# Comprehensive School Safety Plan

## 2025-26
## School Year

| | |
|---|---|
| **School:** | Anzar High School |
| **CDS Code:** | 35752593530060 |
| **District:** | Aromas-San Juan Unified School District |
| **Address:** | 2000 San Juan Highway<br>San Juan Bautista, CA 95045 |
| **Date of Adoption:** | February 11, 2026 |
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## Table of Contents


California Comprehensive School Safety Plan (CSSP) Overview ..... 5

Safety Plan Vision ..... 6

Components of the Comprehensive School Safety Plan (EC 32281) ..... 8

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166) ..... 11

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100) ..... 14

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines ..... 20

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079) ..... 30

(E) Sexual Harassment Policies (EC 212.6 [b]) ..... 30

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183) ..... 34

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2) ..... 36

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2) ..... 36

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5) ..... 37

(K) Hate Crime Reporting Procedures and Policies ..... 38

Procedures for Preventing Acts of Bullying and Cyber-bullying ..... 39

Opioid Prevention and Life-Saving Response Procedures ..... 39

Response Procedures for Dangerous, Violent, or Unlawful Activities ..... 39

Instructional Continuity Plan ..... 40

Introduction and Purpose of the Instructional Continuity Plan (ICP) ..... 40

Engagement with Pupils and Families ..... 40

Access to Instruction ..... 41

Instructional Continuity ..... 43

Access (Equity, Accessibility, and Inclusion) ..... 44

Professional Learning ..... 44

Well-Being and Support Services ..... 45

Site-Based Collaboration ..... 45

Return to Site-Based Learning ..... 45

Integration with Comprehensive School Safety Plan (CSSP) ..... 45

Review and Updates of this Instructional Continuity Plan (ICP) ..... 46

Procedures for Immigration Enforcement Notification ..... 47
Procedures Regarding Pupil Smartphone Use During Emergencies ..... 49
Safety Plan Review, Evaluation and Amendment Procedures ..... 50
Emergency Contact Numbers ..... 51
Safety Plan Review, Evaluation and Amendment Procedures ..... 52
Anzar High School Incident Command System ..... 53
Incident Command Team Responsibilities ..... 54
Emergency Response Guidelines ..... 55
Step One: Identify the Type of Emergency ..... 55
Step Two: Identify the Level of Emergency ..... 55
Step Three: Determine the Immediate Response Action ..... 55
Step Four: Communicate the Appropriate Response Action ..... 55
Types of Emergencies & Specific Procedures ..... 56
Aircraft Crash ..... 56
Animal Disturbance ..... 56
Armed Assault on Campus ..... 56
Biological or Chemical Release ..... 56
Bomb Threat/ Threat Of violence ..... 57
Bus Disaster ..... 57
Cardiac Arrest ..... 57
Disorderly Conduct ..... 58
Earthquake ..... 58
Explosion or Risk Of Explosion ..... 58
Fire in Surrounding Area ..... 59
Fire on School Grounds ..... 59
Flooding ..... 59
Loss or Failure Of Utilities ..... 60
Motor Vehicle Crash ..... 60
Pandemic ..... 60

Psychological Trauma....60
Suspected Contamination of Food or Water....61
Unlawful Demonstration or Walkout....61
Emergency Evacuation Map....62

## California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

**Purpose**: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

## How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

**Key Elements and Procedures (Required Components)**: Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

## Recommended Components and Best Practices:

- **Staff Training**: Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders**: Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input**: Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles**: Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols**: Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy**: Include this policy in the CSSP.
- **Pandemic and COOP Plans**: Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection**: Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication**: Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership**: Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation**: Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies**: Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments**: Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team**: Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness**: Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools**: Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

## Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption**: Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval**: The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE**: Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to $2,000 against the district or COE.
4. **Public Inspection**: An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at the District Office..

## Safety Plan Vision

This Comprehensive School Safety Plan analyzes current safety conditions and school climate. In doing so, the plan describes programs in place at our schools, and defines the strategies and programs in place for continued improvement in providing a safe, orderly, school environment that is nurturing and conducive to learning. Appendices follow the action plan. These Appendices

include specific, mandated policies and protocols connected to the safety strategies and programs described within the narrative of this document.

## Components of the Comprehensive School Safety Plan (EC 32281)

### Anzar High School Safety Committee

The Aromas–San Juan Unified School District (ASJUSD) Comprehensive School Safety Plan (CSSP) is developed and maintained through a collaborative planning process led by each school's School Site Council (SSC) or an SSC-designated School Safety Planning Committee. This committee is responsible for overseeing the development, review, and annual update of the CSSP to ensure the plan remains current, effective, and aligned with state requirements and local needs. Membership includes, at minimum, the principal (or designee), a certificated teacher, a parent/guardian of a currently enrolled student, and a classified employee, with additional stakeholders included as appropriate to strengthen representation across the school community. As part of the annual update process, the SSC/Planning Committee consults with local law enforcement, fire services, and other first responders, and shares plan updates with these partners to support coordinated emergency response. A current committee roster is maintained within this section of the plan.

| Name | Title | Membership Role |
|---|---|---|
| Michelle Beske | Teacher/Librarian | President |
| Alejandra Muniz | Parent | Vice President |
| Tyler Wilken | Teacher | Secretary |
| Angela Crawley | Principal | Member |
| Christy Sessions | Parent | Member |
| Roslin Garcia | Student | Student member |
| Zoe McDougall | Student | Student Members |
| Tonya Large | Classified Employee | Member |

### Assessment of School Safety

The Current Status of School Crime (EC 32282.1)
CSSP shall include an assessment of the current status of school crime at the school and the school related functions. This may be accomplished by reviewing one or more of the following types of information:

- Office Referrals
- Attendance rates/School Attendance Review Board
- Suspension/Expulsion data
- California Health Kids Survey
- School Improvement Plan
- Local law enforcement juvenile crime data
- Property Damage data

School Description and Profile
Anzar High School is a comprehensive grades 9–12 public high school located approximately two miles north of the City of San Juan Bautista in San Benito County, California. Anzar High School is operated by the Aromas–San Juan Unified School District and functions under the oversight of the San Benito County Office of Education. The school serves approximately 260 students and is staffed by 18 certificated teachers and approximately 25 total staff members. The student population is predominantly Hispanic (approximately 78%) and White (approximately 17%), with English as the primary language spoken by students and families and Spanish as a secondary language. As the district's only high school, Anzar serves students from across the district's geographic area. The school's rural setting, campus layout, and student demographics inform the development and implementation of safety policies, procedures, and supports to ensure a safe, inclusive, and supportive learning environment for all students and staff.

Overall Assessment of School Safety

In alignment with California Education Code Section 32281, an assessment of school safety was conducted to evaluate campus security, access control, and the effectiveness of existing safety procedures at Anzar High School. The purpose of the assessment was to identify potential safety risks and vulnerabilities and to inform the development and continuous improvement of the school's Comprehensive School Safety Plan. The assessment included a review of campus access points, perimeter security, building egress, safety technologies, and operational practices during a regular instructional day while students and staff were present on campus. The assessment was conducted on September 26, 2022, with the participation of the school principal, campus supervision staff, and external safety consultants. The campus is fully enclosed by an outer chain-link perimeter fence that includes lockable vehicle gates and provides access to instructional buildings, athletic facilities, and district transportation operations. The fencing and grounds were observed to be clean, well maintained, and in good condition. While the campus perimeter provides a defined boundary, the assessment identified the absence of an inner perimeter fence or single controlled point of entry as a vulnerability that allows for access to interior campus areas during the school day.

During the assessment, a simulated walk-on vulnerability exercise demonstrated that a non-staff individual could access interior areas of the campus and approach occupied classrooms before being identified by staff. This observation informed recommendations focused on improving access control, visitor management, and campus supervision. Despite these identified vulnerabilities, staff demonstrated situational awareness and appropriate intervention by promptly engaging unfamiliar individuals and directing them to the main office. Overall, Anzar High School demonstrates foundational safety practices and a commitment to continuous improvement through staff vigilance, established procedures, and collaboration with district leadership and external partners.

School Climate

School climate refers to the overall quality and character of school life, including relationships, norms, behavioral expectations, and a sense of connectedness within the school community. A positive school climate is associated with reduced incidents of violence, aggression, and disruptive behavior. At the time of the assessment, the overall school climate at Anzar High School was reported to be generally positive and improving. Students and staff reported feeling safe on campus, and observations indicated respectful interactions between students and adults. While the school experienced some behavioral challenges in prior years—particularly following the return to in-person instruction after the COVID-19 pandemic—recent data and staff reports indicate a decline in significant incidents. Minor altercations, such as pushing or verbal conflicts, and violations related to vaping were identified as the most common disciplinary concerns. These incidents did not require significant law enforcement intervention and were addressed through school-based disciplinary and counseling supports. Overall, the school climate supports student engagement and safety, with continued attention to bullying prevention, student behavior, and social-emotional supports.

Social Media Monitoring

Anzar High School approaches social media monitoring as one component of a broader, layered approach to school safety. At the time of the assessment, the school did not utilize a formal social media monitoring program. However, the principal and staff monitored student activity on school-issued devices using district-approved platforms that provide web filtering and real-time monitoring of online content. These tools support student safety by identifying potentially harmful or inappropriate content accessed through school networks. The district recognizes that potential threats may originate from both on-campus and off-campus sources, including online environments. Any future consideration of expanded social media monitoring practices will be guided by legal requirements, student privacy protections, and district policy, with the goal of early identification of concerns and timely connection to appropriate supports and interventions.

Mental Health Resources

Anzar High School provides access to mental health supports through a combination of school-based services and referrals to community and county resources. Mental health services are coordinated at the district level and implemented in collaboration with school staff to support student well-being during the school day. When students present with concerns related to mental health or emotional well-being, staff follow established protocols to assess needs and connect students with appropriate supports, including counseling services and referrals to county behavioral health providers when necessary. The Aromas–San Juan Unified School District employs mental health professionals, including a school mental health conuselor who serves multiple sites, and collaborates with external agencies to support students whose needs exceed the scope of school-based services. While Anzar High School does not provide 24-hour, seven-days-a-week mental health services on campus, students and families are informed of available crisis resources, including county-operated crisis lines and emergency services. Additionally, district employees have access to confidential mental health support through the district's Employee Assistance Program (EAP), which provides 24/7 access to counseling and wellness resources. Through ongoing coordination of school-based supports, staff training, and community partnerships, Anzar High

School and the district remain committed to promoting student and staff mental health, early intervention, and access to appropriate resources.

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

The school maintains a comprehensive system of programs and strategies designed to provide and maintain a high level of school safety. These strategies emphasize prevention, positive school climate, mental health supports, and coordinated responses among school staff, families, and community partners. Together, they ensure compliance with Education Code requirements while supporting the physical, social, and emotional well-being of all students.

Roles and Responsibilities of School and Community Personnel
School administrators are responsible for overall campus safety, implementation of the Comprehensive School Safety Plan (CSSP), and coordination with staff and emergency responders. School counselors and mental health professionals provide counseling services, crisis intervention, and referrals for students experiencing emotional or behavioral concerns. Law enforcement and emergency responders support campus safety when needed, with clearly defined roles focused on student protection, de-escalation, and legal compliance.

Mental Health and Intervention Services
Mental health professionals and school counselors provide preventative and responsive services, including individual and group counseling, crisis response, and social-emotional supports. Protocols are in place to support students who have witnessed or been impacted by violent acts on or off campus, ensuring timely care and follow-up. These services prioritize student well-being and reduce risk by addressing concerns early.

School Climate, PBIS, and Discipline
The school implements Positive Behavioral Interventions and Supports (PBIS) to establish clear behavioral expectations, reinforce positive behavior, and provide tiered interventions. Discipline practices are aligned with PBIS and emphasize consistency, fairness, and skill development. This approach contributes to a safe, respectful, and inclusive learning environment.

Restorative Practices
Restorative practices are used to address conflict, repair harm, and rebuild relationships among students and staff. These practices focus on accountability, reflection, and problem-solving rather than punitive responses alone. Restorative approaches support emotional safety and reduce repeated behavioral incidents.

Training for Staff, Students, and Parents
Staff receive ongoing training related to school safety, emergency procedures, mandated reporting, bullying and cyberbullying prevention, and trauma-informed practices. Students are taught age-appropriate strategies for conflict resolution, reporting concerns, and maintaining a positive school climate. Families are informed of safety procedures and resources to support shared responsibility for student safety.

Visitor and Volunteer Management
All visitors and volunteers are required to sign in through the school's visitor management system and wear visible identification while on campus. These procedures help ensure that only authorized individuals are present during the school day. Visitor management supports campus security and student safety.

Adult Supervision and Before- and After-School Programs
Adequate adult supervision is provided before school, during recess and lunch, and after school. Before- and after-school programs include structured activities, clear expectations, and trained staff who monitor student behavior. Consistent supervision reduces risk and promotes positive student interactions.

Emergency Drills and Preparedness
The school conducts regular emergency drills, including fire, earthquake, lockdown, and other required exercises. Drills ensure that students and staff understand procedures and can respond appropriately during emergencies. Ongoing preparedness strengthens overall campus safety.

Hazard Mitigation and Environmental Design
The school utilizes hazard mitigation strategies and environmental design features such as secure entry points, clear sightlines, and maintained facilities. These measures promote natural surveillance and help deter unsafe behavior. A well-designed environment supports both safety and a positive school climate.

Anonymous Reporting Systems
Students are provided with anonymous options to report safety concerns, including bullying, threats, suicidal ideation, or suspected criminal behavior. These systems encourage early reporting and intervention without fear of retaliation. Timely response to reports helps prevent incidents and supports student well-being.

**(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)**

Aromas-San Juan Unified School District Board Policy and Administrative Regulation on Child Abuse Reporting

BP: https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030513&revid=SiHothopRfpa8u5CPGMfMQ== AR: https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030513&revid=KrZn3hm7BStYGTQHXeQ2Ng==

Definition; Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)
1. A physical injury or death inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:
1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a district employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

Additionally, general neglect does not include: (Penal Code 11165.2)
1. A parent/guardian's economic disadvantage
2. A child receiving treatment by spiritual means pursuant to Welfare and Institutions Code 16509.1, or not receiving specified medical treatment for religious reasons

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)
Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses
Using the procedures provided below, a mandated reporter shall make a report whenever the mandated reporter, while acting in a professional capacity or within the scope of employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)
Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)
Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under 14 years of age shall notify a peace officer. (Penal Code 152.3)
The fact that a child is experiencing homelessness or is classified as an unaccompanied minor, as defined in the federal McKinney-Vento Homeless Assistance Act (42 USC 11434a), is not, in and of itself, a sufficient basis for reporting child abuse or neglect. (Penal Code 11165.15)

Responsibility for Reporting
The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)
When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)
Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures
1. Initial Telephone Report
Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)
Such reports shall be made to the following agency(ies):
Child Protective Services 1111 San Felipe Road 24 hour reporting (831) 363-4190
San Benito County Sheriff’s Department 2301 Technology Dr Hollister, CA 95023 (831) 636-4080
Monterey County Sheriff’s Department Central Station 1414 Natividad Dr Salinas, CA 93906 (831) 755-3700
When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report
Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)
The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.
Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)
a.The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
b.The child's name and address, present location, and, where applicable, school, grade, and class
c.The names, addresses, and telephone numbers of the child's parents/guardians
d.The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child
e.The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter.

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

3.Internal Reporting
The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)
However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee. The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms. Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training
Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)
The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)
The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. Additionally, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)
In addition, the Superintendent or designee shall provide annual training on the prevention of abuse, including sexual abuse, of children on district property, by district staff, or in district-sponsored programs. (Education Code 44691) The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

Victim Interviews by Social Services
Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)
A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)
1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible
2. The selected person shall not participate in the interview
3. The selected person shall not discuss the facts or circumstances of the case with the child
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect
Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5
If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

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

Parent/Guardian Complaints
Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring on district property to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an

interpreter shall be provided. To file a complaint against a district employee or other person suspected of child abuse or neglect on district property, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters. In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications
The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. Additionally, the district shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)
Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)
Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:
1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment (Penal Code 11172)
Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment (Penal Code 11166)
No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

**(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)**

**Disaster Plan**

Routine and Emergency Disaster Procedures: Overview

THE BASIC PLAN
The Basic Plan addresses the responsibilities of the Aromas-San Juan Unified School District in emergencies associated with natural disasters, human-caused emergencies, and technological incidents. It provides a framework for the coordination of response and recovery efforts within the district in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized
- Emergency Management System (SEMS), and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing The Aromas San Juan School District with clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements
The Plan meets the requirements of the policies of San Benito County on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response and defines the primary and support roles of the district and

individual schools in after-incident damage assessment and reporting requirements.
Objectives

- Protect the safety and welfare of students, employees, and staff.
- Provide a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Comprehensive School Safety Plan 10 of 43 3/20/25
Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives and should be planned and arranged for in advance.
Authorities and References State of California
California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).
The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.
California Government Code, Section 3100, Title 1, Division 4, Chapter 4.
States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.
The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

Comprehensive School Safety Plan 11 of 43 3/20/25
The law has two ramifications for School District employees:
1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.
States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).
It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill). California Civil Code, Chapter 9, Section 1799.102 It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")
California Education Code, Sections 35295-35297 (The Katz Act), Section 40041, 40042.
Requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times. California Emergency Plan Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan Incident An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources. Incidents may result in extreme peril to the safety of persons and property and may lead to or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency". Incidents are usually single events that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually

one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually, a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions Emergency The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it. An emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc. Comprehensive School Safety Plan 12 of 43 3/20/25 Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of
which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

Comprehensive School Safety Plan 13 of 43 3/20/25 Disaster
A disaster is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge. Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and the local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments, and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.
EARTHQUAKE OVERVIEW
Major Earthquake Threat Summary
Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. Every occupant and developer in San Benito County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted San Francisco Bay Region during historic times. The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to the life and safety of persons.
A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have a high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to manmade structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines. The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations. EARTHQUAKE SIZE DESCRIPTIONS DESCRIPTION TITLE RICHTER MAGNITUDE INTENSITY EFFECTS
Minor Earthquake 1 to 3.9 Only Observed instrumentally or felt only near the epicenter Small Earthquake 4 to 5.9 Surface fault movement is small or does not occur. Felt at distance of up to 20 or 30 miles from the epicenter may cause damage. Moderate Earthquake 6 to 6.9 Moderate to severe earthquake range; fault rupture probable Major Earthquake 7 to 7.9 Landslide, liquefaction and ground failure triggered b shock waves Great Earthquake 8 to 8+ Damage extends over a broad area, depending on magnitude and other factors.
LEVEL OF RESPONSE
Response Levels are used to describe the type of event:
The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government. Response Level 0 - Readiness & Routine Phase
Comprehensive School Safety Plan 14 of 43 3/20/25
On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures are issued in advance of an anticipated or planned event.
Response Level 3 - Local Emergency
A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an

emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with The Aromas-San Juan Unified School District to respond. The affected Cities and the County of San Benito will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of San Benito will proclaim a local emergency. Then, the State of California will declare the State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

EMERGENCY PHASES

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid. Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost-effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both elements require the education of parents, students, and teachers. While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel is acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach to a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated, and resources may be mobilized, EOCs may be activated, and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Comprehensive School Safety Plan 15 of 43 3/20/25

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

FIRST THINGS FIRST

Preparing your school for emergencies starts with staff preparedness. The backbone of school planning is dependent on the staff's willingness to stay at school during a major community emergency. Personal preparedness makes this much easier.

Each staff member needs:

To prepare their family and home for earthquakes and other emergencies

- A 72-hour supply kit for the home
- A Car Kit, including comfortable clothes/shoes and medications
- To develop a plan to reunite with their family
- A neighborhood preparedness program

Preparedness Brochures are available from the local chapter of the American Red Cross, San Benito County Office of Emergency Services, school district website, www.redcross.org, www.prepare.org, or www,ready.gov. If the disaster occurs during school time, Emergency Management recommends the child stay at school until the parent or a trusted friend (see Emergency Cards) picks up the child. We have no idea, especially in an earthquake, how impacted our neighborhoods may be. This means the school staff will need to stay with the children. You can only do this if you are prepared at home! You must feel that your family can activate your Family Plan without you. Disaster Service Worker Status: California Government Code Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term public employees include all persons employed by the state or any county, city, city & county, a state agency, or public district, excluding aliens legally employed. This law applies to public school employees in the following cases:
1. When a local emergency has been proclaimed,
2. When a state of emergency has been proclaimed, or
3. When a federal disaster declaration has been made.
DISTRICT AND PARENT RESPONSIBILITIES FOR STUDENTS
District Responsibilities
If the superintendent declares a district emergency during the school day, the following procedures will be followed:
IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.
1. Until regular dismissal time and released only then if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on district records.
a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
b. If students are on their way home from school, they are to continue home.
Comprehensive School Safety Plan 16 of 43 3/20/25 During a Declared Emergency, those students who have not been picked up by their parents or another authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.
PARENT RESPONSIBILITY
Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is always current. Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergencies. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel. School authorities will do everything possible to care for each student while he/she is under district supervision. It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency Emergency Response Procedure BASIC ACTIONS
Most emergency responses are covered by the following Basic Actions:
A. Action: STAND BY Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.
B. Action: LEAVE BUILDING ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of
safety or planned evacuation site. ACTION: LEAVE BUILDING is appropriate for—but not limited to—the following emergencies:
a. Fire
b. Peacetime Bomb Threat
c. Chemical Accident
d. Explosion or Threat of an Explosion
e. Following an Earthquake
f. Other similar occurrences that might make the building uninhabitable
g. At the onset of an Active shooter/Lockdown Alert, when the teacher/supervisor has ascertained that leaving is the best option.
Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation. If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event of a sniper attack, armed intruder, rabid animal, or moving immediately to a location that is upwind and uphill in the event of a chemical or biological threat Action TAKE COVER is appropriate for, but not limited to, the following:
a. Severe Windstorm (short warning)
b. Biological or Chemical Threat
c. Sniper Attack
d. Rabid Animal on School Grounds

Action: DROP WARNING: The warning for this type of emergency is the beginning of the disaster itself.
Action: DROP consists of: Comprehensive School Safety Plan 17 of 43 3/20/25
a. Inside school buildings

- Immediately TAKE COVER under desks or tables and turn away from all windows
- Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions

b. Outside of School Buildings

- Earthquake: move away from buildings
- Take a protective position, if possible

c. Explosion/Nuclear Attack:

- Take a protective position, OR,
- Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. Action: DIRECTED MAINTENANCE
No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors. In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed. Water, gas, and electrical shut-off valves will be shut off for each applicable building under the joint authorization of the administration and head custodian.
F. Action: DIRECTED TRANSPORTATION
WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.
Action: DIRECTED TRANSPORTATION consists of loading students and staff into school buses, cars, and other means of transportation, and taking them from a dangerous area to a designated safety area.
Action: DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:
a. Fire
b. Chemical & Biological Gas Alert
c. Flood
d. Fallout Area
e. Blast Area
f. Chemical & Biological Gas Alert
g. Specific Man-Made Emergency (shooting, fire, etc.)
G. ACTION: GO HOME
Action: GO HOME consists of:
a. Dismissal of all classes
b. Return of students to their homes by the most expeditious
Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.
H. ACTION: CONVERT SCHOOL
Action: CONVERT SCHOOL to a Red Cross emergency facility will be initiated by City officials.

**Adaptations for Students with Disabilities**

The schools' disaster preparedness plans include specific adaptations to ensure the safety and well-being of students with disabilities during all emergency situations. Emergency procedures are designed to align with students' Individualized Education Programs (IEPs), 504 Plans, and documented health, mobility, communication, or behavioral needs. School staff are trained and assigned roles to support students who require assistance during evacuation, shelter-in-place, or lockdown procedures, and emergency instructions are communicated using multiple modalities to ensure accessibility. Adaptive equipment, medications, and assistive devices are incorporated into emergency planning, and coordination with families and special education staff ensures procedures are regularly reviewed and consistently implemented to support student safety.

**Public Agency Use of School Buildings for Emergency Shelters**

The schools coordinate with local public agencies, including emergency services and local government authorities, regarding the potential use of school facilities as emergency shelters during a disaster or emergency. Any use of school buildings for emergency

shelter purposes is determined in collaboration with appropriate agencies and in accordance with local, county, and state guidelines. Procedures are in place to support facility access, safety, and communication to ensure the well-being of students, staff, and community members when school sites are utilized for emergency response efforts.

**(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

Aromas San Juan Unified Policies on Suspension and Explusion/Due Process

BP 5144.1 https://simbli.eboardsolutions.com/Search/ShowSearchResults.aspx?S=36030513
Regulation: 5144.1 https://simbli.eboardsolutions.com/Search/ShowSearchResults.aspx?S=36030513
BP 5244.1 SWD: https://simbli.eboardsolutions.com/Search/ShowSearchResults.aspx?S=36030513

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)
1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board 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, so long as removal from a particular class does 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)

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: Grades K-12
Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in "Additional Grounds for Suspension and Expulsion: Grades 4-12," below:
Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
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))
Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
Committed or attempted to commit robbery or extortion (Education Code 48900(e))
Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
Stole or attempted to steal school property or private property (Education Code 48900(g))
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 prescription products (Education Code 48900(h))
Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
Knowingly received stolen school property or private property (Education Code 48900(l))
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))

Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
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
Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
Engaged in, or attempted to engage in, hazing (Education Code 48900(q))
Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))
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(s) in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))
Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student
Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))
A message, text, sound, video, or image a post on a social network Internet website, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above
Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))
Burn page means an internet website created for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))
Credible impersonation means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that the student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. (Education Code 48900(r))
False profile means a profile of a fictitious student or profile using the likeness or attributes of an actual student other than the student who created the false profile. (Education Code 48900(r))
An electronic act is not considered pervasive conduct solely on the basis that it has been transmitted to the internet or is currently posted on the internet. (Education Code 48900(r))
When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee may, as appropriate, engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)
Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))
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 out the crime. (Education Code 48900.7)
A student may not be suspended or expelled for disruption or willful defiance. (Education Code 48900)
Additional Grounds for Suspension and Expulsion: Grades 4-12
A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:
Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)
Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)
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)
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)
Suspension from Class by a Teacher
A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as Items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level. (Education Code 48910)
When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)
As soon as possible after the teacher has suspended the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if requested by the parent/guardian or teacher. (Education Code 48910)
A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)
A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)
A teacher may also refer a student, for any of the acts specified above in Education Code 48900, to the principal or designee for consideration of a suspension from school. (Education Code 48910)
The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)
Suspension by Superintendent, Principal or Principal's Designee
To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.
The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity away from school to have committed any of the acts listed in the Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code 48915(c))
The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined that the student violated any of Items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)
For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)
When other means of correction are implemented prior to imposing suspension upon a student, including supervised suspension, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

Length of Suspension
The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)
A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school or class, or continuation school or class for the purpose of adjustment, the student may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)
These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)
Due Process Procedures for Suspension
Suspensions shall be imposed in accordance with the following procedures:
Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence in the student's 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, the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives the 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 for the conference. (Education Code 48911)
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)
Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker, and, if applicable, the county social worker, in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian, or, if applicable, the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, the county social worker, shall also be notified in writing of the suspension. (Education Code 48911)
This notice shall state the specific offense committed by the student. (Education Code 48900.8)
In addition, the notice shall state the date and time when the student may return to school.
Parent/Guardian Conference: Whenever a student is suspended, school officials may conduct a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)
If school officials request to meet with the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, the notice may state that the law requires such individuals to respond to the request without delay. However, the student shall not be penalized for the failure of the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, to attend such a conference. The student may not be denied reinstatement solely because such individuals failed to attend the conference. (Education Code 48911)
Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)
The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard
This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.
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
If the student involved is a foster youth or Indian child, the Superintendent or designee shall notify the district's educational liaison of the need to invite the foster youth's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker or, if applicable, the county social worker, to attend the meeting (Education Code 48853.5, 48911, 48918.1)
If the student involved is a child or youth experiencing homelessness, the Superintendent or designee shall notify the district liaison for homeless students (Education Code 48918.1)
In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school
Suspension by the Board
The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above and within the limits specified under "Suspension by Superintendent, Principal, or Designee," above. (Education Code 48912)
The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)
When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)
The Board shall provide the student and parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)
On-Campus Suspension
A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)
The on-campus suspension classroom shall be staffed in accordance with law
The student shall have access to appropriate counseling services
The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension
The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom and the teacher(s) shall provide all assignments and tests that the student will miss while suspended
If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork. At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or, if the student if an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, in person, by email, or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)
Superintendent or Principal's Authority to Recommend Expulsion
Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Superintendent or principal shall recommend a student's expulsion for any of the following acts: (Education Code 48915)
Causing serious physical injury to another person, except in self-defense
Possession of any knife or other dangerous object of no reasonable use to the student
Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11059, except for:
The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis
The student's possession of over-the-counter medication for use by the student for medical purposes
Medication prescribed for the student by a physician
Robbery or extortion
Assault or battery, as defined in Penal Code 240 and 242, upon any school employee
In determining whether to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)
Student's Right to Expulsion Hearing
Any student recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))
If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))
If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))
Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))
Stipulated Expulsion
After a determination that a student has committed an offense for which the student may be expelled, the Superintendent, principal, or designee shall offer the student, the student's parent/guardian, or, when applicable, other person holding the right to make educational decisions for the student, the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after written notice of the expulsion hearing pursuant to Education Code 48918 has been given.
The stipulation agreement shall be in writing and shall be signed by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of the right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.
A stipulated expulsion agreed to by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student, shall be effective upon approval by the Board.
Rights of Complaining Witness
An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)
Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, the Superintendent or designee shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of the right to: (Education Code 48918.5)
Receive five days' notice of the scheduled testimony at the hearing
Have up to two adult support persons present at the hearing at the time the witness testifies
Have a closed hearing during the time the witness 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))
The date and place of the hearing

A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
A copy of district disciplinary rules which relate to the alleged violation
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).
The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser
Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.
Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.
The right to inspect and obtain copies of all documents to be used at the hearing

The opportunity to confront and question all witnesses who testify at the hearing
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, Homeless Students, and Indian Children
If the student facing expulsion is a foster student or Indian child, the Superintendent or designee shall also send notice of the hearing to the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, at least 10 calendar days prior to the hearing. (Education Code 48918.1)
If the student facing expulsion is a student experiencing homelessness, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 calendar days prior to the hearing. (Education Code 48918.1)
Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)
Conduct of Expulsion Hearing
Closed Session: Notwithstanding 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 to the extent that privacy rights of other students are not violated. (Education Code 48918)
Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether 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 testify in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c)
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))
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 #6 below. (Education Code 48918(i))
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: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," 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.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)
Any complaining witness shall be given five days' notice before being called to testify
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 the testimony
Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential
The person presiding over the hearing may remove a support person who is disrupting the hearing

If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5
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 hear
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.
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
The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony
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 the complaining witness may leave the hearing room
The person conducting the hearing may: Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours
(Permit one of the support persons to accompany the complaining witness to the witness stand
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 school, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
Alternative Expulsion Hearing: Hearing Officer or Administrative Panel
Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)
A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 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 and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))
If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))
In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)
Final Action by the Board
Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))
The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.
Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in "Authority to Expel" in the accompanying Board policy, 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)
Periodic review, as well as assessment at the time of review, for readmission
Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative program
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:
The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)
The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)
Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)
Decision to Suspend Expulsion Order
In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:
The student's pattern of behavior
The seriousness of the misconduct
The student's attitude toward the misconduct and willingness to follow a rehabilitation program
The suspension of the enforcement of an expulsion shall be governed by the following:
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)
During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status (Education Code 48917)
The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above, or violates any of the district's rules and regulations governing student conduct (Education Code 48917)
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)
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)
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 the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board (Education Code 48917)
Appeal
If a student is expelled from school, the student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and

the student is placed on probation. (Education Code 48919)
If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)
Notification to Law Enforcement Authorities
Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902
The principal or designee 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, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)
Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion
The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)
Appropriately prepared to accommodate students who exhibit discipline problems
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 any of these
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 only acts described in Items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and Items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)
The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion
Prior to the date set by the Board for the student's readmission:
The Superintendent or designee shall hold a conference with the student's parent/guardian, or other person holding the right to make educational decisions for the student, 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 the student's parent/guardian or other person holding the right to make educational decisions for the student shall be asked to indicate in writing their willingness to comply with these regulations.
The Superintendent or designee shall transmit to the Board a recommendation regarding readmission
The Board shall consider this recommendation in closed session. If a written request for open session is received from the student's parent/guardian or other person holding the right to make educational decisions for the student, or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
If the readmission is granted, the Superintendent or designee shall notify the student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, by registered mail, of the Board's decision regarding readmission
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)
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
The Board shall provide written notice to the expelled student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, 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.
No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such

contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records
The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)
Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))
The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

**(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)**

A pupil may be identified as posing a potential or continuing danger when school administration, in consultation with the Threat Assessment Team, determines that the pupil has engaged in or is reasonably suspected of engaging in dangerous, violent, or unlawful activity, in accordance with Education Code 49079 and Board Policy. When such a determination is made, the principal or designee provides timely, confidential notification to certificated staff who have direct instructional or supervisory responsibility for the pupil. The notification includes factual information necessary to maintain a safe and orderly learning environment, relevant safety precautions or classroom accommodations, and a summary of interventions or supports in place. Staff receive annual training on these procedures, which are reviewed and adopted annually as part of the Comprehensive School Safety Plan.

**(E) Sexual Harassment Policies (EC 212.6 [b])**

Aromas San Juan Unified School District Policy on Sexual Harassment

Regulation 4119.12: https://simbli.eboardsolutions.com/Search/ShowSearchResults.aspx?S=36030513

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a district employee, while in an education program or activity, in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, 106.44)
1. A district employee conditioning the provision of a district aid, benefit, or service on a person's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person's equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291
For a complaint governed by Title IX based on conduct that occurred, in whole or in part, between August 1, 2024 and January 9, 2025, or prior to August 14, 2020, the Title IX Coordinator shall consult with district legal counsel to determine which procedures to use.
All other complaints alleging sexual harassment brought by or against employees shall be investigated and resolved in accordance with Administrative Regulation 4030 - Nondiscrimination in Employment. The determination over which process shall be used to investigate and resolve a complaint shall be made by the district's Title IX Coordinator.
The Title IX Coordinator shall ensure that all requirements and timelines for Administrative Regulation 4030 - Nondiscrimination in Employment are concurrently met while implementing the Title IX procedure.
Basic Requirements
When implementing Title IX grievance procedures, the district shall: (34 CFR 106.45)
1. Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent and by following a grievance process in accordance with 34 CFR 106.45 before the imposition of any disciplinary sanctions or other actions that are not supportive measures, as defined in 34 CFR 106.30, against a respondent
Remedies following a determination of responsibility for sexual harassment shall be designed to restore or preserve equal access to the district's education program or activity, and shall be provided in accordance with "Remedies," below.
2. Require an objective evaluation of all relevant evidence, including both inculpatory and exculpatory evidence, and provide that credibility determination may not be based on a person's status as complainant, respondent, or witness
3. Ensure that the Title IX Coordinator, investigator, or decisionmaker, any person that facilitates an information resolution process,

does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, and that such individuals receive training in accordance with 34 CFR 106.45
4. Presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process
5. Include reasonably prompt timeframes for the conclusion of the grievance procedures, including reasonably prompt timeframes for filing and resolving appeals, and informal resolution processes if appropriate and offered by the district
The district's procedures shall also include a process that allows for the temporary delay of the grievance procedures or the limited extension of timeframes for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.
6. Describe the range of, or list, the possible disciplinary sanctions and remedies that the district may implement following any determination of responsibility
7. State whether the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard or the clear and convincing evidence standard, and apply the same standard of evidence to formal complaints against students and employees and to all formal complaints of sexual harassment
8. Include the procedures and permissible bases for the complainant and respondent to appeal
9. Describe the range of supportive measures available to complainants and respondents
10. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege
Additionally, the district shall not disclose the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act statute or regulations, as required by law, or to carry out the purposes of Title IX, including the conduct of any investigation, hearing, or judicial proceeding arising under Title IX. (34 CFR 106.30, 106.71)
Reporting Allegations/Filing a Formal Complaint
An employee who is the alleged victim of sexual harassment may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment, or to any other available school employee, who shall forward the report to the Title IX Coordinator within one workday of receiving the report. Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the right to file a formal complaint and the process for filing a formal complaint. (34 CFR 106.44)
A formal complaint shall include the complainant's physical or digital signature, or another indication that the complainant is the person filing the complaint, and be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)
If the district has actual knowledge of sexual harassment or allegations of sexual harassment but the alleged victim does not file a formal complaint, the Title IX Coordinator may file a formal complaint and, in situations when an imminent safety threat exists, shall file a formal complaint. In such cases, the Title IX Coordinator shall provide the alleged victim notices as required by the Title IX regulations at specific points in the complaint process.
Supportive Measures
Upon receipt of a report of Title IX sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or even if no formal complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment. Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact, changes in work or housing locations, leaves of absence, increased security, and monitoring of certain areas of the campus. (34 CFR 106.30, 106.44)
The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)
Emergency Removal from School
If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)
If a student is the respondent, the district may remove the student from the district's education program or activity, on an emergency basis, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified

due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal.
Any such removal may not constitute discipline for student record purposes or Board Policy 5144 - Discipline. Additionally, this authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)
Dismissal of Complaint
The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30. Additionally, the Title IX Coordinator shall dismiss a formal complaint in which the alleged conduct did not occur in the district's education program or activity or did not occur against a person in the United States. In addition, the Title IX Coordinator may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer enrolled or employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)
Upon dismissal, the Title IX Coordinator shall promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties, and shall inform them of their right to appeal the dismissal in accordance with the appeal procedures described in the section "Appeals," below. (34 CFR 106.45)
If a complaint is dismissed, the conduct may still be addressed pursuant to Administrative Regulation 4030 - Nondiscrimination in Employment, as applicable.
Informal Resolution Process
When a formal complaint of sexual harassment is filed the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. (34 CFR 106.45)
The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint, including that the district shall not require such waiver as a condition of enrollment or employment or continuing employment. (34 CFR 106.45)
As a part of an informal resolution, the parties may agree upon discipline such as suspension or expulsion without the need for an investigation.
The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)
1. Provides the parties with written notice disclosing the allegations; the requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations; the right to withdraw from the informal process and resume the formal complaint process at any time prior to agreeing to a resolution; and any consequences resulting from the informal resolution process, including that records will be maintained or could be shared
2. Obtains the parties' voluntary, written consent to the informal resolution process
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student
Written Notice
If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)
1. The district's complaint process, including any informal resolution process
2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident
Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview. If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.
3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process
4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence
5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process
The above notice may also include the name of the investigator, facilitator of an informal process, and decisionmaker and inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.
Consolidation of Complaints
When the allegations of sexual harassment arise out of the same facts or circumstances, the district may consolidate formal complaints alleging sexual harassment against more than one respondent; by more than one complainant against one or more

respondents; or by one party against another party. (34 CFR 106.45)
Investigation Procedures
During the investigation process, the district's designated investigator shall: (34 CFR 106.45)
1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence
2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence
3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney
4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate
6. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint including evidence that the district does not intend to rely on in reaching a determination regarding responsibility and inculpatory and exculpatory evidence whether obtained from a party or other source so that each party can meaningfully respond to the evidence prior to conclusion of the investigation
7. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report
8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response
Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws. If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.
Written Decision
The Superintendent shall designate an employee as the decisionmaker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation. (34 CFR 106.45)
After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decisionmaker shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker shall issue, and simultaneously provide to both parties, a written decision as to the scope of the respondent's responsibility for the alleged conduct, if any. (34 CFR 106.45)
The written decision shall be issued within 60 calendar days of the receipt of the complaint. The district may extend the timeline for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)
In making this determination, the decisionmaker shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. The same standard of evidence shall be used for formal complaints against students as for complaints against employees. (34 CFR 106.45)
The written decision shall include the following: (34 CFR 106.45)
1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process
3. Findings of fact supporting the determination
4. Conclusions regarding the application of the district's code of conduct or policies to the facts
5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant
6. The district's procedures and permissible bases for the complainant and respondent to appeal
Appeals

Either party may appeal the written decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decisionmaker(s) affected the outcome.
If an appeal is filed, the district shall: (34 CFR 106.45)
1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties
2. Ensure that the decisionmaker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decisionmaker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome
4. Issue a written decision describing the result of the appeal and the rationale for the result
5. Provide the written decision simultaneously to both parties
An appeal shall be filed in writing within 10 calendar days of receiving the notice of the decision or dismissal, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered. A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal. Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct. The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.
Remedies
When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant as appropriate. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent. (34 CFR 106.45)
Disciplinary Actions
The district may impose disciplinary sanctions or other actions after the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44, 106.45)
When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.
Record-Keeping
The Superintendent or designee shall maintain, for a period of seven years: (34 CFR 106.45)
1. A record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results therefrom
2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances
3. All materials used to train the Title IX Coordinator, investigator(s), decisionmaker(s), and any person who facilitates an informal resolution process
The district shall make such training materials publicly available on its website, or if the district does not maintain a website, available upon request by members of the public.
For complaints containing allegations of childhood sexual assault, the Superintendent or designee shall also indefinitely maintain the following: (Code of Civil Procedure 340.1)
1. A record of the allegation(s)
2. A record of the investigation procedures followed
3. A record of the written determination
4. A record of the corrective action implemented, if any
5. A record of any appeals and the outcome of the same
6. All training materials addressing the prohibition and investigation of childhood sexual assault
Additionally, the Superintendent or designee shall indefinitely maintain a record of insurance which evidences the district's coverage for acts of sexual assault.

**(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)**

Aromas San Juan Unified School District Dress and Grooming Policy
BP 5132: https://simbli.eboardsolutions.com/Search/ShowSearchResults.aspx?S=36030513
The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program. District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary. Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance. In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)
The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size. School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code. When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students. Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.
Gang-Related Apparel
The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)
When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.
Uniforms
The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.
The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)
The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)
Regulation 5132: https://simbli.eboardsolutions.com/Search/ShowSearchResults.aspx?S=36030513
In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.
The following guidelines shall apply to all regular school activities:
Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity.
Appropriate shoes must be worn at all times.
Hats, caps, and other head coverings shall not be worn indoors.
Clothes shall be sufficient to conceal undergarments. See-through tops and bare abdomens are prohibited.
The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.
No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)
Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)
Gang-Related Apparel
At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were

worn or displayed on a school campus. (Education Code 32282)
Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.
Uniforms
In schools that require a schoolwide uniform, the principal, staff, and parents/guardians of the school shall jointly select the specific uniform to be worn. (Education Code 35183)
At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)
Parents/guardians shall also be informed of their right to have their child exempted.
The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.
Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

**(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)**

The schools maintain procedures to ensure the safe ingress and egress of pupils, parents, staff, and visitors in accordance with Education Code 32282(a)(2)(G) and the Americans with Disabilities Act (ADA). Daily arrival and dismissal routes, emergency evacuation routes, and shelter-in-place procedures are planned with consideration for individuals who are deaf or hard of hearing, blind or partially sighted, mobility-impaired, or cognitively or emotionally impaired. Schools identify individuals who may require assistance, ensure appropriate signage and equipment are available, and assign staff responsibilities to support students, staff, and visitors with disabilities during routine movement and emergency situations.

Traffic safety measures, including visitor management procedures, designated drop-off and pick-up areas, pedestrian and bicycle expectations, and staff supervision, are implemented to promote safe campus access. Schools identify on-campus assembly areas and off-campus evacuation locations based on potential emergency scenarios and coordinate agreements with appropriate facilities when feasible. In the event of conditions such as an airborne chemical or biological release, schools follow shelter-in-place procedures to protect students and staff and maintain campus safety.

**(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)**

**Goal**

Improve and maintain a safe, inclusive, and orderly school environment that supports student learning and well-being.

**Component:**

Safe and Orderly Environment

**Element:**

Positive School Climate and Behavior

**Opportunity for Improvement:**

Risk assessment and school climate data indicate a need to strengthen consistent behavior expectations, reduce behavioral incidents, and increase proactive supports for students.

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|---|---|---|---|

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|---|---|---|---|
| Increase staff consistency in implementing positive behavior supports. | Implement and reinforce schoolwide Positive Behavioral Interventions and Supports (PBIS), including clear expectations, acknowledgment of positive behavior, and tiered interventions. | CDE Behavioral Intervention Strategies and Supports; PBIS framework materials | Principal/designee; PBIS Team | Review discipline data, suspension rates, and staff feedback at least annually |
| Reduce repeated behavioral incidents and improve student accountability. | Use restorative practices to address conflict, repair harm, and rebuild relationships among students and staff. | Restorative practices resources; counseling and intervention supports | Administrators; counselors; behavorist, teachers | Monitor referrals and repeat incidents; review effectiveness annually |

**Goal**

Increase staff and student preparedness to effectively respond to emergencies and safety incidents.

**Component:**

Emergency Preparedness

**Element:**

Emergency Response Procedures and Training

**Opportunity for Improvement:**

Risk assessment findings and drill observations indicate a need for continued training, practice, and review of emergency procedures to ensure consistent and effective responses by staff and students during emergencies.

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|---|---|---|---|
| Ensure staff and students understand and can follow emergency procedures. | Conduct required emergency drills, including fire, earthquake, lockdown, and shelter-in-place, and review procedures with staff and students following each drill. | Site disaster plan; emergency drill guidelines | Principal/designee; school staff | Drill completion records and post-drill feedback reviewed annually |
| Increase staff awareness of emergency roles and responsibilities. | Provide annual staff training on emergency procedures, including evacuation, shelter-in-place, and lockdown protocols. | CSSP; district emergency procedures | Principal/designee | Staff training completion and annual review |

**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

**Anzar High School Student Conduct Code**

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

**Conduct Code Procedures**

The schools maintain clear rules and procedures governing student conduct to ensure a safe, orderly, and respectful learning environment. In accordance with Education Code 35291 and 35291.5, students are held accountable for their conduct on the way to and from school, on school grounds, during recess, and at school-sponsored activities.

School discipline practices emphasize maintaining order, protecting property, and safeguarding the health and safety of pupils while supporting conditions conducive to learning. Certificated school employees may exercise reasonable physical control over a pupil when necessary to maintain order or ensure safety, consistent with the degree of control legally permitted to a parent and within the limits of state law.

School discipline rules, expectations, and consequences are aligned with district policies and are designed to promote positive behavior, responsibility, and accountability while providing appropriate interventions when violations occur.

Parents and students are notified of district and school site discipline rules and procedures at the beginning of each school year and at the time of enrollment for students who enroll after the start of the school year. Discipline policies and expectations are communicated through student handbooks, parent communications, and school or district websites, as applicable.

The school discipline policy is reviewed annually with input from relevant stakeholders, which may include the Discipline Team, site administrators, campus security, staff, students, and parents, to ensure continued effectiveness and alignment with school safety goals.

Staff receive training and guidance on discipline policies and procedures through district communications, site-based meetings, and professional development opportunities. Training emphasizes consistent implementation of discipline practices, student supervision, and alignment with district expectations and legal requirements.

These procedures are implemented in alignment with applicable laws and district Board Policies, including BP 5131 (Conduct), BP 5144 (Discipline), and BP 0450 (Comprehensive Safety Plan).

**(K) Hate Crime Reporting Procedures and Policies**

Policy 5145.9: Hate-Motivated Behavior: https://simbli.eboardsolutions.com/Search/ShowSearchResults.aspx?S=36030513
The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate. Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.
The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur. The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts. The district shall provide students with age-appropriate instruction that: Includes the development of social-emotional learning
Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society Explains the harm and dangers of explicit and implicit biases Discourages discriminatory attitudes and practices Provides strategies to manage conflicts constructively As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.
When appropriate, students who engage in hate-motivated behavior shall be disciplined. The Superintendent or designee shall provide staff with training that: Promotes an understanding of diversity, equity, and inclusion Discourages the development of discriminatory attitudes and practices Includes social-emotional learning and nondiscriminatory instructional and counseling

methods Supports the prevention, recognition, and response to hate-motivated behavior Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior Includes effective enforcement of rules for appropriate student conduct Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.
Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.
This policy shall be posted in a prominent location on the district's web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)
Complaints
Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement. A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.
Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

**Procedures for Preventing Acts of Bullying and Cyber-bullying**

The schools ensure compliance with Education Code Section 32283.5 by annually making available training on addressing and preventing bullying and cyberbullying to certificated staff and all other school site employees who have regular interaction with pupils. The district utilizes Keenan SafeSchools online training modules to provide required and supplemental training aligned with California Department of Education guidance.

Keenan training modules support staff understanding of bullying prevention, cyberbullying awareness, reporting obligations, and appropriate response procedures. Additional California Department of Education–recommended resources may be referenced as needed to supplement training and support ongoing prevention efforts. These bullying prevention policies and training procedures are included in the Comprehensive School Safety Plan and contribute to maintaining a safe, inclusive, and orderly learning environment conducive to student learning.

**Opioid Prevention and Life-Saving Response Procedures**

(Education Code 32282(a)(2)(N))

This protocol applies to schools serving pupils in grades 7 through 12, inclusive. The Comprehensive School Safety Plan includes procedures to be followed in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose. Staff are trained to recognize the signs of an opioid overdose, immediately activate emergency medical services (911), administer naloxone if available and trained to do so, and provide appropriate first aid and monitoring until emergency responders arrive.

School personnel follow established emergency response procedures, including notifying site administration and documenting the incident in accordance with district protocols and applicable laws. This opioid overdose response protocol was reviewed and incorporated into the Comprehensive School Safety Plan at the time of CSSP adoption or update and aligns with the district’s emergency medical response plan and staff training practices to ensure timely and effective response to life-threatening medical emergencies.

This protocol aligns with Board Policy 5141.21 (Administering Medication and Monitoring Health Conditions) and district emergency medical response procedures.

**Response Procedures for Dangerous, Violent, or Unlawful Activities**

The schools maintain procedures to assess and respond to reports of dangerous, violent, or unlawful activity that is conducted or threatened on campus, at school-sponsored activities, or on school buses serving the school. These procedures are designed to support timely intervention, coordinated response, and the safety of students and staff, and may overlap with law enforcement response protocols for criminal incidents, including threats involving weapons. These procedures align with Board Policy 0450 (Comprehensive Safety Plan) and Board Policy 3515.3 (District Police/Security Department), as applicable.

In accordance with Education Code 49393, any school official who is alerted to or observes a threat or perceived threat is required to immediately report the threat to law enforcement and provide copies of any documentary or other evidence associated with the threat. Schools consult and coordinate with local law enforcement agencies when developing and implementing these procedures to ensure compliance with legal requirements and effective response practices.

Schools utilize a multidisciplinary Threat Assessment Team, when appropriate, to identify, assess, and manage threats using a prevention-focused approach consistent with Board Policy 5141.4 (Child Abuse Prevention and Reporting) and district safety procedures. Anonymous reporting options are made available to students and staff to report suspected criminal behavior, threats, or other safety concerns, allowing for early identification and intervention to maintain a safe school environment.

**Instructional Continuity Plan**

The Instructional Continuity Plan (ICP) outlines the procedures and supports in place to ensure students continue to have access to instruction and essential services during natural disasters or emergency situations that disrupt normal school operations. In alignment with Senate Bill 153 and Education Code Section 32282, this plan establishes a framework for instructional delivery, communication, and student support to minimize learning disruption while prioritizing safety, equity, and well-being. The ICP is integrated into the Comprehensive School Safety Plan and is reviewed and updated as part of the district's annual safety planning process.

**Introduction and Purpose of the Instructional Continuity Plan (ICP)**

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on April 11, 2025 and adopted by Anzar High School on April 18, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

The School implements the Aromas-San Juan Unified School District Instructional Continuity Plan (ICP), which was last revised on April 11, 2025 and adopted by the Governing Board on April 18, 2025. The ICP ensures continuity of instruction and access to essential services during natural disasters or emergencies, as required by Senate Bill 153 (Chapter 38, Statutes of 2024), which amended Education Code Section 32282. This plan prioritizes minimizing disruption to instruction while supporting students' academic, social-emotional, and mental health needs.

**Engagement with Pupils and Families**

### *Protocol for Engagement*

Protocol for engagement with pupils and their families.

As required, Anzar High School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

As required, The School will engage with pupils and their families as soon as practicable, but no later than five calendar days following an emergency, to establish two-way communication. Existing communication methods include short messaging service (SMS), phone calls, email, the school portal, social media, and flyers. Communication will be provided in accessible formats and languages as feasible.

### *Methods of Two-Way Communication*

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

### *Plans for Unforeseen Events*

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

The School plans for unforeseen events such as power outages or infrastructure damage that may impact communication systems. Alternative communication methods, including phone trees, in-person postings, flyers, and coordination with community partners and local agencies, will be utilized as needed to maintain communication with families and staff.

### *Support for Unique Needs*

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

The School identifies and responds to pupils' social-emotional, mental health, and academic needs following an emergency. Supports may include counseling services, wellness resources, check-ins by staff, referrals to community partners, and targeted academic support to address learning disruptions.

## Access to Instruction

### *Timeline for Access to Instruction*

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Anzar High School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10**

**instructional days** following the emergency.

As required, The School will provide access to in-person or remote instruction as soon as practicable, but no later than 10 instructional days following an emergency. Instructional delivery will be determined based on safety conditions and operational readiness.

### *Conditions for Resuming Access to In-Person Instruction*

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

In-person instruction will resume once it is determined that school facilities are safe, accessible, and operational. Conditions considered include evacuation orders being lifted; power, utilities, and internet connectivity restored; healthy air quality; access to safe and clean water; and campuses being free from debris and hazards. Additional considerations include the availability of sufficient staff to support instruction and student supervision, and the ability for kitchens to operate and provide meals. If these conditions are not met, alternative instructional sites or temporary remote or hybrid instructional arrangements may be implemented until full site-based instruction can safely resume.

### *Remote Instruction*

Plans for remote instruction.

As required, Anzar High School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

When remote instruction is necessary, The School will align instruction with Education Code sections 51747 and 51749.5, governing independent study. Remote instruction will meet instructional standards equivalent to in-person instruction and will be implemented with attention to access, equity, and continuity of learning.

### *Access to Instructional Materials*

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

The School will distribute digital instructional materials through district-adopted online platforms and learning management systems to ensure timely access to instruction. Non-digital materials, including textbooks, workbooks, and paper-based learning packets, will be made available through scheduled on-site pick-up, delivery when feasible, or coordination with community partners. Distribution methods are designed to ensure equitable access for all students, including those who may experience barriers related to

technology, transportation, or connectivity during emergency situations.

### *Access to Schoolwork*

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

The School will utilize district-adopted digital platforms, including the learning management system and online instructional tools, to provide students with access to assignments, instructional materials, and communication with teachers. Students will submit completed schoolwork through these platforms or, when necessary, through alternative methods such as paper-based submissions or scheduled drop-off options. Processes are designed to ensure equitable access for all students, including those with limited connectivity, disabilities, or other barriers, in alignment with access and equity expectations during remote instruction.

### *Temporary Reassignment*

Procedures and agreements for temporary reassignment with neighboring LEAs.

Anzar High School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Aromas San Juan Unified School District provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school when an emergency or natural disaster disrupts in-person learning. The District coordinates with neighboring local educational agencies and community partners to identify alternative instructional options as needed and communicates available reassignment procedures to families in a timely manner. Support is provided to assist families with enrollment processes and to minimize disruption to students' education during the reassignment period.

**Instructional Continuity**

### *Communication Protocols*

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

The School will maintain regular communication with families, students, and staff regarding instructional status, timelines, and available supports. Information will be shared through established communication platforms with updates provided as conditions change.

### *Technological Readiness*

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

The School supports technological readiness through district-provided devices, access to online instructional platforms, and internet connectivity solutions as feasible. Early access to independent study agreements, assignments, and digital resources will be provided

when a pivot to remote instruction is required.

### *Instruction and Assessment*

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Instruction during emergencies will prioritize essential, standards-aligned learning. Teachers will monitor student progress through assignments, check-ins, virtual office hours, and other instructional supports as appropriate.

## Access (Equity, Accessibility, and Inclusion)

### *Equity, Accessibility, and Inclusion*

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

The School ensures equitable access to instruction and resources for all students, including students with disabilities, students experiencing homelessness, foster youth, and English Learners (ELs). Accommodations, accessibility supports, and differentiated services will be maintained during emergency instruction.

### *Individualized Education Plans (IEP)*

How will IEPs continue to be provided and maintained.

IEP services will continue to be provided in accordance with student service agreements. Services may be delivered in person, remotely, or through a hybrid model as feasible and appropriate.

### *English Leaners (EL)*

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

English Learners will continue to receive designated and integrated ELD instruction and supports aligned with the California English Learner Roadmap Policy, regardless of instructional setting.

## Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

The School staff will utilize district-provided professional learning resources and training to support transitions between instructional models, including remote instruction and assessment when necessary.

**Well-Being and Support Services**

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Students and families will have access to physical and mental health professionals, including multilingual support when available. Plans are in place to support access to medication, clean water, and essential services during emergencies.

Plans to provide access back-up, water and medicines in the event of an emergency.

The School maintains procedures to provide access to back-up power, potable water, and essential medications during emergency situations as feasible. Emergency supplies are identified and coordinated in alignment with the site disaster plan, and school staff work with families and local agencies to ensure continuity of care for students who require medications. These plans prioritize student health and safety while supporting ongoing school operations during emergencies.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Special education, counseling, after-school programs, and nutrition services will continue as feasible during emergencies, with adaptations for remote or hybrid environments when necessary.

**Site-Based Collaboration**

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

The School administrators, faculty, IT staff, students, parents, and district leadership collaborate in the development, implementation, and review of the ICP to ensure responsiveness to community needs.

**Return to Site-Based Learning**

Conditions that must be met prior to returning from disruption including reopening sites.

The School will return to site-based learning once safety, operational, and instructional conditions are met, in coordination with district leadership and public agencies.

**Integration with Comprehensive School Safety Plan (CSSP)**

Integration of this Instructional Continuity Plan (ICP) into Anzar High School’s Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Anzar High School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

This Instructional Continuity Plan is integrated into The School's Comprehensive School Safety Plan (CSSP) and will be included as a required component by July 1, 2025, in accordance with SB 153. Inclusion of the ICP is required to obtain approval of a Form J-13A waiver beginning in fiscal year 2026–27.

**Review and Updates of this Instructional Continuity Plan (ICP)**

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

The Instructional Continuity Plan will be reviewed and updated annually in collaboration with educational partners, incorporating feedback and lessons learned from emergency response and recovery efforts.

**Procedures for Immigration Enforcement Notification**

**Confirmation Protocol**

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

The schools follow established procedures to ensure the safety, rights, and well-being of students and families in the event of immigration enforcement activity. These procedures are consistent with state law, California Attorney General guidance, and Board Policy, and are designed to ensure that any interaction with immigration enforcement is handled lawfully, carefully, and with appropriate oversight. If immigration enforcement personnel are observed on campus or request access to school grounds, the principal or designee is immediately notified and is responsible for confirming the presence and authority of the enforcement personnel. Confirmation includes requesting official identification and reviewing any warrant, court order, or legal documentation presented. The principal or designee promptly notifies the Superintendent or designee, and no access to campus, students, or records is permitted without proper legal authorization and district-level consultation.

**Required Notification Recipients**

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Once immigration enforcement presence is confirmed, the Superintendent or designee determines required notification steps in accordance with applicable law. When legally permitted, the district will notify parents or guardians of affected students as soon as practicable and provide information regarding the enforcement request. Notifications are handled in a manner that protects student privacy and safety and does not disclose unnecessary personal information.

**Notification Timing**

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

When immigration enforcement presence on a schoolsite is confirmed and notification is legally permitted, the Superintendent or designee will ensure that parents or guardians of affected students are notified as soon as practicable, but no later than 72 hours after the enforcement request or presence, consistent with state guidance. If a judicial warrant, court order, or other legal restriction limits notification, the district will comply with the law and provide notification at the earliest time permitted. Notifications will be provided in a manner that protects student privacy and safety and will include relevant information regarding the enforcement action without disclosing confidential student records. When appropriate, the school will also provide families with information about available resources and supports.

**Safety and Well-being Standard**

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

The content and timing of any notification shall be determined with careful consideration of the safety and well-being of pupils, employees, and community members associated with the schoolsite. Notifications will be provided in a manner that supports student protection, minimizes disruption, and promotes a safe and orderly environment while complying with applicable laws and district procedures.

**Privacy Constraint**

The notification shall not include any personally identifiable information.

Notifications shall not include any personally identifiable information and will be handled in accordance with applicable state and federal privacy laws. All communications will protect the confidentiality of pupils, employees, and families while providing necessary information to support safety and awareness.

**Notification Methods**

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

The schools utilize secure communication methods to provide timely, two-way notification to required recipients, including families, staff, and community members as appropriate. Communication methods may include district-approved mass notification systems, email, phone calls or text messaging, and the school or district portal. These systems are maintained through regular updates to contact information, routine system testing, and staff training to ensure accuracy, reliability, and accessibility during emergency situations.

**Resource Provision (Optional but Encouraged)**

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

When appropriate and legally permitted, notifications may include hyperlinks or references to additional resources for families. These resources may include information on educational rights, applicable state laws that protect the privacy and confidentiality of students and families, and available counseling or support services. Resources may also include services that support families impacted by immigration enforcement and references to model policies adopted by the Local Educational Agency (LEA), as applicable.

**Annual Evaluation**

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

This plan will be evaluated and amended as needed by the school safety planning committee and shall be reviewed at least once each year. The annual review ensures procedures remain current, effective, and aligned with applicable laws, guidance, and school safety needs.

**Public Availability**

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

An updated file of all safety-related plans and materials shall be readily available for inspection by the public in accordance with applicable laws and district procedures.

**State Guidance**

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Implementation and compliance with this plan shall align with the checklist for developing a Comprehensive School Safety Plan, as maintained and conspicuously posted on the California Department of Education’s internet website. This alignment ensures consistency with state guidance and statutory requirements.

**Procedures Regarding Pupil Smartphone Use During Emergencies**

This section of the Comprehensive School Safety Plan addresses procedures regarding pupil smartphone use during emergencies or perceived threats of danger, in accordance with Assembly Bill 962 (AB 962). Inclusion of these procedures establishes the school's authority to limit or prohibit pupil smartphone use during emergency situations when such limitations are necessary to support safety, communication, and coordinated response efforts.

The governing board will develop and adopt a policy governing pupil smartphone use no later than July 1, 2026, and will review and update the policy at least every five years. The purpose of the policy is to promote evidence-based smartphone practices that support pupil learning, safety, and well-being. Policy development will include meaningful engagement with pupils, parents or guardians, educators, and other educational partners, consistent with statutory requirements.

**Mandatory Policy Adoption and Review Requirements**

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

In accordance with Assembly Bill 962 (AB 962), the governing board has adopted Board Policy 5131.8 (Mobile Devices) governing pupil smartphone use during emergencies or perceived threats of danger. BP 5131.8 was originally adopted on November 13, 2019, and was last revised and reviewed on June 11, 2025. The policy will continue to be reviewed and updated at least once every five years, or more frequently as required by law or district need.

The goal of BP 5131.8 is to promote evidence-based smartphone use practices that support pupil safety, learning, and well-being while ensuring effective communication and coordinated response during emergency situations. The policy clarifies when and how smartphone use may be limited or prohibited during emergencies to protect students and support orderly response efforts.

Development and review of the policy included meaningful stakeholder participation, including input from pupils, parents or guardians, educators, and school administrators. Documentation of stakeholder engagement, as well as policy adoption, revision, and review timelines, is maintained by the district and made available in accordance with district procedures.

**Non-Prohibitable Circumstances for Pupil Smartphone Use**

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

As outlined in Board Policy 5131.8 (Mobile Devices) https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030513&revid=DFplusIbPaN0YTzrpPehxIuCQ==&ppage=0&st=%205131.8&mt=Exact , the district recognizes specific circumstances in which a pupil's possession or use of a smartphone may not be prohibited. These include situations in which a teacher or administrator grants permission, subject to reasonable limitations; when a licensed physician and surgeon determines that smartphone use is necessary for the pupil's health or well-being; and when possession or use of a smartphone is required as part of a pupil's Individualized Education Program (IEP). These exceptions are implemented in a manner that prioritizes pupil safety, privacy, and access while maintaining orderly school operations and effective emergency response.

## Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan (CSSP) is reviewed, evaluated, and amended as necessary to ensure ongoing effectiveness, proper implementation, and compliance with applicable laws. Each school evaluates its CSSP at least annually, and more frequently if conditions or safety needs change.

The School Site Council (SSC) or designated school safety planning committee is responsible for leading the review process. This review includes regular assessment of school safety and security conditions, evaluation of incidents or drills, and consideration of feedback from staff, students, families, and community partners. As part of the annual review, the SSC or safety planning committee consults with representatives from local law enforcement, the fire department, and other first responder agencies when updating the plan.

Each school reviews, updates, and adopts its CSSP no later than March 1 of each year. Prior to adoption, the SSC or safety planning committee presents the CSSP at a public meeting held at the school site to allow for public input. Notice of the public meeting is provided using multiple communication methods, such as email, school or district websites, marquees, or other appropriate modalities.

Following adoption, the CSSP is submitted to the school district or County Office of Education for review and approval. The adopted plan, along with any subsequent updates made during the year, is shared with local law enforcement, the fire department, and other first responder entities to support coordinated safety planning. In accordance with state requirements, the district or County Office of Education annually notifies the California Department of Education by October 15 of any schools that have not met CSSP compliance requirements.

**Emergency Contact Numbers**

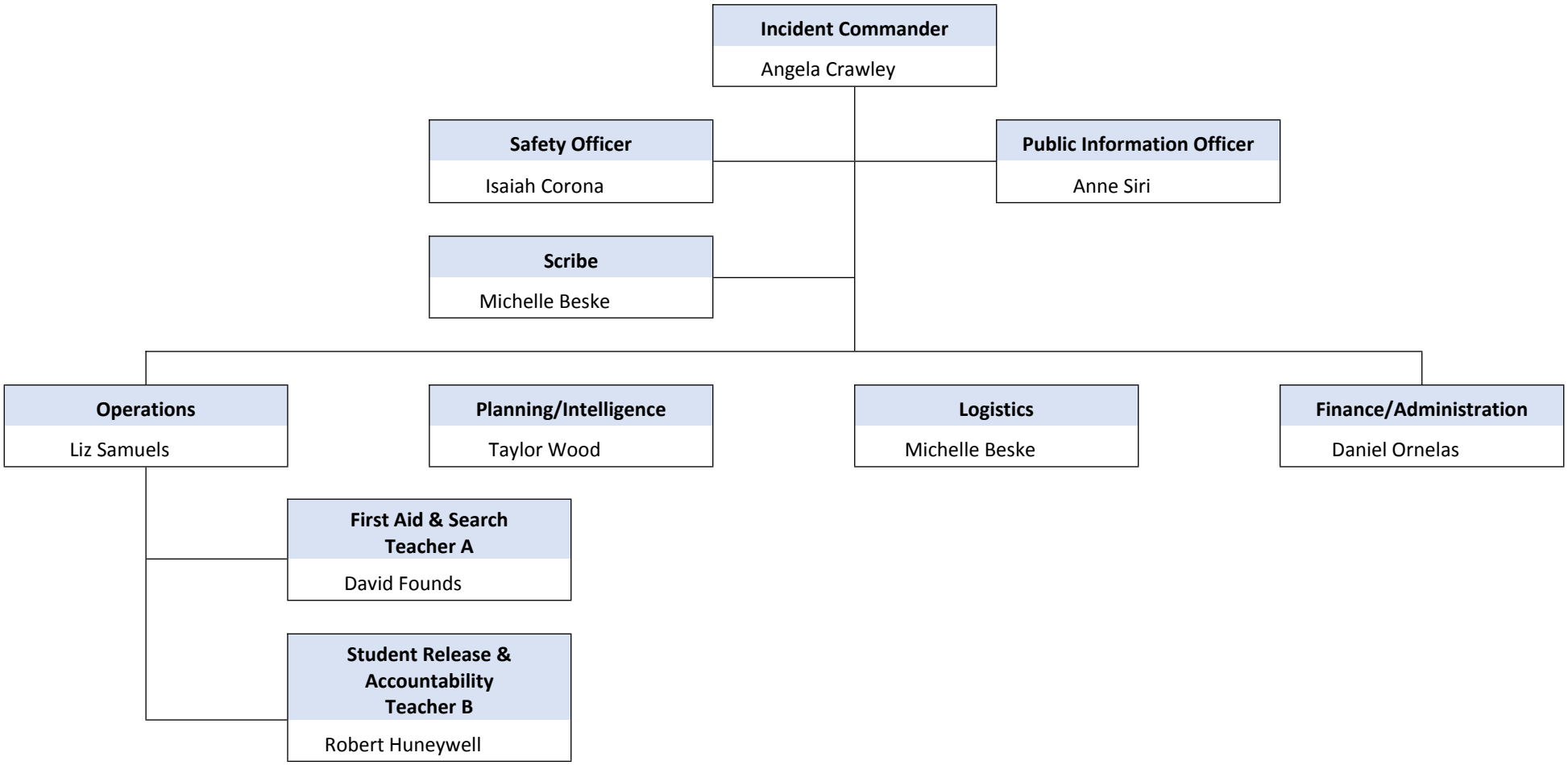
**Utilities, Responders and Communication Resources**

| Type | Vendor | Number | Comments |
|---|---|---|---|
| Emergency Services | Police / Fire / EMS | 911 | Immediate life-threatening emergencies |
| Law Enforcement/Fire/Paramedic | San Benito County Sheriff / Local Police | 911 or Non-Emergency Line | Consulted annually during CSSP review |
| School District | Aromas-San Juan Unified School District | School District (831) 623-4500 | District emergency coordination |
| Public Utilities | PG&E Gas Emergency | 1-800-743-5000 | Gas leaks or odor |
| Public Utilities | PG&E Electric Outages | 1-800-743-5002 | Power outages |
| Other | San Benito County Behavioral Health | (831) 636-4020 | Crisis and mental health support |
| Other | Poison Control Center | 1-800-222-1222 | Suspected poisoning incidents |
| Local Hospitals | Hazel Hawkins Memorial Hospital | (831) 637-8200 | Emergency and medical coordination |

**Safety Plan Review, Evaluation and Amendment Procedures**

| **Activity Description** (i.e. review steps, meetings conducted, approvals, etc) | **Date and Time** | **Attached Document** (description and location) |
|---|---|---|
| Annual review of the Comprehensive School Safety Plan (CSSP) by the School Site Council (SSC) or school safety planning committee, including site safety assessment and consultation with local law enforcement and fire department | September–October (annually) | SSC agendas and meeting minutes; district safety files |
| Public meeting to present the CSSP and allow for public input | Prior to October 15 | Public meeting agenda, notice, and minutes; school site |
| Adoption of the CSSP by the SSC or safety planning committee | No later than November 1 | Signed and dated CSSP; school site and district office |
| Submission of the adopted CSSP to the district/County Office of Education and sharing with first responders | No later than March 1 | Submitted CSSP and distribution records; district office |
| Review and amendment of the CSSP based on incidents, drills, or changes in law or guidance | As needed throughout the school year | Updated sections or addenda; official CSSP |
| District notification to the California Department of Education regarding CSSP compliance | By October 15 | District compliance notification records |

**Anzar High School Incident Command System**



**Incident Command Team Responsibilities**

**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:

The schools utilize the California Standardized Emergency Management System (SEMS) to organize and coordinate emergency response activities using standardized roles, terminology, and procedures. SEMS supports effective communication, coordination, and resource management among school personnel, district staff, and external emergency response agencies during an incident.

During an emergency, the Incident Commander, typically the school principal or designee, directs all response actions from a designated Command Post and is responsible for assessing conditions, establishing priorities, and communicating response strategies. The Incident Commander is supported by staff assigned to the five SEMS functional areas: Management, Planning and Intelligence, Operations, Logistics, and Finance and Administration. Together, these functions ensure coordinated decision-making, implementation of response actions, resource support, and documentation necessary to protect the safety of pupils, staff, and the school community.

**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 involves 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 is 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 under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

**Logistics**
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

**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.

**Emergency Response Guidelines**

**Step One: Identify the Type of Emergency**

School staff and administrators assess the situation to identify the nature of the emergency, such as a medical incident, fire, hazardous materials release, criminal activity, natural disaster, or other threat to safety. Initial information is gathered from observations, reports, alarms, or communication from emergency agencies.

**Step Two: Identify the Level of Emergency**

The severity and scope of the emergency are evaluated to determine whether it is a localized incident, a site-wide emergency, or a large-scale event requiring external assistance. Factors considered include immediate danger to life, impact on school operations, and the need for law enforcement, fire, medical, or public health support.

**Step Three: Determine the Immediate Response Action**

Based on the type and level of emergency, school administrators determine the appropriate response action. This may include implementing lockdown, evacuation, shelter-in-place, medical response, or other protective actions to ensure the safety and supervision of pupils and staff.

**Step Four: Communicate the Appropriate Response Action**

Once a response action is determined, school administrators communicate clear instructions to staff and students using established communication systems. Families and district personnel are notified as appropriate, and coordination with emergency responders continues until the situation is resolved.

**Types of Emergencies & Specific Procedures**

**Aircraft Crash**

The schools maintain procedures to respond to an aircraft crash or aircraft-related incident occurring on or near school property. In the event of an aircraft crash, school administrators immediately assess conditions, activate emergency response procedures, and notify emergency services (911). Protective actions such as evacuation or shelter-in-place are implemented based on the location of the crash, potential hazards (fire, fuel, debris), and guidance from emergency responders.

School staff maintain supervision of students and provide first aid as appropriate until emergency responders arrive. The school coordinates with law enforcement, fire departments, and emergency management agencies to support response efforts and ensure site safety. Communication with families and district personnel is provided as appropriate, and instructional continuity plans may be activated if school operations are disrupted.

Reentry or resumption of activities occurs only after clearance from appropriate authorities.

**Animal Disturbance**

The schools maintain procedures to respond to animal disturbances on or near school grounds that may pose a safety risk to pupils or staff. In the event of an animal disturbance, school administrators assess the situation and determine appropriate response actions, which may include restricting outdoor activities, implementing shelter-in-place procedures, or securing affected areas.

Staff ensure students are supervised and kept away from the animal while administration contacts appropriate authorities, such as animal control or local law enforcement, for assistance. Communication with district personnel and families is provided as appropriate, and normal operations resume only after the area is determined to be safe.

**Armed Assault on Campus**

The schools maintain procedures to respond to an armed assault on campus in order to protect the safety of pupils, staff, and visitors. Upon confirmation or reasonable belief of an armed assault, school administrators immediately activate emergency response procedures, notify law enforcement, and implement appropriate actions such as lockdown, evacuation, or shelter-in-place based on guidance from emergency responders.

School staff follow established protocols to secure classrooms, maintain supervision of students, and communicate as directed during the incident. Coordination with law enforcement and emergency services continues until the situation is resolved. Following the incident, the schools provide communication to families as appropriate, offer counseling and mental health supports, and review response procedures to strengthen future preparedness.

These procedures are implemented in alignment with applicable laws and district Board Policies, including BP 0450 (Comprehensive Safety Plan), BP 3515.3 (District Police/Security Department), and BP 5141 (Health Care and Emergencies).

**Biological or Chemical Release**

The schools maintain procedures to respond to a biological or chemical release, including poisoning, chemical spills, hazardous materials exposure, or suspected bioterrorism, in order to protect the health and safety of pupils, staff, and visitors. If a release or exposure is suspected, school administrators immediately activate emergency response procedures, which may include shelter-in-place, evacuation, isolation of affected areas, and notification of emergency services and the District Office.

In cases of suspected poisoning, staff follow first aid protocols, contact emergency medical services or Poison Control as appropriate, notify parents or guardians, and coordinate with health services. For chemical spills or hazardous materials incidents, the affected area is secured, access is restricted, and cleanup is coordinated through authorized agencies or contractors; school personnel do not

conduct chemical cleanup. Staff and students evacuate or relocate upwind or uphill when necessary.

School officials coordinate with local fire departments, law enforcement, public health agencies, and emergency management authorities to assess risks, manage response actions, and determine when it is safe to resume operations. Communication with families and staff is provided as appropriate, instructional continuity plans may be activated if needed, and reentry occurs only after clearance by appropriate authorities.

These procedures are implemented in alignment with applicable laws and district Board Policies, including BP 0450 (Comprehensive Safety Plan) and BP 3515.2 (Disaster Preparedness Plan).

**Bomb Threat/ Threat Of violence**

The schools maintain procedures to respond to bomb threats or threats of violence in order to protect the safety of pupils, staff, and visitors. Bomb threats are most commonly received by telephone; staff who receive a threat are instructed to remain calm, attempt to gather as much information as possible using established guidance, and immediately notify the site administrator. Communication devices may be limited as directed to reduce risk while the threat is being assessed.

Upon notification, the building administrator evaluates the situation, contacts emergency services (911) as appropriate, and notifies the District Office. Response actions may include evacuation using established fire drill procedures, lockdown, or shelter-in-place, depending on guidance from law enforcement and emergency responders. Searches for suspicious objects are conducted only by authorized personnel, and access to affected areas is restricted until the situation is resolved.

School staff maintain supervision of students and ensure that individuals remain clear of affected buildings during response efforts. Re-entry to facilities occurs only after clearance is provided by appropriate authorities. Communication with families and staff is provided as appropriate, and response procedures are reviewed following the incident to support continuous improvement of school safety practices.

These procedures are implemented in alignment with applicable laws and district Board Policies, including BP 0450 (Comprehensive Safety Plan) and BP 3515.3 (District Police/Security Department).

**Bus Disaster**

The schools maintain procedures to respond to bus-related emergencies or disasters involving school transportation. In the event of a bus disaster, school staff and transportation personnel immediately activate emergency response procedures, contact emergency medical services, and coordinate with law enforcement and transportation providers to ensure pupil safety.

School administrators support communication with families and assist with student accountability and reunification as needed. Follow-up actions may include documentation, review of transportation safety procedures, and provision of appropriate support services.

These procedures are implemented in alignment with applicable laws and district Board Policies, including AR 3543 (Transportation Safety) and BP 0450 (Comprehensive Safety Plan).

**Cardiac Arrest**

The schools maintain procedures to respond to cardiac arrest and other life-threatening medical emergencies in order to protect the health and safety of pupils, staff, and visitors. In the event of a suspected cardiac arrest, staff immediately activate emergency medical services (911), initiate CPR if trained to do so, and utilize an automated external defibrillator (AED) when available until emergency responders arrive.

School administrators ensure that AED locations are clearly identified and that staff are informed of emergency response procedures. Communication with families is provided as appropriate, and incidents are documented in accordance with district

procedures. Follow-up actions may include review of response protocols and provision of support services as needed.

These procedures are implemented in alignment with applicable laws and district Board Policies, including BP 5141 (Health Care and Emergencies) and BP 0450 (Comprehensive Safety Plan).

**Disorderly Conduct**

The schools maintain procedures to respond to earthquakes in order to protect the safety of pupils, staff, and visitors. At the first indication of ground movement, students and staff are trained to DROP, COVER, and HOLD ON until shaking stops, protecting themselves from falling objects and debris. Individuals remain in position during shaking and are prepared for aftershocks.

Following ground movement, staff check for injuries and implement appropriate response actions, which may include evacuation to designated outdoor assembly areas away from buildings, power lines, and other hazards. School administrators assess site conditions, utilities, and structural safety before authorizing reentry or relocation. When outdoors during an earthquake, individuals move away from buildings and overhead hazards and remain in open areas. If in vehicles or school buses, drivers pull over when safe and remain stopped until shaking ends.

Schools coordinate with emergency responders and public agencies to assess conditions and support recovery efforts. Communication with families and staff is provided as appropriate, and instructional continuity plans may be activated if earthquake impacts disrupt normal school operations. Reentry occurs only after facilities are determined to be safe by appropriate authorities.

These procedures are implemented in alignment with applicable laws and district Board Policies, including BP 0450 (Comprehensive Safety Plan) and BP 3515.2 (Disaster Preparedness Plan).

**Earthquake**

The schools maintain procedures to respond to earthquakes in order to protect the safety of pupils, staff, and visitors. During an earthquake, staff and students follow established safety protocols, including drop, cover, and hold on, until shaking stops. Following the event, school administrators assess conditions and implement appropriate response actions, which may include evacuation, shelter-in-place, or relocation as necessary.

School officials coordinate with emergency responders and public agencies to assess structural safety, utilities, and overall site conditions. Communication with families and staff is provided as appropriate, and instructional continuity plans may be activated if earthquake impacts disrupt normal school operations. Reentry and resumption of activities occur only after facilities are determined to be safe.

**Explosion or Risk Of Explosion**

The schools maintain procedures to respond to fires occurring in surrounding areas that may impact school operations, air quality, or safe access to campus. When a nearby fire poses a potential or immediate threat, the principal or designee assesses conditions and determines the need to implement appropriate response actions, which may include evacuation, shelter-in-place, or other safety measures to protect pupils and staff.

If necessary, the principal or designee notifies emergency services by calling 911, contacts the Superintendent’s Office, and coordinates response actions with the Fire Department and other emergency agencies. School administrators communicate with students, staff, and families as appropriate and ensure that students remain supervised and safe throughout the incident.

Return to the school site occurs only when it is determined to be safe under the direction of the Fire Department and in consultation with the Superintendent or designee. Instructional continuity plans may be activated if surrounding fires disrupt normal school operations.

**Fire in Surrounding Area**

The schools maintain procedures to respond to fires occurring on school grounds in order to protect the safety of pupils, staff, and visitors. All classrooms and offices display an Emergency Exit sign and Evacuation Chart in a prominent location to support orderly evacuation during a fire emergency.

If a fire is detected within a school building, the principal or designee assesses the situation and activates emergency response procedures, including ordering an evacuation if the fire alarm is not functioning, calling 911, and notifying the Superintendent's Office. Teachers supervise the evacuation of students to designated assembly areas according to posted evacuation plans, close doors upon exiting, take roll at the evacuation site, and report any missing students to site administration.

The Head Custodian or designee assists emergency response efforts by shutting off utilities when appropriate and ensuring access for fire trucks and other emergency vehicles. Reentry to buildings occurs only when it is determined to be safe under the direction of the Fire Department and in consultation with the Superintendent or designee. Communication with staff and families is provided as appropriate.

**Fire on School Grounds**

safety of pupils, staff, and visitors. In the event of a fire, emergency response procedures are immediately activated, including notification of emergency services, evacuation of affected areas, and implementation of fire safety protocols.

School administrators coordinate with fire departments and emergency responders to manage the incident and assess conditions. Communication with families and staff is provided as appropriate, and reentry to buildings occurs only after clearance by appropriate authorities. Follow-up actions may include documentation, review of procedures, and support services as needed.

**Flooding**

The schools maintain procedures to respond to the loss or failure of essential utilities, including electricity, water, gas, heating, cooling, or communication services. It is the district's intent that schools remain open during short-term power outages when conditions allow and student safety can be maintained. School administrators assess conditions, including lighting, communications, and supervision needs, and determine appropriate response actions in coordination with the District Office.

In the event of a power outage or rolling blackout, the principal or designee notifies the District Office and coordinates with Maintenance and Operations as needed. Staff implement safety measures such as limiting use of electrical equipment, ensuring clear pathways, utilizing alternative communication methods, and conducting periodic campus checks. If an outage is prolonged or conditions become unsafe, the principal consults with the Superintendent or designee to determine next steps, which may include relocation, early dismissal, or activation of instructional continuity plans.

When utility failures create conditions that could endanger students or staff—such as gas leaks, chemical exposure, or unsafe outdoor conditions—Shelter-in-Place procedures may be implemented. Students and staff remain indoors in secured classrooms, doors and windows are closed, ventilation systems are adjusted as directed, and individuals remain sheltered until an all-clear is issued by school officials or emergency responders.

Communication with families and staff is provided as appropriate, and normal operations resume only when conditions are restored and deemed safe.

These procedures are implemented in alignment with applicable laws and district Board Policies, including BP 0450 (Comprehensive Safety Plan) and BP 5141 (Health Care and Emergencies).

**Loss or Failure Of Utilities**

The schools maintain procedures to respond to the loss or failure of essential utilities, including electricity, water, gas, heating, cooling, or communication services. In the event of a utility failure, school administrators assess conditions to determine appropriate response actions, which may include adjusting operations, implementing emergency procedures, or coordinating with utility providers and local agencies.

Steps are taken to ensure student and staff safety, including access to safe drinking water, restroom facilities, and appropriate supervision. Communication with families and staff is provided as appropriate, and instructional continuity plans may be activated if utility disruptions impact normal school operations.

These procedures are implemented in alignment with applicable laws and district Board Policies, including BP 0450 (Comprehensive Safety Plan) and BP 5141 (Health Care and Emergencies).

**Motor Vehicle Crash**

The schools maintain procedures to respond to motor vehicle crashes involving pupils, staff, or visitors on or near school property, including incidents involving school transportation. In the event of a crash, staff will immediately activate emergency response procedures, contact emergency medical services, and provide first aid as appropriate until responders arrive.

School administrators coordinate with law enforcement, emergency responders, and transportation providers to ensure student safety and communication with families. Follow-up actions may include documentation, review of safety procedures, and provision of support services as needed.

**Pandemic**

The schools recognize that emergencies, critical incidents, or mass casualty events may result in psychological trauma for pupils, staff, and families. Procedures are in place to provide timely and appropriate mental health support following traumatic events, with an emphasis on safety, reassurance, and stabilization. School administrators assess the situation, coordinate with emergency responders as needed, and may activate the school or district Crisis Response Team.

Following a traumatic incident, efforts focus on maintaining calm, providing accurate information as appropriate, and supporting students and staff as they process the event. Counseling services, trauma-informed supports, and opportunities for individuals to express concerns and emotions are provided to promote recovery and resilience. Communication with families is handled thoughtfully, with attention to privacy and emotional well-being.

When the scope of trauma exceeds school-based resources, the district coordinates with San Benito County Behavioral Health and partner agencies to provide additional mental health services. These services may include licensed therapists, crisis intervention teams, referrals, and ongoing supports for students, staff, and families. Recovery efforts emphasize helping the school community transition to a “new normal” while restoring a safe, supportive learning environment.

These procedures are implemented in alignment with applicable laws and district Board Policies, including BP 0450 (Comprehensive Safety Plan) and BP 5141 (Health Care and Emergencies).

**Psychological Trauma**

The schools recognize that emergencies, critical incidents, or exposure to violence may result in psychological trauma for pupils and staff. Procedures are in place to provide timely and appropriate support to individuals affected by traumatic events, including access to counseling services, mental health professionals, and referrals to community resources as needed.

Following a traumatic incident, school administrators coordinate with counselors, mental health providers, and support staff to assess needs and implement trauma-informed responses. Communication with families is provided as appropriate, and ongoing monitoring and support are offered to promote recovery, resilience, and a safe, supportive learning environment.

These procedures are implemented in alignment with applicable laws and district Board Policies, including BP 0450 (Comprehensive Safety Plan) and BP 5141 (Health Care and Emergencies).

**Suspected Contamination of Food or Water**

The schools maintain procedures to respond to criminal incidents that pose an immediate threat to the safety of pupils, staff, or visitors. Tactical responses are implemented in coordination with law enforcement and emergency responders and are designed to protect life, maintain order, and support rapid resolution of dangerous situations.

In the event of a hostage situation or armed criminal incident, staff and students are instructed to remain calm, limit movement and noise when appropriate, and follow directions provided by school officials or emergency responders. Staff prioritize supervision and student safety, model calm behavior, and avoid actions that could escalate the situation. When feasible and safe to do so, school administration and emergency services (911) are notified immediately.

School administrators assess the situation and implement appropriate response actions, which may include lockdown, evacuation, shelter-in-place, or other emergency procedures based on guidance from law enforcement. Students who are unable to access secured areas are instructed to take protective action or move to designated safe locations as conditions allow.

Following the resolution of a criminal incident, the schools coordinate communication with families, provide access to counseling and mental health supports, and review response actions to strengthen future preparedness and safety practices.

These procedures are implemented in alignment with applicable laws and district Board Policies, including BP 0450 (Comprehensive Safety Plan), BP 3515.3 (District Police/Security Department), and BP 5141 (Health Care and Emergencies).

**Unlawful Demonstration or Walkout**

The schools maintain procedures to respond to unlawful demonstrations or walkouts that may disrupt school operations or pose a safety concern to pupils, staff, or the community. While students retain the right to lawful expression in accordance with state and federal law, demonstrations or walkouts that endanger safety, interfere with instructional activities, or violate school rules are addressed through established safety and discipline procedures.

In the event of an unlawful demonstration or walkout, school administration will prioritize student safety and supervision, assess potential risks, and implement appropriate response measures. Staff are assigned to monitor student movement, maintain order, and prevent unauthorized departure from campus. Law enforcement may be contacted when necessary to support campus safety or respond to unlawful activity.

The schools emphasize de-escalation, communication, and supervision when responding to demonstrations or walkouts. Parents or guardians may be notified as appropriate, and follow-up actions are addressed in alignment with Board Policy, student discipline procedures, and the Comprehensive School Safety Plan.

**Emergency Evacuation Map**

Earthbound Taylor Farms

San Juan Hwy

303
302
207
206
205
204
203
202
201
105
104
103
102

304
305
401
402
403
501
502
Gym

Admin, visitors, etc.

First aid desk

Check in/ out Desk

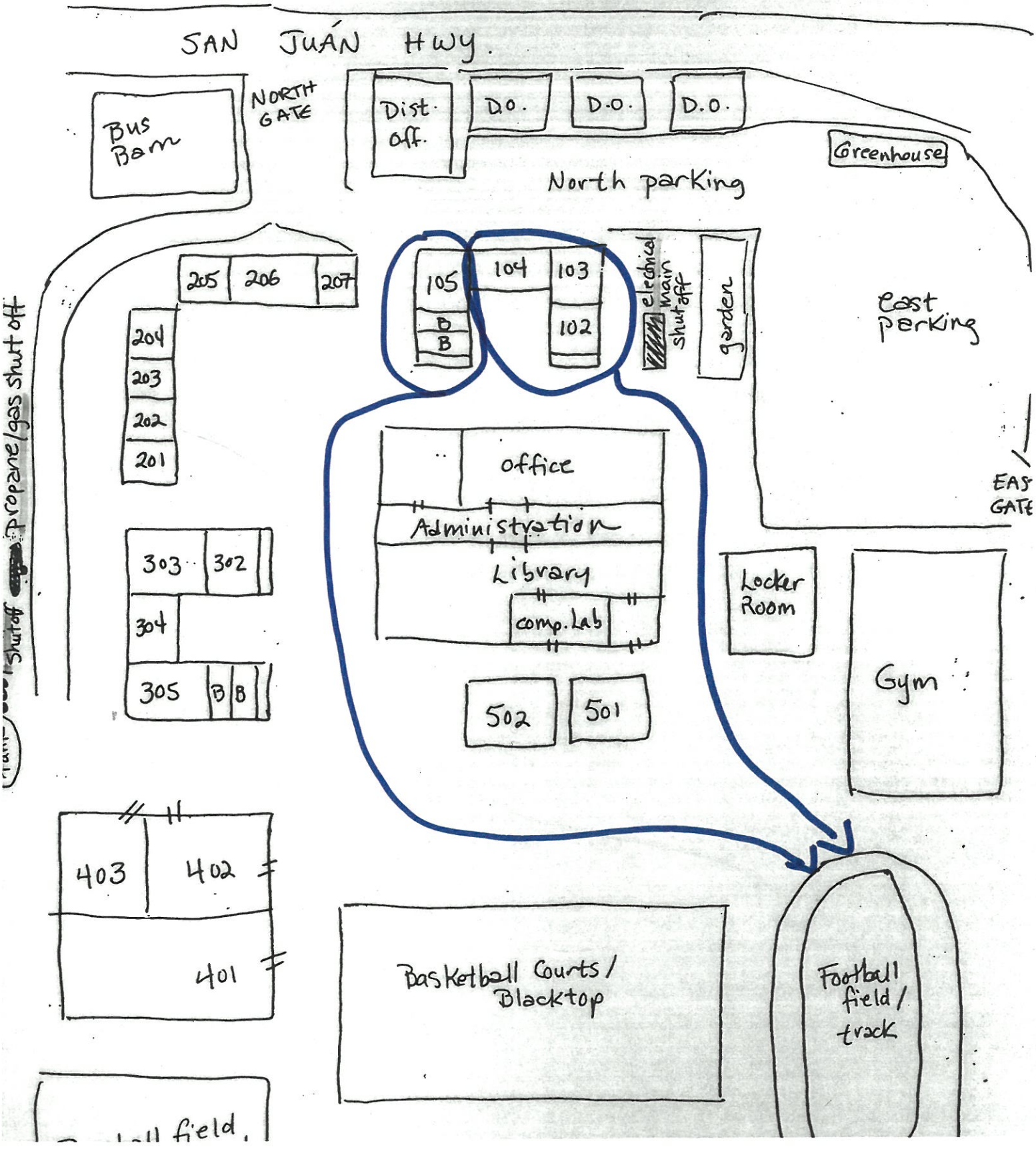
Gym

District Office

# Evacuation Plan

100s

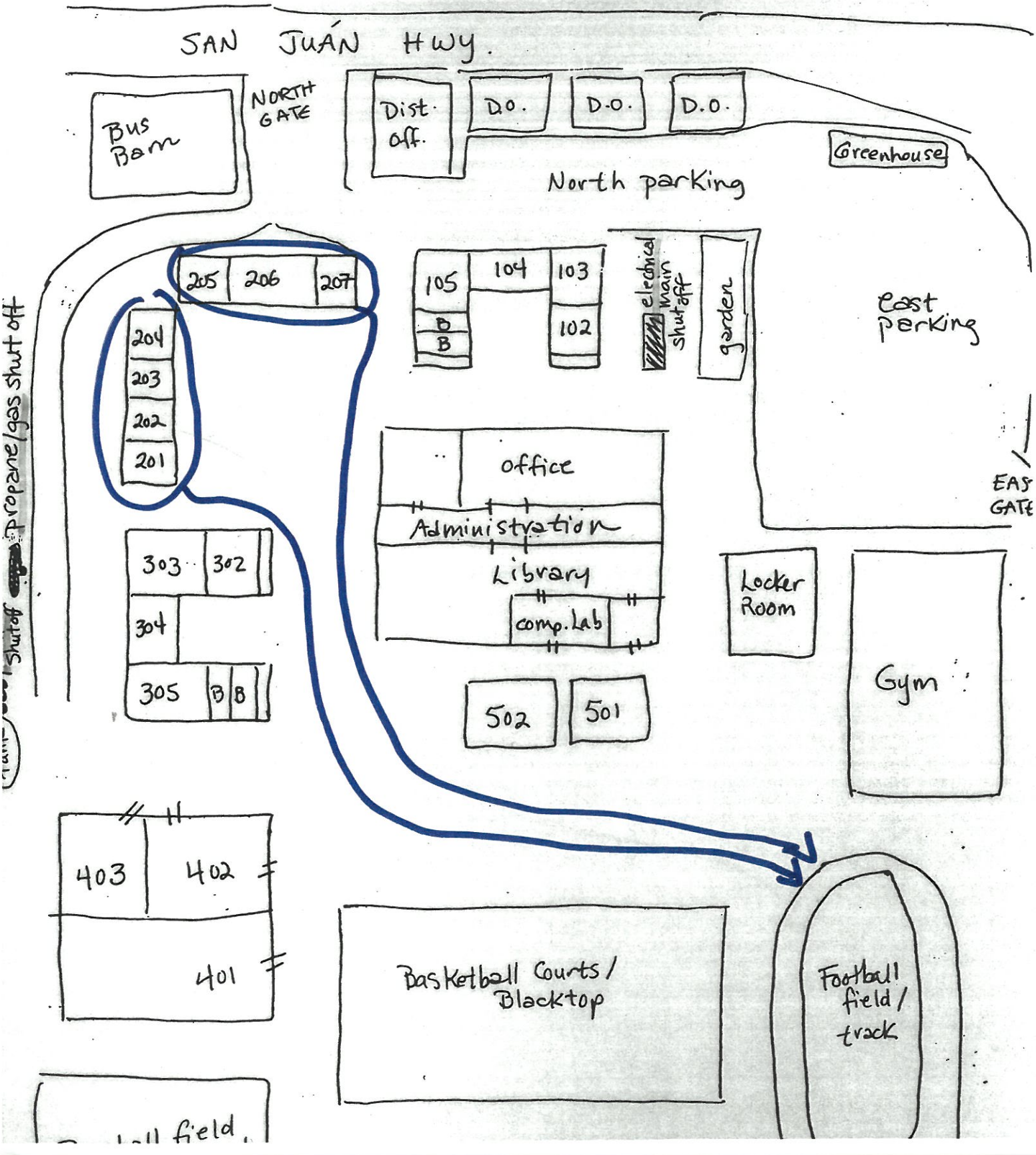
Anzar High School
2000 San Juan Highway
San Juan Bautista, CA 95045
Ph.: 623 – 7660 Fax: 623 - 7676



# Evacuation Plan

200s

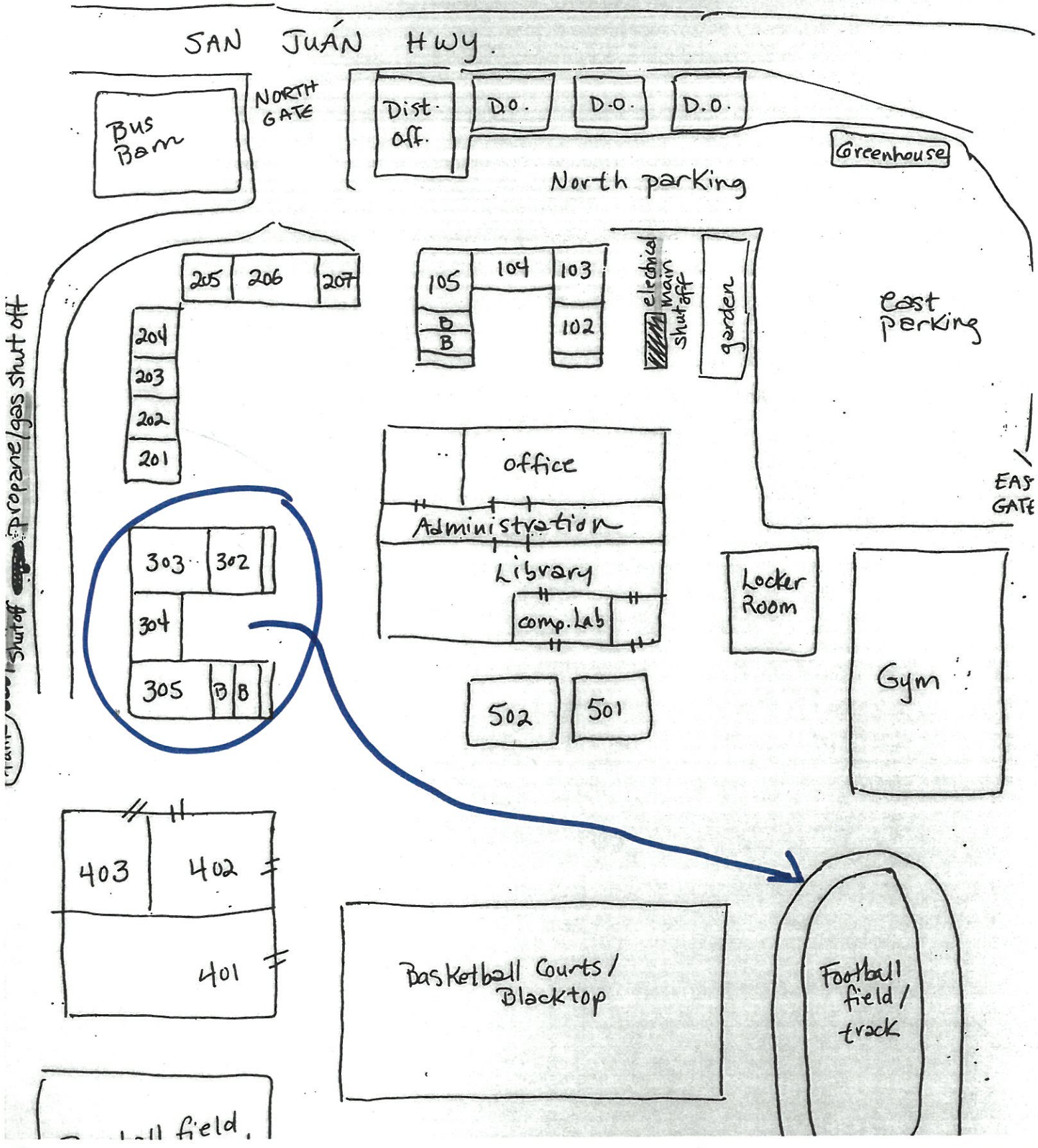
Anzar High School
2000 San Juan Highway
San Juan Bautista, CA 95045
Ph.: 623 – 7660 Fax: 623 - 7676



# Evacuation Plan

300s

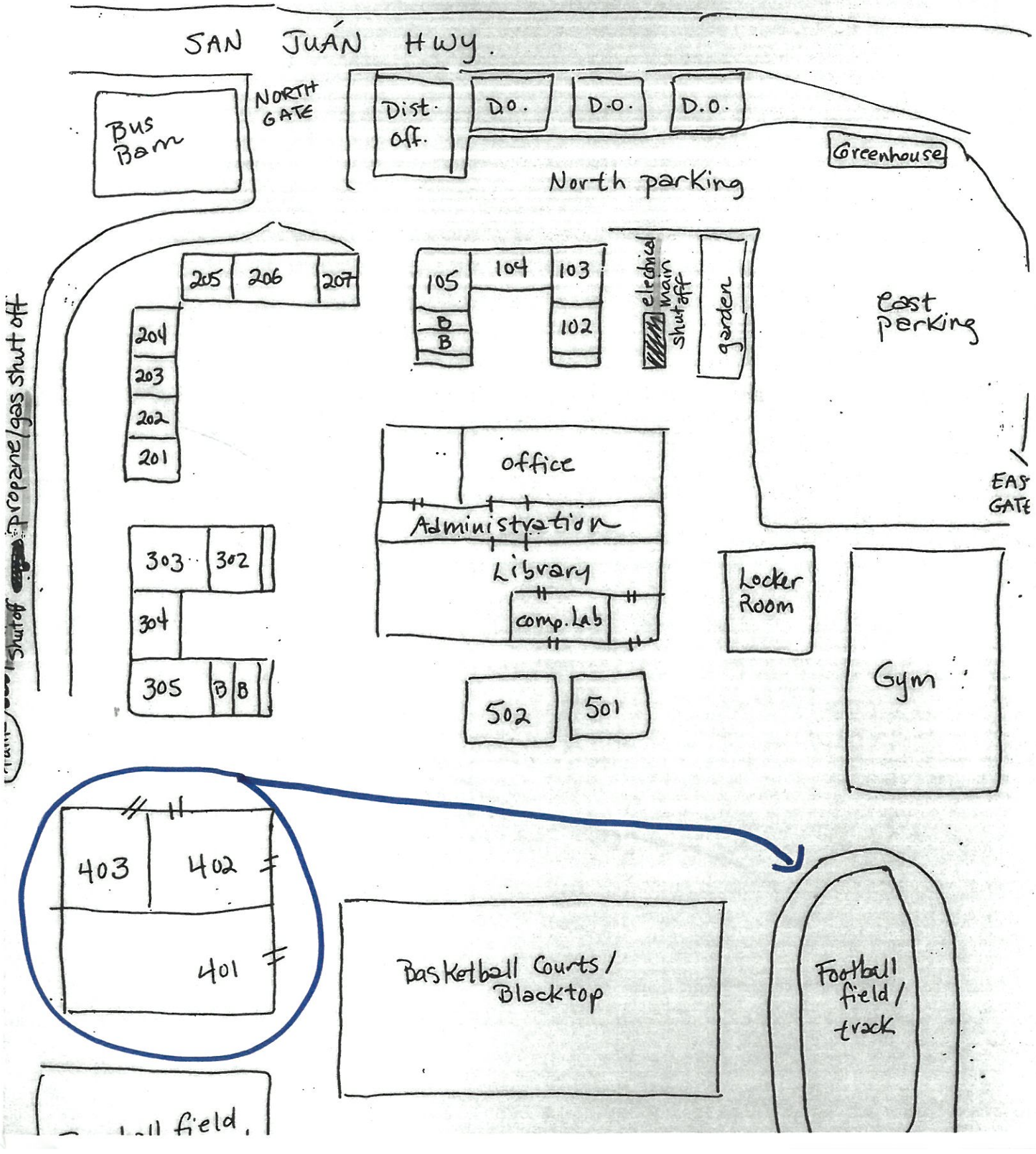
Anzar High School
2000 San Juan Highway
San Juan Bautista, CA 95045
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# Evacuation Plan

400s

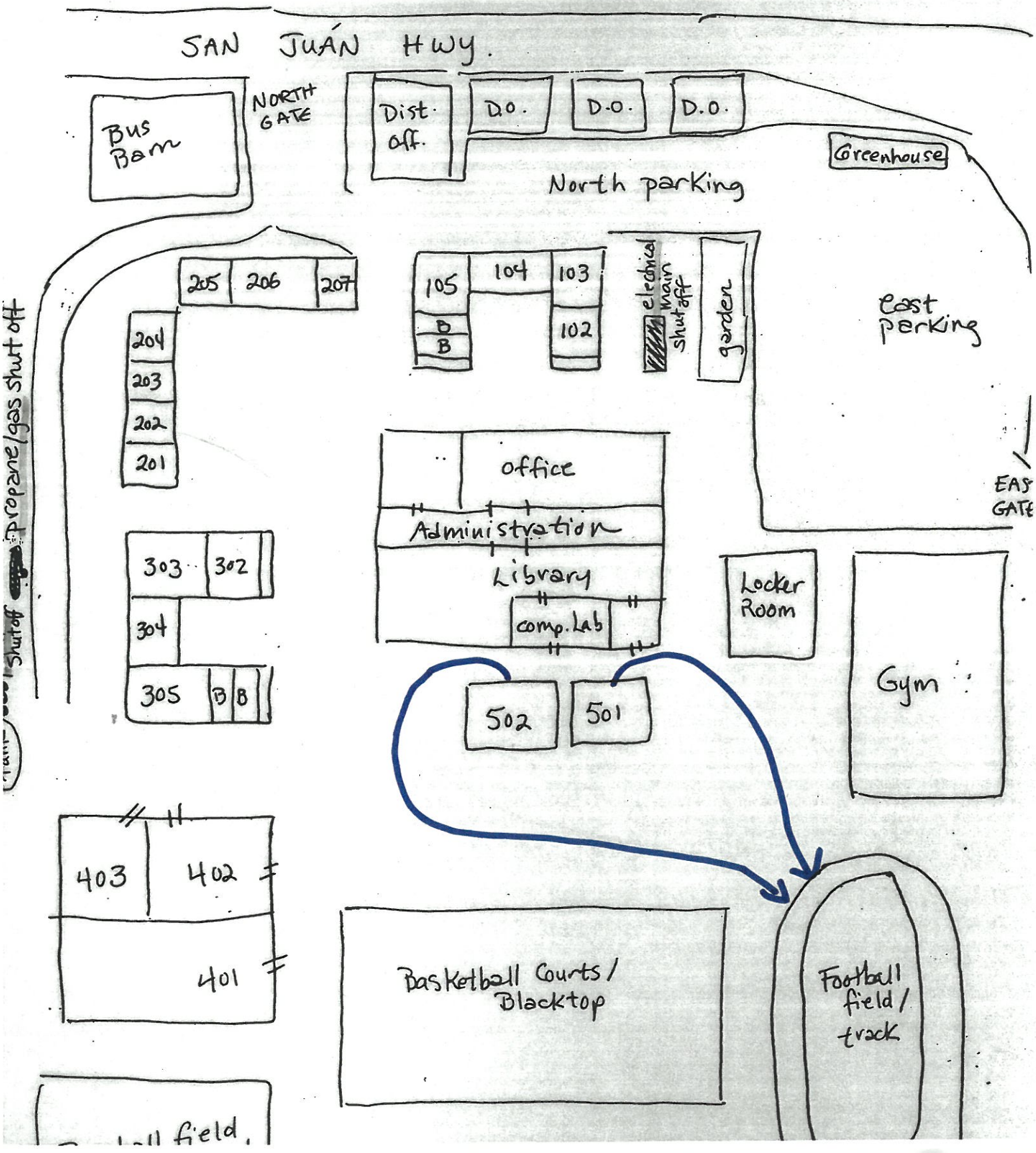
Anzar High School
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# Evacuation Plan

500s

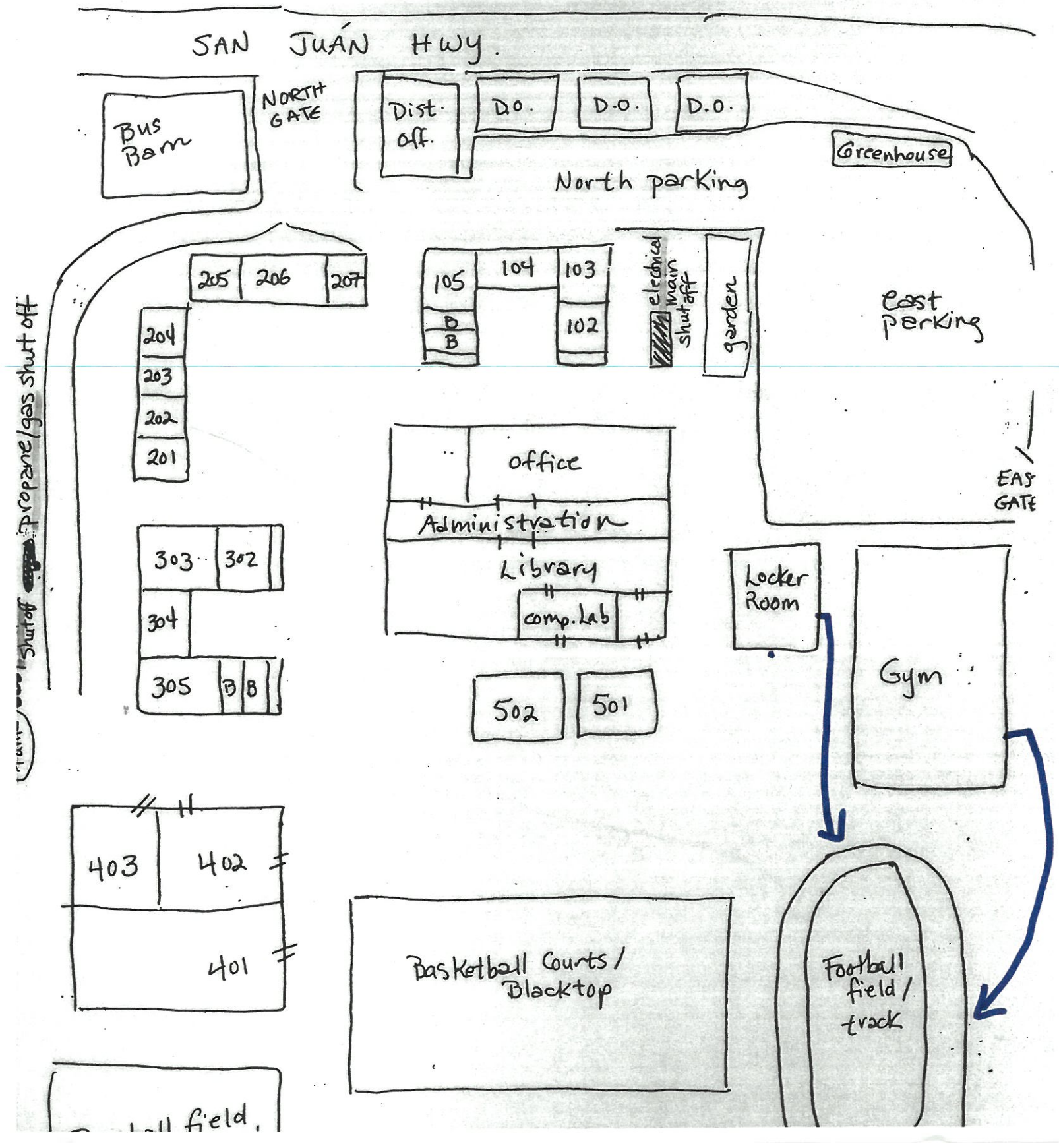
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# Evacuation Plan

Gym

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# Evacuation Plan

office

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