Seeley Union School District

1812 W. Rio Vista
Seeley, CA 92273
Website: www.seeleyusd.org

Comprehensive School Safety Plan

2026-2027

Public Version

Revised: February 6, 2026
Board Adopted: February 10, 2026

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Comprehensive School Safety Plan Purpose (BP/AR 0450)

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

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

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

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

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

- Child abuse reporting procedures
- Disaster procedures
- Earthquake Emergency Procedures
- Procedures to allow for mass care or welfare shelters
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Access to the school campus (visitors)
- Rules and procedures on school discipline
- Crisis Response Plan (Emergency Operating Procedures)
- Hate crime reporting procedures

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

A copy of the Comprehensive School Safety Plan is available for review on the District website (www.seeleyusd.org) and the school office.

Board Policies (BP) and Administrative Regulations(AR) referenced in headers throughout this document can be found in District Policies Appendix A. California Education Code (EC) references can be found on the State of California's website.

Safety Plan Vision

Seeley Elementary will provide students and staff with a safe, orderly, and welcoming environment where cultural and ethnic diversity are valued. Seeley Elementary will provide a balanced comprehensive program that prepares all students with the necessary skills to be successful in life. Seeley Elementary will provide opportunities for students, parents, staff, and community members to be active participants in the educational process of our students.

COMPONENTS OF THE SAFE SCHOOL PLAN (EC 32281)

School Safety Committee

TITLE/ POSITION	FULL NAME
Principal	Andrea Ellis
Vice Principal	Lupita Hernandez
Teacher	Mary Estabrook
Classified Employee	Karen Mendoza
Parent/Guardian	Marisol Osuna
Other	Daniel Simon, Imperial County Fire
Other	Jesus Navarro, M&O
Other	Corey Caston, CBO
Other	Stephanie Lockas, Business Technician

Assessment of School Safety

Seeley elementary practices progressive discipline practices. Discipline is used as a form to guide students and teach them to make better choices. Parent involvement is crucial in the process. Parents are notified of disciplinary issues; they are invited to be part of the teaching process.

School safety data sources included:

- Suspension and expulsion
- Office referrals
- CSSA reports
- Student progress reports
- Law enforcement interventions and crime reports
- Staff, student and community surveys
- Property loss, vandalism and insurance reports

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

It is a priority of the administration and staff in the Seeley Union School District that every student who attends our schools will be provided with an environment in which the students not only feel physically safe, but that there is also a positive school climate in all activities both in and out of the classroom.

Our administration and staff desire to provide an orderly, caring, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

Our administration encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff should encourage and reward success and achievement, participation in community projects, and positive student conduct.

Our school district promotes nonviolent resolution techniques to encourage attitudes and behaviors that foster harmonious relations. Staff shall receive training which implements and supports conflict resolution (California Education Code Sections 32228 – 3228.6, 35160, 35160.1, 44806).

Parent Teacher Organization (PTO), School Site Council, Multiple School Committees, NAF, and other school-community partnerships are actively involved in support of Seeley Elementary School's students.

(A) Child Abuse Reporting Procedures (BP/AR 5141.4; PC 11165-11168) All employees of the district are considered mandated reporters and will be provided annual training. Employees are required to follow the following procedures per ECESD Board Policy & Administrative Regulation 5141.4.

(B) Disaster Procedures (BP 3516, AR 3516.3, EC 35295-35297; GC 8607 and 3100)

Emergency Operating Procedures Manual – Page 16

The school site will take all necessary measures to keep students, staff and visitors safe in the event of a disaster. The Emergency Operating Procedures Manual shall accomplish the following:

- Incorporates strategies of the Incident Command System, the Standardized Emergency Management System and the National Incident Management System.
- Maps out specific evacuation procedures within the school building disaster plan.
- Provides guidance for emergency response to a variety of potential hazards and incidents, including duck and cover procedures following an earthquake.
- Identifies emergency response training and exercise opportunities for students and staff.

Public Agency Use of School Buildings for Emergency Shelter (BP 3516 and EC 32282)

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

Emergency Procedures for Students with Special Needs (Appendix E) Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.

At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:

- a wheelchair on a daily basis
- specialized equipment
- physical assistance to evacuate in a timely manner

Each plan requires that support staff be designated as specialized assistants during times of emergency.

The Principal is responsible for identifying all students who will require additional assistance working with the designated certificated staff (classroom teachers) and to ensure that coverage and a plan is completed for each student.

Use the form in Appendix F, Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials. *The documents should not be released to the public and should be for internal use only*.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines (BP/AR 5144.1)

The District's Suspension/Due Process Policy can be found in the District Policies Appendix.

(D) Weapons and Dangerous Instruments (BP 5131.7)

The District prohibits any students from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds, or buses, at school-related or school sponsored activities away from school, or while going to or coming from school.

(E) Procedures to Notify Teachers of Dangerous Pupils (BP 4158 and EC 49079) The Districts mission is to protect its staff from dangerous pupils, procedures and policies regarding this can be found in the Seeley Union School Teachers Agreement Chapter VI, Article 1(j). Per Board policy 4158,4258, and 4358, any employee whom violence or threat of violence has been directed in the workplace shall notify the Superintendent immediately.

(F) Nondiscrimination/Harassment (BP/AR 5145.3)

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

the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Superintendent Andrea Ellis
1812 W. Rio Vista
Seeley, CA 92273
(760) 352-3571

(G) Sexual Harassment Policies (BP 1312.3, EC 212.6 [b], and Annual Parent Notice)

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or 7 action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

Any student who feels that he/she is being harassed should immediately contact Uniform Complaint Procedure Officer. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

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This policy shall be posted at all school sites, the district office and is part of the Annual Parent Notification packet on our website www.seeleyusd.org - Parents.

(H) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183) Students should dress properly and neatly for school. Students are notified with enrollment of the dress code policy. The following are acceptable guidelines to be followed by all students:

School Dress Code (TK–8)

At our school, we believe student dress should support a safe, respectful, and focused learning environment. Clothing should be appropriate for school activities and allow students to fully participate in learning throughout the day.

General Guidelines

Students are expected to:

-Wear clothing that is safe, comfortable, and appropriate for school.

-Dress in a way that does not disrupt learning or create safety concerns.

-Ensure clothing covers undergarments at all times.

-Wear shoes suitable for daily activities, including recess and physical education.

Clothing Expectations

-Tops must provide appropriate coverage of the chest, back, and midsection.

-Bottoms (pants, shorts, skirts, dresses) must provide appropriate coverage.

-Clothing should not display inappropriate language, images, or symbols.

-Clothing and accessories may not promote violence, drugs, alcohol, tobacco, or other illegal activities.

-Pajamas and slippers are not permitted unless approved for designated spirit days.

Footwear

-Closed-toe shoes must be worn for safety.

-Flip-flops and slides are not to be worn due to safety concerns.

-Shoes must be worn at all times.

Outerwear & Accessories

-Sunglasses may be worn outdoors only.

-Accessories that could pose a safety concern (e.g., sharp items, chains) are not permitted.

Special Circumstances

-Students must follow specific dress requirements for physical education, field trips, and school

events.

-Dress code accommodations will be made for religious, cultural, or medical needs.

If a student's attire does not meet expectations, school staff will address the situation respectfully and work with the student and family to resolve the concern. Our goal is to maintain student dignity while supporting a positive school climate.

(l) Procedure for Safe Ingress and Egress

Seeley School takes pride in being part of a school district that has a mission to provide a safe environment for all students, parents, and school employees. Our school will take measures to ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian and vehicular traffic. The school will also ensure that potential obstructions and hazards are removed from such areas.

The main campus entrance is in front of the school, on Rio Vista Street. The gate opens at 7:00 am, although the students are encouraged to arrive at 7:30 when supervision is provided. The gate closes at 8:10 am. An employee monitors the gate during the day.

Ingress Procedures

Students are to enter from the main entry doors (south) and then go to the appropriate playground area. Students shall not report to school earlier than 7:30 am.

All bus students are to be dropped off at the bus stop on the west side of the school and proceed to the main entry and walk to the appropriate playground area. Students must proceed to supervised playground areas and may not roam around their classrooms.

All students arriving in cars may use the loading and unloading areas around the school. Parents may not use parking lots as parking areas to walk their children to their classrooms. Parents wanting to get out of their vehicles must use other parking areas not designated as pick-up or drop-off areas. Students being dropped off must proceed to the cafeteria or the appropriate playground. Students must proceed to supervised playground areas and may not meander around their classrooms.

Egress Procedures

All bus students are to report to the bus zone and wait under the bus duty supervisors' supervision. Students will load the buses according to their route and be in line and ready to go as soon as the bus supervisor signals for them to line up.

All students transported by cars immediately after school are reported to the pick-up areas assigned by the school or to areas prearranged by the parents as a pick-up point.

All students who walk home or ride their bikes to school must walk on the sidewalks or appropriate side of the

street and cross streets only in areas where there are designated crosswalk areas. If there is a crossing attendant present, students must follow the directions of the crossing attendant and cross when instructed. Students riding their bikes must dismount and walk their bikes across the crosswalk areas.

Students who stay after school for ASES or tutoring must make prior arrangements with parents to meet at a predestined area.

A map showing emergency evacuation procedures can be found in Appendix B.

(J) Visitors on Campus Procedures

The following procedures are in place to ensure the safety of the students and the staff at Seeley Elementary:

1. All parents/visitors must report to the cafeteria as they enter campus.
2. All parents/visitors must log into the Guest Pass Verkada management system in the cafeteria and wear a visitor's sticker, also provided by the cafeteria before reporting to the front office.
3. At the conclusion of their visit, parents/visitors must report back to the office and to the cafeteria to log out of the Guest Pass Verkada management system.
4. Parents will not be allowed to go to a teacher's room unless a meeting time has been previously scheduled with the teacher and it is during non-instructional time.
5. All teacher parent conferences will be scheduled for non-instructional times agreed upon by both parties.
6. All phone calls to a teacher will be sent to voice mail unless it is an emergency. Calls will be returned during non-instructional time.

(K) A Safe and Orderly School Environment Conducive to Learning (BP 5137)

The school site safety committee or school site council shall identify goals, strategies and action steps for two components; people/programs and places. The following are the set goals for the school site. The goals should support a positive school climate as defined in Board Policy 5137 and/or the District's Local Control Accountability Plan goals.

Component:	People & Programs		
Goal:	Our school is a place where students and staff demonstrate respect for each other.		
Objectives	**Action Steps**	**Lead Person**	**Evaluation**
To reduce the number of students and unsafe behaviors, such as defiance, fighting,	Teachers will teach PBIS (Positive Behavior Interventions and Supports) matrix daily throughout the year to	Principal Teachers Pupil Supervisors	Students will observe a reduction in office referrals by (10% measured by the number of in-house

name calling, unsafe acts, etc.	inform students of expectations. SHINE Tickets will be given to students who are caught making the right choices.		and at home suspensions). Yard Duty Staff will observe a reduction in unsafe and unwanted behaviors (10% decrease in disciplinary referrals to principal)

Component:	Places		
Goal:	Our school has attractive facilities in which students feel safe and respected.		
Objectives	**Action Steps**	**Lead Person**	**Evaluation**
Have a clean campus.	Explicitly teach students to be responsible and place trash in bins in multiple settings (i.e. cafeteria, bathrooms, playgrounds, etc.). Custodians are to address any needs for corrections in a timely manner.	Principal Staff	Daily monitoring.

Component:	Safety		
Goal:	Our students shall be prepared to respond safely and timely in an emergency.		
Objectives	**Action Steps**	**Lead Person**	**Evaluation**
To prepare students and staff for prompt and safe response in an emergency.	Students and staff shall prepare for emergencies that may require prompt evacuations, drop-cover-hold, or lock downs through monthly drills.	Principal Staff	Monthly Drills

(L) School Discipline Rules and Consequences (BP/AR 5144, EC 35291 and EC 35291.5)

Student Conduct Code

School rules/expectations exist for the purpose of facilitating a safe learning environment at

school. ***These expectations are:***
Students are to always be respectful, responsible, and honest to other students and staff.
Students will always be courteous and respectful to those in charge.
Students are to respect school property. School property is to be used only for the purpose for what it is intended.
Students are to practice proper table manners while eating meals in the cafeteria. Students will enter and exit in an orderly fashion. They will eat in assigned areas.
Respect the privilege of using the library. Loud talking is not permitted.
Students are to play on the playground where there is supervision. Students do not play in the restrooms, in the hallways or in the classrooms.
Gum is not allowed at school.
Students are to comply with all school rules:
No student is to be in the multipurpose room without a staff member present.
Standards of good courtesy are expected during assemblies.
Fighting is not tolerated at school. In the event of a dispute, the superintendent- principal or designee will investigate the incident and assign the appropriate disciplinary action which may include suspension.
Toys are not allowed at school without the consent of the superintendent- principal or designee.
Equipment or personal items such as roller blades, skateboards, etc. are not allowed at school without the approval of the superintendent- principal or designee. Jacks, marbles, jump ropes, tennis balls, Nerf balls and mitts with the student's name labeled on them are examples of acceptable items to be brought from home. The student assumes responsibility for these items if they are lost or stolen.
Electronic devices, e.g., iPods, CD's, CD players, radios, cameras, games, etc., are not allowed at school without the consent of the superintendent or designee. Cell phones must be turned off and put away while at school. Other valuable items (such as expensive jewelry and/or items of sentimental value) should not be brought to school. Students should maintain the ability of a direct-line-of-sight to their backpacks/possessions when these items are not locked or stowed in a secured area.
Weapons or replicas of weapons are not allowed. These include guns, knives, water pistols or any object fashioned into a weapon. Certain exceptions for instructional purposes may apply with specific and prior approval by the superintendent- superintendent/principal or designee.

The Seeley Union School District computer equipment is a privilege for which all users accept responsibility. Inappropriate conduct in the use of this equipment includes but is not limited to:

- Damage, vandalism or theft of equipment
- Piracy: altering and/or theft of software
- Use of systems to transmit computer viruses
- Accessing, communicating, or printing information that is deemed inappropriate in nature by school personnel
- Plagiarism
- Any conduct in violation of school rules

The Seeley Union School District staff members will determine what is appropriate and inappropriate use of computer equipment and their decision is final. Any student involved in inappropriate use of any computer equipment will be referred to the superintendent/principal or designee for disciplinary action and may lose the privilege to access any or all computer equipment for the remainder of the school year. In addition, parents may be held responsible for damages to any SAMPLE School District computer equipment incurred during inappropriate action by a student.

Conduct Code Procedures

Seeley students may be referred to the Principal by school personnel using a school discipline referral. The specified 'Intervention' is decided by the Principal or designee after considering the available facts.

(M) Bullying Reporting Procedures and Policies (BP/AR 5131.2) The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. Board Policy and Administrative Regulation 5131.2 outline the policies and procedures of the District. Policies can be found at the school site or district office they are also part of the Annual Parent Notification.

Any student who believes they are a victim of bullying should notify a teacher, the principal or file a report through the district website.

(N) Hate Crime Reporting Procedures and Policies (BP 5145.9) In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of civil rights and social responsibilities of people in society.

Any student who feels that they are a victim of a hate-motivated occurrence can contact Uniform Complaint Procedure Officer. Any student who observes an incident of a hate-motivated occurrence should report to a school employee, whether or not the victim files a complaint.

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Superintendent Andrea Ellis
1812 W. Rio Vista
Seeley, CA 92273
(760) 352-3571

(O) Suicide Prevention Policy (AR 5141.52)

Pursuant to Education Code 215, as added by AB 2246 (Ch. 642, Statutes of 2016), districts serving students in grades 7-12 are mandated to adopt a policy on student suicide prevention, intervention, and postvention (i.e., intervention conducted after a suicide). See Administrative Regulation 5141.51.

EMERGENCY OPERATIONS PLAN

SEELEY UNION ELEMENTARY SCHOOL

1812 W RIO VISTA
Seeley, CA 92273
Phone (760) 352-3571
Website: www.seeleyusd.org

Plan Purpose and Overview

State law requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (see below). To comply with these requirements, the Seeley Union School District has adopted the Standardized Emergency Management System (SEMS) developed by the State of California as the template for responding to emergencies. This plan presents specific procedures to be used in preparing for and responding to, school emergencies. Its primary objectives are: to save lives and minimize injuries, to provide fast and effective responses to emergency situations, and to ensure the efficient and safe evacuation of the school building if necessary.

The Katz Act [*California Education Code*, §35295-35297] requires that schools plan for earthquakes and other emergencies. It also requires that training in earthquake preparedness procedures should be for both certificated and classified staff.

The Petris Bill [*California Government Code*, §8607] requires that school districts utilize the SEMS when responding to emergencies. The principles of SEMS must be incorporated into district plans, the Incident Command System must be used at school sites to respond to emergencies, all school personnel must be trained in how the system works, and schools must have drills and exercises in order to practice using the systems.

California Government Code, §3100 declares that all public employees are disaster workers subject to such response activities as may be assigned to them by their superiors. Due to these legal responsibilities, all district personnel may be called upon in the event of an emergency, even if the employee is at home or elsewhere. Staff members should be prepared to remain on site for as long as 72 hours or longer following an emergency.

Plan Organization

This plan identifies the school's emergency response teams and defines the roles and responsibilities of team members. The plan also provides emergency response procedures for seventeen types of emergencies that may be encountered in a school setting. These are: aircraft crash, aircraft landing, animal disturbance, armed assault on campus, biological or chemical release, bomb threat/threat of violence, bus disaster, disorderly conduct, earthquake, explosion/risk of explosion, fire in surrounding area, fire on school grounds, flooding, loss or failure of utilities, motor vehicle crash, psychological trauma, suspected contamination of food or water, and unlawful demonstration/walkout.

Standardized Emergency Response Management System Overview The

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

Management

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

Planning & Intelligence

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

Operations

All response actions are implemented by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students. The Operations Chief supervises five teams: Medical, Morgue, Security, Student Care, Student Release, and Search & Rescue.

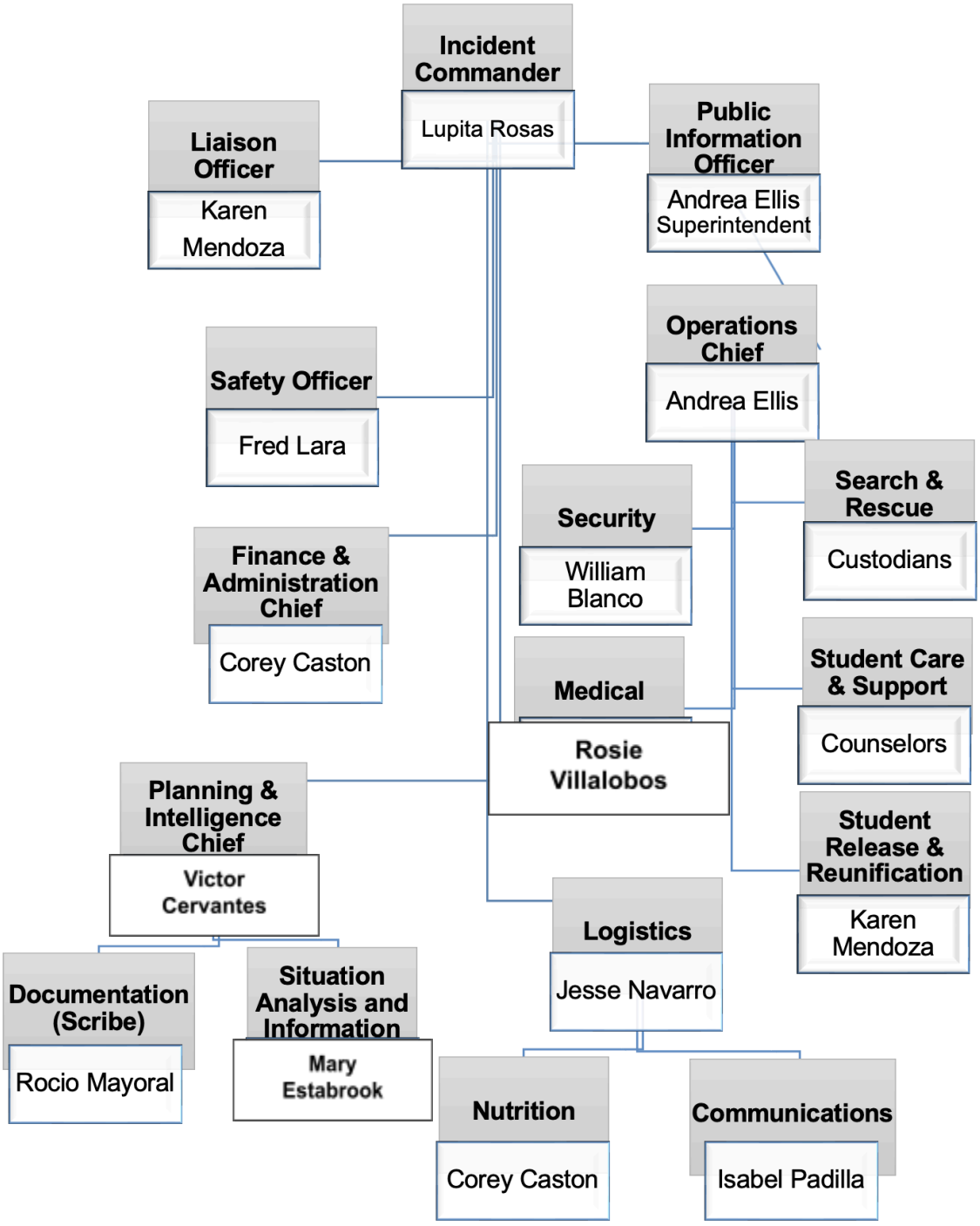
Logistics

Logistics support the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders. These activities are performed by the Utilities & Supplies, Nutrition, and the Communications team, which all report directly to the Logistics Chief.

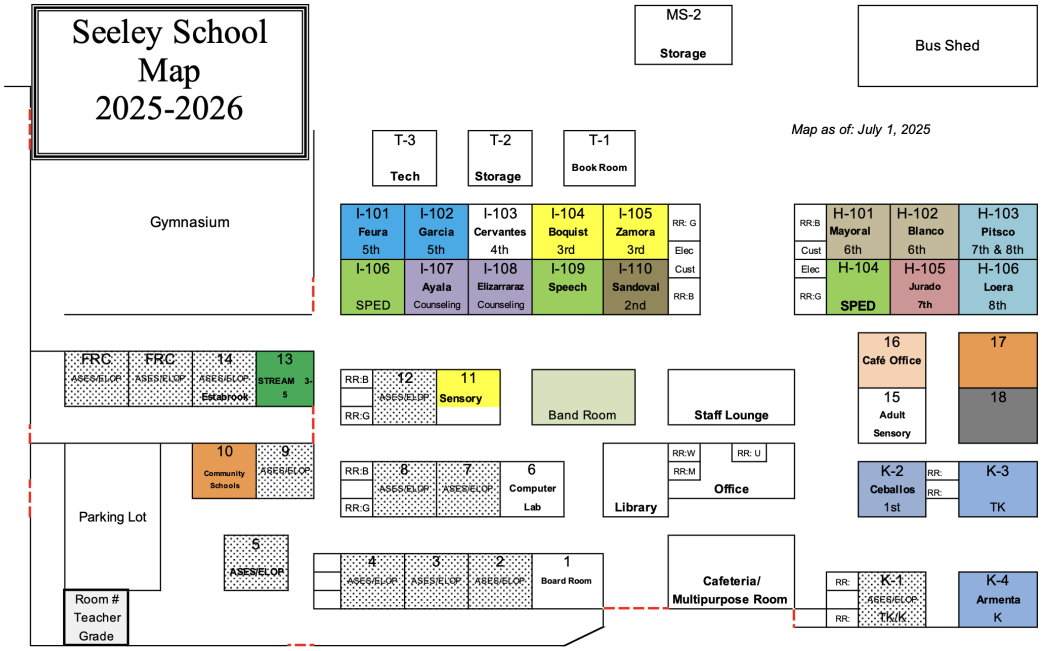
Finance & Administration

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

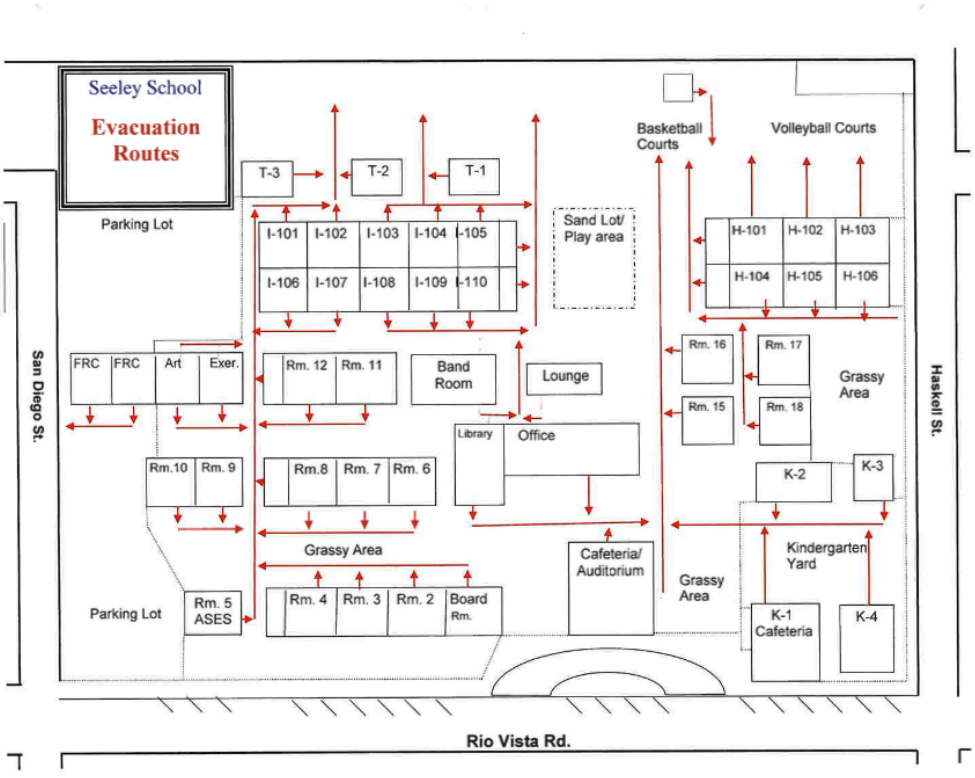
Crisis Response Organizational Chart



School Map



Evacuation Map



Incident Commander

INCIDENT COMMANDER: Lupita Hernandez, Vice Principal
BACK-UP:

AFTER SCHOOL (ASES) LEAD: Kim Rios
ASSEMBLY LOCATION: North Field

SUPPLIES

- copy of emergency preparedness plan
- campus map
- master keys
- staff & student rosters
- handheld radio
- bullhorn
- battery-operated AM/FM portable radio
- clipboard, pens, paper
- position identifier

START-UP ACTIONS

Determine if a crisis or emergency exists.

Identify the type of incident that is occurring.

Determine whether an evacuation or lockdown procedure needs to be implemented.

If there is imminent danger, call 911.

Contact the district office to describe the situation.

Establish contact with the district-level incident commander and determine

if the district “Crisis Response Team” is needed.

Set up the command post and obtain your supplies.

Implement the emergency plans and activate functions.

ONGOING OPERATIONAL DUTIES

1) Continue to monitor and assess the total school situation.

Check with team chiefs for periodic updates, search and rescue progress, and any damage assessment information.

Reassign personnel and modify actions as needed.

Authorize the release of students when and if appropriate.

Authorize the release of information via the public information officer.

Plan and take regular breaks for yourself, your staff, and any volunteers.

As needed, report to the district on the status of students, staff, and the

campus. Remain on duty until released by the superintendent.

CLOSING DOWN DUTIES

1) Authorize the deactivation of teams when they are no longer needed.

Ensure the return of all equipment and reusable supplies.

Ensure that any and all relevant documentation is complete.

Public Information & Liaison Officer

PUBLIC INFORMATION & LIAISON OFFICER: Andrea Ellis, Superintendent
BACK-UP:
AFTER SCHOOL (ASES) LEAD: Kim Rios

ASSEMBLY LOCATION: North Field

SUPPLIES
- position instructions
- campus map
- clipboard, pens, paper
- position identifier

START-UP ACTIONS

1) Obtain your supplies and report to the student release center.

Advise parents, community members, and any media that the site is handling the emergency and that the incident commander will release information through you shortly.

Determine a possible “news center” site as a media reception area (located away from the command post and students) and get approval from the incident commander.

Obtain a statement from the incident commander.

When authorized by the incident commander, release the statement.

If there are questions, be complete and truthful. Always consider the confidentiality and emotional impact.

Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid the use of the phrase, “no comment.”

ONGOING OPERATIONAL DUTIES

1) Continue to monitor and assess the total school situation by getting updates from the command post.

The incident commander must approve any additional statements about the emergency, but you may make calming, reassuring comments to the public.

Brief any public agency representatives on the current situation, the school’s priorities, and its emergency action plan. Keep the incident commander informed of any actions that these public agencies may conduct.

Provide periodic update briefings to agency representatives as necessary.

Remind staff and volunteers to refer all questions from the public to you.

Keep a log of any media contacts you make and the information you shared.

Monitor new broadcasts about the crisis and correct any misinformation that you hear. Remain on duty until released by the incident commander.

CLOSING DOWN DUTIES

1) Return any relevant documentation, your equipment, and any reusable supplies.

Safety Officer

SAFETY OFFICER: Fred Lara
BACK-UP:
AFTER SCHOOL (ASES) LEAD: Kim Rios

ASSEMBLY LOCATION: North Field

START-UP ACTIONS

1) Obtain your supplies and report to the command post.

Ensure that all emergency responders are issued the appropriate safety equipment.

ONGOING OPERATIONAL DUTIES

1) Monitor the safety situation during the emergency, being sure to stop or modify any unsafe activities.

Anticipate situation changes, such as severe aftershocks, so that you can plan for possible problems before they occur.

Keep the incident commander advised of any problems areas that require a solution. Remain on duty until released by the incident commander.

CLOSING DOWN DUTIES

1) Return your equipment and any reusable supplies.

Operations Chief

OPERATIONS CHIEF: Andrea Ellis
BACK-UP:
AFTER SCHOOL (ASES) LEAD:

ASSEMBLY LOCATION: North Field

SUPPLIES

- copy of emergency preparedness plan
- campus map
- clipboard, pens, paper
- position identifier
- handheld radio

START-UP ACTIONS

1) Obtain your supplies and report to the command post.

Report to the incident commander and wait for authorization to begin emergency procedures.

Check that there is a team leader for each of your six teams and assign alternates if necessary.

ONGOING OPERATIONAL DUTIES

1) Instruct team leaders to begin their operational duties.

Coordinate and assist with the operation of the six teams.

Be sure that Search & Rescue begins its search procedures.

Ensure that the Security team secures the school perimeter.

Check that the Medical and Morgue teams are operational.

Be sure that Student Care is attending to student needs, such as restroom use.

Check that the Student Release center is being set up.

Move from team to team to get an update on each team's situation. Keep the incident commander advised of any problems areas that require a solution.

Notify the coroner of any deaths. If the coroner cannot be reached or if the coroner is unable to pick up the body soon, instruct the medical team leader to have the morgue team relocate the body to the morgue. If authorized by the incident commander, coordinate the evacuation of the campus. Schedule breaks for yourself and your operations staff as needed.

Remain on duty until released by the incident commander.

CLOSING DOWN DUTIES

1) Return your equipment and any reusable supplies.

Security Team

SECURITY TEAM LEADER: William Blanco
TEAM MEMBERS:
AFTER SCHOOL (ASES) TEAM:

ASSEMBLY LOCATIONS: Student Command Center, North Field

SUPPLIES
- position instructions
- campus map
- position identifier
- handheld radio
- gate keys

START-UP ACTIONS

1) Obtain your supplies and report to your assembly location.

2) When you are in position, report this to the operations chief using your handheld radio.

3) Lock all external gates; unlocking gates when appropriate.

ONGOING OPERATIONAL DUTIES

1) Keep outsiders off the school grounds, except for outside emergency response agencies. Route outside emergency responders to the area(s) of need.

2) Direct individuals to the student release center if they wish to pick up a student and/or if they wish to speak to the public information officer.

3) Keep students and unauthorized staff out of buildings.

4) Keep the situation calm and orderly at the student release center as parents and guardians come to pick up their children.

5) If authorized by the operations chief, assist with the evacuation of the campus.

6) Remain on duty until released by the operations chief.

CLOSING DOWN DUTIES

1) Return your equipment and any reusable supplies.

Search & Rescue Team

SUPPLIES
- position instructions
- hard hat
- work gloves
- master keys
- campus map
- position identifier
- handheld radios (2)
- fire extinguisher
- blanket
- bolt cutters
- shovel
- rope
- goggles
- flashlight
- dust mask
- pry bar
- grease pencil
- duct tape
- caution tape
- first aid backpack

SEARCH & RESCUE TEAM LEADER: Custodians
TEAM MEMBERS:
AFTER SCHOOL (ASES) TEAM:

ASSEMBLY LOCATION: Basketball Courts

START-UP ACTIONS

1) Report to your assembly location and obtain your supplies.

The team leader assigns search teams of two or three.

The team leader gets an update from the incident commander and then informs the team of damage, dangers, and area(s) to search.

ONGOING OPERATIONAL DUTIES

1) Search assigned area, reporting gas leaks, fires, or structural damage to the operations chief via radio. Extinguish fires as appropriate and/or if possible. Before entering any buildings, inspect the exterior to ensure that it's safe to enter. Mark off severely damaged buildings with caution tape and do not enter until authorized by the operations chief to do so.

2) When searching rooms in a building, be sure to check under desks and tables. Listen carefully for muffled sounds. When a room has been cleared, mark an "x" on the door with a grease pencil. Report by radio to the operations chief that the room is "clear."

3) Report the condition and location of any injured individuals to the medical team leader. Do not transmit the names of the injured when describing an injury. The medical team leader will decide whether to bring the injured person to the medical area or to await assistance from a medical team. Administer first aid if necessary.

4) Mark the location of any deceased individual on your campus map.

5) Inform the team leader after searching your area and await further instructions

6) Remain on duty until released by the operations chief.

CLOSING DOWN DUTIES

1) Return your equipment to the toolkit bunker.

Medical Team

MEDICAL TEAM LEADER: Rosie Villalobos
TEAM MEMBERS:
AFTER SCHOOL (ASES) TEAM:

ASSEMBLY LOCATION: Medical Area

SUPPLIES
- position instructions
- first aid supplies
- medical gloves
- stretchers
- campus map
- position identifier
- handheld radio *leader*
- wheelchair
- blankets
- emergency release cards
- first aid backpack
- tarps

START-UP ACTIONS

1) Report to your assembly location and obtain your supplies.

2) Set up treatment area and triage area.

3) The leader assigns treatment, triage, and documentation groups

4) The team leader gets an update from the incident commander and then informs the team of expected injuries.

ONGOING OPERATIONAL DUTIES

1) As injured individuals come in, the triage group assesses injuries and tags individuals according to the seriousness of their need - red, yellow, or green. Documentation members record the names of every injured individual and the nature of the injury.

2) Treatment group members care for those who are injured under the supervision of the team leader. Documentation members record the care that was given, and, if applicable, if an individual becomes deceased. The team leader will immediately inform the operations chief of any deaths or any injuries requiring immediate outside care.

3) The team leader monitors transmissions from the search & rescue and student care teams and may instruct treatment group members to respond to injuries outside of the medical area. The first aid backpack should be taken if members are sent out on a call. Do not transmit the names of the injured when speaking over the handheld radio.

4) The documentation group must be sure that a student's emergency release card follows the student if he or she is removed from campus to receive advanced medical care.

5) Keep triage and treatment areas as clean as possible throughout the emergency. Hazardous waste should be separated and carefully removed by the logistics teams when necessary.

6) Remain on duty until released by the operations chief.

CLOSING DOWN DUTIES

1) Return equipment and unused supplies. Medical paperwork goes to the planning chief.

Recommended First Aid Supplies

4 x 4” compress (1,000 per 500 students)
8 x 10” compress (150 per 500 students)
Kerlix bandaging (1 per student)
Ace wrap, 2” (12 per campus)
Ace wrap, 4” (12 per campus)
Triangular bandage (24 per campus)
Cardboard splints (24 each: small, medium, large)
Steri-strips or butterfly bandages (50 per campus)
Aqua-Blox water (number of students and staff x .016 = needed number of cases)
Neosporin (144 squeeze packs per campus)
Hydrogen peroxide (10 pints per campus)
Bleach (1 small bottle per campus)
Plastic basket or wire basket stretchers or backboards (1.5 per 100 students) Paramedic scissors (4 per campus)
Tweezers (3 per campus)
Triage Tags (50 per 500 students)
Latex gloves (100 per 500 students)
Oval eye patch (50 per campus)
Tape, 1” cloth (50 rolls per campus)
Tape, 2” cloth (24 rolls per campus)
Dust masks (25 per 100 students)
Disposable blanket (10 per 100 students)
First Aid books (2 standards and 2 advanced per campus)
Space blankets (1 per student/staff member)

Student Care Team

STUDENT CARE TEAM LEADER: Counselors
TEAM MEMBERS: Available Staff/Responsible Students
AFTER SCHOOL (ASES) TEAM:

ASSEMBLY LOCATION: Student Care Area/Field

SUPPLIES
- position instructions
- position identifier
- handheld radio *leader*
- pens/pencils & paper
- games & playing cards
- crayons
- construction paper

START-UP ACTIONS

1) Obtain your supplies and escort classes to the student care area.

2) Assist in the taking of attendance to ensure that all students are present. Report any missing students to the team leader, who will then inform the operations chief.

3) Assist in the dismissal of staff to their duty stations by taking over the supervision of classes whose teachers need to go to another location.

ONGOING OPERATIONAL DUTIES

1) The team leader will make arrangements with logistics to provide food, water, shelter, and toilet facilities if necessary. Team members may be called upon to assist.

2) Monitor the safety and well-being of students in the student care area, including the administration of minor first aid if needed. Students with serious injuries need to be referred to the team leader, who will notify the medical team leader via radio.

3) Support the student release process by sending students to the release center when the proper paperwork is presented by a runner.

4) Plan and conduct activities for the students to ease their concerns and pass the time.

5) Remain on duty until released by the operations chief.

CLOSING DOWN DUTIES

1) Return equipment and unused supplies.

Student Release Team

STUDENT RELEASE TEAM LEADER: Karen Mendoza
REQUEST TEAM:

RELEASE TEAM:
AFTER SCHOOL (ASES) TEAM:

ASSEMBLY LOCATION: Student Release Center

SUPPLIES
- position instructions
- position identifier
- handheld radio *leader*
- pens/pencils & paper
- bullhorn
- tables & chairs
- student release forms
- emergency release cards
- signs

START-UP ACTIONS

1) Report to your assembly area and obtain your supplies.

2) Set up the requested gate and the release gate in two areas.

3) Set up Signage that directs pedestrian traffic to request gate and release gate.

ONGOING OPERATIONAL DUTIES

1) Verify the identification of adults who present a completed student release form and verify that the adult is on the student's emergency release card. If everything is correct, give the form to a runner and instruct the adult to proceed to the release gate.

2) Runner shows the student release form to the student care leader. Leader marks the "sent with runner" box on the form and dismisses the student to go to the release gate.

3) If the student is not with the student care team, the runner proceeds to the medical team. If the student is able to be moved, the medial team leader marks the "sent with runner" box on the form and dismisses the student to go to the release gate. If the student cannot be moved (or has been sent to a medical treatment facility), the runner informs the release gate personnel, who informs the requesting adult.

4) If the student is not with the medical team, the runner proceeds to the command post. If the student is absent, missing, or deceased, the runner informs the release gate personnel, who informs the requesting adult. In the event a student is missing or deceased, separate the parent to a designated area and the PIO or designee will inform them of the status of their child and will be referred to a crisis counselor if one is available.

5) Runner walks with the student(s) to the release gate and presents student release form(s) to personnel at the release gate.

6) Before students are released, the release gate personnel verify the identification of the requesting adults, match students to their requesting adults, and ask requesting adults to sign their student release form.

7) Remain on duty until released by the operations chief.

CLOSING DOWN DUTIES

1) Return equipment and unused supplies. All paperwork goes to the planning chief.

Planning & Intelligence Team

PLANNING & INTELLIGENCE TEAM LEADER: Victor Cervantes
DOCUMENTATION MEMBER:
SITUATION ANALYSIS MEMBER:
BACK-UP MEMBER:
AFTER SCHOOL (ASES):

ASSEMBLY LOCATION: Command Post

SUPPLIES
- position instructions
- position identifier
- pens/pencils & paper
- site map
- local area map

START-UP ACTIONS

1) Obtain your supplies and report to your assembly area.
2) The leader checks in with the incident commander and receives a briefing on what has occurred so far during the emergency.

ONGOING OPERATIONAL DUTIES

1) Documentation member maintains a time log of the entire incident, noting actions taken by the command team and the basic content of all verbal and radio communications with the command post.
2) Documentation members receive records, and files forms turned in by other teams as they arrive.
3) Situation analysis member marks the site map and the local area map as reports are received concerning student and staff injuries, structural damage, dangers, road closures, utility outages, the location of emergency agencies, etc.… and reports this information to the incident commander when called upon.
4) Remain on duty until released by the operations chief.

CLOSING DOWN DUTIES

1) Return equipment and unused supplies.
2) Store documents in a safe and secure location.

Logistics Team

LOGISTICS CHIEF: Jesse Navarro
TEAM MEMBER: Antonio Ramos
AFTER SCHOOL (ASES):

ASSEMBLY LOCATION: Command Post

SUPPLIES

- position instructions
- position identifier
- master keys *leader*
- site map
- handheld radio *leader*
- utility shut-off tool(s)
- shovel(s)
- sanitation supplies
- heavy duty trash bags
- hand sanitizer
- toilet buckets (12)

START-UP ACTIONS

1) Logistics Chief shuts down the gas supply if the gas meter is leaking.

2) Logistics Chief shuts down electricity anyplace with structural damage.

3) Logistics Chief opens storage rooms and/or containers containing emergency supplies.

4) Obtain your supplies and report to your assembly area.

5) Chief briefs the incident commander on the status of the site's utilities and any other items related to logistics. Wait for authorization to begin emergency procedures.

6) Chief checks that there is a team leader for each of the two logistic teams and assigns alternates if necessary.

ONGOING OPERATIONAL DUTIES

1) Post yellow caution tape around damaged or hazardous areas.

2) Distribute supplies and equipment to the various teams as needed, being sure to maintain the security of these items throughout the emergency. Class containers in the storage bunker need to be distributed to their designated classes.

3) Set up sanitation and feeding areas in locations designated by the incident commander and keep these areas clear of debris and trash.

4) Set up and maintain temporary shelters if so directed by the incident commander. 5) Remain on duty until released by the incident commander.

CLOSING DOWN DUTIES

1) Return equipment and unused supplies.

2) Lock storage rooms and/or storage containers after all reusable equipment has been returned. List items that are missing and submit them to the planning chief.

3) Chief restores gas and electric supply if so directed by the incident commander.

Nutrition Team

SUPPLIES
- position instructions
- position identifier
- non-perishable food
- bottled water
- food handling gloves
- food prep utensils

NUTRITION LEADER: Corey Caston
TEAM MEMBERS:

AFTER SCHOOL (ASES):

ASSEMBLY LOCATION: Command Post

START-UP ACTIONS

1) Report to your assembly location.

2) Await notification by the logistics chief to determine if it will be necessary to set up a feeding area.

3) Set up of the feeding area in the location designated by the incident commander.

4) Obtain your food, water, and supplies and take these items to feeding area.

ONGOING OPERATIONAL DUTIES

1) Distribute food and water when directed to do so by the logistics chief.

Conserve food and water whenever possible, being sure to periodically update the logistics chief on the amount of food and water available.

Assist in keeping the feeding area clear of debris and trash.

Remain on duty until released by the incident commander.

CLOSING DOWN DUTIES

1) Return equipment and unused supplies.

Communications Team

SUPPLIES
- position instructions
- position identifier
- handheld radio *leader*
- AM/FM radio
- spare radio batteries
- cellular telephone
- paper and pens
- site map
- local area map

COMMUNICATIONS LEADER: Isabel Padilla
RUNNERS: Six pre-assigned and trained students
AFTER SCHOOL (ASES) TEAM:

ASSEMBLY LOCATION: Command Post

START-UP ACTIONS

1) Obtain your supplies and report to your assembly location.

2) Set up a communications station near the command post.

3) Leader confers with the logistics chief to determine if the team should activate the communications station.

4) Assign three runners to the student release request gate, one runner to the medical team, one runner to the student care team, and keep one runner at the command post.

5) Consult with the incident commander and then use the district channel on the handheld radio to communicate the status of the emergency at the site to the district office Emergency Operations Center. If unable to make contact, retry at regular intervals. Do not contact any outside agencies unless directed to do so by the incident commander.

ONGOING OPERATIONAL DUTIES

1) Receive, pass on, and log all communications from the district Emergency Operations Center and any outside agencies involved in the site's emergency.

2) Use command post runner to deliver messages from the incident commander to other teams. Runners assigned to other teams are to deliver messages from these teams to the incident commander.

3) Direct communications from the media and the public to the public information officer.

4) Monitor AM/FM radio transmissions on KFWB 980 and/or KNX 1070 for emergency news and pass on any significant information to the incident commander.

5) Remain on duty until released by the incident commander.

CLOSING DOWN DUTIES

1) Turn in all logs to the planning chief.

2) Return equipment and unused supplies.

Finance & Administration Team

FINANCE & ADMINISTRATION LEADER: Corey Caston
STAFFING COORDINATOR: Stephanie Lockas

PURCHASING COORDINATOR:
BACK-UP MEMBER:
AFTER SCHOOL (ASES):

ASSEMBLY LOCATION: Command Post

SUPPLIES
- position instructions
- position identifier
- paper and pens
- purchase orders
- timesheets
- file box
- ID badge stickers

START-UP ACTIONS

1) Obtain your supplies and report to your assembly location.

2) Set up a work area within the command post.

3) Prepare logs to list staff, volunteers, and students participating in the emergency.

ONGOING OPERATIONAL DUTIES

1) Sign in volunteers sent by the district office, give each volunteer an ID badge sticker, and refer volunteers to the operations chief of assignment. Unregistered volunteers must first register with the district Emergency Operations Center.

2) Periodically check in with the planning chief to obtain any documents relating to timekeeping and purchasing.

3) Maintain a record of all hours worked by district employees during the site's emergency.

4) Make any purchases authorized by the incident commander.

5) Have all staff, volunteers, and assisting students sign out when the incident commander releases them from their duties.

6) Remain on duty until released by the incident commander.

CLOSING DOWN DUTIES

1) Turn in all logs and documentation to the planning chief.

2) Return equipment and unused supplies.

Emergency Response Immediate Steps

STEP ONE: IDENTIFY THE TYPE OF EMERGENCY

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for 18 different types of emergencies are listed on page .

STEP TWO: IDENTIFY THE LEVEL OF EMERGENCY

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, there is a three-tiered rating below:

Level 1 Emergency: A minor emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving a potentially hazardous material, e.g., "unknown white powder."

Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

STEP THREE: DETERMINE THE IMMEDIATE RESPONSE ACTION

Once the type and extent of an emergency have been identified, school personnel can determine if an *immediate response action* is required. The most common immediate response actions initiated during school emergencies are:

Duck & Cover: Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.

Shelter in Place: Students and staff are kept indoors in order to isolate them from the outdoor environment. The heating and air conditioning system is also shut down.

Lock Down: Students and staff are kept in a designated locked area until a danger has passed, such as an intruder being on campus.

Evacuate Building: Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.

Evacuate Campus: Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.

All Clear: Notification is given that normal school operations should resume.

STEP FOUR: COMMUNICATE THE APPROPRIATE RESPONSE ACTION

Once the type of *immediate response action* is determined, the incident commander must inform the site's staff which response action to take. The most appropriate method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

Duck & Cover: Immediately use the site's school-wide communication system to instruct students and staff to protect themselves by moving into a "duck & cover" position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the

announcement can be made. However, do not assume that all members of the site are already in a "duck & cover" position. Make the announcement even if the immediate crisis has passed.

Secure: Immediately use the site's school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.

Lock Down: Immediately use the site's school-wide communication system to instruct staff to lock all exterior doors, to close any open windows, and to keep students as far away as possible from any windows until further notice

Evacuate Building: Immediately use the site's PA system to notify students and staff that they are to proceed to the site's outside assembly area.

Evacuate Campus: Immediately use the site's PA system to notify students and staff that they are to proceed to the site's outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated.

All Clear: Use the site's school-wide communication system to notify staff and students that normal school operations should resume.

STEP FIVE: CONTACT THE DISTRICT (RADIO CHANNEL "DISTRICT EMERGENCY")

Over the radio, contact the District and communicate your school site name, type of emergency and status of the school site (safe or in need of assistance).

- Radios are in various locations in the District Office and the Warehouse. The District or Warehouse will respond based on the request.
- If the school site is safe either secretary at the Warehouse will record the site name and respond to the site that they are cleared to return to normal activities.
- If the school is in need of assistance, District Administration (Superintendent, Deputy Superintendent, Associate Superintendent or Director of District Safety should be contacted and will give the school site further directions.

Types of Emergencies & Specific Procedures

AIRCRAFT CRASH

The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus depending on the nature of the accident, the location of damage, and the existence of any chemical and/or fuel spills.

ANIMAL DISTURBANCE

This procedure should be implemented when the presence of a coyote, dog, or any other wild animal threatens the safety of students and staff. The administrator or designee will initiate appropriate actions, which may include Lock Down or Evacuate Building.

ARMED ASSAULT ON CAMPUS

This involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful item. The administrator or designee will decide the appropriate response, which may include Hold, Secure, Lock Down, Evacuate or Shelter.

BIOLOGICAL OR CHEMICAL RELEASE

This is an incident involving the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant. The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds. The administrator or designee will initiate appropriate actions, which may include Shelter or Evacuate.

BOMB THREAT / THREAT OF VIOLENCE

This occurs upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may or may not present a risk of an explosion. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call the El Centro Police Department (760) 352-2111, or call 911.

The person answering the threat call should ask the questions listed on the “Bomb Threat Checklist” (see attached). During a bomb threat, cellular phones and/or handheld radios should not be used because theirs transmission could set off a radio-controlled bomb. The fire alarm and school bells should also be silenced so that they do not set off a radio-controlled bomb. Do not turn on or off the electricity to a building because this could set off a photoelectric bomb. The administrator or designee will initiate appropriate actions, which may include Hold, Secure, Lock Down, Evacuate, or Shelter Campus.

BUS DISASTER

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school. The administrator and/or bus driver will initiate appropriate actions, which may include Hold, Secure, Lock Down, Evacuate, or Shelter e Bus.

DISORDERLY CONDUCT

This involves a student or staff member exhibiting threatening or irrational behavior who does not have a weapon. The administrator or designee will initiate appropriate actions, which may include Hold, Secure, Lock Down, Evacuate, or Shelter Campus.

EARTHQUAKE

Earthquakes occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation. The administrator or designee will initiate appropriate actions, which may include Hold, Secure, Lock Down, Evacuate, or Shelter Campus.

EXPLOSION OR RISK OF EXPLOSION

This involves an explosion on school property, the risk of an explosion on school property, an explosion or risk of explosion near the school, or a nuclear explosion involving radioactive materials. The administrator or designee will initiate appropriate actions, which may include Hold, Secure, Lock Down, Evacuate, or Shelter Campus.

FIRE IN SURROUNDING AREA

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school. After calling the local fire department in an effort to determine the seriousness of the fire, the administrator or designee will initiate appropriate actions, which may include Hold, Secure, Lock Down, Evacuate, or Shelter Campus.

FIRE ON SCHOOL GROUNDS

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the administrator or designee. The administrator or designee will immediately initiate the Evacuate Building action. If the size of the fire is beyond the control of staff on site, call 911 for immediate assistance from the fire department.

FLOODING

This applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam. The administrator or designee will initiate appropriate actions, which may include SHold, Secure, Lock Down, Evacuate, or Shelter Campus.

LOSS OR FAILURE OF UTILITIES

This addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines. The administrator or designee will initiate appropriate actions, which may include Hold, Secure, Lock Down, Evacuate, or Shelter Building.

MOTOR VEHICLE CRASH

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. Given the nature of the crash, there may also be a danger from a fuel spill, which should be considered when deciding which

action(s) to take. The administrator or designee will initiate appropriate actions, which may includeHold, Secure, Lock Down, Evacuate, or Shelter Campus.

PSYCHOLOGICAL TRAUMA

When the administrator or designee feels that there has been an event that causes a psychological impact on students and/or staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions, he or she should contact the director of student services at the district office to request the services of the psychological crisis response team. Emergencies like those described above usually produce one or more of the following conditions: temporary disruption of regular school functions and routines, significant interference with the ability of students and staff to focus on learning, physical and/or psychological injury to students and staff, and concentrated attention from the community and news media. As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

SUSPECTED CONTAMINATION OF FOOD OR WATER

This involves the suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses. The administrator or designee will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area. Second, the administrator or designee will notify the district safety coordinator of the problem and await further instructions. Meanwhile, a list will be made of all potentially affected students and staff, which will be provided to responding authorities. Law enforcement should be contacted if there is evidence of individuals purposely contaminating the food or water source.

UNLAWFUL DEMONSTRATION OR WALKOUT

An unlawful demonstration or walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the administrator or designee. The administrator or designee will initiate the Shelter-in-Place action. Students who ignore this action and leave campus shall be asked to sign his or her name and record address, telephone number and time entered or departed. The main gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus. If students leave the campus, the administrator or designee will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite. The administrator or designee should proceed in good judgment on the basis of police or other legal advice, in taking action to control and resolve the situation.

El Centro Police Department Telephone Bomb Threat Checklist

Instructions: Remain calm and be courteous with the caller. Do not interrupt the caller. Pretend you can't hear the caller and try to keep the caller talking. Fill out the form below with as much information as possible.

1. Where is the bomb going to explode? 5. What will cause the bomb to explode?
2. When is the bomb going to explode? 6. Did you place the bomb? If so, why?
3. What does the bomb look like? 7. What is your address?
4. What kind of bomb is it? 8. What is your name?

Exact wording of the threat:

Time of Call:	**Date: Caller's Phone Number:**
Accent: □ Local □ Middle East □ Hispanic □ African □ Slavic □ Southern □ Northern □ Midwestern □ Other:	**Manner:** ☐ Angry ☐ Calm ☐ Irrational ☐ Rational ☐ Incoherent ☐ Coherent ☐ Emotional ☐ Deliberate ☐ Laughing ☐ Righteous ☐ Other: **Background:** ☐ Trains □ Machines ☐ Animals ☐ Music ☐ Voices ☐ Office ☐ Airplanes ☐ None ☐ Other: □ Traffic

Voice: □ Loud □ High Pitch □ Raspy □ Intoxicated □ Soft □ Deep □ Pleasant □ Other:	**Language:** ☐ Excellent **Speech:** ☐ Slow □ Fair ☐ Good □ Fast ☐ Stutter □ Poor ☐ Other: □ Distinct ☐ Nasal □ Foul □ Other: □ Distorted ☐ Other: □ Slurred
Gender: ☐ Male □ Female	□ Adult ☐ Juvenile **Age:** ( ) **Call Origin:** ☐ Local ☐ Non-Local
Your Name:	**Your Phone Number:**
Your Position:	**Date of Report:**

Safety Plan Review, Evaluation and Amendment Procedures The school comprehensive safety plan will be reviewed, evaluated and amended (if necessary) by January of each school year. If you would like to be involved in the process contact the Principal to find out the dates for School Site Council Meetings.

Pursuant to Education Code Section 35294.6[a], this plan will be taken to the El Centro Elementary School Board of Trustees for approval prior to March. Board agendas can be found on our website www.ecesd.org – Board. An opportunity for public comment will be provided during this meeting, prior to the plan's adoption.

A current file containing all safety related plans and materials are available for public inspection in the School Office. Documents can also be found on our website under Departments – Assistant Superintendent.

Safety Plan Appendices

Appendix A: Board Policies

Board Policy- Emergencies and Disaster Preparedness Plan (BP 3516)

Original Adopted Date: 06/19/2018 | Last Revised Date: 12/03/2025 | Last Reviewed Date: 12/03/2025

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, the Superintendent shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

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

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

Administrative Regulation- Earthquake Emergency Procedure System (AR 3516.3)

Original Adopted Date: 05/12/2015 | Last Reviewed Date: 05/12/2015

Earthquake Preparedness

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

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

The Superintendent or designee may work with the California Emergency Management Agency and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Education Code 32282)

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

Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff

2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows

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

3. Protective measures to be taken before, during, and following an earthquake

4. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

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

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside

school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

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

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

Earthquake While Indoors at School

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

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.

2. In laboratories, burners should be extinguished, if possible, before taking cover.

3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.

4. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.

5. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

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

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.

2. Staff shall have students perform the drop procedure.

3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Earthquake While on the Bus

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

Subsequent Emergency Procedures

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

1. Staff shall extinguish small fires if safe.

2. Staff shall provide first aid to any injured students, take roll, and report missing students to the principal or designee.

3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.

4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.

5. The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.

6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.

7. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.

8. The Superintendent or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.

Board Policy -Suspension And Expulsion/Due Process (BP

5144.1) Original Adopted Date: 02/14/2017 | Last Reviewed Date: 02/16/2024

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 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 based solely on a student's truancy, tardiness, or absenteeism from assigned school activities. (Education Code 48900)

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, 287, 288, or 289, or former 288a, 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. (Education Code 48918(j))

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 or unenrolled except under limited circumstances in accordance with Education Code 8489.1 and as specified in Administrative Regulation 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 the students 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, long-term 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.

Administrative Regulation- Suspension And Expulsion/Due Process (AR 5144.1)

Original Adopted Date: 02/14/2017 | Last Reviewed Date: 12/16/2024 see more

Definitions

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

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

2. Referral to a certificated employee designated by the principal to advise students.

3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

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

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

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

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

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

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

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

Grounds for Suspension and Expulsion

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

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

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

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

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

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))

7. Stole or attempted to steal school property or private property (Education Code 48900(g))

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties (Education Code 48900(k))

12. Knowingly received stolen school property or private property (Education Code

48900(l)) 13. Possessed an imitation firearm (Education Code 48900(m))

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

14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

17. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

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

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

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made

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

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

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

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

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

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

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

20. Committed sexual harassment as defined in Education Code 212.5 (Education Code48900.2)

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

21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in

Education Code 233 (Education Code 48900.3)

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

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

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

Removal from Class by a Teacher and Parental Attendance

A teacher may remove any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above. (Education Code 48910)

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

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

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

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

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

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

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

This notice shall also:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date

2. Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1

Suspension by Superintendent, Principal, or Designee

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

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

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

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

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

2. Brandishing a knife as defined in Education Code 48915(g)

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

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

5. Possessing an explosive as defined in 18 USC 921

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

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

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

Suspensions shall be initiated according to the following procedures:

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

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

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

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

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

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

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

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

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

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

Suspension by the Board

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

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

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

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

Supervised Suspension Classroom

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

1. The supervised suspension classroom shall be staffed in accordance with law.

2. The student shall have access to appropriate counseling services.

3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.

4. The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

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

Right to Appeal (Suspension)

Parents/guardians are to be advised by the principal or designee of the appeal procedure when there is disagreement with the circumstances which brought about the suspension or with the act of suspension itself.

The sequence of appeal is as follows:

1. The Principal - Level 1

2. The Associate Superintendent or designee - Level II

3. The Superintendent - Level III

Each appeal conference shall be arranged within five school days following the request. However, during the period of appeal, the suspension remains in effect for the length of time designated.

The results of the appeal may include, but are not limited to:

1. Sustaining of the suspension in all respects

2. Modification of any penalties imposed, and or

3. Expungement of the suspension from the student's record.

At each level of appeal, a decision shall be made within five school days of the meeting, and the parent should be notified in writing.

Authority to Expel

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

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

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

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

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

Mandatory Recommendation for Expulsion

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

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

2. Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student

3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician

4. Robbery or extortion

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

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

Mandatory Recommendation and Mandatory Expulsion

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

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

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

2. Brandishing a knife as defined in Education Code 48915(g) at another person

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

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

5. Possessing an explosive as defined in 18 USC 921

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

Student's Right to Expulsion Hearing

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

Expulsion." (Education Code 48918(a))

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

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

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

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

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

Rights of Complaining Witness

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

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

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

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

Written Notice of the Expulsion Hearing

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

1. The date and place of the hearing.

2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.

3. A copy of district disciplinary rules which relate to the alleged violation.

4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

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

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

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

6. The right to inspect and obtain copies of all documents to be used at the hearing.

7. The opportunity to confront and question all witnesses who testify at the hearing.

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth

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

Conduct of Expulsion Hearing

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

   Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

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

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

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

   If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall

not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

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

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

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

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

   a. Any complaining witness shall be given five days' notice before being called to testify.

   b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.

   c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.

   d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.

   e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

   f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made,

the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

i. The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

ii. At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

iii. The person conducting the hearing may:

a. Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

b. Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

c. Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

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

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of the student's removal from school, unless the student

requests that the decision be postponed. (Education Code 48918(a) and (d))

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

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

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

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

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

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

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

1. Periodic review, as well as assessment at the time of review, for readmission

2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

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

Written Notice to Expel

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

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion" (Education Code 48900.8)

2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)

3. Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)

4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)

5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

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

1. The student's pattern of behavior

2. The seriousness of the misconduct

3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

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

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)

2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)

3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)

4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)

5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Right to Appeal

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

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

Notification to Law Enforcement Authorities

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

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishment of firearms,

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

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

Post-Expulsion Placements

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

1. Appropriately prepared to accommodate students who exhibit discipline problems

2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site

3. Not housed at the school site attended by the student at the time of suspension

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

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-8. (Education Code 48916.1)

Readmission After Expulsion

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)

2. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.

3. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.

4. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.

5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)

6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)

7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

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

Maintenance of Records

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

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

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

Outcome Data

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

1. The number of students recommended for expulsion

2. The specific grounds for each recommended expulsion

3. Whether the student was subsequently expelled

4. Whether the expulsion order was suspended

5. The type of referral made after the expulsion

6. The disposition of the student after the end of the expulsion period

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

Administrative Regulation - Suspension And Expulsion/Due Process (Students With Disabilities) (AR 5144.2)

Original Adopted Date: 04/14/2015 | Last Reviewed Date: 12/16/2024

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

Suspension or expulsion of a student with disabilities shall be in accordance with Board Policy 5144.1 - Suspension And Expulsion/Due Process and this administrative regulation.

When a student with disabilities exhibits behavior which impedes the student's own learning or that of others, the student's individualized education program (IEP) team shall consider positive behavioral interventions and supports, and other strategies, to address the behavior. (Education Code 56521.2; 20 USC 1414)

Suspension

The Superintendent, principal, or designee may suspend a student from school for up to five consecutive school days, unless the suspension has been extended following a recommendation for expulsion. (Education Code 48911) A student may usually be suspended from school for up to 20 cumulative school days, or 30 cumulative school days as permitted by Education Code 48903, in a school year as long as the pattern of suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from the student's current educational placement for disciplinary reasons constitutes a change of placement.

A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. A decision has been made that would result in the removal of the student for more than 10 consecutive

school days

2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:

   a. The series of removals total more than 10 school days in a school year

   b. The student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals

   c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another

If a student's removal is determined to be a change of placement as specified in Items #1-2 above, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in the student's IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to the student or the student's parent/guardian when, as a result of a suspension, the student is excluded from school bus transportation. (Education Code 48915.5)

The principal or designee shall monitor the number of days, including portions of days, in which a student with an IEP has been suspended during the school year.

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930

2. Knowingly possesses or uses illegal drugs

3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V

4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by the student's IEP team. (20 USC

1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from the student's current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow the student to participate in the general education curriculum and to progress toward meeting the goals set out in the IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation, so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a decision has been made to suspend a student with a disability for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504

   If the student is a foster youth, the notice shall be given to the student's educational rights holder, attorney, and county social worker, and, if the student is an Indian child, the student's tribal social worker and, if applicable, county social worker. (Education Code 48853.5; 20 USC 1415(k)(1)(H); 34 CFR 300.530)

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action (20 USC 1415(k)(1)(E); 34 CFR 300.530)

   If the student is a foster youth or Indian child, the foster youth's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, shall be invited to participate in the manifestation determination review. (Education Code 48915.5)

   At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

a. Caused by or had a direct and substantial relationship to the student's disability

b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student

   If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

   The student shall be returned to the placement from which the student was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of the disability, the student may be disciplined in accordance with the procedures for students without disabilities

   However, the student's IEP team shall determine services necessary to enable the student to participate in the general education curriculum in another setting and to allow the student to progress toward meeting the goals set out in the IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

   As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances), 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), the parent/guardian may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is

substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in Administrative Regulation 5144.1 - Suspension And Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that the student's information or records will not be disclosed to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the

district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services

2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed the student to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that the student was not an individual with a disability. (20 USC 1415(k)(5); 34 CFR 300.534)

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Board Policy - Weapons And Dangerous Instruments (BP 5131.7)

Original Adopted Date: 03/01/2008 | Last Revised Date: 02/14/2023 | Last Reviewed Date: 02/14/2023

The Governing Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

Possession of Weapons

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds, when using district provided transportation, at school-related or school-sponsored activities away from school, or while going to or coming

from school.

If a student is in possession of a prohibited weapon, imitation firearm, or dangerous instrument which creates a threat or perceived threat of a homicidal act, any employee or other school official who is alerted to or observes such threat shall immediately report the threat to law enforcement.

Under the power granted to the Board to protect the safety of students, staff, and others on district property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7961)

Unless a student has obtained prior written permission as specified below, a student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

All staff shall be made aware of their responsibilities regarding the reporting of potential homicidal acts to law enforcement, and receive training in the assessment and reporting of such threats.

Advance Permission for Possession of a Weapon for Educational Purposes

The parent/guardian of a student who desires to possess a firearm, imitation firearm, or other prohibited weapon on school grounds for an educational purpose shall submit a written request to the principal, at least five school days in advance of the planned possession which explains the planned use of the weapon and the duration, together with a written explanation from the staff person responsible for the school-sponsored activity or class.