under Section 504)

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. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

10. 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

(cf. 5148.2 - Before/After School Programs)

11. Recess restriction as provided in the section below entitled "Recess Restriction"

12. Detention after school hours as provided in the section below entitled "Detention after School"

13. Community service as provided in the section below entitled "Community Service"

14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

(cf. 6145 - Extracurricular/Cocurricular Activities)

15. Reassignment to an alternative educational environment

(cf. 6158 - Independent Study)

(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

16. Suspension and expulsion in accordance with law, Board policy, administration regulation

(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)
(cf. 5125 - Student Records)

Senate Bill 291 – Pupil Rights: Recess

EC Section 49056

Recess Restriction

Beginning in the 2024-25 school year, LEAs that offer recess will be required to offer at least 30 minutes on school days and at least 15 minutes on early release days. Recess time does not have to be offered in a single session and therefore may be offered via multiple sessions throughout the school day.

LEAs should note the following implementation requirements:

Recess time requirements do not apply to days on which there is a field trip or other entire-school sponsored educational program.

Recess shall be held outdoors whenever the weather and air quality permit.
Recess may be held indoors if outdoor space is not sufficient.
Recess must comply with students' Individual Education Programs or 504 Plans.
LEAs may provide a snack during recess.
The student's teacher shall inform the principal of any recess restrictions imposed.

Additionally, EC Section 49056 prohibits school staff members from restricting a student's recess unless there is an immediate threat to the physical safety of the student or the physical safety of one or more of the student's peers. If a student's recess period is denied, school staff members shall make all reasonable efforts to resolve such threats and minimize exclusion from recess (EC Section 49056(a)

Detention after School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

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

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

(cf. 6176 - Weekend/Saturday Classes)

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal or principal's designee may 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, community or 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 48980)
(cf. 5145.6 - Parental Notifications)

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

PART 1

Section 4

SEARCH & SEIZURE

Search & Seizure

Board Policy 5145.12 – Search and Seizure

As necessary to protect the health, safety, and welfare of students and staff, school officials may search students, their property, and/or district property under their control, and may seize illegal, unsafe, and prohibited items. The Governing Board requires that discretion, good judgment, and common sense be exercised in all cases of search and seizure.

Individual Searches

School officials may search individual students, their property, and district property under their control, when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, Board policy, administrative regulation, or other rules of the district or the school.

Employees shall not conduct strip searches or body cavity searches of any student. (Education Code 49050)

Searches of individual students shall be conducted in the presence of at least two district employees.

The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

(cf. 5145.11 - Questioning and Apprehension)

When possible, staff may use a metal detector when searching an individual for weapons.

Student Lockers/Desks

The principal or designee may conduct a general inspection of school properties that are within the control of students, such as lockers and desks, on a regular, announced basis, with students standing by their assigned lockers or desks. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned.

Because lockers and desks are under the joint control of the student and the district, school officials shall have the right and ability to open and inspect any school locker or desk without student permission or prior notice when they have reasonable suspicion that the search will uncover evidence of illegal possessions or activities or when odors, smoke, fire and/or other threats to health, welfare, or safety emanate from the locker or desk.

Use of Metal Detectors

The Board believes that the presence of drugs and weapons in the schools threatens the district's ability to provide the safe and orderly learning environment to which district students and staff are entitled. The Board also believes that metal detector searches offer a reasonable means to keep drugs and weapons out of the schools and mitigate the fears of students and staff.

The Superintendent or designee shall establish procedures that ensure that metal detector searches are conducted in a consistent manner that minimizes or eliminates arbitrary and capricious enforcement by school officials.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Use of Drug-Detection Dogs

Administrative Regulation 5145.12 – Search and Seizure

In an effort to keep the schools free of drugs, the district may use specially trained nonaggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or Board policy. The dogs may sniff the air around lockers, desks, or vehicles on district property or at district-sponsored events as long as they are not allowed to sniff within the close proximity of any students.

(cf. 5131.6 - Alcohol and Other Drugs)

The above inspections shall be unannounced and may be made at the discretion of the Superintendent or designee.

Students and parents/guardians shall be informed of this policy at the beginning of each school year.

(cf. 5145.6 - Parental Notification)

Drug-detection dogs shall not be used in rooms occupied by persons except for demonstration purposes with the handler present. When used for demonstration purposes, the dog shall be separated from the students and not allowed to sniff any individual.

Only the dog's official handler shall determine what constitutes an alert by the dog. If the dog alerts on a particular item or place, if possible, the student having the use of that item or place, or responsibility for it, shall be called to witness the search. If a dog alerts on a locked vehicle, the student who brought the vehicle onto district property shall be asked to unlock it for inspection.

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Use of Metal Detectors

The following procedures shall be followed when making metal detector scans:

1. Before the walk-through (free standing units) or use of the wand, students shall be asked to empty their pockets of metallic objects.

2. If using a hand held metal detector (wand) the student shall be escorted to a private, non-threatening area (ie. admin office, nurse's office or unoccupied instructional area).

3. In the Private area, an administrative staff member will conduct the search, with a second staff member (one being the same gender)being present.

4. Advise the student you are going to use the metal detection wand to facilitate the check for dangers drugs and/or weapons.

5. Advise the student the wand will pass with-in an inch of their body **(not touching)** in an attempt to detect any contraband.

6. If an initial activation occurs, students will be asked to remove other metallic objects (attached to their outer garments) they may be wearing (e.g., belt and jewelry) and be reexamined.

7. For a walk through, If an activation occurs, a hand-held metal detector (wand) shall be used to confirm or deny the presence of drugs or dangerous weapons.

8. The search shall be limited to the detection of drugs and/or weapons.

Notifications

At the beginning of each school year and whenever students are assigned lockers, desks, or other district property, the Superintendent or designee shall inform students and parents/guardians of the possibility of random searches of students, their belongings, and district properties under their control.

Upon enrollment and at the beginning of each school year, students and parents/guardians shall receive notice that the district uses metal detector scans as part of its program to promote safety and deter the presence of weapons. Signs shall be posted at all schools at which metal detectors are to be used to explain that anyone may be scanned by metal detector for guns, knives, or other illegal weapons when on campus or attending athletic or extracurricular events.

(cf. 5145.6 - Parental Notification)

Suspension/Expulsion Policies and Procedures

Mather Heights Elementary School adheres to all applicable laws and district policies regarding the suspension or expulsion of students including but not limited to board policy 5144.1 and administrative regulation 5144.1. Prior to suspending a student, the principal or a designee shall review the prior methods of corrective action. Prior to suspension, the school principal or designee shall share with the student a summary of previous corrective actions undertaken.

Board Policy 5144.1 – Suspension and Expulsion

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.

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

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

1. While on school grounds

2. While going to or coming from school

3. During the lunch period, whether on or off the school campus

4. During, going to, or coming from a school-sponsored activity District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student’s presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-8 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

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

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

On-Campus Suspension

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

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

Authority to Expel

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

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

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

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal code 243.4

6. Possessing an explosive as defined in 18 USC 921

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

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

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

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

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

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

Due Process

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

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

Behavior and Code Reference	Other Means of Correction	May Suspend	May Expel	Contact Law Enforcement
Physical Injury				
Threatened/caused physical injury EC § 48900(a)(1)	May be considered	Yes	Yes	Optional
Committed violence/serious injury upon another, except in self-defense EC § 48900(a)(1) and (2), 48915(a)(1)(A) and 48915(a)(1)(E)	May be considered	Yes	Yes	Required
Committed assault or battery upon any school employee EC § 48915(a)(1)(E), PC § 240 and 242	May be considered	Yes	Yes	Required
Aided/Abetted in the infliction/attempted infliction of physical injury EC § 48900(t) and PC § 31	May be considered	Yes	Yes	Optional
Controlled Substances				
Unlawfully possessed/used/sold/furnished/under the influence of controlled substance, intoxicant of any kind except over-the-counter medication for personal or medication prescribed for the student by a physician • Was under the influence • Possessed • Furnished • Sold/Attempted to Sell EC § 48900(c), 48900(p), 48915(a)(1)(C), 48915(c)(3) and HSC § 11053	May be considered May be considered May be considered Not considered	Yes Yes Yes Required	Yes Yes Yes Required	Optional Required Required Required
Unlawfully offered/arranged/negotiated to sell a controlled substance or intoxicant of any kind EC § 48900(d) and HSC § 11053	May be considered	Yes	Yes	Optional
Unlawfully sold/delivered/furnished a liquid/substance/material represented as a controlled substance or intoxicant of any kind EC § 48900(d) and HSC § 11053	May be considered	Yes	Yes	Optional
Possessed/used tobacco or nicotine products containing tobacco without prescription EC § 48900(h)	May be considered	Yes	No	No
Unlawfully possessed/offered/arranged/negotiated to sell drug paraphernalia EC § 48900(j) and HSC § 11014.5	May be considered	Yes	Yes	Optional
Property				
Committed/attempted to commit robbery or extortion EC § 48900(e) and 48915(a)(1)(D)	May be considered	Yes	Yes	Required
Caused or attempted to cause damage to school or private property • Minimal damage • Extensive damage EC § 48900(f)	May be considered May be considered	Yes Yes	No Yes	Optional Required
Stole or attempted to steal school property or private property EC § 48900(g)	May be considered	Yes	Yes	Optional
Knowingly received stolen school property or private property EC § 48900(l)	May be considered	Yes	Yes	Optional

Teacher Notification of Dangerous Pupils

Pursuant to Education Code 49079, Mather Heights Elementary School is committed to notifying teachers of dangerous pupils. The procedure is as follows:

1. Teachers will be notified at the beginning of each school year that the district is obligated to provide notice to them regarding students that have been suspended or expelled during the school year. The notification shall include the procedure for teachers to access Powerschool and, if requested, individual notices of student suspension.

2. Any information received by a teacher pursuant to EC49079 shall be received in confidence for the limited purpose of providing notice to the teacher and shall not be further disseminated.

3. Notices of student suspensions/expulsions will be made available to teachers daily. Teachers will be responsible for reviewing the suspension notice. The site administrators will remind teachers they should review the suspension report.

4. It is the school site's responsibility to establish a procedure to review the cumulative folders of incoming students for notice(s) of suspension and/or expulsion anytime during the current and/or previous three school years.

5. Because EC49079 requires that teachers be provided notice of student suspensions for the previous three years, it will not be necessary to transfer notices of suspension with the cumulative folder when the student transfers to a school outside the district. It is recommended that a copy of the student's discipline/intervention screen be printed and placed in the cumulative file prior to sending the records to the new school district.

6. If a student's behavior warrants (e.g., violent, or aggressive behavior), you may provide notice to teachers as soon as possible after a suspension or disciplinary action has occurred.

PART 1

Section 5

PROBLEM RESOLUTION AND COMPLAINT PROCEDURES

Problem Resolution

Mather Heights Elementary School and Folsom Cordova Unified School District encourage issues to be resolved by those closest to the concern whenever possible. Concerns should be brought to the attention of those involved. If a satisfactory resolution is not met, the complaint should be brought to the school principal or designee.

Students, parents, guardians, and community members who cannot find a resolution to their concern at the school site level may contact the Office of Behavior Intervention/Student Services @ 916 294-9012. Staff there will help identify the issue and facilitate conversations with school site staff to find a proper resolution.

Staff should address concerns to their direct supervisor. Human Resources may also be contacted to help resolve staff concerns.

Concerns related to safety procedures and practices should be addressed to a school's principal and site safety team. The District's Coordinator of Safe Schools may also be contacted at .916/ 294-9012

Additional information can be found in board policy 1312 – Complaints Concerning Schools, administrative regulation 1312 – Complaints Concerning Schools and AR 1312.1 – Complaints Concerning District Employees.

Uniform Complaint Procedures

Board Policy 1312.3 – 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 Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to uniform complaint procedures (UCP)

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing any program subject to the UCP which is offered by the district, including adult education programs; After School Education and Safety programs, agricultural career technical education and federal career technical education; child care and development programs; child nutrition programs; compensatory education; consolidated categorical aid programs; the federal Every Student Succeeds Act; migrant education; Regional Occupational Centers and Programs; school safety plans; California State Preschool Programs; and any other district-implemented state categorical program that is not funded through the local control funding

formula pursuant to Education Code 64000(a)

2. Any complaint, by a student, employee, or other person participating in a district program or activity, alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, or parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics. (5 CCR 4610)

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

4. Any complaint alleging the district noncompliance with requirements to provide a pregnant or parenting student the accommodations specified in Education Code 46015, including those related to the provision of parental leave, right of return to the school of previous enrollment or to an alternative education program, if desired, and possible enrollment in school for a fifth year of instruction to enable the student to complete state and Board-imposed graduation requirements

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

6. Any complaint alleging district noncompliance with applicable requirements of Education Code 52060-52077 related to the implementation of the local control and accountability plan, including the development of local control funding formula budget overview for parents/guardians

7. Any complaint alleging noncompliance with requirements related to the development of a school plan for achievement or the establishment of a school site council, as required for the consolidated application for specified federal and/or state categorical funding

8. Any complaint, by or on behalf of a foster youth as defined in Education Code 51225.2, alleging district noncompliance with any requirement applicable to the student regarding placement decisions; the responsibilities of the district educational liaison to the student; the award of credit for coursework satisfactorily completed in another school or district, or country; school or records transfer; or the grant of an exemption from Board-imposed graduation requirements

9. Any complaint, by or on behalf of a student who transfers into the district after the second year of high school and is a homeless child or youth as defined in 42 USC 114341a, a former juvenile court school student currently enrolled in the district, a child of a military family as defined in Education Code 49701, or a migrant

student as defined in Education Code 54441, or by or on behalf of an immigrant student participating in a newcomer program as defined in Education Code 51225.2 in the third or fourth year of high school, alleging district noncompliance with any requirement applicable to the student regarding the grant of an exemption from Board-imposed graduation requirements

10. Any complaint, by or on behalf of a student who is a homeless child or youth as defined in 42 USC 11434, a former juvenile court school student, child of a military family as defined in Education Code 49701, a migrant child as defined in Education Code 54441, or newly arrived immigrant student who is participating in a newcomer program as defined in Education Code 51225.2, alleging district noncompliance with the requirements for the award of credit for coursework satisfactorily completed in another school, district, or country

11. Any complaint alleging district noncompliance with requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions

12. Any complaint alleging district noncompliance with the physical education instructional minutes required

13. Complaints regarding the noncompliance of a license-exempt California State Preschool Program (CSPP) with health and safety standards specified in Health and Safety Code 1596.7925 and related state regulations

14. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

15. Any other complaint as specified in a district policy

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

Compliance Officers

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

Shannon Diaz Director Of Compliance
sdiaz@fcusd.org
(916) 294-9000 x104415

Jim Huber, Ed. D, Assistant Superintendent, K-12 Curriculum & Instruction (students)
jhuber@fcusd.org
(916) 294-9000 ext. 104625

Scott Meyer, Director, Behavior of Interventions & Student Services - ADP (Investigator)
smeyer@fcusd.org
(916) 294-9000 ext. 102200

1965 Birkmont Drive, Rancho Cordova, CA 95742
(916) 294-9002
Fax: (916) 294-9020

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

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

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

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

Notifications

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

In addition, the Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties.

The notice shall include:

1. A statement that the district is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group and all programs and activities that are subject to UCP as identified in the section “Complaints Subject to UCP” in the accompanying Board policy

2. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint

3. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district’s educational program, including curricular and extracurricular activities

4. A statement that a complaint regarding student fees must be filed no later than 1 year from the date the alleged violation occurred

5. A statement that the district will post a standardized notice of the educational right of foster youth, homeless students, former juvenile court students now enrolled in the district, children of military families, migrant students, and immigrant students enrolled in a newcomer program, as specified in Education Code 48853, 48853.5, 49069.5,51225.1, and 51225.2, and the complaint process

6. Identification of the responsible staff member(s), position(s), or unit(s) designated to receive complaints

7. A statement that complaints will be investigated in accordance with the district’s UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant

8. A statement that the complainant has a right to appeal the district’s decision to CDE by filing a written appeal, including a copy of the original complaint and the district’s decision, within 15 days of receiving the district’s decision

9. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions,

restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable

10. A statement that copies of the districts UCP are available free of charge

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

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

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language in accordance with Education Code 234.1and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

Filing of Complaints

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

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist in the filing of the complaint. (5 CCR 4600)

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

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy (item #1 of the section “Complaints Subject to UCP ") may be filed by any individual, public agency, or organization. (5 CCR 4630)

2. Any complaint alleging noncompliance with the law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)

3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or

bullying) may be filed only by persons who allege that they have personally suffered unlawful discrimination or who believe that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint shall be initiated no later than six months from the date the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)

4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.

5. When a complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Mediation

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

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

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

The use of mediation shall not exceed the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, the district shall take only the actions agreed upon through the mediation. If mediation is successful, the district shall then continue with the subsequent steps specified in this administrative regulation.

Investigation of Complaint

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

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

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

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

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure, or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Timeline for Final Decision

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Final Written Decision" below, within 60

calendar days of the district's receipt of the complaint. (5 CCR 4631)

For any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent shall be informed on any extension of the timeline agreed to by the complainant. The respondent also shall be sent the district's final written decision at the same time it is provided to the complainant.

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

For any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent shall be informed of any extension of the timeline agreed to by the complainant, shall be sent the district's final written decision, and in the same manner as to complainant, may file a complaint with the Board if dissatisfied with the decision.

Final Written Decision

For all complaints, the district's final written decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be considered:

   a. Statements made by any witnesses

   b. The relative credibility of the individuals involved

   c. How the complaining individual reacted to the incident

   d. Any documentary or other evidence relating to the alleged conduct

   e. Past instances of similar conduct by any alleged offenders

   f. Past false allegations made by the complainant

2. The conclusion(s) of law

3. Disposition of the compliant

4. Rationale for such disposition

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

retaliation or unlawful discrimination has occurred.

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

a. The manner in which the misconduct affected one or more students' education

b. The type, frequency, and duration of the misconduct

c. The relationship between the alleged victim(s) and the offender(s)

d. The number of persons engaged in the conduct and at whom the conduct was directed

e. The size of the school, location of the incidents, and context in which they occurred

f. Other incidents at the school involving different individuals

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

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

a. The corrective actions imposed on the respondent

b. Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent

c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence

6. Notice of the complainant's and respondent's right to appeal the district's decision to CDE with 15 calendar days, and procedures to be followed for initiating such an appeal

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

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

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved is enrolled in a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language pursuant to Education Code 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

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

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing or an appeal with CDE. (Education Code 262.3)

2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)

3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office of Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

Corrective Actions

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

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

1. Counseling

2. Academic support

3. Health services

4. Assignment of an escort to allow the victim to move safely about campus

5. Information regarding available resources and how to report similar incidents or retaliation

6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim

7. Restorative justice

8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

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

1. Transfer from a class or school as permitted by law

2. Parent/guardian conference

3. Education regarding the impact of the conduct on others

4. Positive behavior support

5. Referral to a student success team

(cf. 6145.5 – Student Success Teams)

6. Denial of participation in extracurricular or co curricular activities or other privileges as permitted by law

(cf. 6145 – Extracurricular and Cocurricular Activities)

7. Disciplinary action, such as suspension or expulsion, as permitted by law

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

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

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

However, if a complaint alleging noncompliance with the laws regarding student fee, deposits, and other charges, physical education instructional minutes, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51222,

51223, 52075)

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

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's final written decision on a complaint regarding any specified federal or state educational programs subject to UCP may file an appeal in writing with CDE within 15 calendar days of receiving the district's decision. (5 CCR 4632)

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

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

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

1. A copy of the original complaint

2. A copy of the written decision

3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision

4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator

5. A report of any action taken to resolve the complaint

6. A copy of the district's UCP

7. Other relevant information requested by CDE

Health and Safety Complaints in California State Preschool Program

In each license-exempt CSPP classroom, a notice shall be posted notifying parents/guardians, students, and

teachers of the health and safety requirements of Title 5 regulations that apply to CSPP programs pursuant to Health and Safety Code 1596.7925 and the location at which to obtain a form to file any complaint alleging noncompliance with those requirements. (Education Code 8235.5)

Any complaint regarding specified health or safety issues in a license-exempt CSPP program shall be filed with the preschool program administrator or designee, and may be filed anonymously. The complaint form shall specify the location for filing the complaint and shall contain a space to indicate whether the complainant desires a response to the complaint. If it is determined that the complaint is beyond the authority of the preschool program administrator, the matter shall be forwarded to the Superintendent or designee in a timely manner, not to exceed 10 working days, for resolution. (Education Code 8235.5)

Investigation of a complaint regarding health and safety issues in a license-exempt CSPP program shall begin within 10 days of receipt of the complaint. (Education Code 8235.5)

The preschool administrator or designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the preschool administrator or Superintendent's designee shall report the resolution of the complaint to the complainant within 45 working days of the initial filing of the complaint. If the preschool administrator makes this report, the information shall be reported at the same time to the Superintendent or designee. If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Board at a regularly scheduled meeting. (Education Code 8235.5)

A complainant may file a written appeal of the district' decision to CDE in accordance with 5 CCR 4632. (Education Code 8235.5)

Any such appeal shall be filed within 30 days of receiving the decision.

On a quarterly basis, the Superintendent or designee shall report summarized data on the nature and resolution of all CSPP health and safety complaints, including the number of complaints by general subject area with the number of resolved and unresolved complaints, to the Board at a regularly scheduled Board meeting and to the County Superintendent of Schools.

regulations.

Workplace Violence Prevention Plan

General Workplace Violence Prevention Plan Requirements:

Employers are required to adopt and implement a workplace violence prevention plan, which includes:

The names of the persons responsible for its implementation;

Procedures for accepting and responding to reports of workplace violence, including a prohibition on retaliation against the reporting employee;

Procedures for communicating about workplace violence matters;

Procedures for investigating employee concerns;

Procedures for responding to actual or potential workplace violence emergencies; and

Procedures for post-incident response and investigation.

The plan must be in writing and "easily accessible" to employees. This means at a minimum, it must be available to the more curious employees upon request, but it does not necessarily need to be distributed to all employees. However, distributing it to employees or making it available on an internal document system does make the plan "easily available" and also helps fulfill requirements on training employees about the plan.

The plan must be "specific to the hazards and corrective measures for each work area and operation" – although for most architectural practices, one overall plan will be applicable for all work operations.

It can be a stand-alone plan or can be incorporated into an existing Injury and Illness Prevention Plan.

Types of Violence Under Labor Code Section 6401.9

The law requires an assessment of four major types of workplace violence:

Type 1: Criminal Violence – committed by a person who has no legitimate business at the worksite, including by those who enter the workplace or approach employees with the intent to commit a crime.

Type 2: Customer or Invitee violence – committed by individuals who were allowed in the workplace, like clients, students, contractors, or other allowed visitors. This would include violence on a jobsite by another party involved in construction.

Type 3: Employee violence – committed by a present or former employee, supervisor, or manager (potentially related to some kind of 'revenge' for what they perceive as unfair treatment in the workplace)

Type 4: Personal violence – committed by a person who has a personal relationship with an employee, but is not an employee (so a violent intrusion of an employee's personal life into the work environment)

Training Requirements?

Covered employers are required to provide training to employees when they establish the workplace violence prevention plan, and to continue to provide training thereafter on an annual basis. Trainings must cover the following and include interactive components for questions and answers:

The employer's workplace violence prevention plan and how employees can obtain a copy;

How employees can report workplace violence incidents without fear of retaliation;

Workplace violence hazards specific to the employees' jobs and preventive measures;

The violent incident log and how employees can obtain records; and

Opportunities for interactive communications with a person knowledgeable about the employer's workplace violence prevention plan.

After creating a plan, an employer can satisfy the initial training requirement by holding a meeting to discuss the key measures of the plan.

Recordkeeping Requirements

Covered employers are required to maintain the following records:

Training records for a minimum of one year;

Violent incident logs for a minimum of five years, which include: date, time and location of the incident; type of workplace violence; detailed description of the incident; classification of circumstances at the time of the incident; type of incident; and consequences of the incident (e.g., whether security or law enforcement was involved, actions to protect employees from a continuing threat); and information about the person completing the log;

Records of workplace violence hazard investigation, evaluation, and correction for a minimum of five years; and

Records of workplace violence incident investigation for a minimum of five years.

All employees are responsible for complying with the WVPP Program. To ensure a successful WVPP, prompt and accurate reporting of all violent incidents, whether or not physical injury has occurred, is required.

FCUSD will not discriminate against victims of workplace violence or anyone who reports a workplace violence incident.

PART 1

Section 6

MANDATED REPORTING

Child Abuse Reporting Procedures

School personnel who suspect child abuse are mandated to file a report in compliance with all California child abuse reporting laws. Any suspected abuse must be reported regardless of who the abuser may be including parents/guardians, other family members, other adults, or school staff.

Staff are required to:

1. Contact Child Protective Services (CPS) at (916) 875-5437.
    a. If directed by CPS, call the appropriate local law enforcement agency:
        i. Rancho Cordova Police Department
            1. Non-emergency line (916) 874-5115
               Direct emergency line (916) 874-5111
            2. 911 as appropriate
        ii. Folsom Police Department
            1. Non-emergency line (916) 461-6400
            2. 911 as appropriate

2. PREPARE A WRITTEN SUSPECTED CHILD ABUSE REPORT on official reporting form SS8572 or from CPS when submitting a phone report within thirty-six (36) hours of knowledge, observation, or reasonable suspicion that a student has been the victim of abuse. Keep a copy of the report for your protection in a confidential file. (Do not file or record the suspected incident in the students cum record.)

STAFF SHALL NOT NOTIFY SUSPECTED ABUSER OR PARENT/GUARDIAN
This is the responsibility of law enforcement or CPS

Failure to report suspected abuse could result in imprisonment for up to six (6) months, a fine of up to $1,000 or both.

In some cases, CPS staff may arrive on campus to conduct investigations or other activities. In those instances, staff will:

- Verify identification of the CPS staff member.
- Ensure the CPS staff member informs the student of their right under PC 11174.3 to be interviewed in private or in the presence of a trusted school staff member.
- Reassure the student that the CPS staff member is there to help them.
- Assess a student's ability to return to class after an interview.
- DO NOT notify parents/guardians unless cleared to do so by the CPS staff member.
- If CPS determines it best to remove the student from school, ensure that a "Removal of Pupil from School During School Hours" form is completed and filed. Forms are available on the district intranet.

Power School Entries (Critical Incident and Crime Statistic Reporting)

As required by the California Code of Regulations Section 700 et seq., this site will track and report all crimes and critical incidents [as identified by the district] occurring on the campus during normal school hours or during sanctioned after school events regardless of location or time. Crimes and critical incidents must be reported using PowerSchool.

It is the responsibility of the site administration to ensure all crimes and critical incidents are entered into PowerSchool as soon as practicable, but no later than the end of the day of occurrence. Incidents under investigation or requiring additional follow-up may be updated as appropriate; case information may be updated at any time.

The minimum acceptable information for an entry must include:

- Site / Location of occurrence
- Date / Time of occurrence
- A summary of events
- Identification of involved persons (added to the involved persons tab)
- Case status (concluded, pending follow-up, additional investigation ongoing, etc.)
- Case outcomes / resolution
- Law Enforcement response / case number (if applicable)

All crime and critical incident information entered into IRIS is maintained for a minimum of three years.

<u>The following crimes must be entered into PowerSchool:</u>

- Arson
  - Any willful and malicious setting of fire to or burning of any school structure or property
- Assault with a deadly weapon
  - Any use of a firearm, deadly weapon, or instrument other than a firearm by any means of force likely to produce great bodily injury.
  - A deadly weapon may generally be, but not limited to; a firearm, stun gun, taser, bow & arrow, knives, cutting instruments, clubs, bottles, or explosives
- Battery
  - The willful and unlawful use of force or violence upon the person of another
- Burglary
  - Any entry into a structure with the intent to commit a theft or any other felony
- Destructive devices
  - Any device used for criminal purposes capable of harming others or causing damage
  - Devices may include, but are not limited to; any projectile containing an explosive, any rocket propelled projectile, any breakable container which contains flammable material, a sealed CO2 device
- Drug and Alcohol offenses
  - Possession, use, sale or furnishing of any substance or paraphernalia that is prohibited by law

- Explosive devices
    - Improvised and commercially or military obtained explosive devices
- Graffiti
    - Any form of unauthorized painting, writing or inscription on school property required for damages estimated above $100. Optional entry for incidents with a repair estimated below $100 (unless hate related)
- Hate Crime
    - Any act or attempted act against the person or property of another or any institution which manifests evidence toward the victim due to their actual or perceived race, religion, disability, gender, gender identification, sexual orientation, or nationality.
- Homicide
- Trespassing
    - Entering school grounds during school hours without registering with the site admin as required by law and or returning to the site while serving a suspension or after being advised not to be on the campus.
- Robbery / Extortion
    - The taking of personal property from the possession of another against their will through force or fear
    - Extortion is induced by a threat of force or wrongful use of fear and may occur over a long period of time
- Sex Offenses
    - Including but not limited to; sexual battery, rape, statutory rape, lewd and lascivious conduct, molestation and other acts
- Theft
- Vandalism

<u>The following critical incidents must be entered into PowerSchool:</u>

- Behavioral Disruptions
    - Any behavior not meeting the threshold of a crime that significantly disrupts the site or any class
    - Any behavior not meeting the threshold of a crime that presents a safety concern for the site, any class or person
    - May be conducted by a student, guardian, or any other person
- Bullying
- Harassment
    - Acts or comments that are unwelcome and unwanted including; physical, verbal or visual
- Hate Incident / Hate Speech
    - Any act, behavior or speech motivated by hate, but does not meet the threshold of a crime
    - May include but is not limited to: name calling, insults, displaying hate material on your own property, posting hate material not resulting in property damage, distribution of hate materials / messages in public places.
- Threats

- Any threat to the safety of any individual, group or school
- Threats may be conveyed but are not limited to; verbally, in writing, text messaging, drawings, pictures, as well as online or through social media platforms

Questions regarding reporting requirements should be directed to the office of Behavioral Intervention/Student Services.

PART 2

Section 1

EMERGENCY PROCEDURES AND PRACTICES

California Law Regarding Safe Storage of Firearms

Safe Storage of Firearms and School Safety

California Educ. Code 49392

Folsom Cordova Unified School District is required by law to inform and to remind parents and legal guardians of all students in the District of their responsibility for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from their home. These incidents can be easily prevented by storing firearms in a safe and secure manner, keeping them locked up when not in use and storing them separately from ammunition.

California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.1

Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm.

In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.

Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

Emergency Drills, Training & Preparation

The safety of students, staff, guests, and community members is a top priority. The following safety and emergency procedures and practices are implemented to ensure the maintenance of a safe learning environment. These procedures have been reviewed by the Group. Regular appropriate training is provided to staff members and volunteers.

Pursuant to CA Education Code Section 32280, the following efforts will be implemented to train and prepare all students and staff:

- Staff will review and become familiar with this plan including all emergency response procedures, the supplemental Tactical Safety Plan and drill schedule each school year.
- The principal or designee will be responsible for ensuring all new staff members, including temporary or intermittent staff, review these materials.
- Teachers will review appropriate expectations with students for actions such as lockdown procedures, shelter-in-place procedures, active shooter, as well as fires and general evacuations in an age & grade appropriate manner at the start of each school year.
    - Students will practice the corresponding action through appropriate use of drills.
- The school will conduct the minimum number of drills as outlined here. Additional drills are encouraged and can be scheduled by the principal as appropriate.
    - Fire evacuation drills will be held:
        - Monthly at all elementary school sites
        - Two times each school year (once per semester) at all intermediate and secondary school sites
    - Lockdown drills will be held twice per year at <u>all school sites:</u>
        - First drill held within the first 30 days of the first day of the school year
        - Second drill held within 30 days of the first day of school in January
    - Earthquake drop and cover drills will be held:
        - Once per quarter at all elementary school sites
        - Two times each school year (once per semester) at all intermediate and secondary school sites
- Review and debrief sessions will be held with appropriate stakeholders after each drill as well as after any critical event.

Safety Response Actions - Terms & Definitions

The following actions may be used as a singular strategy or in any combination and may be transitioned between to protect the safety of students and staff on campus during an emergency. Additional information and/or confidential instructions related to the below actions may be found in the site's confidential tactical plan.

<u>Hold</u>

Generally used to keep students and staff inside, out of the general area. Classroom learning can continue. Students should only be allowed to use the restrooms if escorted by a staff member and in extreme situations. This action is commonly used, but not limited to, in response to incidents such as:

- General law enforcement activity in the area
- Campus Disruption
- Potential dangers activity in surrounding neighborhood

- Aggressive animal on campus

Shelter-In-Place

Generally used when there is a non-life-threatening safety concern on or directly adjacent to the school campus with a possibility of placing the students' and staff physical safety at risk if allowed to remain outside. This action eliminates all unnecessary outside activities, bringing students and staff into a more secure and safe indoor location. While sheltering-in-place, normal educational activities may or may not continue to occur indoors. Limited outside activities, use of restrooms is not advised, but meals in the cafeteria may be allowed as appropriate and under direct supervision. During a shelter-in-place campus visitors are prohibited. This action is commonly used, but not limited to, in response to incidents such as:

- Response to a non-active incident on campus to allow for the safe arrival of emergency responders
- Severe weather/poor air quality
- Animal on campus
- Dangerous law enforcement activity on or directly adjacent to the campus involving weapons or violent persons
- Campus trespasser

Confidential instructions related to the initiation, safety actions and release of a Shelter-in-Place are detailed in the CSSP-Tactical Plan.

Lock Down (Active shooter/threat) RUN-HIDE-FIGHT

An Active Threat is defined as an incident involving a violent person who is on campus, armed with a firearm or other serious weapon, and is actively engaged in harming or the attempt to indiscriminately harm others likely resulting in death or great bodily injury.

In addition to the use of other-directed safety strategies, the response to Lock Down scenarios may require decisions based upon individual knowledge of the incident and proximity to the threat.

- Active threat on campus, any person on campus, armed with a weapon and actively engaged in the attempt to harm others.

RUN – The primary initiative is to flee the immediate area of danger as fast and far away as possible. Depending upon proximity to and location of the threat, it may be prudent to run off and away from the campus, or to the nearest securable room / building or to an immediate nearby place to hide and gain protection.

HIDE – If you are unable to run off and away from the campus or to a safe, securable room the next best option is to hide. Optimally a hiding place would provide concealment and some protection, but not limit further avenues of escape.

FIGHT/DEFEND – If at any time your immediate safety is at risk and there is no other option to RUN or HIDE you should take every action to DEFEND your life utilizing whatever means, objects, or instruments at hand.

**Confidential instructions related to the response to Active (Shooter) Threat Situations are detailed in the CSSP-Tactical Plan.

Evacuation

Generally used anytime there is the need to exit a structure, a specific area of or the entire campus due to dangerous conditions or the threat of physical harm. Evacuations may be initiated school-wide or limited / controlled to specific areas based upon the type and location of the risk or threat.

Evacuation maps identifying pre-planned routes and rally locations must be placed by each exit, easily located and viewable.

Controlled evacuations are often used as a secondary component to another primary safety action such as Shelter-in-Place or Lockdown. Controlled evacuations are completed under the direction of the site Principal / designee or other Law Enforcement / Fire Department agent. Controlled evacuations will include specific instructions indicating the safest route and destination and may involve direct escort.

Evacuations are most used, but not limited to, in response to incidents such as:

- Fire / Smoke
- Flood
- Chemical / Gas leak
- Unsafe structure
- Active threat

Specific plans to aid students & staff who may need additional assistance to safely evacuate a room, location or the campus are addressed in this site's safety plan and may include:

- A list of students / staff that have specific temporary or long-term assistance needs
- A list of identified staff including both primary and backup persons responsible for aiding specific persons
    - A list of required medical aid or assistive equipment
    - A list of required life saving medication(s)
    -

Duck and Cover

Duck and Cover may be used in response to various disaster or emergency incidents and is most commonly used when a threat of falling objects exists, such as:

- Earthquake
- Explosion
- Active threat

Reunification

In the event school activities are canceled after the start of school, parents / guardians will be notified to pick up their students. Reunification is the process of reuniting a student with their parent/guardian. Parent(s) / guardian(s) will be required to provide proof of identity and be named on the student's emergency contact list. Parent(s) / guardian(s) will receive specific instructions including the location, check in and identification requirements to expedite the process.

**Additional information regarding this site's specific reunification plan may be located in the confidential Tactical Plan section of this document.

Inclusive School Safety Planning: Accommodating Persons with Medical, Functional or Special Assistance Needs

Pursuant to CA Education Code section 32282(a) all emergency response actions shall be reviewed and adapted to accommodate students, staff or other persons with restrictive / functional disabilities or special assistance needs. This list should include, but not be limited to persons who may be:

- Are pregnant
- Have broken bones or other temporary injury
- Have PTSD
- Diagnosed with Autism or other social / sensory conditions
- Use specialized medical equipment – wheelchairs, crutches, braces, etc.
- Are visually or hearing impaired
- Require access to prescribed medication

Where practicable, individualized safety plans are drafted and contained within specific IEP / 504 documents. Staff associated with students meeting above or other special assistance needs are aware of and trained to address these needs in an emergency including adaptation to evacuation routes, procedures, and locations.

A confidential list identifying students and staff with temporary or permanent functional disabilities, medical or other special assistance needs including, but not limited to life saving medication has been created. The identification of persons requiring assistance and their respective assistance needs including a list of medications is confidential and shall not be included as a fixed component of this safety plan. The information shall be stored and maintained in a confidential manner.

The information is maintained and available through:

- Person responsible for reviewing / updating: Joel Francisco, Principal
- Frequency of review: Annually
- Persons responsible for maintaining the record: Joel Francisco, Principal, April Radulovich, Shi Day, and Patricia Morita, Case Managers
- Types of document (excel spreadsheet, hard paper document, etc): IEP Staff Spreadsheet, Data Files

- Persons responsible for ensuring access to prescribed medication is met including all identified practices in place to gather, secure, transport and deliver required medication: April Radulovich, Shi Day, and Patricia Morita, Case Managers; Ashley Bloom, school nurse; Annalyn dela Cruz, Health Assistant

Example - Confidential Special Need / Assistance List

This template is provided as a resource example only. To remain compliant with privacy laws, lists of individuals with health concerns or those requiring assistance due to a functional disability should not be kept directly within the tactical plan. The site administrator or designee should keep this list in a secured location they can access in case of a critical emergency and/or evacuation. *For the CSSP simple state where this information can be found if needed.*

Student Name	Health Concern	Care Plan and Medication

Special Needs Students – Describe:

Staff Name	Health Concern	Care Plan and Medication

Special Needs Staff – Describe:

Use of the Standardized Emergency Management System (SEMS)

As appropriate and when required, Folsom Cordova Unified will institute components of the Incident Command System (ICS) as required by the CA Standardized Emergency Management System.

Folsom Cordova Unified Schools has incorporated protocols of California's Standardized Emergency Management System (SEMS). The California Code of Regulations, Title 19, Division 2, Chapter 1, Sections 2400-2450 outlines the requirements of all special districts. These regulations establish the CA Standardized Emergency Management System (SEMS) and subsequent Incident Command System (ICS). SEMS is intended to standardize response organization, communication and authority in emergencies that are complex or involve multiple responding agencies. SEMS is intended to be flexible and adaptable to the needs of all emergency responders in California.

SEMS requires that emergency response agencies use basic principles and components of emergency management including:

- ICS (Incident Command System) - Organizational Leadership, Area of Responsibility, Accountability and Communication
- Multi-agency or inter-agency coordination – Unified Command
- Operational area concept, and
- Established mutual aid systems.

State agencies must use SEMS. Local governments and Local Education Administrations (LEA's) must use SEMS by December 1, 1996 in order to be eligible for state funding of response-related personnel costs pursuant to activities identified in California Code of Regulations, Title 19, §2920, §2925, and §2930.

Executive Order S-2-05 issued by the Governor of California directs the California Office of Emergency Services and Office of Homeland Security, in cooperation with the Standardized Emergency Management System Advisory Board, to develop a program to integrate the National Incident Management System, to the extent appropriate, into the state's emergency management system.

Incident Command System – Site Use:

When utilized, the Incident Command System allows for a scalable / expandable leadership response to manage an incident. Roles including specified positions such as the Incident Commander, Operations Coordinator, Logistics Coordinator, Planning Coordinator & Information / Communications Coordinator are clearly defined and identified as points of contact. Appropriate management organization allows for a delegation of work effort, minimizes unnecessary communication with the Incident Commander allowing for increased strategic decision effectiveness.

Use of the National Incident Management Systems (NIMS)

As appropriate and when required, Folsom Cordova Unified Schools will comply with all requirements of the National Incident Management Systems.

In 2004, the Department of Homeland Security released the National Incident Management System (NIMS) as required by Homeland Security Presidential Directive (HSPD) - Management of Domestic Incidents and HSPD-8 Preparedness. While most emergency situations are handled locally, when there is a major incident, help may be needed from other jurisdictions, the state and the federal government. NIMS was developed so responders from different jurisdictions and disciplines can better work together to respond to natural disasters and emergencies, including acts of terrorism. NIMS benefits include a unified approach to incident management; standard command and management structures; and emphasis on preparedness, mutual aid, and resource management.

HSPD-5 established and designated the NIMS Integration Center (NIC) as the lead federal entity to coordinate NIMS compliance. Its primary function is to ensure that NIMS remains an accurate and effective management tool through refining and adapting compliance requirements to address ongoing preparedness needs.

To accomplish this, the Compliance and Technical Assistance Branch relies on input from federal, state, local, tribal, multi-discipline, and private sector stakeholders to assure continuity and accuracy of ongoing implementation efforts. In this collaborative role, the NIC has worked with these partners to refine and implement improvements to NIMS, including the development of performance measurement systems for state, territorial, tribal, and local governments, based on lessons learned and best practices from across the nation.

NIMS plans include:

- Use of standardized terminology,
- Standardized organizational structures (ICS),
- Interoperable communications,
- Consolidated action plans,
- Unified command structures, when applicable,
- Uniform personnel qualifications standards,
- Uniform planning, training, and exercises,
- Comprehensive resource management, and
- Designated incident facilities.

Use of the Campus as Community Shelter

During a local or regional emergency, it may become necessary for the school campus to be used as an emergency shelter, operational center for first responders, or staging area for emergency services or first responder equipment.

To meet the needs of the community and non-government volunteer organizations such as the Red Cross, the Folsom Cordova Unified School District will work collaboratively with law enforcement, fire and other community or charitable emergency responders to support and provide locations for emergency operations.

All requests for the use of this facility will be forwarded to the facility dept. at (916) 294-9010. Facilities will coordinate with the office of safe schools and determine appropriate site access and security needs.

Immigration Enforcement Response Procedures

Policy 1445: Response To Immigration Enforcement Status: ADOPTED

Original Adopted Date: 02/05/2026 | Last Reviewed Date: 02/05/2026

The Governing Board is committed to the success of all students and to providing a safe and welcoming place for students, their families, and staff irrespective of their citizenship or immigration status.

Unless required by state or federal law, required to administer a state or federally supported educational program, or presented with a valid judicial subpoena, judicial warrant, or court order, district staff shall not do any of the following:

- Solicit or collect information or documents regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)
- Seek or require information or documents, to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)
- To the extent practicable, disclose or provide in writing, verbally, or in any other manner to an officer or employee of an agency conducting immigration enforcement:
  - The education records of or any information about a student or a student's family or household such as personal information as defined in Civil Code 1798.3, information about a student's home, or information about a student's travel schedule without parent/guardian written consent (Education Code 234.7)
  - The personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information (Education Code 234.7; Government Code 7285.2)
- Grant permission to an officer or employee of an agency conducting immigration enforcement to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring (Education Code 234.7; Government Code 7285.1)

However, district staff shall not obstruct, interfere with, or otherwise impede an officer or employee of an agency conducting immigration enforcement who nonetheless enters district-provided transportation, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring.

The Superintendent or designee shall report to the Board in a timely manner any requests by an officer or employee of an agency conducting immigration enforcement for any of the following: (Education Code 234.7)

- Education records of or any information about a student or a student's family or household
- Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information
- Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring

Such reports shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

In accordance with law, Board Policy 0410 - Nondiscrimination in District Programs and Activities, and Board Policy 5145.3 - Nondiscrimination/Harassment, no student shall be denied equal rights and opportunities, nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of the student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status. (Education Code 200, 220, 234.1)

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

The Superintendent or designee shall provide parents/guardians with information and notifications as specified in Education Code 234.7, including information regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement.

The Superintendent or designee shall develop procedures for, and may provide training to staff on, interactions with an officer or employee of an agency conducting immigration enforcement, including a request for any of theThe Superintendent or designee shall develop procedures for, and may provide training to staff on, interactions with an officer or employee of an agency conducting immigration enforcement, including a request for any of the following:

- Education records of or any information about a student or a student's family or household
- Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information
- Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring

Complaints alleging discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status shall be filed in accordance with Board Policy/Administrative Regulation 1312.3 – Uniform Complaint Procedures.

The Superintendent or designee shall provide to the California Department of Education, upon request and in the manner requested, copies of this policy, any associated administrative regulation, and any other Board policies and administrative regulations required by Education Code 234.7.

Emergency Notification Protocol

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT EMERGENCY NOTIFICATION PROTOCOL

The following notification steps should be taken as appropriate but are not a comprehensive list of all actions that may be necessary when an emergency occurs.

STEP 1 **Call 9-1-1**	• In a life-threatening emergency, **DIAL 9-1-1**. • Stay calm and speak clearly; Allow the 9-1-1 operator to direct conversation. • State the emergency, have specific location information. • Be prepared to answer questions. • Hang up only when the 9-1-1 operator directs you to do so.
STEP 2 **Call Safe Schools**	• Use the Catapult EMS system to notify your site of the incident and direct any required action • Notify the **District Office, D. T. Martin, Jim Huber or Scott Meyer, (only one)** • NO OTHER NOTIFICATIONS BY THE SCHOOL SITE ARE REQUIRED. SITE STAFF ARE FREE TO FOCUS ON MANAGING THE INCIDENT ON SITE.
STEP 3 **Safe Schools Logs and Alerts**	• The contacted District Rep will have the responsibility of contacting other district staff as appropriate for awareness or response. • The District Rep will notify the Coordinator of Safe Schools, and the Communication and Community Engagement Office
Lines of Communication	• The Coordinator of Safe School will respond to the site and act as a direct line of contact to the district executive team • The **Executive team** will communicate with the board, Superintendent, Cabinet Members, and other Directors.
News Media	• All news media inquiries should be referred to the Communication and Community Engagement Office so that site staff may focus on managing the incident.
Communication Plan Developed	• The communication team will collaborate with site admin to develop a communication plan that may include mass notifications and/or email. Communication will be prioritized to: o Site staff & District personnel - then o Students, families & guardians - then o Media – all media request one to go through communication department
Incident Command Center Established	• A shared or unified Incident Command System (ICS) will be organized between the district and local public safety organizations. • The incident commander will likely be either a fire or law enforcement employee depending on the nature of the emergency. • The Executive team member or Coordinator of Safe Schools will represent the district in the incident command system structure.

Site Safety Communications and Accountability - CatapultEMS

Folsom Cordova Unified has adopted the CatapultEMS (Emergency Management System) as a communication, incident management and accountability tool to assist sites during safety incidents.

All Folsom Cordova Unified staff have access to CatapultEMS via their district email account and/or cell phones. CatapultEMS is accessible by staff via any web browser capable device (desktop computer, laptop computer, tablet, smartphone) at www.catapultems.com or via the district's portal.

In the event of a safety incident or emergency, site administration, site safety team members and district staff may use CatapultEMS to:

- Make notification of a safety incident or emergency
- Communicate emergency actions such as evacuation or lockdown directives
- Share safety information with site staff
- Prioritize emergency response efforts to those most vulnerable or in critical need of care
- Account for staff and student location and well being
- Document, manage and investigate safety incidents

The site principal is responsible to ensure all staff assigned, whether permanent or temporary, have received training in the use of CatapultEMS.

Staff rosters within CatapultEMS are updated at the beginning of each school year and periodically throughout to ensure system accuracy and accountability.

New staff, whether permanent or temporary, are instructed in the use of CatapultEMS and provided a link to online training.

To add new staff to the system or access online training, contact the site's assigned administrator or the Risk Management Specialist.

Communication During Emergencies - Inside the School / District

During an emergency or other safety event, effective communication is key to providing awareness, directing specific actions, and obtaining the necessary resources for the safety of the site, students and staff. Staff is trained to receive and effectively communicate information during an emergency.

in the event of an emergency the site may utilize any single or combination of the below methods to alert and share information internally amongst staff and students as appropriate:

- PA – public address systems
- Handheld radios
- Telephone – Internal district office desk lines and/or cellular phones
- CatapultEMS
- Email

Communication During Emergencies - Outside the School / District

Keeping parents, guardians and others informed during a school emergency is vital. Our priority will be to ensure the safety of students and staff on campus. We will work as quickly as possible to notify families of what is happening. Families can expect:

- An initial message sent using the District's notification system (Parent Square). This message may not have a high level of detail as it is important that we maintain a focus on the immediate safety of students and staff and ensure only accurate information is distributed.
- Incremental updates to the situation may be posted to the school's website. Major updates will be sent using the district's notification system.
- If an evacuation is ordered or school is canceled prior to its scheduled time, families will be notified using the district's notification system.
- At the conclusion of an incident, a follow-up message should be sent using the District's notification system informing families of the outcome of the situation and appropriate details. Additional information may be shared as it becomes available in the hours, days and even weeks following a major incident.
- All messages sent using the District's notification system will be sent as emergency messages. Emergency messages are distributed before other pending messages and are sent to every contact type on file for a parent/guardian.

To ensure parents/guardians receive notifications of an emergency, they must provide accurate contact information to the school office and are encouraged to periodically review their contact settings in the ParentSquare system. Instructions on how to update contact information and settings can be located on the district's web site under the "Powerschool Portal".

Parents/Guardians and staff can add extra contact methods to the notification system and determine which types of calls and messages are sent to each contact.

Instructional Continuity Plan during Emergency

Senate Bill 153, Chapter 38, Statutes of 2024, requires local educational agencies (LEAs) to adopt plans to ensure all students can access instruction during an emergency or natural disaster. The plans, known as Instructional Continuity Plans (ICPs), must be included in an LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025 (see https://www.cde.ca.gov/ls/ss/vp/cssp.asp). A school district, county office of education, and charter school must include an ICP in a locally adopted CSSP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Medical Emergencies

IN AN EMERGENCY SITUATION, BORDERLINE SITUATION, OR SITUATION WHERE IT MAY BE UNCLEAR WHETHER AN EMERGENCY EXISTS, ERROR ON THE SIDE OF CAUTION AND CONTACT **911** FOR ASSISTANCE.

First aid procedures are learned during appropriate First Aid and CPR Courses. This document outlines staff actions to take during minor and major medical emergencies at school or at school-sponsored trips or events. This document does not address or provide instruction for specific first aid, CPR steps or sequences; refer to training materials, skills learned, and/or directions on prescribed medications for specific guidance on treatment and use procedures.

SUDDEN CARDIAC ARREST OR A SIMILAR LIFE THREATENING MEDICAL EMERGENCY WHILE ON SCHOOL PROPERTY.

AB 2887 School safety plans: medical emergency procedures. Upon the next comprehensive school safety plan review (on or after July 1, 2025), this bill requires each safety plan to include procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds.

AB 2887 response to sudden cardiac arrest:

(L) (i) When a comprehensive school safety plan is next reviewed and updated on or after July 1, 2025, procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds.

PENDING:

THE PRECISE STATUTORY LANGUAGE WILL BE SUPPLIED BY HEALTH SERVICES, IN COLLABORATION WITH THE SCHOOL INSURANCE AUTHORITY (SIA), FOLLOWING THE REVIEW AND SUBMISSION OF THE CSSP FOR APPROVAL.

INJURY EMERGENCY DURING SCHOOL

MINOR

- Notify the school's nurse or principal's office.
- Nurse, principal, or other designated school staff should administer first aid procedures as appropriate for the nature of the accident.
- Notify parents as soon as practicable.
- Staff witnessing the accident and/or providing first aid care complete an accident/injury report.

MAJOR

(Any injury deemed by school staff or reasonably determined to need immediate physician care, EMS or transport to a healthcare facility)

- Notify the school's nurse or principal's office.
- Either the first school staff person attending to the student or another school staff person calls 911 immediately.
- Provide first aid or other Basic Life Support (CPR, rescue breathing, etc.).
- If CPR or rescue breathing is required, school staff must also retrieve or send other staff to obtain the Automated External Defibrillator (AED).
- The principal or designee calls the parent or guardian immediately.

INJURY EMERGENCY DURING FIELD TRIP

The field trip coordinator should ensure that appropriate first aid equipment and supplies are available during the trip. It is advisable that at least one staff person or adult chaperone (parent, guardian, or other volunteer) has a cellular phone in case the emergency occurs enroute to or from the school site or field trip destination. Permission slips with emergency care release or parent/guardian phone numbers must be with the field trip coordinator or designee.

In the event of an emergency:

- The designated staff person administers first aid procedures as indicated by the nature of the accident.
- Notify parents, if necessary.
- If the injury is major or life-threatening, either the first school staff person attending to the student or another school staff person calls 911 immediately.
- Field trip coordinator or designee calls parents or guardian immediately (but only after 911 is called and immediate care is begun).

MEDICAL EMERGENCIES AT SCHOOL OR DURING FIELD TRIPS

IN AN EMERGENCY SITUATION, BORDERLINE SITUATION, OR SITUATION WHERE IT MAY BE UNCLEAR WHETHER AN EMERGENCY EXISTS, ERR ON THE SIDE OF CAUTION AND CONTACT 911 FOR ASSISTANCE.

Medical emergencies may include seizures, unconsciousness (without injury), asthma, anaphylactic or breathing emergencies, fainting, diabetic emergencies (confusion, drowsiness, agitation in students known to have diabetes), insect stings, or other non-injury emergencies.

MINOR

- Notify the school's nurse or principal's office.
- Nurse, principal, or other designated school staff administers first aid procedures as indicated by the nature of the accident.
- Notify parents, as soon as practicable.
- Staff witnessing and/or providing first aid care should complete an accident/medical care report.

MAJOR

(any medical emergency deemed by school staff or reasonably determined to need immediate physician care, EMS, or transport to a healthcare facility)

Any insect sting, food allergy reaction, or other allergic reaction in a student known to have such reactions is an EMERGENCY – CALL 911. All rapid onset (within a few minutes) breathing problems or swelling of the tongue and face are considered EMERGENCIES – CALL 911.

- Notify the school's nurse or principal's office.
- Either the first school staff person attending to the student, or another school staff person calls 911.
- Provide first aid or other Basic Life Support (CPR, rescue breathing, etc.).
- Assist the person with or administer the person's prescribed Epi-Pen, Epi-Pen Jr., or other epinephrine auto-injector, or inhaler for all allergic reactions causing breathing problems.
- Contact the school's nurse or EMS regarding administering an undesignated epinephrine auto-injector (IF AVAILABLE) to any individual having breathing problems or severe swelling of mouth, lips, or tongue after an insect sting.
- If CPR or rescue breathing is required, staff must also retrieve or send other staff for AED.
- Principal or designee calls parent or guardian immediately
- Staff witnessing and/or providing first aid care should complete an accident/medical care report.

Preparing for Emergency Medical Services / Ambulance to arrive:

- To the extent possible ensure the safety of the area around the injured / ill person
    - Remove any nearby obstacles / objects that may cause harm or delay access to the injured / ill person
- Clear the area of all unnecessary persons
- Identify a site staff member to receive the EMS / Ambulance at the front of the school and escort them to the location of injured / ill person

Transport of patient by Emergency Medical Services / Ambulance:

- If the injured/ill person is a student that will be transported to a hospital prior to a parent / guardian arriving, identify a trusted staff member to go with the student until a parent can arrive at the hospital.

- Take note of the transporting agency, ambulance number and which hospital the injured / ill person will be transported to.

Melanie's Law: Protocols for Opioid/Fentanyl Overdose

Senate Bill (SB) 10 (Cortese, Statutes of 2023) requires school safety plans serving students in grades 7-12 to include a protocol for responding to an opioid overdose.For schools serving students in grades seven through 12, including charter schools, Melanie's Law requires their school safety plans to incorporate protocols for responding when a student suffers or is reasonably believed to be suffering from an opioid overdose. language inserted here:

When available at the school site, the school nurse shall provide emergency naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity. Other designated personnel who have volunteered and have received training may administer such medication when a school nurse physician is unavailable, and shall only administer the medication by nasal spray. At the same time or as soon as possible, parents, and first responders (including fire department/paramedics and law enforcement) SHALL be notified.

Bleed Control "Trauma Kits". Ab-70/AB2260 (If applicable)

As part of our campus safety and medical emergency response plan, this school is equipped with three Bleed Control Trauma Kits.

The Bleed Control Trauma Kits are strategically placed and readily accessible to all trained "Stop the Bleed" users to maximize rapid use. The Bleed Control Trauma Kits are available during school hours and after school during any activity or program organized by the school and supervised by a school employee. Kits need to be easily identifiable, and near AED on campus

For this school site, staff have been notified of where the Bleed Control Trauma kits supplies are located on campus. Staff will be given the opportunities to receive training, including a free online course: https://www.stopthebleed.org/training/) Staff can self-select to take in the use of these Bleed Control Trauma Kits if they choose to.

Bleed Control Trauma Kits are placed in the following locations:

LOCATION #1: Health Office inside the administration building

LOCATION #2: At the Lobby of Building D that houses Rooms 3-8

LOCATION #3: Inside Room 2

This site's trained Bleed Control Trauma Kits users are Ashley Bloom, RN and Annalyn dela Cruz, Health Assistant have received Stop the Bleed training or equivalent training.

Contents of Bleed Control Kits:

Tourniquet: Essential for immediate control of severe bleeding.
Pressure Dressings: Designed to apply firm pressure to wound sites.
Gauze Pads and Bandages: To pack wounds and cover injured areas.
Gloves: For protection against bloodborne pathogens.
Scissors: For cutting clothing or bandages to expose wounds.
Instructions: Clear, concise instructions for the proper use of each item.

Maintenance and Inspection:

Regular Check-ups**:** Bleed control kits will be inspected on a yearly basis to ensure all contents are intact and in proper working condition.

Replenishment: Any used or expired items will be promptly replaced to maintain kit readiness.

Training/Staff Notification:

Staff Notification: All staff members will receive information on the location of bleed control kits during the beginning-of-school staff meeting. Substitute teachers and itinerant staff will be notified of emergency protocols when they orient on-site.

Training opportunities:Staff may be directed to Stop the Bleed national awareness campaign of the United States Department of Homeland Security or the American College of Surgeons Committee on Trauma, the American Red Cross, the Committee for Tactical Emergency Casualty Care, or staff may speak with the school Administrator about scheduling a hands-on training session.

Emergency Response Protocol:

Emergency Communication: In the event of a bleeding emergency, individuals should immediately call 911 to alert first responders and follow established emergency protocols, including catapult for district notification

Utilization of Bleed Control Kits: Trained personnel will promptly access the nearest bleed control kit and administer appropriate first aid measures until professional medical assistance arrives.

Documentation:
Record Keeping: Comprehensive records will be maintained regarding the inspection, replenishment, and usage of bleed control kits for audit and accountability purposes.

Communication and Awareness:

Signage**:** Clear signage will be posted near each bleed control kit, indicating its location and instructions for use.
Awareness Campaigns: Periodic safety reminders and training sessions will be conducted to reinforce the importance of bleed control preparedness.

AB2887(Maienschein)- Sudden Cardiac Arrest Procedures:

Procedures for Responding to Sudden Cardiac Arrest or Life-Threatening Medical Emergencies

Recognize the Emergency
Any staff member who identifies an individual (student, staff, or visitor) experiencing a sudden collapse, unresponsiveness, or signs of a life-threatening medical emergency (e.g., cardiac arrest, severe allergic reaction) should immediately assess the situation.
If the individual is unresponsive and not breathing normally, assume cardiac arrest and proceed with the immediate response steps below.

Alert Emergency Services:
-Call 911** immediately. Provide clear information, including the nature of the emergency, the exact location within the school, and any relevant medical history if known.
- Designate a specific individual to meet emergency responders at the school's main entrance and guide them to the location of the emergency.

Activate Emergency Response Plan:
- Initiate the school's internal emergency notification system to alert the school nurse, administrators, and trained staff members.
- Notify the school's Crisis Response Team to assist with the situation and manage crowd control.

Administer CPR
- If certified, begin CPR (Cardiopulmonary Resuscitation) immediately.
- Perform chest compressions at a rate of 100-120 per minute, ensuring they are deep and continuous. If trained, provide rescue breaths after every 30 compressions.

Use an AED:
- Retrieve the Automated External Defibrillator (AED) from the nearest location.
- Turn on the AED and follow its prompts. If no trained staff is present, the AED will provide step-by-step instructions for use.
- Continue CPR until the AED is ready to analyze the heart rhythm. Deliver a shock if advised by the AED, then resume CPR immediately.

Continue Care:
- Continue CPR and AED use until emergency medical services (EMS) arrive and take over, or the individual shows signs of life (e.g., normal breathing, responsiveness).

Post-Incident Procedures

Assist EMS:
- Provide EMS with any relevant medical information about the individual, including known health conditions, medications, and the details of the emergency response actions taken.
- Ensure a safe and clear path for EMS to transport the individual from the site to the ambulance.

Notify Family:
- The school administration should immediately contact the individual's emergency contact or family to inform them of the situation, the actions taken, and the hospital to which the individual is being transported. This information should be logged into a student's Powerschool.

Support Witnesses:
- Offer psychological first aid and counseling to students and staff who witnessed the emergency.
- Organize debriefing sessions to address emotional responses and provide support resources.

Document the Incident:
- Complete an incident report detailing the emergency, the response actions taken, the timeframes, and the outcome.
- Include information on the involvement of staff, the use of the AED, and any other relevant details.

These procedures aim to provide a swift, organized, and effective response to sudden cardiac arrest and other life-threatening medical emergencies, ensuring the safety and well-being of all individuals on school grounds.

Access and Use of Automated External Defibrillator

As part of our campus safety and medical emergency response plan, this school is equipped with one Automated External Defibrillator device (AED). Automated External Defibrillator devices are a key tool in response to a sudden cardiac event.

The AEDs are strategically placed and readily accessible to all trained AED users to maximize rapid use. The AEDs are available during school hours and after school during any activity or program organized by the school and supervised by a school employee.

Automated External Defibrillator (AED) are placed in the following locations:

LOCATION #1: Inside the Health Office in the Administration Building

This site's trained AED users are Ashley Bloom and Analyn dela Cruz and any other person who has received AED training (American Heart Association, American Red Cross, or equivalent training.

Sudden cardiac arrest (SCA) is the result of a sudden, unexpected heart malfunction. During SCA, the heart's electrical impulses become chaotic and ineffective and blood flow to the brain ceases. The victim may die unless a normal heart rhythm is restored.

- These symptoms may indicate that SCA is about to happen:
    - Racing heart, palpitations, or irregular heartbeat
    - Dizziness or lightheadedness
    - Fainting or seizure, especially during or right after exercise
    - Fainting repeatedly or with excitement or startle
    - Chest pain or discomfort with exercise
    - Excessive, unexpected fatigue during or after exercise
    - Excessive shortness of breath during exercise

The following information regarding the use of an AED device is posted with each AED:

1. Instructions to immediately call 911 and instructions for emergency care.
2. Instructions for using an AED.

Instruction for using an AED:

1. If someone collapses – tap the victim and shout "Are you OK?"
2. If there is no response and the victim is not breathing or not breathing normally, call 911 and get the AED.
    - If someone else is present, send them to call 911 and get the AED.
3. Begin Hands Only CPR – Push hard and fast in the center of the chest.
4. Use the AED as soon as it arrives
    a. Open the lid and turn on the AED
    b. Follow the voice prompts
2. Expose the patient's chest –if wet, wipe dry

3. Apply the electrode pads to the patient's exposed chest, as shown in the pictures
4. Listen to the voice prompts – Clear (do not touch) the patient when instructed to do so
5. Press the SHOCK button, if instructed to do so
5. Restart compressions on chest when prompted
6. Continue to follow the voice prompts.
7. If the patient starts moving or breathing normally, stop compressions and place the patient in the recovery position (on left side).
8. KEEP AED ATTACHED UNTIL EMS ARRIVES

Fire Emergency Procedures

When the site's fire alarm is activated, the local fire department receives the alert and is automatically dispatched. When feasible, office staff will make a follow-up call to 9-1-1 to advise emergency personnel the details of the event, but only when and if the call can be made from a safe place.

As soon as practicable, administrative staff should make notification in catapult and the district notification.

Evacuations should begin immediately:

- Prior to exiting a room staff should ensure it is safe to exit and the pre identified evacuation route appears clear and safe to travel
- Staff leading a classroom should check to ensure all students have safely left the classroom before closing the door behind them –
    - Upon exit, all doors should be closed.
- Staff should lead students to the predetermined onsite evacuation area using the appropriate and assigned evacuation route
    - If the route is blocked or unsafe an alternate safe route to the evacuation area should be used
- Each class should move as quickly, orderly and safely as possible (walk quickly – don't run)
- Upon arrival at the evacuation location - staff will update administration with the status of their class and advise whether all students / staff are accounted for utilizing the CatapultEMS or other immediate method as directed by the site administrator.
- Staff will be responsible for the order and safety of the classroom they supervise while at the evacuation area
- Do not re-enter buildings until authorized by the fire department or the site administration.

Other recommended safety and response actions:

- Preidentified site safety team staff should immediately respond to predetermined, designated areas of the site to direct non-emergency related vehicle and pedestrian traffic away from danger and limit access to the site. Suggested locations include the parking lot entrance and other pedestrian ingress / egress points.
    - Staff who have development periods or are not directly engaged in supervising students should advise and report to the administration for possible reassignment to a safety position
    - Safety team members should be prepared to receive and direct emergency response personnel to the impacted area
- Use of fire extinguishers:
    - Only trained personnel should operate fire extinguishers or other fire suppression equipment, and only after all students have been safely evacuated from the area

Earthquake Emergency Procedures

Earthquakes present a number of safety hazards. Injuries may result from falling debris. ruptured gas lines and other infrastructure or electrical failures.

Preparing for an Earthquake

It is the responsibility of all staff to identify potential safety hazards related to earthquakes within their normal or assigned areas. Teachers should examine their classrooms and ensure that heavy objects are not stored on high shelves, that all furniture or other equipment brought into the room is properly secured to prevent tipping and that adequate cover space exists for students and staff to shelter should an earthquake strike.

The custodian and site administrator should work collaboratively to review non-classroom spaces to minimize any risk of injury or damage from an earthquake.

<u>If an Earthquake Strikes</u>

The following steps should be taken in case of an earthquake:

1. Students and staff will immediately 'duck and cover':
    a. take cover under desks, tables or other structures that provide protection from falling materials and debris.
    b. face away from windows and cover or protect the head and face.
    c. maintain duck and cover positions until the earthquake has stopped and motion can no longer be felt
        i. It is recommended to hold this position for at least two minutes after the last shock felt if safe to remain in the immediate space
2. Once motion stops, students and staff should carefully assess their surroundings to identify any dangerous conditions
    a. Evacuation should not be immediate.
    b. Carefully assess the area, the exit and the evacuation route to ensure it is safe to get to the predetermined rally area
        i. Look for any loose or damaged walls, ceiling materials or other items that could fall
        ii. Look for any exposed electrical wiring, gas pipes or other hazards.
3. Identify and assist any person that may have been injured.
    a. Notify site administration of any immediate injuries
    b. If the area is unsafe and the person can be moved, quickly get them to the evacuation rally point.
    c. If the person is trapped or cannot be moved, remain with the person until emergency responders arrive or as long as it is safe to do so.
4. When safe to do so, site administration should attempt to signal an evacuation
    a. teachers and other staff supervising students should exit building as soon as it is safe to do so and proceed to identified evacuation rally area
        i. be aware of possible hazards that may block or inhibit the use of normal evacuation routes
        ii. be cautious of unsecured overheard objects that may fall
    b. Staff members shall notify the principal or office staff of any injuries or damage that poses a potential safety threat. Call 9-1-1 if needed.
    c. Depending upon the severity of the earthquake and observed damage, the site custodian or another staff member may be directed by the principal to disconnect all electrical service and turn off master valves for gas and water to the campus.
5. After surveying the campus and finding it to be safe, the principal will signal an all clear for students and staff to return to class.
6. If the campus is not safe to occupy, an off-site evacuation will commence.

Chemical or Hazardous Materials Emergency Procedures

Chemical or Hazardous Material Incident

If there is a major chemical spill on campus or at any nearby industrial site, students should remain inside.

Students who are outside should be taken inside as soon as possible – Shelter-in-Place

If notified by a local emergency services agency (law enforcement, fire department, utility company) the chemical spill is an immediate danger to students and staff of the school, the students and staff should begin evacuation procedures, being cautious to exit through doors on the side of the building opposite the spill if known.

- Standard fire drill procedures may be followed
- Ensure the evacuation location is safe and is uphill / upwind from any gasses, or fumes spreading from the spill.
- If the evacuation area is unsafe, direct students and staff to an appropriate alternate location

If a chemical spill occurs onsite and is localized or contained such as in a chemistry class, students in the immediate classroom and nearby or adjacent rooms should be evacuated.

- If safe to respond, appropriate immediate mitigation efforts may be used by trained instructors.
- If a fire occurs during a chemical spill, the fire alarms shall be activated, and fire emergency procedures shall be followed.

Notify 9-1-1 of the chemical or hazardous material incident.

- Advise of the type of spill / chemical if known
- Advise of any known injured persons or persons suffering difficulty breathing
- Provide immediate first aid to those in need
- Follow all instructions given by the fire department
- Identify a staff member to greet emergency response teams and direct to the impacted area.
- The principal or designee will notify the district of the incident.

Explosions / Aircraft Crash or Similar Event Emergency Procedures

Explosions, aircraft crashes, and similar incidents can result in widespread damage occurring from the immediate explosion or impact and through the dispersal of injurious debris.

IF INSIDE CLASSROOMS OR OTHER BUILDINGS:

1. Initiate the “duck and cover” procedure.
2. The fire alarm may or may not sound
    a. Do not evacuate your location until determined safe or advised to do so
    b. If no alarm is sounded assess the situation and evacuate everyone by a safe route to the pre designated evacuation location
3. Be aware of the possibility of secondary explosions and scattered, injurious debris

4. If the normal evacuation area is not safe or there is no apparent safe route to the area, evacuate to an alternate area, or utilize an alternate route to a location preferably upwind from the location of the incident.
    a. Advise the administration of your location and map it within the CatapultEMS system.
5. Account for the students and other persons within your group and report through the CatapultEMS system when advised
6. Notify admin of any injured persons within your class or group
    a. Initiate appropriate first-aid or other supportive care
7. Wait for further instructions.

IF OUTSIDE OF CLASSROOMS OR OTHER BUILDINGS:

1. Instruct everyone to lie flat on the ground.
2. Do not run toward or enter any buildings.
3. Assess the situation:
4. As soon as it is safe to do so, instruct everyone to proceed to the normal evacuation area.
5. If the normal evacuation area is not accessible or unsafe, proceed to an alternate assembly area, preferably upwind from the incident site.
    a. Advise the administration of your location and map it within the CatapultEMS system.
6. Account for the students and other persons within your group and report through the CatapultEMS system when advised
7. Notify admin of any injured persons within your class or group
    a. Initiate appropriate first-aid or other appropriate care
8. Wait for further instructions.

ADMINISTRATION:

1. Call 911 as soon as practicable (if appropriate)
2. Activate the site's emergency notification system
3. Notify the District Office
4. Initiate emergency communications / accountability through CatapultEMS
5. Assess the safety of the site
    a. If the site is safe, may advise to return to classrooms
    b. If the site is unsafe, initiate appropriate site evacuations and family reunification procedures.

Bomb Threats / Suspicious Packages & Letters

All bomb threats should be taken seriously, investigated fully to identify the potential level of threat, and reported to law enforcement. A bomb threat may be made in many ways: telephone calls, text messages, emails, anonymous online tips, voice messages, postal letters, etc. The goal of an effective bomb threat response plan is to provide for the safety of the site while minimizing interruptions.

Initial Considerations:

- Evaluate the threat –
    - The more detailed and specific the threat and/or the more follow-up calls received regarding the threat, the more probably the threat may be credible
    - Anytime a suspicious device is found after having received a report of a threat – the more likely the threat is to be real and immediate action should be initiated
    - Special events and activities are often accompanied by false threats: rallies, assemblies, required testing

Administrator's Response:

- Call 911 – advise law enforcement of the bomb threat. Be certain to advise if a suspicious item or device has also been found.
- Initiate a CatapultEMS Incident – You may initiate a safety alert or an action alert depending upon circumstances
    - Notify District personnel
    - If the location of the alleged device is not specifically designated, consider not disrupting existing student activities and allowing students to remain in the classroom
    - You may provide specific instruction to via Catapult messaging
- The decision to evacuate a room, building or school site is the responsibility of the site administrator but may be made in conjunction with or recommendation from law enforcement or fire authorities.
    - Evacuating a class, building or site for every reported bomb threat may seem appropriate, but can often result in unwanted copy-cat threats intended to disrupt learning activities.
- The decision to search a room, building or any other area is the responsibility of the site administrator, but may be made in conjunction with or recommendation from law enforcement or fire authorities.
    - If a search is necessary, advise staff to conduct a visual search of their immediate area / classroom for suspicious items.
        - Staff should be familiar with their work areas and items that are out of the ordinary should be easily spotted
    - Assign staff to specific areas of the campus to search outdoor areas or large spaces.
    - This is a cursory search and should be done visually only. Items of concern should not be moved, opened, or touched.
    - Suspicious items should be reported to administration
    - If a suspicious item is identified the room should be evacuated and the item left untouched and in place.
        - Staff and students should evacuate taking only their personal belongings
        - The door to the room should be locked after everyone has exited.
- Communicate with parents / guardians
    - If the event results in a school day disruption including, but not limited to a law enforcement response, a search of a room, building or site, any evacuation or other safety action i.e., shelter-in-place, a notice

should be sent to parents / guardians. Depending on circumstance, the notice may be sent as part of a primary safety message and/or an incident update after its conclusion.

- Special instructions
  - Depending upon the description of the suspicious item found or details provided by the person making the bomb threat, law enforcement may provide specific site instructions that may include:
    - Turning off cell phones with a specific distance of the item's location
    - Turning off site bell or intercom systems
    - Moving a specific distance away or to a location that provides additional protection

Staff / Teacher Response:

- Be familiar with your work area / classroom and be able to identify items that appear out of place or suspicious
- If advised via Catapult of a possible bomb threat, follow all instructions provided by the administration
  - Do not share in the information with students unless specifically directed to do so by the administration
- If advised to conduct a search of your work area / classroom
  - Conduct a visual search only
  - You may open cabinets / drawers, but do not disturb the contents
  - If you locate an item that appears suspicious, or does not belong in your work area / classroom
    - Report the item immediately and include a full description
    - Do not touch or move the item, leave it in place
    - Evacuate the room
    - When all persons have exited, lock the doors to eliminate persons from entering
    - Go to the site evacuation location or alternate location if directed to do so
  - What does a suspicious item look like?
    - A suspicious item may be anything that is significantly out of the ordinary for the area / space, but may also include typical items that are displaying uncharacteristic appearance such as, but not limited to:
      - An out of place backpack, without an apparent owner
      - An out of place box or envelope not belonging to anyone and without knowledge why it is there.
      - An item constructed of PVC or metal pipes with sealed ends
      - An item that is leaking or with an oily appearance of petroleum, fuel, or grease with similar odors
      - An item that appears to have unusual wires protruding
- If directed by administration or law enforcement to evacuate an area
  - instruct students to take their personal belonging and backpacks with them as they exit
  - when the last person has exited the room, lock the door
  - go directly to the evacuation location or alternate location if specifically advised to do so by administration or law enforcement
  - update your status and location in CatapultEMS including student roster.

Resuming Normal Activities

The decision to resume normal activities is the responsibility of the site administrator but may be made in conjunction with or recommendation from law enforcement or fire authorities.

Depending upon the level of action taken, advise the site via PA or staff through the Catapult system it is safe to return to normal activities.

Flood / Flash Flood Emergency Procedures

Flooding events are a known and possible threat within the Sacramento / Central Valley region. Flooding events may come with warning or may transpire quickly due to an overwhelming deluge of water from a weather event or infrastructure failure.

ADMINISTRATION & SUPPORT STAFF ACTIONS:

1. Advise the site staff of the flooding risk
    a. Create a safety incident within the CatapultEMS system
    b. Update the incident as appropriate with safety information
2. Initiate appropriate shelter-in-place actions
3. Notify District personnel
4. Monitor emergency weather channels and/or online sources
    a. National Oceanic and Atmospheric Administration - www.noaa.gov
    b. Sacramento County Office of Emergency Services – https://sacoes.saccounty.net
5. Assign appropriate site staff to exterior posts as necessary
6. Monitor the incident and be prepared to coordinate with the district to determine if/when school should be concluded or act if emergency evacuations are necessary

TEACHERS AND OTHER STAFF ACTIONS:

1. Your first responsibility is to supervise your students, but be prepared to help with other assignments as needed
2. Monitor the incident and review safety information
3. Cancel outdoor activities
4. Keep all students in classrooms
5. Communicate staff/student safety and accountability through CatapultEMS as requested
6. If advised to evacuate the room OR if your room is quickly inundated with water and emergency evacuation is necessary:
    a. Quickly exit the room
    b. Move to the predesignated evacuation location OR if the area is unsafe to an alternate location preferably uphill.
    c. Do not cross any areas of puddled or moving water
    d. If unable to safely evacuate, advise the administration and wait for first responders / rescuers

MAINTENANCE STAFF ACTIONS:

1. Should assist with monitoring the exterior areas of the campus
2. When/if appropriate – shut off all utilities at main power and close the main gas and water valves prior to completing evacuation from site

Severe Windstorm / Tornado Emergency Procedures

The Sacramento / Central Valley regions are prone to high winds. While rare, tornado warnings and watches are occasionally broadcast within the region. Safety concerns, property damage and injuries may result in high wind events. Additional hazards may include downed trees and branches, downed power lines, and flying debris.

ADMINISTRATION & SUPPORT STAFF ACTIONS:

1. Advise the site staff of the event
    a. Create a safety incident within the CatapultEMS system
    b. Update the incident as appropriate with safety information
2. Initiate appropriate Shelter-in-Place actions
3. Notify District office
4. Monitor emergency weather channels and/or online sources
    c. National Oceanic and Atmospheric Administration - www.noaa.gov
    d. Sacramento County Office of Emergency Services – https://sacoes.saccounty.net
5. Assign appropriate site staff to exterior posts as necessary and if safe to do so
6. Monitor the incident and be prepared to coordinate with the district to determine if/when school should be concluded or act if emergency evacuations are necessary

TEACHERS AND OTHER STAFF ACTIONS:

1. Your first responsibility is to supervise your students, but be prepared to help with other assignments as needed
2. Monitor the incident and review safety information
3. Cancel or modify outdoor activities
4. Keep all students in classrooms
5. Close window blinds
6. If necessary or directed to do so, initiate appropriate “duck and cover” actions
7. Communicate staff/student safety and accountability through CatapultEMS as requested
8. If the safety of your classroom becomes compromised, advise the office / administration as soon as practicable. Be prepared to move to an adjoining room or other safe indoor location

Power Outages / Power Safety Power Shutoff (PSPS) Procedures

Power outages may be caused due to severe weather, site based or local area mechanical failure, or as part of a community power safety shutoff plan during high winds and elevated fire conditions.

Schools, along with general learning activities can remain open and operational even during a power outage for periods of time if relative conditions are cooperative. For example, if the weather is moderate, heating or air conditioning is not essential, and accommodations can be made for student nutritional needs and general safety.

This site does not have specific back-up power or a dedicated generator for use during power outages.

Response to an unplanned power outage:

In the event the power goes out prior to or anytime during the school day:

- Site administration should consider using the CatapultEMS application via their charged smartphone / tablet to notify staff of the incident, including any necessary action
    - Use of the "One Way Messaging" within the system can quickly notify all staff
- Site administration will notify the District Office as well as the Facilities and Maintenance team of the outage.
- Site administration will notify their assigned Director.
    - The decision to continue the learning day, modify the day or close the campus will be made by the executive team after consulting with the site administrator.
- If lunch or other meal service is interrupted, Nutritional Services will coordinate the preparation and delivery of bagged meals.
- Teaching staff may be directed to identify alternative student learning activities.
- The district Communications Team will assist site administration in notifying parents and guardians of the situation and any details related to continuing, modifying or ending the school day.

Response to a planned or long-term power outage:

- In the event of a power outage known to last a full school day or longer, site administration will coordinate with the district Superintendent to determine the need for school closure.
- The site and district Communications Team will notify parents and guardians of the closure or plan to continue operations along with any details related to alternative study, learning enrichment activities or modification to the school day.

Gas Leak Emergency Procedures

Gas leaks are most frequently detected through odor and/or the sound of 'hissing'. Both natural gas and propane have an additive to give it a distinctive and noticeable odor similar to rotten eggs. If you suspect a natural gas or propane leak due to the presence of the distinctive rotten egg odor, whether accompanied or not by a 'hissing' sound the following actions should be taken:

1. If you can smell the odor of the gas, you are too close
2. Immediately evacuate the area to your site's predesignated evacuation location
    a. Consider the safety of the primary evacuation location
    b. The location should be upwind and uphill from the leak
    c. If the location is compromised, consider use of the alternate evacuation location or an appropriate upwind and uphill location
3. If evacuating a room, leave the door open behind you to allow gasses to escape
4. Notify the office / administration of the possible leak
5. Account for student safety and check for any injuries
    a. Respiratory difficulties or other medical conditions may result from over exposure to gas fumes
    b. Advise the office / administration of any injuries
6. Administration / Office staff should call 911
    a. Notify District Safety/Office
7. It is recommended the fire alarm not be used to signal an evacuation due to the low, but possible risk of spark-initiated fire
8. Utilize the CatapultEMS or other system to notify staff of the safety incident and need to evacuate.
9. Post appropriate personnel at the front of the school, near ingress/egress points and safely around the impacted area to ensure persons do not inappropriately enter
10. Remain outdoors until the leak has been addressed and the area deemed safe by appropriate Fire or PG&E personnel.

Air Quality - Pollution / Wildfire Smoke Emergency Procedures

Health & Safety warnings related to outdoor air quality resulting from pollutants or wildfire smoke are common within the Sacramento / Central Valley region. Poor air quality and impacts from wildfire smoke occur most frequently during wildfire season through the months of May to November.

During an air quality event, the school principal will collaborate with the district superintendent and directors of Teaching & Learning to make decisions about school activities including outdoor activities and events, school closures and meal distribution programs. The school principal and district communications team will be responsible for communicating information to parents and students related to the air quality event, school closures or other changes to school activities. School principals and supervisors of non-school worksites are also employers and are responsible for determining policies and working practices for outdoor and indoor employees during air quality events.

Adjustments to education and work schedules should take into consideration the indoor air quality of school buildings. Air quality events can impact indoor air quality. Schools should assess heating and cooling systems, filtration levels and the use of portable air cleaners to determine if air environments can be improved.

Final determination to cancel special events, significantly modify school activities or cancellation of classes, programs or events should be made only after approval from the Superintendent or designee.

Outdoor air quality may be monitored through the following online resources:

	Main Phone Line	Main Website	Other Information
Sac Metro Air District	279-207-1122	airquality.org	Wildfire Smoke Info webpage
Sac County Public Health	(916) 875-5881	https://dhs.saccounty.net/PUB/Pages/PUB-Home.aspx	
Sacramento County of Emergency Services	(916) 874-4670	www.SacramentoReady.org	
Purple Air		https://www.purpleiar.com	
Breathe California		https://sacbreathe.org	

Recommended Actions Based on AQI Levels

The following guidance sheet is provided to assist in determining appropriate activities for groups based on the Air Quality Index (AQI).

Any action taken to modify or cancel activities should be coordinated after consultation with the site's Director of Teaching & Learning.

WILDFIRE SMOKE EVENTS: Recommended Actions for Schools Based on Air Quality Levels

Air quality is an important consideration for schools, especially during extreme air quality events when poor air quality can be detrimental to student and staff health. The recommendations below were developed in consultation with state and local health and air quality officials and local school districts.

ACTIVITY	Level 1 GOOD	Level 2 MODERATE	Level 3 UNHEALTHY FOR SENSITIVE GROUPS	Level 4 UNHEALTHY	Level 5 VERY UNHEALTHY (School closure may be considered[2])
Recess (15 min)	No Restrictions	Ensure sensitive individuals[1] are medically managing their condition	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities Allow individuals who complain of difficulty breathing to play indoors	Exercise indoors or avoid vigorous outdoor activities Sensitive individuals or any individual who complains of difficulty breathing should remain indoors	No outdoor activity All activity should be moved indoors or discontinued
Physical Education Class (60 min)	No Restrictions	Ensure sensitive individuals are medically managing their condition	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities Make indoor space available for sensitive individuals	Exercise indoors or limit vigorous outdoor activity to maximum 15 minutes Sensitive individuals or any individual who complains of difficulty breathing should remain indoors	No outdoor activity All activity should be moved indoors or discontinued
Athletic Practice/ Scheduled Sporting Events	No Restrictions	Ensure sensitive individuals are medically managing their condition	Ensure sensitive individuals are medically managing their condition Reduce vigorous exercise to 30 minutes per hour Increase rest periods and substitutions to lower breathing rates	Reduce vigorous exercise to 30 minutes per hour Increase rest periods and substitutions to lower breathing rates Sensitive individuals should remain indoors	Practice or event should be rescheduled, moved indoors or discontinued
Scheduled Outdoor Events	No Restrictions	Ensure sensitive individuals are medically managing their condition	Ensure sensitive individuals are medically managing their condition	Decrease duration of events exceeding 2 hours Consider rescheduling or relocating event	Event should be rescheduled, moved indoors or discontinued
AQI Reading[3]	0-50	51-100	101-150	151-200	≥201
PM 2.5 Range	1-12 µg/m3	13-35 µg/m3	36-55 µg/m3	56-150 µg/m3	≥151 µg/m3
Ozone Range	1-54 ppb	55-70 ppb	71-85 ppb	86-105 ppb	≥106 ppb

[1] Sensitive Individuals include anyone with asthma or other heart/lung conditions. Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy.
[2] To meet waiver approval conditions due to emergency conditions (Form J-13A) from the State Superintendent of Public Instruction, poor air quality must be shown to be caused by an emergency event such as a wildfire.
[3] Recommended actions should be followed when the AQI **for any** pollutant (ozone, PM2.5 *and* PM10) exceeds 100. AQI readings and other info are found at **AirQuality.org** and **SpareTheAir.com**.

SACRAMENTO METROPOLITAN AIR QUALITY MANAGEMENT DISTRICT

SACRAMENTO COUNTY PUBLIC HEALTH
Promote • Prevent • Protect

Version 10/5/2020

PART 3

Section 1

Tactical Plan

Confidential – Not for Public Distribution

Education Code 32281 provides a school the ability to develop tactical plans in response to criminal incidents as well as maintain the confidentiality of those plans. This tactical plan should not be distributed to anyone other than staff members and those charged with training and implementing the plan.