Simi Valley Unified School District

Comprehensive School Safety Plan

Hollow Hills Elementary School

56 72603 6055701

Contact Information:
Heather Godfrey, Principal
heather.godfrey@simivalleyusd.org
828 Gibson Avenue
Simi Valley, CA 93065
(805) 520-6720

Fiscal Year 2026-2027

This page intentionally left blank.

Table of Contents

I. The Comprehensive School Safety Plan Overview I-1

II. General School Information II-1

A. School Profile II-1
B. Safe School Mission II-1
C. Description of School Facilities II-1
D. Personal Characteristics of Students II-2
E. School Site Council Membership II-2
F. Notifications and Communications II-3

III. Safe School Reports III-1

A. School Crime Status III-1
B. Safe School Assessment Resources III-1
C. Evaluation of 2025-2026 Action Plans/Goals III-2
D. Conclusions of LCAP Survey III-4

IV. 2026-2027 Safe School Action Plans IV-1

A. Component 1: People and Programs – Create a caring and connected school environment IV-1
B. Component 2: Places – Create a physical environment that communicates respect for learning and for individuals IV-1

V. Emergency Operations Plan V-1

VI. School Safety Practices, Policies and Procedures VI-1

A. Adapting Routine and Emergency Disaster Procedures for Students with Disabilities. VI-1
B. Bully Prevention VI-1
C. Child Abuse Reporting Procedures VI-3
D. Discipline and School Rules VI-3
E. Dress Code VI-4
F. Emergency & Fire Drills Schedule VI-5
G. Ensuring a Safe & Orderly Environment VI-5
H. Hate Motivated Behaviors VI-6
I. Instructional Continuity Plan (ICP) VI-7

J. Mass Care and Welfare Shelters VI-7
K. Mental Health Professionals, Community Intervention Professionals, School Counselors, and School Resource Officers VI-8
L. Mobile Communication Devices VI-8
M. Narcan Treatment (Opioid Overdose) VI-9
N. Nondiscrimination/Harassment VI-9
O. Notification to Teachers of Pupil Suspension or Expulsion VI-9
P. Pupil Safety: School Employee Misconduct – Child Abuse Prevention VI-10
Q. Safe Ingress/Egress Procedures VI-10
R. Suspension & Expulsion Policies VI-11
S. Threat Assessment Protocols VI-11

VII. Emergency Situations – Immediate Action Responses VII-1

A. Active Assailant on Campus: Weapons, Intruder VII-1
B. Air Pollution/Smoke – Purpleair.com VII-2
C. Animal Disturbance VII-3
D. Biological or Chemical Release VII-4
E. Bomb Threat Suspicious Device VII-6
F. Bus Incident VII-8
G. Civil Disturbance VII-10
H. Disorderly Conduct VII-11
I. Death of a Student VII-12
J. Earthquake VII-13
K. Evacuation – On Campus VII-14
L. Evacuation Off-Campus/Off Side Assembly Area VII-15
M. Explosion / Risk of Explosion VII-16
N. Fallen Aircraft / Motor Vehicle Accident / Train Incident VII-18
O. Fire on School Grounds VII-19
P. Fire in Surrounding Area VII-20
Q. Flooding / El Nino / Dam Failure VII-21
R. Hazardous Material Incident: Chemical Spill / Gas Leak / Poisoning / Contamination VII-22
S. Hazardous Weather VII-23
T. Lockdown (See the Lockdown Communications Flowchart, next page) VII-24
U. Medical Emergency VII-26
V. Missing Student / Kidnapping VII-27
W. Nuclear Fallout, Radiological Dispersion Device (RDD), Dirty Bomb VII-28

X. Psychological Trauma VII-29
Y. Student Release – Reunification Procedures VII-30
Z. Suicide Attempt VII-32
AA. Suspected Contamination of Food or Water VII-34
BB. Threat of Violence VII-35
CC. Utility Failure / Gas Leak VII-36

VIII. Emergency Operations Contacts VIII-1

A. Community Partner Agency Contacts VIII-1
B. Incident Command System Assignments and Notification List VIII-3
C. Incident Command System (ICS) Position Checklist VIII-4

IX. SEMS (Standardized Emergency Management System Plan) IX-1

A. Buddy List IX-1
B. Communication Signals IX-2
C. Emergency Evacuation Map IX-1
D. Emergency Operations Map IX-2

X. Policies and Regulations Related to Student Safety X-1

1. Administering Medication and Monitoring Health Conditions – BP 5141.21 ..... X-1
2. Administering Medication and Monitoring Health Conditions – AR 5141.21 ..... X-2
3. Bomb Threats – AR 3516.2 ..... X-8
4. Bullying - BP 5131.2 ..... X-9
5. Bullying – AR 5131.2 ..... X-10
6. Bus Conduct – BP 5131.1 ..... X-12
7. Bus Conduct – AR 5131.1 ..... X-13
8. Campus Security – BP 3515 ..... X-14
9. Campus Security – AR 3515 ..... X-15
10. Child Abuse Reporting Procedures – BP 5141.4 ..... X-16
11. Child Abuse Reporting Procedures – AR 5141.4 ..... X-16
12. Comprehensive Safety Plan – BP 0450 ..... X-20
13. Comprehensive Safety Plan – AR 0450 ..... X-21
14. Conduct – BP 5131 ..... X-24
15. Discipline – BP 5144 ..... X-25
16. Discipline – AR 5144 ..... X-26
17. Dress and Grooming – BP 5132 ..... X-28
18. Dress and Grooming – AR 5132 ..... X-29
19. Earthquake Emergency Procedures – AR 3516.3 ..... X-30
20. Emergencies and Disaster Preparedness Plan – BP 3516 ..... X-32
21. Emergencies and Disaster Preparedness Plan – AR 3516 ..... X-32
22. Employee Security – BP 4158, 4258, 4358 ..... X-34
23. Employee Security – AR 4158, 4258, 4358 ..... X-35
24. Fire Drills and Fires – AR 3516.1 ..... X-37
25. Gangs – BP 5136 ..... X-38
26. Gangs – AR 5136 ..... X-39
27. Hate Motivated Behavior – BP 5145.9 ..... X-40
28. Nondiscrimination/Harassment – BP 5145.3 ..... X-40

29. Nondiscrimination/Harassment – AR 5145.3 ..... X-41
30. Search and Seizure – BP 5145.12 ..... X-46
31. Search and Seizure – AR 5145.12 ..... X-47
32. Sex Discrimination and Sex-Based Harassment– BP 5145.7 ..... X-47
33. Sex Discrimination and Sex-Based Harassment – AR 5145.7 ..... X-48
34. Student Disturbance - BP 5131.4 ..... X-50
35. Student Disturbance – AR 5131.4 ..... X-51
36. Suicide Prevention – BP 5141.52 ..... X-51
37. Suicide Prevention – AR 5141.52 ..... X-53
38. Suspensions and Expulsion/Due Process – BP 5144.1 ..... X-56
39. Suspensions and Expulsion/Due Process – AR 5144.1 ..... X-58
40. Transportation Safety Plan – AR 3543 ..... X-70
41. Visitors/Outsiders – BP 1250 ..... X-72
42. Visitors/Outsiders – AR 1250 ..... X-73
43. Weapons and Dangerous Instruments – BP 5131.7 ..... X-74
44. Weapons and Dangerous Instruments – AR 5131.7 ..... X-76

XI. References XI-1

A. Naloxone – Ventura County EMS Agency Skills Competency Form XI-1
B. Threat Assessment Protocols XI-2
C. Elementary Power Outage Considerations XI-3
D. Student Handbook XI-1
E. List of Acronyms and Abbreviations XI-2
F. Glossary of Terms XI-3

XII. Appendices XII-1

I. The Comprehensive School Safety Plan Overview

The Comprehensive School Safety Plan (CSSP) is required by Education Code 32282-32289 to be reviewed and updated by March 1 annually and subsequently submitted for approval to the School Site Council (or School Safety Planning Committee) as well as to the district's governing board or county office of education. The contents of the CSSP should include at a minimum, information assessing the current status of school crime committed on school campus and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. For additional information on school safety programs, policies, or procedures and how you may become involved locally, please contact:

Heather Godfrey, Principal
Hollow Hills Elementary School
828 Gibson Avenue
Simi Valley, CA 93065
(805) 520-6720
heather.godfrey@simivalleyusd.org

Prepared by:

- Site Leadership Team
- School Site Council

Reviewed and Approved by:

	Date Approved	Authorized Representative Signature
☐ School Site Council	2/24/2026	
☐ Simi Valley Police Department		
☐ Ventura County Fire Department		
☐ Simi Valley Unified School District Governing Board		

- An evaluation of the 2025-2026 School Safety Plan goals took place on February 24, 2026. (EC 32282)
- A hearing was held on February 24, 2026 at a School Site Council meeting to obtain public input pursuant to EC 32288.
- School staff were advised of the updated school safety plan on February 5, 2026 during a staff meeting. (EC 32282)
- The most current copy of the school plan is available in the school office for public review.

II. General School Information

A. School Profile

Hollow Hills Elementary School is one of 27 schools from preschool through high school in the Simi Valley Unified School District, and is one of the 18 elementary schools. Hollow Hills Elementary School serves students in grades K through grade 6.

During the 2025-2026 school year, Hollow Hills Elementary School served 558 students in grades K-6. Student enrollment included 7.5% receiving special education services0.4% homeless youth, 4.7% qualifying for English learner support, and 39.4% enrolled in the socioeconomically disadvantaged.

2025-2026 Enrollment: 558
Grades K-6

B. Safe School Mission

Our schools will provide a safe, welcoming, engaging, and comprehensive environment for all students that fosters learning and nurtures the whole child. Differences and diversity will be respected and celebrated. All students will receive support as needed to succeed inside and outside our classrooms.

C. Description of School Facilities

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Hollow Hills Fundamental's original facilities were built in 1968; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office, at the District Office, or on the Internet at www.simivalleyusd.org.

Hollow Hills Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office with a valid state issued identification to be scanned through the visitor management system and wear an identification sticker while on school grounds. They must then check out at the school office upon exit from the school site. Security cameras are installed throughout the campus.

Campus Description		Auxiliary Buildings	Qty.
Year Built	1968	Outdoor Covered Patio	1
# of Permanent Classrooms	22	Staff Lounge	1
Number of Portable Classrooms	6	Staff Work Room	1
# of Student Restrooms (sets)	6	YMCA Daycare	1
Library	1	STEAM Collaboration Lab	1
Multipurpose Room/Cafeteria	1	Visual Performing Arts Room	1

D. Personal Characteristics of Students

Student enrollment includes 7.5% receiving special education services0.4% homeless youth, 4.7% qualifying for English learner support, and 39.4% enrolled in the socioeconomically disadvantaged.
Data Source: 2025-2026 DataQuest

Student Demographics			
Ethnicity	**%**	**Ethnicity**	**%**
American Indian or Alaskan Native	0	Hispanic or Latino	39.4
Asian	9.9	African American	0.4
Pacific Islander	0.2	Caucasian	40.5
Filipino	2.2	Two or More Races/No Response	7.5

E. School Site Council Membership

Education Code Section 32282 requires that the Comprehensive School Safety Plan be reviewed and updated at least annually by the school site council. The School Site Council for Hollow Hills Elementary School during the 2025-2026 school year is comprised of the following individuals.

School Site Council Members	Title
Heather Godfrey	Principal
Meredith Russell	Certificated (Teacher)
Amelie Gonzalez	Certificated (Teacher)
Deborah Merryman	Certificated (Teacher)
Vacant	Classified
Ankur Chadda	Parent
Breanna Dahlstrom	Parent
Ana Quintanilla	Parent
Ashley Cinar	Parent
Vacant	Parent

F. Notifications and Communications

Required Notifications of Hearing

The following persons and entities were notified in writing of the public hearing concerning input on this Comprehensive School Safety Plan in accordance with the district's administrative regulations (AR 0450) (EC 32288).

- The local mayor
- A representative of the local school employee organization
- A representative of each parent/guardian organization at the school
- A representative of each teacher organization at the school
- A representative of the school's student body government
- All persons who have indicated that they want to be notified

Notice to Public

The Comprehensive School Safety Plan prepared for the 2026-2027 school year was shared with:
(EC 32282 and EC 32288)

- Parents at a School Site Council meeting held on February 24, 2026.
- School Staff at a faculty meeting held on February 5, 2026 at the school site.
- Communicated to the general public through a School Site Council meeting.
- Communicated to the following entities:
  - Law Enforcement Agency
  - Fire Department Agency

Assurances

The school site council may include the following three essential components and/or strategies into this plan (AR 0450):

- Assuring each student a safe physical environment
- Assuring each student a safe, respectful, accepting and emotionally nurturing environment
- Providing each student resiliency skills

Evidence of these assurances is embedded throughout this school safety plan.

III. Safe School Reports

A. School Crime Status

Hollow Hills Elementary School reports all crime to the Simi Valley Police Department and utilizes School Resource Officers during on-campus incidents. School district personnel are also notified of any incidents where the police have been called to the school.

Suspension Rate (Most Recent 3-Year Period)					
Fiscal Year	**Total Suspensions (Suspension & In-House Suspension)**	**Unduplicated Count of Students Suspended**	**Suspension Rate**	**% of Students Suspended with One Suspension**	**% of Students Suspended with Multiple Suspensions**
2024-2025	35	18	3.2%	66.7%	33.3%
2023-2024	39	15	2.3%	46.7%	53.3%
2022-2023	31	23	3.6%	78.3%	21.7%

Expulsion Rate (Most Recent 3-Year Period)							
Fiscal Year	**Total Expulsions**	**Violent Incident (Injury)**	**Violent Incident (No Injury)**	**Weapons Possession**	**Illicit Drug Related**	**Defiance Only**	**Other Reasons**
2024-2025	0	0	0	0	0	0	0
2023-2024	0	0	0	0	0	0	0
2022-2023	0	0	0	0	0	0	0

B. Safe School Assessment Resources

The following resources were analyzed to develop an understanding of current conditions of school safety and standard practices to develop a comprehensive plan of action and procedures to ensure students, staff, and visitors are provided a safe and secure environment.

- LCAP Survey Results
- School Climate Data Summary
- Community Crime Data
- Suspension, Truancy, and Expulsion Data
- Attendance Reports

C. Evaluation of 2025-2026 Action Plans/Goals

An evaluation of the school's progress in fulfilling Action Plans/Goals outlined in the 2025-2026 Comprehensive School Safety Plan was performed by:

- School Site Council
- Site Principal
- Site Leadership Team

Component #1 – People and Programs	
Goal #1: In professional learning teams, teachers will analyze data from common formative assessments to determine which students need extension and which students need intervention and provide designated extension and intervention activities/supports in the classroom.	
Were objectives met? Why?	Goal #1 has been met through the consistent implementation of professional learning teams across grade levels. Teachers regularly analyze data from common formative assessments to identify individual student needs, including students who require targeted intervention and those who would benefit from extension. As a result of this collaborative data analysis, teachers provide designated intervention and extension activities and supports within the classroom that are responsive to student performance and aligned to grade-level standards. Professional learning teams use shared expectations and agreed-upon responses to data to ensure that instructional decisions are intentional, timely, and focused on student growth. This process has strengthened instructional coherence across classrooms and increased teachers' collective responsibility for student outcomes.
Identify deficiencies in meeting objectives.	While Goal #1 has been implemented with fidelity, a key deficiency remains in the area of scheduling. Specifically, the current master schedule does not consistently provide designated, protected time for grade-level teams to create flexible student groups across classrooms for Universal Access intervention and extension. This limits the ability to fully leverage collaborative planning and shared instructional responsibility during designated support periods. At this time, teachers are effectively meeting student needs by grouping students within their individual classrooms and providing targeted intervention and extension supports based on formative assessment data. However, without scheduled common Universal Access time across grade levels, opportunities for cross-classroom grouping, coordinated use of staff, and expanded instructional supports are constrained. Addressing this scheduling limitation will strengthen the implementation of Goal #1 by increasing collaborative flexibility, maximizing staff expertise, and ensuring more equitable access to intervention and extension opportunities for all students.
Explain how the objectives/action plans can be strengthened.	The objectives and action plans can be strengthened by refining the master schedule to provide protected, common Universal Access time for grade-level teams. This will allow for flexible grouping across classrooms based on common formative assessment data and more coordinated intervention and extension supports. Additional collaboration time for professional learning communities and clear expectations for the use of Universal Access time will further strengthen implementation and ensure consistent, data-driven instructional responses for all students.

Goal #2: Increase the number of school day activities run by Student Council and involve Student Council in promoting inclusion and abilities awareness through National Inclusion Week activities and Abilities Awareness Week. Continue to promote Diversity and Equity awareness through awareness weeks and school day activities.	
Were objectives met? Why?	Goal not met. This objective was not fully met during the school year due to challenges related to the timing and structure of Student Council implementation. Student Council programming began later than planned, which limited the number of school day activities that could be organized and reduced opportunities for Student Council to lead or support inclusion, abilities awareness, and diversity-focused events. As a result, while the school continued to promote Diversity and Equity awareness through select awareness weeks and activities, Student Council was not consistently positioned to take a leadership role in these efforts as originally intended. The delayed start impacted planning, coordination, and student leadership development over the course of the year.
Identify deficiencies in meeting objectives.	The primary deficiency in meeting this objective was the lack of an early and consistent structure for Student Council implementation. Student Council activities did not begin at the start of the school year, which limited planning time, student leadership development, and the number of school day activities focused on inclusion, abilities awareness, diversity, and equity. Additionally, limited coordination time reduced Student Council's ability to take an active role in promoting and leading awareness weeks and related schoolwide activities.
Explain how the objectives/action plans can be strengthened.	The objectives and action plan can be strengthened by establishing Student Council structures at the beginning of the school year, including early identification of advisors and a clear activity calendar. Opening the Student Council advisory role to staff with interest and expertise in student leadership and inclusion will support stronger implementation and sustainability. Additionally, partnering with external and feeder programs, such as the City's Youth Council and a local high school ASB, will provide mentorship and leadership coaching for Student Council members. These partnerships will help build student capacity, increase the quality and consistency of activities, and strengthen Student Council's role in promoting inclusion, abilities awareness, diversity, and equity through school day events and awareness weeks.
Component #2 – Places	
Goal #1 - Improve perimeter security on campus including replacement of short Kindergarten and front of school fences/gates. Location of the office is a safety concern as visitors must enter campus prior to checking in.	
Were objectives met? Why?	Goal partially met. Perimeter fencing has been replaced and updated.
Identify deficiencies in meeting objectives.	Hollow Hills office building remains a distance from the front entrance. Campus Supervisor is stationed at front gate at all times.
Explain how the objectives/action plans can be strengthened.	SVUSD is currently gathering data to determine feasibility of a new bond measure that would fund the building of a new office building at the front entrance so that visitors would enter campus through the front office.
Goal #2 – Beautification of exterior of school buildings and upgrade/modernization of classrooms.	
Were objectives met? Why?	Goal partially met. New furniture and new flooring installed in all classrooms over the summer of 2025.
Identify deficiencies in meeting objectives.	The interior walls and ceilings are still in need of updating/paint. This project is planned for the summer of 2026. Exterior buildings still in need of paint and updating.
Explain how the objectives/action plans can be strengthened.	SVUSD is currently gathering data to determine feasibility of a new bond measure that would fund the updating of exterior buildings.

D. Conclusions of LCAP Survey

- Areas of Pride and Strength: (Components 1 & 2)
  1) Teachers believe in students' ability to learn at high levels (grade level or higher)
  2) Families believe Hollow Hills provides an excellent education.
  3) Teachers have high academic expectations that prepares students for the next grade level.
  4) Parents know what their child is expected to learn in class.
  5) Teachers regularly communicate with parents/families about students' academic progress.
  6) Parents and Families believe Hollow Hills effectively promotes responsible and ethical citizenship.

- Areas to Change/Improve: (Components 1 & 2)
  1) Improve extension/enrichment opportunities for students who have shown academic mastery.
  2) Improve intervention opportunities/programs to support students who are struggling to meet academic standards.
  3) Increase real word connections and/or connections to student interests in classroom instruction/lessons.
  4) Increase opportunities for students to participate in clubs and activities at school.
  5) Improve the appearance and function of school buildings and facilities to support future learning experiences.
  6) Improve perimeter security on campus including replacement of short Kindergarten and front of school fences. Visitors must walk through front gate, on campus, to access front office to check-in due to office location.

- Analysis of how the data, needs, and perceptions about the school's safety determined the goals: (EC 32288)
  1) Data was determined from a variety of factors including analyzing site specific LCAP survey results, Leadership Team discussions, staff and School Site Council input and discussion.
  2) School staff and families continue to identify the need for higher fences and a front office building location at the front of the school.

- Generalized statement of goals for 2026-2027: (EC 32282)
  1) Create a caring and connected school environment.
  2) Create a physical environment that communicates respect for learning and for individuals.

IV. 2026-2027 Safe School Action Plans

After analyzing data, resources, and desired areas of change, Hollow Hills Elementary School has determined that the following priorities for action are necessary to create a safe, secure campus and a positive learning environment emphasizing responsible and respectful behavior.

A. Component 1: People and Programs – Create a caring and connected school environment

Goal #1: To foster a caring and connected school climate, all staff members will actively participate in Professional Learning Communities (PLCs) supported by the Professional Learning Coach. Through collaborative dialogue, shared responsibility, and collective problem-solving, staff will strengthen relationships with one another while improving student outcomes. Teachers will engage in targeted professional development on Renaissance tools, including STAR Reading, STAR Math, Freckle ELA/Lalilo, and Freckle Math, to monitor student progress and inform responsive instruction. By setting clear, measurable goals, tracking progress, and modeling goal-setting practices for students, staff will promote ownership, growth mindset, and a shared commitment to continuous improvement. This collaborative process enhances both academic achievement and a supportive, connected school environment for all.

Goal #2: To strengthen a caring and connected school climate, Hollow Hills will actively partner with parents, guardians, and community members to support student success and well-being. The school will foster open, respectful, and transparent communication, create meaningful opportunities for family engagement, and promote shared decision-making processes. By cultivating strong relationships between home and school, we will reinforce a sense of belonging, collective responsibility, and trust. Through this collaborative partnership, our community will support students' academic achievement, social-emotional growth, and development as responsible, engaged citizens in a safe and supportive environment.

B. Component 2: Places – Create a physical environment that communicates respect for learning and for individuals

Goal #1: Hollow Hills will intentionally cultivate a physical environment that reflects safety, inclusivity, and respect for every individual. Our campus spaces, classrooms, common areas, and outdoor environments, will be structured to support learning, promote positive interactions, and communicate high expectations for all students. Visual displays, student work, culturally responsive materials, and inclusive messaging will celebrate diversity and reinforce that every student is welcomed, valued, and supported. By maintaining safe, engaging, and thoughtfully designed learning spaces, we ensure that students have the academic, social, and emotional supports needed to reach their personal best in an environment that communicates dignity, belonging, and respect.

Goal #2: Beautification of exterior of school buildings and upgrade/modernization of classrooms.

Component 1: People and Programs – Create a Caring and Connected School Climate		
Goal #1	To foster a caring and connected school climate, all staff members will actively participate in Professional Learning Communities (PLCs) supported by the Professional Learning Coach. Through collaborative dialogue, shared responsibility, and collective problem-solving, staff will strengthen relationships with one another while improving student outcomes. Teachers will engage in targeted professional development on Renaissance tools, including STAR Reading, STAR Math, Freckle ELA/Lalilo, and Freckle Math, to monitor student progress and inform responsive instruction. By setting clear, measurable goals, tracking progress, and modeling goal-setting practices for students, staff will promote ownership, growth mindset, and a shared commitment to continuous improvement. This collaborative process enhances both academic achievement and a supportive, connected school environment for all.	
Objective 1.1	Related Activities: ● Renaissance Freckle/Lalilo is a supplementary resource that provides students with an adaptive educational pathway based on STAR benchmark testing scores. In addition, Freckle ELA provides supplementary lessons and tools for teachers to supplement curriculum for small group instruction and Tier 2 interventions. ● Students in grades K–5 will participate in Renaissance STAR Reading and Math benchmark assessments three times per year to measure academic growth and monitor progress toward grade-level standards. Teachers will use assessment data to identify learning needs, inform instruction, provide targeted interventions, and track student growth over time ● Teachers in grades 3–5 will use CAASPP Interim Assessments to monitor student progress toward state standards. These assessments will guide instruction and inform intervention as teachers implement the district-adopted math curriculum. ● Provide schoolwide incentives, prizes, and recognition to reduce student anxiety and stress related to assessments. These strategies aim to increase engagement, foster positive attitudes toward testing, and encourage higher participation and buy-in from all students. Resources Needed: ● ELA/Math Freckle from Renaissance ● Tangible prizes and incentives Personnel Involved: ● Teachers, Professional Learning Coach ● Principal ● Staff to place orders for needed items Training Needed: ● Freckle ELA/Math training Evaluation Process: ● STAR assessments quarterly ● CAASPP IABs Budget: ● Hollow Hills' contribution to the cost of STAR ELA for grades K - 2 as the District is no longer funding these grade levels. Cost for Freckle ELA/Math ($6, 696.56) ● Hollow Hills to provide prizes and incentives $600	**Person(s) Responsible**: Principal Teacher Teams Professional Learning Coach **Timeline for Implementation:** 2026-2027 and 2027-2028 school years

Goal #2	To strengthen a caring and connected school climate, Hollow Hills will actively partner with parents, guardians, and community members to support student success and well-being. The school will foster open, respectful, and transparent communication, create meaningful opportunities for family engagement, and promote shared decision-making processes. By cultivating strong relationships between home and school, we will reinforce a sense of belonging, collective responsibility, and trust. Through this collaborative partnership, our community will support students' academic achievement, social-emotional growth, and development as responsible, engaged citizens in a safe and supportive environment.	
Objective 2.1	Related Activities: ● Increase family engagement by tracking participation in school events, workshops, and volunteer opportunities, aiming for at least **50% family participation** across the school year. Progress will also be monitored through family surveys, Smore newsletter views, and attendance at targeted events for SWD, SED, EL, and ATSI-identified students. ● Communication with students, parents, and community is in a variety of ways to ensure widespread outreach. The Hollow Hills website requires weekly maintenance and is one of our primary tools for communication. Smore newsletter is sent out weekly and can be translated into a variety of languages. Blackboard is used to send email and text messages to families and can be sent in both English and Spanish. ● Host a Family STEAM Night and a Multicultural Family Night to engage families in interactive, hands-on learning experiences. These events will encourage family participation, celebrate student learning and diversity, and strengthen home-to-school partnerships by providing opportunities for families to connect with staff, students, and the school community. ● Host two parent workshops per year based on topics identified through parent interest surveys. Workshops will provide families with practical strategies to support their children's academic and social-emotional growth, foster home-to-school partnerships, and encourage active participation in school programs and activities. Resources Needed: ● Tangible items for events Personnel Involved: ● Principal, Teachers, Staff Training Needed: ● None Evaluation Process: ● LCAP Survey results ● School Climate Survey results Budget: ● $700	**Person(s) Responsible**: Principal Leadership Team School Site Council Teacher Advisors **Timeline for Implementation:** 2026-2027 and 2027-2028 school years

Component 2: Places – Create a Physical Environment That Communicates Respect for Learning and for Individuals		
Goal #1	Hollow Hills will intentionally cultivate a physical environment that reflects safety, inclusivity, and respect for every individual. Our campus spaces, classrooms, common areas, and outdoor environments, will be structured to support learning, promote positive interactions, and communicate high expectations for all students. Visual displays, student work, culturally responsive materials, and inclusive messaging will celebrate diversity and reinforce that every student is welcomed, valued, and supported. By maintaining safe, engaging, and thoughtfully designed learning spaces, we ensure that students have the academic, social, and emotional supports needed to reach their personal best in an environment that communicates dignity, belonging, and respect.	
Objective 1.1	Related Activities: ● Implement a schoolwide **leadership program** that integrates the Medal of Honor values into daily classroom activities and school culture. Students will participate in lessons, projects, and recognition opportunities that promote character development, personal responsibility, and leadership skills, fostering engagement, a positive school climate, and a sense of ownership over their learning and behavior. ● Establish student Lead Teams across grade levels to promote leadership, responsibility, and student voice on campus. Teams will plan and lead school initiatives, support peers in demonstrating the Medal of Honor values, and collaborate with staff to enhance school culture, student engagement, and a positive, inclusive learning environment. ● Continue to support students through restorative justice practices and positive reinforcements as opposed to punitive measures such as detentions and suspensions. Continue to reward good behavior through the following measures as a means to reduce discipline: Positive Schoolwide Rewards Assemblies; Spirit of Hollow Hills Awards, Golden Bear Awards, Leader of the Week recognitions. ● Hollow Hills will continue to utilize Morning Meetings in all classrooms to further support the well being and social emotional health of our students as well as build positive connections between students and teachers. School counselor will continue to teach lessons in classrooms and serve students both individually and in small groups as referred by teachers/parents. ● Medal of Honor Leadership “meetings” will be held daily in classrooms to directly teach students the Medal of Honor Values with specific guidance on how these values look in various areas and situations on campus. Resources Needed: ● Medal of Honor wristbands, Medal of Honor banners, rewards, etc. Personnel Involved: ● Principal, teachers, staff Training Needed: ● None	**Person(s) Responsible**: Principal Teachers and Staff **Timeline for Implementation:** 2026-2027 and 2027-2028 school years

	Evaluation Process: ● Attendance and discipline data Budget: ● $1,500	
Goal #2	**Beautification of exterior of school buildings and upgrade/modernization of classrooms.**	
Objective 2.1	Related Activities: ● Painting of exterior buildings and doors ● Paint, and new ceiling tiles in classrooms. Resources Needed: ● District office facilities department Personnel Involved: ● District office facilities department Training Needed: ● None Evaluation Process: ● LCAP Survey results ● School Climate Survey results Budget: ● Unknown	**Person(s) Responsible**: District Administration Principal **Timeline for Implementation:** 2026-2027 and 2027-2028 school years

Sections V, VII, VIII, IX and XII have been redacted due to the confidential nature of the data. For more information, please contact Dr. Jerry Block, Assistant Superintendent of Schools and Programs, at (805) 306-4500 ext. 4205 or through email at jerry.block@simivalleyusd.org.

VI. School Safety Practices, Policies and Procedures

A. Adapting Routine and Emergency Disaster Procedures for Students with Disabilities

Emergency preparedness and response programs must be made accessible to people with disabilities and is required by the Americans with Disabilities Act or 1990 (ADA). Disabilities would include but not be limited to mobility, vision, hearing, cognitive disorders, mental illnesses and language barriers. Included in the District's planning efforts for those with disabilities are notification and warning procedures, evacuation considerations, emergency transportation issues, sheltering requirements, accessibility to medications, refrigeration, accessibility to mobility devices while in transit or at shelter and accessibility to information.

B. Bully Prevention

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

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

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

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

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

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

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

District-wide Implementation
The Collaborative for Academic Social and Emotional Learning (CASEL) states that social and emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions; set and achieve positive goals; feel and show empathy for others; establish and maintain positive relationships; and make responsible decisions. (Collaborative for Academic, Social and Emotional Learning, 2019)

Research supports the integration of SEL practices to increase academic achievement. When integrating the five core social and emotional competencies identified by CASEL, students have shown an increase of 11% gain in academic achievement. The competencies include self-awareness, self-management, social-awareness, relationship skills, and responsible decision making (Collaborative for Academic, Social, and Emotional Learning, 2019). When these skills are present, students can overcome adversity and persevere.

Social-Emotional Learning (SEL) reflects the role of positive relationships and emotional connections in the learning process and helps students develop a range of skills they need for school and life. (adapted from the California Department of Education)

SEL skills include the ability to:

- Set and achieve positive goals.
- Feel and show empathy for others.
- Establish and maintain positive relationships.
- Make responsible decisions.
- Understand and manage emotions.
- All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

While many teachers instinctively know that SEL is important, historically schools have been primarily focused on teaching academic content such as reading, math, science, and history, and less intentional about supporting the social and emotional skills that are so important to learning and life success.

In Simi Valley Schools, we know that when a student feels valued, respected, liked, and nurtured, and is connected to their school community through peers and trusted adults, that student will generally perform better in academics and relationships. As a public school district, we are committed to providing the best educational experience for every child who comes to us. SEL is a vital part of this effort.

With SEL as a focus for our staff and students, we strive to provide resources as needed to support their emotional well-being. In order to best assess what resources might be needed for our students, we issue an annual survey at the start of the school year that asks age-appropriate questions of our 3rd through 12th grade students. The survey topics for grades 3, 4 and 5 include growth-mindset, emotional regulation, teacher-student relationships and sense of well-being. For grades 6 through 12, the survey topics are positive feelings and challenging feelings.

The district provides a student survey annually that contains information related to SEL and contains questions related to bullying. The data from the survey provides us with specific information that allows us to tailor programs and intervention services for our students. The individual student's data is only available to our district's counselors and administrators (principals, assistant principals, etc...), and is used to drive services to a student in need. The overall data (by school, grade, etc...) is used to assess, modify and create programs to benefit students, including staff training.

Academic and social-emotional supports include our district social worker, five elementary school counselors, freshmen counselors at the high schools, counseling support and referral services, school-wide wellness and positive behavior programs, and more.

Parents/Guardians may have their student opt-out of participating in the survey. The link to the opt-out form is on this page. Please know that the more students who freely answer the survey, the more accurate the assessment will be for the needs of these students.

For more information, please contact Dr. Jamie Snodgrass, Director of Instruction and Pupil Services at jamie.snodgrass@simivalleyusd.org or (805) 306-4500, Extension 4204.

Bullying Training
SVUSD offers a course called Preventing Cyberbullying in Vector Solutions. This 30 minute course can be self assigned to any employee Online Bullying Prevention Training Programs can also be accessed on the CDE bullying Publication and Resources web page at HTTPS://cdc.ca.gov/ls/ss/se/bullyres.asp.

C. Child Abuse Reporting Procedures

According to legislation AB1432, all school staff have received annual training on the Mandated Reporting laws for school employees. All school staff members are considered “Mandated Reporters”.

A Mandated Reporter shall make a report whenever, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child who the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect (Penal Code 11166(a)).

Simi Valley Unified School District mandated reporters shall report suspected child abuse or neglect to:

Child Protective Services – 24-hour hotline
(805) 654-3200 or (800) 754-7600
Or call Simi Valley Police Department (805) 583-6950

Mandated reports must then follow up with a written report *Suspected Child Abuse Report SCAR form 8572* which must be faxed or mailed to Child & Family Services **within 36 hours**:

Child & Family Services
4651 Telephone Road, Suite 300
Ventura, CA 93003

Send a copy of the report to SVUSD Educational Services Assistant Superintendent marked “Confidential”.

D. Discipline and School Rules

At Hollow Hills Fundamental School, we believe in a system of positive reinforcement for appropriate student behavior and progressive discipline for inappropriate behavior.

Teachers utilize various point and prize systems and praise to reward good conduct in the classroom. Blue Ribbon cards, Student recognition and Golden Bear Assemblies are used to reinforce good citizenship school-wide.

For inappropriate behavior, a system of progressively more stringent consequences is used in classrooms and throughout the school. If a student violates a classroom, playground, cafeteria, or school rule, one or more of the following consequences will be administered (depending upon the severity and frequency of the offense):

- Warning, counseling, loss of privilege, move to another seat, loss of free time, call or note to Parents, loss of recess time, visit to the Principal’s office, detention, CHAMPS Think Sheet, campus beautification/community service, or suspension from school.

It is necessary that children learn to develop self-discipline in order to further their learning. We ask that parents discuss with their child the importance and need for good behavior and a positive attitude while at school.

<u>Classroom Rules:</u>
Students are expected at all times to do their very best. Students will be responsible for learning and obeying all school rules. The student will be responsible for achieving his/her maximum learning potential.

In the classroom the pupil will be required to:

1. Obey the teacher.
2. Learn to read, spell, write and speak correctly.
3. Increase knowledge; acquire facts and learn basic concepts.
4. Work neatly and in an orderly manner.
5. Learn how to develop thinking skills.
6. Develop the habit of accuracy in all subjects at all times.
7. Complete all assigned work.
8. Develop the ability to discipline and control himself/herself in all situations.
9. Overcome occasional defeat, deal with frustration and learn from mistakes.
10. Respect the rights and property of others.
11. Learn and use good manners, treating others with respect and courtesy.

<u>Playground Rules:</u>
On campus, the pupil will be required to obey all adult staff members and be where he/she is supposed to be at all times. Our Blue Ribbon Rules are:

1. We walk at all times (unless you are playing in a game or in an area designated for running).
2. We respect the rights, properties and feelings of others.
3. We listen while others speak and/or perform in the classroom, at assemblies, on the playground).
4. We play safely and solve problems constructively.
5. Line up appropriately to be dismissed to the cafeteria or to return back to class.

General Safety Rules for the Playground:

1. Students may play only school approved games. They must play fairly and abide by all school rules. If a student chooses not to play, they must sit or stand quietly in a safe area on the playground.
2. Students must remain in the playground area and not around classrooms or hallways during recess or lunch times.
3. Students must not bring balls or other play items from home unless under the direct supervision of a teacher.
4. Students must not throw rocks, dirt, sand, or other objects that may injure another person or damage property.
5. Students must eat their snacks in the designated areas and may not chew gum.
6. Students must permit others to join their games unless directed by the campus supervisors, or the maximum number of participants has been reached.
7. Students must not damage or destroy school property. Any such actions may result in suspension and students and their parents will be held liable for avoidable damages.
8. Students are to walk to their line-up areas after the warning bell and/or whistle and line up appropriately, refraining from pushing or playing with other students.
9. Students must obey the directions of the Campus Supervisors.

Lunch/Cafeteria Rules:

On campus, the pupil will be required to obey all adult staff members and be where he/she is supposed to be at all times. Our Blue Ribbon Rules are:

1. Students are to obey the Cafeteria Manager and Campus Supervisors, or any other staff member.
2. Students are to eat at assigned tables.
3. Food and paper shall not be thrown at any time and will result in disciplinary action.
4. Quiet talking is permitted. Staff will remind students when the level of noise is too loud.
5. Pick up your trash and leave your area clean before being excused.
6. Remain seated and wait to be excused by an adult.
7. Line up appropriately to be dismissed to the playground or to return back to class.

Code of Student Conduct:

1. We walk at all times (unless you are playing in a game or in an area designated for running).
2. We respect the rights, properties and feelings of others.
3. We listen while others speak and/or perform (in the classroom, at assemblies, on the playground).
4. We play safely and solve problems constructively.
5. We line up appropriately (on the playground, in the classroom, in the cafeteria).

Positive Responses – used when students follow standards

1. Smile from teacher/supervisor.
2. Verbal acknowledgment from teacher/supervisor.
3. Blue Ribbon note.
4. Parent contact.

Consequences – when students do not follow standards

1. Signal from teacher or supervisor (Ex: whistle).
2. Verbal reminder.
3. Withdraw privileges.
4. Referral to teacher or principal.
5. Parent contact.

NOTE: Progress Reports will be used to keep parents informed of school behavior.

E. Dress Code

Specific Dress Code Guidelines:

- No wearing of beachwear, halters, tank-tops, bare-stomached, stretch or crop tops. Undergarments may not be visible.
- Appropriate size t-shirts must be worn. Shirt must be of length so that when a student raises their arms above their head, midriff is not exposed.

- Pictures or writing of violence, demeaning slogans or images promoting alcohol, drugs, or tobacco, advocating racial, ethnic or religious prejudice are not appropriate on clothing, hats, backpacks or any items brought or worn to school.
- Sturdy and protective closed toed and closed heel shoes must be worn at all times. Sandals, flip-flops, shoes with wheels, steel toed boots, open toed/heel shoes are not appropriate. Students must wear appropriate shoes to participate in PE activities. Crocs or similar types of footwear, dress/fancy shoes or boots are not permitted.
- Appropriate hats may be worn outside only. Hats, hoods, beanies, etc., may not be worn indoors.
- Make-up, artificial nails, aerosol body sprays, perfumes are not permitted.
- Posts/stud earrings are the only earrings allowed to be worn. No dangling earrings.
- Skirts, dresses and shorts must be no shorter than mid-thigh. Skirts and dresses must be full enough that one can be seated cross-legged on the floor, and run at full stride on the playground without exposure.

Enforcement of the dress code will be the responsibility of all adults at HOLLOW HILLS FUNDAMENTAL SCHOOL School. Improper dress will result in your child being sent to the office.

- FIRST TIME: a call or written warning to parent
- SECOND TIME: parent will be required to correct any infraction of the Dress Code before the child will be allowed to return to class

Our dress code is strictly enforced. The administration has the right to declare if attire is appropriate for school or any school activity. The dress code was reviewed by a committee of students, parents and staff.

F. Emergency & Fire Drills Schedule

California law requires public schools to conduct minimum emergency drills every school year. On an annual basis, school sites develop a calendar of scheduled emergency drills. Parents/Guardians are provided written notification during the first quarter of each school year about emergency procedures in the district.

1. Earthquake drills shall be practiced at least once each school quarter in elementary schools and at least once a semester in secondary schools (California Education Code 35297).
2. Fire drills shall be practiced not less than once every calendar month at the elementary level and middle school levels, and not less than twice every school year at the secondary level. In addition, each Administrator shall sound the fire alarm in a test monthly (California Education Code 32001 & California Fire Code 403.4.1).

A copy of the Emergency Drills Schedule is maintained in the school site administration office. A complete districtwide calendar is on file at the school district office in the Risk Manager's Office.

G. Ensuring a Safe & Orderly Environment

Hollow Hills Fundamental School is dedicated to academic excellence within a structured learning environment that maintains a high level of commitment by students, parents and staff. This ongoing partnership between home and school is a critical attribute of the fundamental philosophy. A consistent educational program exists within a nurturing and challenging atmosphere.

All 632 students in kindergarten through sixth grade are provided a balanced, comprehensive, standards-aligned core curriculum in language arts, math, science, history/social science, and physical education. Students participate in a wide variety of effective learning experiences and student achievement is monitored throughout the year with formal and informal assessment strategies. The dedicated PTA and parent volunteers enrich the academic curriculum by helping with programs such as Great Works of Art, ceramics, music, library, both computer labs and the "STEAM Collaboratory."

Our teachers and staff support the growing needs of our students, families and community. We are dedicated to academic excellence and seek opportunities for our students to learn through differentiated instruction, collaboration and project-based learning. Our students are empowered to be thoughtful and contributing members of our school community and the greater community of Simi Valley, through character education and digital citizenship. Community service and student leadership are encouraged through our K-Kids (a Kiwanis-supported organization) and an active student council. Our STEAM (Science, Technology, Engineering through the Arts and Mathematics) focused curriculum embodies our creative and well-rounded approach to educating students in the 21st century.

Our programs aim to provide an opportunity where students can create, build, explore and discover new ways to learn. Students are encouraged to tap into their artistic creativity as they blend their knowledge of science, technology, engineering and math with their talents in the performing and visual arts, which helps their overall academic achievement and interpersonal skills. Our school safety goals, evidence and action plan describe how our community has worked diligently to develop programs and strategies to create and maintain a safe learning environment for all

students, staff and community members and they are listed below. Goals numbered 1 through 3 are our plans for addressing the area regarding School Climate. Goal 4 addresses the area of the Physical Environment.

H. Hate Motivated Behaviors

Simi Valley Unified S.D. Board Policy 5145.9
The Governing Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. 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 if they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating 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 their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and 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.

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

Complaint Process
A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

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 principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

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

I. Instructional Continuity Plan (ICP)

SimiValleySchools
SIMI VALLEY UNIFIED SCHOOL DISTRICT

Simi Valley Unified School District
Instructional Continuity Plan

Purpose: Per California Education Code 46393, there is an increased need for local educational agencies to provide instructional continuity for students when conditions make in-person instruction infeasible for all or some students, and that maintaining access to instruction during a natural disaster or emergency is crucial in mitigating the negative impacts of lost learning time and supporting student mental health. This plan addresses the requirements as outlined in California Education Code 46393.

Simi Valley Unified School District's (SVUSDs) first priority will always be to serve students through in-person instruction as quickly as possible following a natural disaster or other emergency event. Independent study is offered to any student impacted by any of the conditions listed in Educational Code Section 46392 within 10 instructional days of the first day of a school closure or material decrease in attendance. Students who are individuals with exceptional needs shall receive the services identified in their Individualized Education Programs pursuant to paragraph (9) of subdivision (a) of Section 56345 and may participate in an independent study program.

Continuity of Instruction: Based on the specifics of the natural disaster or other emergency, students may be provided hard copies of instructional materials, synchronous or asynchronous online instructional activities or other communications technology.

Supports for Students with Unique Needs: As described above, students with Individualized Educational Programs (IEPs) shall receive the specific services as outlined in the Emergency Conditions Provisions section of their Individualized Education Programs (IEPs).
This may include:

- Interaction, instruction, and check-ins between teachers and students through the use of computer or communications technology
- Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology
- The use of print materials incorporating assignments that are the subject of written or oral feedback Students with IEPs may participate in an independent study program if their IEP states independent study is their recommended and agreed to program.

Student Participation and Progress: SVUSD will adhere to all applicable independent study education code and SVUSD policies and administrative regulations linked here: SVUSD BP 6158 and SVUSD AR 6158.

Access to Instructional Materials Including Devices and Connectivity: Students will be provided instructional materials as outlined in their independent study plan and/or Individualized Education Plan. Should students require technology devices as part of their instructional program during school closures, SVUSD will provide them.

J. Mass Care and Welfare Shelters

The Simi Valley Unified School District has a shelter agreement with the American National Red Cross (Red Cross), a not-for-profit corporation chartered by the United States Congress as part of its disaster relief activities and partnership.

Simi Valley Unified School District has been identified as a disaster relief shelter for the community. Potential emergencies could include natural disaster, i.e., fires, floods, earthquakes, or human made incidents, such as, chemical spills, terrorist attacks, etc., which might necessitate the evacuation and mass care (sheltering and feeding) for a number of people, including district staff, students, and visitors.

By agreement, the City of Simi Valley works in partnership with Simi Valley Unified School District to assist in the determination for the need for shelters and is the agency that is acknowledged by the Simi Valley Unified School District exclusively for this guidance. Red Cross has been provided with emergency contact names and telephone numbers for district personnel authorized to communicate with Red Cross and local government agencies.

The Facilities Use Agreement between Simi Valley Unified School District and the American Red Cross is on file at the Simi Valley Unified School District office located at 101 W. Cochran Street, Simi Valley, CA 93065.

K. Mental Health Professionals, Community Intervention Professionals, School Counselors, and School Resource Officers

Each of the schools in the Simi Valley Unified School District have access to school psychologists, school counselors, school social workers, and school resource officers. Each of these professionals have designated roles and responsibilities.

- School Psychologists - While school psychologists have the primary function of assessing students for special education, they also help support the social-emotional health of our students. They are often called to assist with risk/threat assessments.
- School Counselors - School Counselors provide both group and one-on-one counseling for our students. They make presentations in our classrooms on topics such as emotional regulation and peer acceptance. They also help to triage situations when a student/students are in an emotionally vulnerable situation. Students may be referred to a counselor by a teacher or an administrator. At the secondary school level, students may drop in to their counselor's office to discuss their needs and/or challenges.
- School Social Workers – Our school social workers are not assigned to a particular school site. However, they are available to assist site-based counselors and administrators in providing information on community resources to students. Our social workers also provide more intensive social-emotional counseling services to our students when the school counselors are unable to provide the services needed by the students.
- School Resource Officers - There are two school resource officers who support Simi Valley Unified schools. The officers are employed by the City of Simi Valley and are members of the Simi Valley Police Department. They are trained to work with youth and come to the schools to provide support when called by site administration

L. Mobile Communication Devices

The Governing Board recognizes that student use of smartphones and other personal electronic devices on campus may be beneficial to student learning and well-being and could be harmful and disruptive of the instructional program in some circumstances. When on campus or when under the supervision of district employees, students may use smartphones and other mobile communication devices only as permitted under this policy.

For High Schools
Students may use smartphones or other personal electronic devices on campus during noninstructional time (before school, after school, and lunch time) as long as the device is utilized in accordance with law and any applicable school rules.

Personal electronic devices shall be turned off and put away during instructional time.

For Elementary And Middle Schools
Students shall not use smartphones or other personal electronic devices while at a school site or under the supervision and control of a district employee. Personal electronic devices shall be turned off and put away while at school or under the supervision and control of a district employee.

However, a student shall not be prohibited from possessing or using personal electronic device under any of the following circumstances: (Education Code 48901.5, 48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger
2. When a teacher or administrator grants permission to the student to possess or use a personal electronic device, subject to any reasonable limitation imposed by that teacher or administrator
3. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
4. When the possession or use is required by the student's individualized education program

The Superintendent or designee may undertake measures or strategies in accordance with law, to limit student access to smartphones and other personal electronic devices on campus. (Education Code 48901.7)

Smartphones and other personal electronic devices shall not be used in any manner which infringes on the privacy rights of any other person.

A student's personal electronic device shall not be searched without the consent of the student's parent/guardian, except pursuant to a lawfully issued warrant, when a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information, or when the search is otherwise permitted pursuant to Penal Code 1546.1.

When a student uses a personal electronic device in an unauthorized manner while at a school site or under the supervision and control of a district employee, the student may be disciplined and the district employee may temporarily

confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a personal electronic device which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The district will not be responsible or liable for a student's personal electronic device which is brought on campus or to a school activity and is lost, stolen, or damaged.

The Board shall review and, as necessary, update this policy at least once every five years. Any such review or update shall include significant stakeholder participation to ensure that the policy is responsive to the unique needs and desires of the school community.

Site principals from each grade span (elementary, middle and high school) shall collaboratively establish a set of progressive consequences for students who repeatedly violate this policy.

M. Narcan Treatment (Opioid Overdose)

Effective September 24, 2016, CEC Section 49414.3 (c) allows school districts, county offices of education, and charter schools to provide emergency naloxone hydrochloride or another opioid antagonist to school nurses and trained volunteer personnel to provide emergency medical aid to a person suffering, or reasonably believed to be suffering, from an opioid overdose. Volunteer or trained personnel means an employee who has volunteered to administer naloxone hydrochloride or another opioid antagonist to a person if the person is suffering or reasonably to be suffering, from an opioid overdose, has been designated by a school, and has received training pursuant to subdivision (d).

All school sites within the Simi Valley Unified School District have access to Narcan onsite. Attached to this document as Reference Section A is the Ventura County Emergency Medical Services “Skills Competency Form” which indicates the steps to identify opioid overdoes and the steps needed to administer Naloxone treatment and obtain emergency services assistance.

N. Nondiscrimination/Harassment

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination, targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnicity, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent Educational Services
Simi Valley Unified School District
101 W. Cochran Street
Simi Valley, CA 93065
(805) 306-4500 ext. 4200

O. Notification to Teachers of Pupil Suspension or Expulsion

(Pursuant to Education Code 49079)

The district shall inform the principal/teachers annually of students who were engaged in, or reasonably suspected to have engaged in, for the previous three school years, any of the acts described in:

- Education Code 48900 subdivision [except subdivision (h)]
- Education Code 48900.2 (sexual harassment)
- Education Code 48900.3 (hate violence)
- Education Code 48900.4 (harassment of school/district personnel or pupil; threats/intimidation)
- Education Code 48900.7 (terrorist threat)

The principal/teacher shall keep this information in confidence and must not further disseminate.

Simi Valley Unified School District Board Policy 4158, 4258, 4358
The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any person who threatens the safety of others at any district facility may be removed by the Superintendent or designee in accordance with AR 3515.2 - Disruptions.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. Such measures may include seeking a temporary restraining order on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or a gun violence restraining order pursuant to Penal Code 18150 and 18170.

Upon request by an employee who is a victim of domestic violence, sexual assault, or stalking, the Superintendent or designee shall provide reasonable accommodations in accordance with Labor Code 230-230.1 and the accompanying administrative regulation to protect the employee's safety while at work.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or the student's parent/guardian to recover damages for injury to the employee's person or property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of the employee's duties. (Education Code 48904, 48905)

The Superintendent or designee shall provide staff development in crisis prevention and intervention techniques, which may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

In accordance with law, the Superintendent or designee shall inform teachers, administrators, and/or counselors of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

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

P. Pupil Safety: School Employee Misconduct – Child Abuse Prevention

"The district is currently developing policies and procedures to comply with Education Code amended and added by SB848 including but not limited to updating Board Policy (sample policy 4119.24) to better address Professional boundaries between adults and students, evaluating facilities to ensure ease of student supervision, incorporating reports of sexual abuse in the crime data provided and establishing training protocol for volunteers in abuse prevention and mandated reporting.

An act to amend Sections 32280, 32281, 32282, 44010, 44242.5, 44830.1, 44939.5, and 51950 of, to amend, repeal, and add Section 44691 of, to add Sections 44051 and 44052 to, and to add Article 10 (commencing with Section 32100) to Chapter 1 of Part 19 of Division 1 of Title 1 of, the Education Code, and to amend Section 11165.7 of the Penal Code, relating to pupil safety."

Q. Safe Ingress/Egress Procedures

School and district staff are dedicated to ensuring the safety of students, staff and parents/ guardians going to and from school.

Designated emergency exit routes are defined in the Emergency Operations Plan. In case an accident, fire, earthquake or other emergency affects our regular evacuation routes, school staff is responsible for directing students to a safe, alternative exit route. Students must remain on campus, under staff supervision. In case of emergency, students must be retained until they can be released to either a parent or an authorized emergency contact.

<u>Emergency scenarios that students need to be prepared for:</u>

- Walking to school: Students should continue walking to school.
- Walking home: Students should continue walking home.
- In the neighborhood: Students should return home or go to a pre-designated alternate home.
- Waiting for a bus: Students should return home or go to a pre-designated alternate home.

- On a school bus on the way to school: The bus driver will continue to school when it is safe.
- On a school bus on the way home: The bus driver will continue home when it is safe.
- On a school bus on the way to a field trip: The driver will return to the school when it is safe.
- During a field trip: The teacher will find safe shelter at that location until it is safe to return to the school.
- On a school bus returning to school from a field trip: The driver will continue to school when it is safe to do so.

Main entrances/exits to and from the school site:

- Three (3) along Erringer
- Three (3) gates and one (1) entrance way along Gibson Avenue.
- Office and Staff room doors remains unlocked 7:30 A.M. – 4:00 P.M.

Gates and when or if they are locked during the day:

- Two (2) along Erringer are locked at around 8:20 A.M. and remain so until school dismissal. The entrance at the very east end of the playing field does not have a gate.
- Two (2) gates along Gibson Avenue are locked around 8:20 A.M. and remain so until school dismissal. Gate closest to the YMCA is locked around 8:20 A.M.
- The main gate at the south end of the parking lot off Gibson Ave. is monitored by a campus supervisor and visitors must check in there first.

R. Suspension & Expulsion Policies

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

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

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

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

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

Note: For more information, please refer to district Board Policy 5144.1 and Administrative Regulation 5144.1 (Suspension and Expulsion/Due Process) which can be found on the district's website.

S. Threat Assessment Protocols

The Simi Valley Unified School District recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The District is fully committed to providing learning environments that are safe and free from acts of intimidation, threats of violence, and actual violence. This policy encompasses behaviors by students. The policy is applicable to schools, District and school-related activities, and in areas within the District's jurisdiction.

Attached as Reference B to this document is the Simi Valley Unified School District's *School Violence Prevention and Threat Assessment Guidelines* document.

Sections V, VII, VIII, IX and XII have been redacted due to the confidential nature of the data. For more information, please contact Dr. Jerry Block, Assistant Superintendent of Schools and Programs, at (805) 306-4500 ext. 4205 or through email at jerry.block@simivalleyusd.org.

X. Policies and Regulations Related to Student Safety

Simi Valley Unified School District has adopted the following board policies and administrative regulations to provide guidance and procedures for students, staff, and parents in an effort to provide a safe and orderly environment during regular school hours and during the event of an emergency. Legal citations and references may be found by viewing the original board policies. Please visit the district's website at www.simivalleyusd.org to access full versions of board policies and administrative regulations referred to herein.

1. Administering Medication and Monitoring Health Conditions – BP 5141.21

The Governing Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should be able to participate in the educational program.

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing parents/guardians to administer medication to their child at school, designate other individuals to do so on their behalf, and, with the student's authorized health care provider's approval, request the district's permission for the student to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

The Superintendent or designee shall make epinephrine auto-injectors available at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering from an anaphylactic reaction. (Education code 49414)

The Superintendent or designee shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education code 49414.3)

Because of the conflict between state and federal law regarding the legality of medicinal cannabis, the Board prohibits the administration of medicinal cannabis to students on school grounds by parents/guardians or school personnel.

The Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.

Administration of Medication by School Personnel
When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse, or when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual.

The Superintendent or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

Policy SIMI VALLEY UNIFIED SCHOOL DISTRICT
Adopted: September 25, 2019 Simi Valley, California
Revised: November 15, 2022

2. Administering Medication and Monitoring Health Conditions – AR 5141.21

Definitions
Authorized health care provider means an individual who is licensed by the State of California to prescribe or order medication, including, but not limited to, a physician or physician assistant. (Education Code 49423; 5 CCR 601)

Other designated school personnel means any individual employed by the district, including a nonmedical school employee, who has volunteered or consented to administer medication or otherwise assist the student and who may legally administer the medication to the student or assist the student in the administration of the medication. (5 CCR 601, 621)

Medication may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies. (5 CCR 601)

Epinephrine auto-injector means a disposable delivery device designed for the automatic injection of a premeasured dose of epinephrine into the human body to prevent or treat a life-threatening allergic reaction. (Education Code 49414)

Anaphylaxis means a potentially life-threatening hypersensitivity to a substance, which may result from an insect sting, food allergy, drug reaction, exercise, or other cause. Symptoms may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. (Education Code 49414)

Opioid antagonist means naloxone hydrochloride or another drug approved by the federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body and that has been approved for the treatment of an opioid overdose. (Education Code 49414.3)

Albuterol means a bronchodilator used to open the airways by relaxing the muscles around the bronchial tubes. (Education Code 49414.7)

Inhaler means a device used for the delivery of prescribed asthma medication that is inhaled. (Education Code 49414.7)

Notifications to Parents/Guardians
At the beginning of each school year, the Superintendent or designee shall notify parents/guardians of the options available to students who need to take prescribed medication during the school day and the rights and responsibilities of parents/guardians regarding those options. (Education Code 49480)

In addition, the Superintendent or designee shall inform the parents/guardians of any student on a continuing medication regimen for a nonepisodic condition of the following: (Education Code 49480)

1. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage, and the name of the supervising physician.
2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects, and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

When a student requires medication during the school day in order to participate in the educational program, the Superintendent or designee shall, as appropriate, inform the student's parents/guardians that the student may qualify for services or accommodations pursuant to the Individuals with Disabilities Education Act (20 USC 1400-1482) or Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794).

Parent/Guardian Responsibilities
The responsibilities of the parent/guardian of any student who may need medication during the school day shall include, but are not limited to:

1. Submitting the parent/guardian written statement and the authorized health care provider's written statement each school year as described in the sections "Parent/Guardian Statement" and "Health Care Provider Statement" below. The parent/guardian shall provide a new authorized health care provider's statement if the medication, dosage, frequency of administration, or reason for administration changes. (Education Code 49414.5, 49423, 49423.1; 5 CCR 600, 626)
2. If the student is on a continuing medication regimen for a nonepisodic condition, informing the school nurse or other designated certificated employee of the medication being taken, the current dosage, and the name of the supervising physician, and updating the information when needed. (Education Code 49480)
3. Providing medications in properly labeled, original containers along with the authorized health care provider's instructions. For prescribed or ordered medication, the container also shall bear the name and telephone number of the pharmacy, the student's identification, and the name and phone number of the authorized health care provider. (5 CCR 606)

Parent/Guardian Statement
When district employees are to administer medication to a student, the parent/guardian's written statement shall:

1. Identify the student
2. Grant permission for an authorized district representative to communicate directly with the student's authorized health care provider and pharmacist, as may be necessary, regarding the health care provider's written statement or any other questions that may arise with regard to the medication
3. Contain an acknowledgment that the parent/guardian understands how district employees will administer the medication or otherwise assist the student in its administration
4. Contain an acknowledgment that the parent/guardian understands the responsibilities to provide a written statement from the authorized health care provider, to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication, and to provide all necessary supplies and equipment
5. Contain an acknowledgment that the parent/guardian understands the right to terminate the consent for the administration of the medication or for otherwise assisting the student in the administration of medication at any time

In addition to the requirements in Items #1-5 above, if a parent/guardian has requested that the student be allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, the parent/guardian's written statement shall: (Education Code 49423, 49423.1)

1. Consent to the self-administration
2. Release the district and school personnel from civil liability if the student suffers an adverse reaction as a result of self-administering the medication

In addition to the requirements in Items #1-5 above, if a parent/guardian wishes to designate an individual who is not an employee of the district to administer medication to the student, the parent/guardian's written statement shall clearly identify the individual and shall state:

1. The individual's willingness to accept the designation
2. That the individual is permitted to be on the school site
3. Any limitations on the individual's authority

Health Care Provider Statement
When any district employee is to administer prescribed medication to a student, or when a student is to be allowed to carry and self-administer prescribed medication during school hours, the authorized health care provider's written statement shall include:

1. Clear identification of the student (Education Code 49423, 49423.1; 5 CCR 602)
2. The name of the medication (Education Code 49423, 49423.1; 5 CCR 602)
3. The method, amount, and time schedules by which the medication is to be taken (Education Code 49423, 49423.1; 5 CCR 602)
4. If a parent/guardian has requested that the student be allowed to self-administer medication, confirmation that the student is able to self-administer the medication (Education Code 49414.5, 49423, 49423.1; 5 CCR 602)

5. For medication that is to be administered by unlicensed personnel, confirmation by the student's health care provider that the medication may safely and appropriately be administered by unlicensed personnel (Education Code 49423, 49423.1; 5 CCR 602)
6. For medication that is to be administered on an as-needed basis, the specific symptoms that would necessitate administration of the medication, allowable frequency for administration, and indications for referral for medical evaluation
7. Possible side effects of the medication
8. Name, address, telephone number, and signature of the student's authorized health care provider

For self-administration of inhaled asthma medication, the district shall accept a written statement from a physician or surgeon contracted with a health plan licensed pursuant to Health and Safety Code 1351.2. Such written statement shall be in English and Spanish and shall include the name and contact information for the physician or surgeon. (Education Code 49423.1)

District Responsibilities
The Superintendent or designee shall ensure that any unlicensed school personnel authorized to administer medication to a student receives appropriate training from the school nurse or other qualified medical personnel.

The school nurse or other designated school personnel shall:

1. Administer or assist in administering medication in accordance with the authorized health care provider's written statement
2. Accept delivery of medications from parents/guardians and count and record them upon receipt
3. Maintain a list of students needing medication during the school day, including those authorized to self-administer medication, and maintain on the list the type of medication and the times and dosage to be administered
4. Maintain for each student a medication log which may:
   a. Specify the student's name, medication, dose, method of administration, time of administration during the regular school day, date(s) on which the student is required to take the medication, and the authorized health care provider's name and contact information
   b. Contain space for daily recording of the date, time, and amount of medication administered, and the signature of the individual administering the medication
5. Maintain for each student a medication record which may include the authorized health care provider's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student
6. Ensure that student confidentiality is appropriately maintained
7. Coordinate and, as appropriate, ensure the administration of medication during field trips and other school-related activities
8. Report to a student's parent/guardian and the site administrator any refusal by the student to take the medication
9. Keep all medication to be administered by the district in a locked drawer or cabinet
10. As needed, communicate with a student's authorized health care provider and/or pharmacist regarding the medication and its effects
11. Counsel other designated school personnel regarding the possible effects of a medication on a student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose
12. Ensure that any unused, discontinued, or outdated medication is returned to the student's parent/guardian at the end of the school year or, if the medication cannot be returned, dispose of it in accordance with state laws and local ordinances
13. In the event of a medical emergency requiring administration of medication, provide immediate medical assistance, directly observe the student following the administration of medication, contact the student's parent/guardian, and determine whether the student should return to class, rest in the school office, or receive further medical assistance
14. Report to the site administrator, the student's parent/guardian, and, if necessary, the student's authorized health care provider any instance when a medication is not administered properly, including administration of the wrong medication or failure to administer the medication in accordance with authorized health care provider's written statement

Emergency Epinephrine Auto-Injectors and Emergency Albuterol Inhalers
The Superintendent or designee shall provide epinephrine auto-injectors to school nurses or other trained personnel who have volunteered to administer them in an emergency and have received training. The school nurse, or when a school nurse or physician is unavailable, a trained volunteer may administer an epinephrine

auto-injector to provide emergency medical aid to any person suffering, or reasonably believed to be suffering, from potentially life-threatening symptoms of anaphylaxis at school or a school activity. A trained volunteer may include the holder of an Activity Supervisor Clearance Certificate who has received specified training. (Education Code 49414)

Additionally, the Superintendent or designee may make emergency stock albuterol inhalers available to school nurses and trained personnel who have volunteered to be used to provide medical aid to person(s) suffering, or reasonably believed to be suffering, from respiratory distress. (Education Code 49414.7)

At least once per school year, the Superintendent or designee shall distribute to all employees a notice requesting volunteers to be trained to administer epinephrine auto-injectors and/or stock albuterol inhalers for emergency aid to individuals exhibiting signs of anaphylaxis reaction or respiratory distress. Such notice shall also describe the training that the volunteers will receive. (Education Code 49414, 49414.7)

The principal or designee at each school may designate one or more volunteers to receive initial and annual refresher training, which shall be provided by a school nurse or other qualified person designated by a physician and surgeon authorized pursuant to Education Code 49414 or 49414.7, and shall be based on the standards developed by the Superintendent of Public Instruction (SPI). Written materials covering the required topics for training shall be retained by the school for reference. (Education Code 49414, 49414.7)

A school nurse or other qualified supervisor of health, or a district administrator if the district does not have a qualified supervisor of health, shall obtain a prescription for epinephrine auto-injectors or stock albuterol inhalers for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414, 49414.7)

Elementary schools shall, at a minimum, be provided one adult (regular) and one junior epinephrine auto-injector. Secondary schools shall be provided at least one adult (regular) epinephrine auto-injector, unless there are any students at the school who require a junior epinephrine auto-injector. (Education Code 49414)
The district shall store emergency epinephrine auto-injectors and stock albuterol inhalers in an accessible location, and shall specify such location in annual notices to staff.

If either medication is used, the school nurse or other qualified supervisor of health shall restock the medication as soon as reasonably possible, but no later than two weeks after it is used. In addition, all medications shall be restocked before their expiration date. (Education Code 49414, 49414.7)

Any volunteer or trained personnel who administers either medication shall initiate emergency medical services or other appropriate medical follow up in accordance with the training materials retained by the school. (Education Code 49414, 49414.7)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering epinephrine auto-injectors and/or stock albuterol inhalers shall be provided to each volunteer and retained in the employee's personnel file. (Education Code 49414, 49414.7)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414 or 49414.7, including, but not limited to, the acceptance of epinephrine auto-injectors and/or emergency albuterol inhalers from a manufacturer or wholesaler. (Education Code 49414, 49414.7)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of the described medications for a period of three years from the date the records were created. (Business and Professions Code 4119.2)

Emergency Medication for Opioid Overdose
The district may elect to make emergency naloxone hydrochloride or another opioid antagonist available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In determining whether to make this medication available, the Superintendent or designee shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to providing an opioid antagonist and training personnel to administer the medication. (Education Code 49414.3)

Additionally, if the district accepts emergency naloxone hydrochloride or another opioid antagonist from the county office of education (COE), the Superintendent or designee shall maintain at least two units of the medication at each district middle, junior high, high, and adult school. (Education Code 49414.8)

When available at the school site, the school nurse shall provide emergency naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity. Other designated personnel who have volunteered and have received training may administer such medication when a school nurse or physician is unavailable and shall only administer the medication by nasal spray or auto-injector. (Education Code 49414.3)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist, describing the training that the volunteer will receive, and explaining the right of the volunteer to rescind the offer to volunteer at any time, including after receiving training. The notice shall also include a statement that no benefit will be granted to or withheld from any employee based on the offer to volunteer and that there will be no retaliation against any employee for rescinding the offer to volunteer. (Education Code 49414.3)

The principal or designee shall designate two or more volunteer employees to receive initial and annual refresher training, based on standards adopted by the SPI, regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist. The training shall be provided at no cost to the employee, conducted during regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49414.3, 49414.8)

Each volunteer shall meet the minimum standards of training for the administration of an emergency opioid antagonist as specified in Education Code 49414.3 or shall have undergone opioid overdose prevention and treatment training and reviewed material available on the California Department of Public Health's website. (Education Code 49414.8)

Any prescription for naloxone hydrochloride or another opioid antagonist shall be obtained by a school nurse, other qualified supervisor of health, or, if the district does not have a qualified supervisor of health, a district administrator from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414.3)

If the medication is used, the school nurse, other qualified supervisor of health, or district administrator, as applicable, shall restock the medication as soon as reasonably possible, but no later than two weeks after it is used. In addition, the medication shall be restocked before its expiration date. (Education Code 49414.3, 49414.8)

Employees and volunteers that render emergency treatment at the scene of an opioid overdose or suspected opioid overdose by administering an opioid antagonist shall not be liable for civil damages resulting from an act or omission, unless such act constitutes gross negligence or willful or wanton misconduct. (Health and Safety Code 1799.113)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering naloxone hydrochloride or another opioid antagonist for emergency aid shall be provided to each volunteer in writing and retained in the employee's personnel file. (Education Code 49414.3)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414.3, including, but not limited to, the acceptance of the naloxone hydrochloride or another opioid antagonist from a COE, manufacturer, or wholesaler. (Education Code 49414.3)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of naloxone hydrochloride or another opioid antagonist for a period of three years from the date the records were created. (Business and Professions Code 4119.8)

Anti-Seizure Medication
A school nurse or, if a school nurse is not onsite or available, a volunteer designated by the district may administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy who has been prescribed such medication from the student's health care provider and is suffering from a seizure. (Education Code 49468.2)

Upon receipt of a request from the parent/guardian of a student diagnosed with seizures, a seizure disorder, or epilepsy who has been prescribed emergency anti-seizure medication, the Superintendent or designee may designate one or more volunteer(s) at the student's school to receive initial and annual refresher training regarding the emergency use of anti-seizure medication. (Education Code 49468.2)

In order to solicit volunteers, the district shall distribute a notice at least once, but no more than two times per school year, to all staff that includes the following information: (Education Code 49468.2)

1. A description of the volunteer request stating that the request is for volunteers to be trained to recognize and respond to seizures, including training to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure
2. A description of the training that the volunteer will receive
3. The right of an employee to rescind the offer to volunteer
4. A statement that there will be no retaliation against any individual for rescinding the offer to volunteer, including after receiving training

A volunteer may rescind the offer to administer emergency anti-seizure medication at any time, including after receipt of training. (Education Code 49468.2)

If a volunteer rescinds the offer to volunteer or is no longer able to act as a volunteer for any reason, or if the placement of a student changes and the student no longer has access to a trained volunteer, the district may distribute an additional two notices per school year to all staff. (Education Code 49468.2)

Volunteer employees shall receive initial and annual refresher training, based on standards adopted by the SPI, regarding the recognition and response to seizures and the administration of emergency anti-seizure medication. The training shall be provided at no cost to the employee, conducted during regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49468.2)

Before administering emergency anti-seizure medication or therapy prescribed to treat seizures in a student diagnosed with seizures, a seizure disorder, or epilepsy, the district shall obtain from the student's parent/guardian a seizure action plan as specified in Education Code 49468.3. The school or district nurse shall collaborate with the parent/guardian of each student diagnosed with seizures, a seizure disorder, or epilepsy in the development of a plan if the student does not have an individualized education plan or Section 504 plan. (Education Code 49468.3)

If the school obtains written consent from the student's parent/guardian, in accordance with 34 CFR 99.30, the seizure action plan shall be distributed to any school staff or volunteers responsible for the supervision or care of the student. (Education Code 49468.3)

Upon receipt of a request from a parent/guardian of a student diagnosed with seizure, a seizure disorder, or epilepsy, the district shall notify the parent/guardian that the student may qualify for services or accommodations pursuant to Section 504 of the federal Rehabilitation Act of 1973 or an individualized education program and shall assist the parent/guardian with the exploration of that option. (Education Code 49468.2)

Additionally, if there are no volunteers at the student's school, the Superintendent or designee shall notify the student's parent/guardian of the student's right to be assessed for services and accommodations guaranteed under Section 504 of the federal Rehabilitation Act of 1973 and the federal Individuals with Disabilities Education Act, and may ask the parent/guardian to sign such notices. (Education Code 49468.2)

The principal or designee shall notify the school nurse assigned to the school, or if a school nurse is not assigned to the school or district, the Superintendent or designee, if an employee administers an emergency anti-seizure medication. (Education Code 49468.3)

The notification described above and the seizure action plan shall be kept on file in the office of the school nurse or a school administrator, in compliance with all applicable state and federal privacy laws. (Education Code 49468.3)

The district shall provide volunteers defense and indemnification for any and all civil liability, with information stating such being provided to the volunteer in writing and retained in the volunteer's personnel file. (Education Code 49468.5)

Trained volunteers who administer emergency anti-seizure medication or medication prescribed for seizure disorder symptoms to a student diagnosed with seizures, a seizure disorder, or epilepsy who appears to be experiencing a seizure shall not be subject to professional review, be liable in a civil action, or be subject to criminal prosecution for acts or omissions in administering the emergency anti-seizure medication. (Education Code 49468.5)

Regulation SIMI VALLEY UNIFIED SCHOOL DISTRICT
Adopted: September 25, 2019 Simi Valley, California
Revised: March 12, 2024

3. Bomb Threats – AR 3516.2

To maintain a safe and secure environment for district students and staff, the Superintendent or designee shall ensure that the district's emergency and disaster preparedness plan and/or each school's comprehensive safety plan includes procedures for managing bomb threats. Additionally, the Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

Receiving Threats
Any staff member receiving a bomb threat by telephone shall try to keep the caller on the line for as long as possible in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices. The staff member should not hang up, even if the caller does, and copy the number and/or letters on the telephone's display, if available.

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

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

1. Any employee or other school official who receives a bomb threat shall immediately call 911 and report the threat or perceived threat to law enforcement. The employee shall also report the threat to the Superintendent or designee.

   If the threat is in writing, the employee shall rewrite the threat exactly as is on another sheet of paper, including the date, time and location the document was found, any conditions surrounding the discovery or delivery of the document, and the full names of any other employees who saw the threat. The employee shall secure the document and not alter it in any way. If the document is small and/or removable, the employee shall place it in a bag or envelope.

   If the threat is electronic, the employee shall leave the message open, and print, photograph, or copy the message and subject line, and note the date and time of the message.
2. Any student or employee who sees a suspicious package should not touch, tamper with, or move the item, and shall immediately notify law enforcement and the Superintendent or designee.
3. The Superintendent or designee shall immediately contact law enforcement if not yet done, assess the situation, ensure the area is secured, and initiate standard evacuation procedures as specified in the emergency plan.
4. The Superintendent or designee shall turn off any two-way radio equipment which is located in a threatened building.

Law enforcement and/or fire department staff shall conduct the bomb search. No school staff, students, parents/guardians, or others on campus shall search for or handle any explosive or incendiary device.

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

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

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

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

Staff Training
The Superintendent or designee shall provide training regarding the assessment and reporting of potential threats and procedures for managing bomb threats to district and site administrators, safety personnel, teachers, and other staff members, as appropriate.

Regulation SIMI VALLEY UNIFIED SCHOOL DISTRICT
Adopted: June 24, 2008, Simi Valley, California
Revised: September 12 2023

4. Bullying - BP 5131.2

This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

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

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

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

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

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

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

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

Policy SIMI VALLEY UNIFIED SCHOOL DISTRICT
Adopted: June 26, 2012 Simi Valley, California
Revised: May 21, 2024

5. Bullying – AR 5131.2

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

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

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

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles

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

1. Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection
2. Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate
3. Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
4. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
5. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias
6. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development
The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module

on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

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

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

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

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6
2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8
3. Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website pursuant to Education Code 221.6
4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying
5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media
6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5
7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

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

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

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

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

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

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

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

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

Any individuals with information about the cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

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

When 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 shall 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)

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

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

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.

Regulation SIMI VALLEY UNIFIED SCHOOL DISTRICT
Adopted: June 25, 2019 Simi Valley, California
Revised: May 21, 2024

6. Bus Conduct – BP 5131.1

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

The Superintendent or designee shall establish regulations related to bus conduct, bus driver authority, and the suspension of riding privileges. He/she shall make these rules available to parents/guardians, students and other interested parties. (5 CCR 14103)

Students found to be in violation of the district's bus conduct rules shall be subject to discipline in accordance with Board Policy and Administrative Regulations.

The Superintendent or designee may deny a student the privilege of using school transportation upon the student's continued disorderly conduct or his/her persistent refusal to submit to the authority of the driver. (5 CCR 14103)

Bus Surveillance Systems
The Board believes that the use of surveillance systems on school buses will help to deter misconduct and improve discipline, ensure the safety of students and bus drivers, and prevent vandalism. Therefore, surveillance systems may be installed and used on school buses to monitor student behavior while traveling to and from school and school activities.

The Superintendent or designee shall notify students, parents/guardians, and staff that surveillance may occur on any school bus and that the contents of a recording may be a student record and, as such, may be used in student disciplinary proceedings or referred to local law enforcement, as appropriate. In addition, a prominent notice shall be placed in each bus stating that the bus is equipped with a surveillance monitoring system.

Policy SIMI VALLEY UNIFIED SCHOOL DISTRICT
Adopted: March 15, 1994 Simi Valley, California
Revised: November 18, 2008

7. Bus Conduct – AR 5131.1

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

1. Riders shall follow the instructions and directions of the bus driver at all times.
2. Riders should arrive at their designated bus stop on time and stand in a safe place at the stop to wait quietly for the bus.
3. Riders shall enter the bus in an orderly manner and go directly to their seats.
4. Riders shall sit down and fasten any passenger restraint systems. Riders shall remain seated while the bus is in motion.
5. Riders shall not block the aisle or emergency exit with their body or personal belongings. Riders may bring large or bulky items, such as class projects or musical instruments, on the bus only if the item does not displace any other rider or obstruct the driver's vision.
6. Riders should be courteous to the driver and to fellow passengers. Vulgarity, rude, or abusive behavior is prohibited.
7. Any noise or behavior that could distract the driver, such as loud talking, scuffling or fighting, throwing objects, or standing or changing seats, is prohibited and may lead to suspension of riding privileges.
8. Riders shall not use tobacco products, eat, or drink while riding the bus.
9. Riders may bring electronic devices onto the bus only if such devices are permitted at school. If the use of cellular telephones or similar devices disrupts the safe operation of the school bus, the bus driver may direct the student to no longer use the device on the bus.
10. Riders shall not put any part of the body out of the window nor throw any item from the bus.
11. Riders shall help keep the bus and the area around the bus stop clean. Riders shall not damage or deface the bus or tamper with bus equipment.
12. Service animals are permitted on school transportation services; all other animals are prohibited. (Education Code 39839; 13 CCR 1216)
13. Upon reaching their destination, riders shall remain seated until the bus comes to a complete stop and upon the signal from the driver, unfasten any restraint system, enter the aisle, and go directly to the exit.
14. Riders should be alert for traffic when leaving the bus and shall follow the district's transportation safety plan when crossing the road and exiting the bus.

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

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

Bus Surveillance Systems
The Superintendent or designee shall monitor the use and maintenance of the district's bus surveillance system. Students are prohibited from tampering with the bus surveillance system. Any student found tampering with the system shall be subject to discipline and shall be responsible for the costs of any necessary repairs or replacement.

Camera supports may be installed in all buses. Cameras may be rotated among the buses and activated at the discretion of the Superintendent or designee.

The content of any recording is a student record and may only be accessed in accordance with the district's policy and administrative regulation concerning student records.

Regulation SIMI VALLEY UNIFIED SCHOOL DISTRICT
Approved: March 15, 1994 Simi Valley, California
Revised: November 18, 2008

8. Campus Security – BP 3515

The Governing Board is committed to providing a school environment that promotes the safety of students, staff, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

The Superintendent or designee shall develop campus security procedures, which may be included in the district's comprehensive safety plan and/or site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

Additionally, the Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

Reporting and Responding to Threats
Any certificated or classified employee, or other school official, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, shall immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. (Education Code 49390, 49393)

Threat or perceived threat means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual. (Education Code 49390)

Additionally, anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator.

The Superintendent or designee may form a multidisciplinary team in order to identify, inquire, assess, and manage potentially threatening student behavior.

Surveillance Systems
In consultation with the district's school site council, safety planning committee, other relevant stakeholders, and staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the district's surveillance equipment shall be disabled so that sounds are not recorded.

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous and targeted locations around school buildings and grounds. Such signs shall state that the facility uses video surveillance equipment for security purposes and that the equipment may or may not be actively monitored at any time. The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district's surveillance system, including the locations where surveillance may

occur and that the recordings may be used in disciplinary proceedings and/or referred to local law enforcement, as appropriate.

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreement(s).

Policy SIMI VALLEY UNIFIED SCHOOL DISTRICT
Adopted: May 17, 1994 Simi Valley, California
Revised: September 12, 2023
Revised: June 9, 2026

9. Campus Security – AR 3515

The Superintendent or designee shall develop a campus security plan for each school site which contributes to a positive school climate, fosters social and emotional learning and student well-being, and includes strategies to:

1. Secure the campus perimeter and school facilities in order to prevent criminal activity

   These strategies include a risk management analysis of each campus' security system, lighting system, and fencing. Procedures to ensure unobstructed views and eliminate blind spots caused by doorways and landscaping shall also be considered. Additionally, parking lot design may be studied, including methods to discourage through traffic.
2. Secure buildings and interior spaces from outsiders and discourage trespassing

   These strategies may include installing locks, requiring visitor registration, providing staff and student identification tags, and patrolling places used for congregating and loitering.
3. Secure the district's network infrastructure and web applications from cyberattacks

   These strategies may include performing an independent security assessment of the district's network infrastructure and selected web applications.
4. Discourage vandalism and graffiti

   These strategies may include plans to immediately cover graffiti and implement campus beautification.
5. Control access to keys and other school inventory
6. Detect and intervene with school crime

   These strategies may include creating a school watch program, increasing adult presence and supervision, establishing an anonymous crime reporting system, monitoring suspicious and/or threatening digital media content, analyzing school crime incidents, and collaborating with local law enforcement agencies, including providing for law enforcement presence.
7. Additionally, all staff shall be made aware of their responsibilities regarding the immediate reporting of potential homicidal acts to law enforcement, and receive training in the assessment and reporting of such threats

All staff shall receive training in building and grounds security procedures and emergency response.

Locks
All state-funded new construction and modernization projects shall include locks that allow doors to classrooms and any room with an occupancy of five or more persons to be locked from the inside. Additionally, when the district undertakes an addition, alteration, reconstruction, rehabilitation, or retrofit of a school building, the district shall install interior locks on each door of any room with an occupancy of five or more persons. Such doors shall be capable of being unlocked from the outside with a key or other approved means. Student restrooms and doors that lock from the outside at all times are not required to have locks that can be locked from the inside. (Education Code 17075.50, 17583, 17586; 24 CCR 1010.2, 1010.2.8, 1010.2.8.2)

Keys
The principal or designee shall be responsible for all keys used in a school. Keys shall be issued only to authorized employees who regularly need a key in order to carry out job responsibilities.

The principal or designee shall create a key control system with a record of each key assigned and room(s) or building(s) which the key opens.

Keys shall never be loaned to students, parents/guardians, or volunteers, nor shall the master key ever be loaned.

Any person issued a key shall be responsible for its safekeeping. The duplication of school keys is prohibited. If a key is lost, the person responsible shall immediately report the loss to the principal or designee and shall pay for a replacement key.

Regulation SIMI VALLEY UNIFIED SCHOOL DISTRICT
Approved: May 17, 1994 Simi Valley, California
Revised: September 12, 2023
Revised: June 9, 2026

10. Child Abuse Reporting Procedures – BP 5141.4

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

Child Abuse Prevention
The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

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

Child Abuse Reporting
The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall also provide training regarding the reporting duties of mandated reporters.

Policy SIMI VALLEY UNIFIED SCHOOL DISTRICT
Adopted: March 15, 1994 Simi Valley, California
Revised: March 20, 2018

11. Child Abuse Reporting Procedures – AR 5141.4

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

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

Child abuse or neglect does not include:

1. A mutual affray between minors (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 his/her employment (Penal Code 11165.6)
3. An injury resulting from the exercise by a teacher, assistant principal, principal or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)
6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

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 employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters or 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 his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses
A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (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 11166.05, 11167)

Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

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 he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

   Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

   Ventura County Child Protective Services
   (805) 654-3200

   Simi Valley Police Department
   (805) 583-6950

   Ventura County Sheriff's Department
   (805) 494-8200

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

2. Written Report

   Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

   The Department of Justice (Suspected Child Abuse Report-SCAR) form may be obtained from the district office, school office, or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's 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 him/her. (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 his/her identity to his/her 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, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (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. School districts, county offices of education, state special schools and diagnostic centers operated by the State Department of Education, and charter schools that do not use the online training module provided by the State Department of Social Services shall report to the State Department of Education the training being used in its place. (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, 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)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services
Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (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 him/her, of the following requirements: (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 him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (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 as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

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

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person or in writing with any appropriate agency

identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

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

Notifications
The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

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

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

Regulation SIMI VALLEY UNIFIED SCHOOL DISTRICT
Approved: March 15, 1994 Simi Valley, California
Revised: March 20, 2018

12. Comprehensive Safety Plan – BP 0450

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

The school site council at each district school shall develop a comprehensive school safety plan (CSSP) relevant to the needs and resources of that particular school. New school campuses shall develop a CSSP within one year of initiating operations. (Education Code 32281, 32286)

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

The CSSP(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

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

As necessary, the Superintendent or designee shall provide CSSP training to all school staff.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education (CDE) of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan
Notwithstanding the process described above, any portion of a CSSP that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to safeguard students and staff, secure affected school premises, and apprehend criminal perpetrator(s), shall be developed by the Superintendent or designee in accordance with Education Code 32281. In developing such strategies, the Superintendent or designee shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials and approve the tactical response plan, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Safety Plan(s) Access and Reporting
The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

However, those portions of the CSSP that include tactical responses to criminal incidents need not be publicly disclosed.

The Superintendent or designee shall share the CSSPs and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

The Superintendent or designee shall also provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools in accordance with Education Code 32289.5. (Education Code 32289.5)

Policy SIMI VALLEY UNIFIED SCHOOL DISTRICT
Adopted: September 26, 2000 Simi Valley, California
Revised: June 11, 2024
Revised: October 21, 2025

13. Comprehensive Safety Plan – AR 0450

Development and Review of Comprehensive School Safety Plan
The school site council shall consult with local law enforcement, the local fire department, and other first responders in the writing and development of the comprehensive school safety plan (CSSP). When practical, the school site council shall also consult with other school site councils and safety planning committees. (Education Code 32281, 32282)

Additionally, the school site council may invite community leaders, local emergency medical services personnel, and other persons who may be interested in the health and safety of students and the prevention of campus crime and violence to participate in the planning process. (Education Code 32280)

The school site council may delegate the responsibility for developing a CSSP to a school safety planning committee composed of the following members: (Education Code 32281)

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

Before adopting the CSSP, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting, if available: (Education Code 32288)

1. The local mayor

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

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

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

After the first evaluation or review is conducted, and after each annual evaluation or review, a school employee, a student's parent/guardian or educational rights holder, or a student may bring concerns about an individual student's ability to access disaster safety procedures described in the CSSP to the principal. (Education Code 32282)

If the principal determines there is merit to a concern, the principal shall direct the school site council or school safety planning committee to make appropriate modifications to the CSSP during the evaluation of the CSSP. The principal may direct the school site council or the school safety planning committee to make such modifications before the evaluation, as appropriate. (Education Code 32282)

Content of the Comprehensive Safety Plan
Each CSSP shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

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

The plan shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164-11174.3
2. Routine and emergency disaster procedures including, but not limited to:
   a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973
   b. An earthquake emergency procedure system as specified
   c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare
   d. Commencing with the 2026-27 school year, a procedure to identify appropriate refuge shelter for all students and staff to be used in the event of an evacuation order and, for any school in a high or very high fire hazard severity zone, a communication and evacuation plan to be used in the event of an early notice evacuation warning that allows enough time to evacuate all students and staff
3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations
4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079
5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4
6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"
7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
8. A safe and orderly school environment conducive to learning
9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5
10. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions

11. If procedures to prepare for active shooters or other armed assailants by conducting a drill are included in the CSSP, the CSSP shall specify that:
    a. The school will not conduct a high-intensity drill, as defined in Education Code 32282
    b. Real weapons, gunfire blanks, or explosions will not be used in the conducting of the drill
    c. A trauma-informed approach as specified in Education Code 32282 will be used in the design and execution of any drill
12. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
13. Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
14. For schools that serve students in any of grades 7-12, a protocol in the event a student is suffering or is reasonably believed to be suffering from an opioid overdose
15. An instructional continuity plan to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency, as specified in Education Code 32282

Among the strategies for providing a safe environment, the CSSP may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution
2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations
3. Strategies aimed at preventing potential incidents involving crime and violence on school campuses, including vandalism, drug and alcohol abuse, gang membership and violence, hate crimes, bullying, including bullying committed personally or by means of an electronic act, teen relationship violence, and discrimination and harassment, including sexual harassment
4. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education and literacy, character/values education, social and emotional learning, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence
5. Parent/guardian and community involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus
6. Provision of safety materials and emergency communications in language(s) understandable to parents/guardians
7. Annual notification to parents/guardians related to the safe storage of firearms
8. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students
9. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction
10. District policy prohibiting the possession of firearms and ammunition on school grounds
11. Measures to prevent or minimize the influence of gangs on campus
12. Procedures for receiving verification from law enforcement when a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime
13. Procedures for the early identification and threat assessment of, and appropriate response to, suspicious and/or threatening digital media content
14. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus
15. Independent security assessment of the school's network infrastructure and selected web applications to identify vulnerabilities and provide recommendations to improve cybersecurity
16. Guidelines for the roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, school counselors, school resource officers, and police officers on school campuses

    Guidelines may include, but are not limited to, the following:
    a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement
    b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support

   c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity
17. Strategies for suicide prevention and intervention
18. District policy and/or plan related to pandemics
19. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff
20. Crisis prevention and intervention strategies, which may include the following:
    a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate
    b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)
    c. Assignment of staff members responsible for each identified task and procedure
    d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan
    e. Coordination of communication to schools, Governing Board members, parents/guardians, and the media
    f. Communication with parents/guardians of reunification plans and the necessity of cooperating with first responders
    g. Development of a method for the reporting of violent incidents
    h. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling
21. Training on assessment and reporting of potential threats, violence prevention, and intervention techniques

    Such training shall include preparation to implement the elements of the CSSP
22. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants
23. Continuity of operations procedures to ensure that the district's essential functions are not disrupted during an emergency, to the extent possible

Regulation SIMI VALLEY UNIFIED SCHOOL DISTRICT
Approved: September 26, 2000 Simi Valley, California
Revised: June 11, 2024
Revised: October 21, 2025

14. Conduct – BP 5131

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

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

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption to the school program
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or the district
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances

8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code 417.27)
9. Use of a smartphone or other PERSONAL ELECTRONIC device in an unauthorized manner
10. Plagiarism or dishonesty on school work or tests
11. Wearing of any attire that violates district or school dress codes, including gang-related apparel
12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules
14. Other conduct prohibited by Education Code 48900-48915-48915

Employees are expected to enforce standards of conduct and when they observe or receive a report of a violation of these standards, to appropriately intervene, or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.

When a school employee suspects that a search of a student or a student's belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with Board Policy and Administrative Regulation 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

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

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

Policy SIMI VALLEY UNIFIED SCHOOL DISTRICT
Adopted: March 15, 1994 Simi Valley, California
Revised: December 17, 2019
Revised: September 9, 2025

15. Discipline – BP 5144

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

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

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

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

A student shall not be denied recess unless the student's participation poses an immediate threat to the physical safety of the student or to the physical safety of one or more of the student's peers. If, due to such immediate threat, a student is denied recess, staff shall make all reasonable efforts to resolve the threat and minimize the student's exclusion from recess, to the greatest extent practicable. (Education Code 49056)

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

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

The principal or designee at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and administrative regulations. The Board, at an open meeting, may review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

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

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

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

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

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

Policy SIMI VALLEY UNIFIED SCHOOL DISTRICT
Adopted: March 15, 1994 Simi Valley, California
Revised: June 11, 2024

16. Discipline – AR 5144

Site-Level Rules
Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any
5. Students in grades seven through twelve

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

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

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies
To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension, supervised suspension, or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff, the student, and the student's parents/guardians
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and the student's parents/guardians
4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program (IEP) or a Section 504 plan
5. Enrollment in a program for teaching prosocial behavior or anger management
6. Participation in a restorative justice program
7. A positive behavior support approach with tiered interventions that occur during the school day on campus
8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
11. Detention after school hours as provided in the section below entitled "Detention After School"
12. Community service as provided in the section below entitled "Community Service"
13. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
14. Reassignment to an alternative educational environment
15. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

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 shall 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)

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

When disciplining a student who has been identified for special education and related services, the procedures specified in Administrative Regulation 5144.2 - Suspension And Expulsion/Due Process (Students With Disabilities) shall be applied. If a student has not been identified as a student with a disability and the district suspects the behavior that resulted in discipline may be based in an unidentified disability, the district shall conduct an evaluation to determine if the student has a disability which requires an IEP or 504 plan. (U.S.C. 1412(a)(3))

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

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

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

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

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

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

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

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

Regulation SIMI VALLEY UNIFIED SCHOOL DISTRICT
Approved: June 13, 2000 Simi Valley, California
Revised: June 11, 2024

17. Dress and Grooming – BP 5132

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

Students and parents/guardians shall be informed about the school dress code at the beginning of the year and when revised. A student who violates the dress code shall be subject to appropriate disciplinary action.

Policy SIMI VALLEY UNIFIED SCHOOL DISTRICT
Adopted: March 15, 1994 Simi Valley, California
Revised: June 27, 2023

18. Dress and Grooming – AR 5132

In cooperation with teachers, students and parents guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

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

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times.
2. Clothing and jewelry shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, or which advocate racial, ethnic or religious prejudice, the use of drugs or alcohol or any illegal activity or which bear drug, alcohol, or tobacco company advertising, promotions and likeness.
3. Dress, hair style, hair color or makeup which are of a disruptive nature or that interfere with the study habits of students in class or school are not permitted.
   a. Articles of clothing or jewelry that pose a threat to the safety of the student or others shall not be worn on campus nor at school activities.
   b. No articles of clothing related to a group or gang which may provoke others to acts of violence or to be intimidated by fear of violence shall be worn on campus nor at school activities.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

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)

The principal, staff, students and parent/guardians at each school may establish other reasonable dress and grooming regulations for the school day and for times when student are engaged in extracurricular or other special school activities.

Regulation SIMI VALLEY UNIFIED SCHOOL DISTRICT
Approved: March 15, 1994 Simi Valley, California
Revised: May 28, 2002

19. Earthquake Emergency Procedures – AR 3516.3

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

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

The Superintendent or designee may work with the California Governor's Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Education Code 32282)

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.
Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

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

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

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

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

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

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

The Superintendent or designee shall consider the danger of a post-earthquake tsunami when developing evacuation routes and locations, including the need to evacuate to higher ground.

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

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

Earthquake While Indoors at School
When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

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

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

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

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

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

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

Regulation SIMI VALLEY UNIFIED SCHOOL DISTRICT
Approved: June 28, 2005 Simi Valley, California
Revised: October 4, 2016

20. Emergencies and Disaster Preparedness Plan – BP 3516

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

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

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

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

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

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

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

Policy SIMI VALLEY UNIFIED SCHOOL DISTRICT
Adopted: March 15, 1994 Simi Valley, California
Revised: June 23, 2020
Revised: February 17, 2026

21. Emergencies and Disaster Preparedness Plan – AR 3516

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

1. Fire on or off school grounds which endangers students and staff
2. Earthquake, flood, or other natural disasters
3. Environmental hazards, such as leakages or spills of hazardous materials
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group
5. Bomb threat or actual detonation
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak
8. Attack or threat of attack to the district's digital network and technology infrastructure

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

1. Regular inspection of school facilities and equipment, identification of risks, and implementation of strategies and measures to increase the safety and security of school facilities
2. Routine monitoring of the security of the district's digital network and technology infrastructure
3. Instruction for district staff and students regarding emergency plans, including:
   a. Training of staff in first aid and cardiopulmonary resuscitation
   b. Regular practice of emergency procedures by students and staff

4. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
   a. The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
   b. Individuals responsible for specific duties
   c. Designation of the principal for the overall control and supervision of activities at each school during an emergency, including authorization to use discretion in situations which do not permit execution of prearranged plans
   d. Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation
   e. Assignment of responsibility for identification of injured persons and administration of first aid
5. Personal safety and security, including:
   a. Identification of areas of responsibility for the supervision of students
   b. Procedures for the evacuation of students and staff, including posting of evacuation routes
   c. Procedures for the release of students, including a procedure to release students when reference to the emergency card is not feasible
   d. Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
   e. Provision of a first aid kit to each classroom
   f. Arrangements for students and staff with special needs
   g. Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease
6. Closure of schools, including an analysis of:
   a. The impact on student learning and methods to ensure continuity of instruction
   b. How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians
7. Communication among staff, parents/guardians, the Governing Board, other governmental agencies, and the media during an emergency, including:
   a. Identification of spokesperson(s)
   b. Development and testing of communication platforms, such as hotlines, automatic dialing devices, telephone trees, websites, social media, and electronic notifications
   c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand
   d. Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians
8. Cooperation with other state and local agencies, including:
   a. Development of guidelines for law enforcement involvement and intervention
   b. Collaboration with the local health department, including development of a tracking system to alert the local health department of a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease
9. Steps to be taken after the disaster or emergency, including:
   a. Inspection of school facilities
   b. Provision of mental health services for students and staff, as needed

The Superintendent or designee shall assemble critical information that would be needed in an emergency. Such information may include, but is not limited to, a list of individuals and organizations who should be contacted for assistance in an emergency, current layouts and blueprints of school buildings, aerial photos of the campus, maps of evacuation routes and alternate routes, a roster of employees with their work locations, student photographs and their emergency contact information, a clearly labeled set of keys, location of first aid supplies, procedures and locations for turning off fire alarms, sprinklers, utilities, and other systems, information to access the district's technology infrastructure, and insurance information. Such information shall be stored in a box in a secure, easily accessible location, with a duplicate kept at another location in case the primary location is inaccessible.

Regulation SIMI VALLEY UNIFIED SCHOOL DISTRICT
Approved: March 15, 1998 Simi Valley, California
Revised: June 23, 2020
Revised: February 17, 2026

22. Employee Security – BP 4158, 4258, 4358

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

Any person who threatens the safety of others at any district facility may be removed by the Superintendent or designee in accordance with Administrative Regulation 3515.2 - Disruptions.

Any employee against whom harassment, violence, or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. Such measures may include seeking a temporary restraining order (TRO) on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or a gun violence restraining order pursuant to Penal Code 18150 and 18170.

Additionally, a collective bargaining representative may seek a TRO on behalf of a district employee against whom harassment, violence, or credible threat of violence has been directed in the workplace, if the collective bargaining representative serves that employee in employment or labor matters at the employee's workplace. (Code of Civil Procedure 527.8)

Upon request by an employee who is a victim of domestic violence, sexual assault, or stalking, the Superintendent or designee shall provide reasonable accommodations in accordance with Government Code 12945.8 and the accompanying administrative regulation to protect the employee's safety while at work.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or the student's parent/guardian to recover damages for injury to the employee's person or property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of the employee's duties. (Education Code 48904, 48905)

The Superintendent or designee shall provide staff development in crisis prevention and intervention techniques, which may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

In accordance with law, the Superintendent or designee shall inform teachers, administrators, and/or counselors of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

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

Use of Pepper Spray
Employees shall not carry or possess pepper spray on school property or at school activities, except when authorized by the Superintendent or designee for self-defense purposes. When allowed, an employee may only possess pepper spray in accordance with Board policy, administrative regulation, and Penal Code 22810. Any employee authorized to carry or possess pepper spray on school property who is negligent or careless in the possession or handling of pepper spray is acting outside of the scope of employment and shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects
Employees shall take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on district property or at a district related or school-sponsored activity. Employees shall exercise their best judgment as to the potential danger involved and do one of the following:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal or supervisor, who shall take appropriate action
3. Immediately call 911 and the principal or supervisor

When informing the principal about the possession or seizure of a weapon or dangerous device, an employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

Policy SIMI VALLEY UNIFIED SCHOOL DISTRICT
Adopted: April 20, 2021 Simi Valley, California
Revised: September 21, 2021
Revised: September 9, 2025

23. Employee Security – AR 4158, 4258, 4358

An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response.

Additionally the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. Reports of an attack, assault, or physical threat shall be forwarded immediately to the Superintendent or designee. (Education Code 44014)

Notice Regarding Student Offenses
When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:

1. Acts That Are Grounds for Suspension or Expulsion
   a. The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process (Education Code 49079)

      This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)
   b. Upon receiving a transfer student's record regarding acts committed by the student that resulted in suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended from school or expelled from the former district and of the act that resulted in the suspension or expulsion (Education Code 48201)
   c. Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher (Education Code 48201, 49079)
2. Offenses Reported to the District by a Court
   a. When informed by a court that a minor student has been found by the court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall expeditiously notify the school principal or designee (Welfare and Institutions Code 827)
   b. The principal or designee shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal or designee thinks may need the information in order to work with the student appropriately, to avoid being needlessly vulnerable, or to protect others from vulnerability (Welfare and Institutions Code 827)
   c. Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff (Welfare and Institutions Code 827)

      The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)
   d. When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district (Welfare and Institutions Code 827)

If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

e. Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed (Welfare and Institutions Code 827)

In order to maintain confidentiality when providing information about student offenses to a counselor or teacher, the principal or designee shall send the staff member a written notification that a student has committed an offense that requires review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall initial the notification and shall also initial the student's file when reviewing it in the school office.

Accommodations for Victims of Domestic Violence, Sexual Assault, Stalking, or Other Qualifying Acts of Violence

When requested by an employee who is a victim of domestic violence, sexual assault, stalking, or other qualifying acts of violence, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including, but not limited to: (Government Code 12945.8)

1. A transfer, reassignment, or modified schedule
2. A changed work telephone or work station, including the permission to carry a telephone at work
3. An installed lock
4. Assistance in documenting domestic violence, sexual assault, stalking, or other qualifying act of violence that occurs in the workplace
5. Referral to a victim assistance organization
6. Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other qualifying act of violence

The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining whether an accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee or their family member. (Government Code 12945.8)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, stalking, or other qualifying act of violence. Such certification may include: (Government Code 12945.8)

1. A police report indicating that the employee, or a family member of the employee, was a victim
2. A court order protecting or separating the employee, or family member of the employee, from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court
3. Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee, or family member of the employee, was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf

Any verbal or written statement, police or court record, or other documentation identifying an employee, or a family member of the employee, as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (Government Code 12945.8)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, stalking, other specified offense, or ongoing circumstances related to the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. If a new accommodation is needed, the Superintendent or designee shall follow the procedures

described above when making the initial determination regarding effective reasonable accommodations. (Government Code 12945.8)

The district shall not discharge or retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (Government Code 12945.8)

Use of Pepper Spray
The Superintendent or designee shall notify employees of the district's policy prohibiting the possession of pepper spray on school property or at school-related activities without prior approval of the Superintendent or designee. Employees wishing to carry pepper spray shall submit to the Superintendent or designee a written request setting forth the need to carry or possess pepper spray and for how long the need is anticipated to last. The Superintendent or designee shall notify the employee in writing as to whether the request was approved or denied.

When approving an employee's request, the Superintendent or designee shall inform the employee of the following conditions:

1. The pepper spray shall be used only in self-defense pursuant to Penal Code 22810
2. An employee who uses pepper spray other than in self-defense shall be subject to disciplinary action by the district and, in accordance with law, a fine and/or imprisonment
3. The pepper spray must be stored in a secure place and not be accessible to students or other individuals

   Negligent storage or use of the pepper spray may subject the employee to disciplinary action

Regulation SIMI VALLEY UNIFIED SCHOOL DISTRICT
Approved: June 7, 1994 Simi Valley, California
Revised: September 21, 2021
Revised: September 9, 2025

24. Fire Drills and Fires – AR 3516.1

Fire Drills
The principal shall cause the fire alarm signal to be sounded at least once every month. (Education Code 32001)

The principal shall hold the first emergency evacuation drill of each school year within 10 days of the beginning of classes. (24 CCR 403.4.2)

Additionally, the principal shall hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level. (Education Code 32001)

When the principal conducts a fire drill, all students, teachers, and other employees shall be directed to leave the building, which may include: (5 CCR 550)

1. Notifying staff as to the schedule for fire drills
2. Ascertaining that no student remains in the building

As appropriate, teachers shall be prepared to select alternate exits and direct their classes to these exits whenever the designated escape route is blocked.

The principal or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the Superintendent or designee.

Fires
The district shall identify refuge shelters for all students and staff to be used in the event of an evacuation order by local authorities and notify the fire department or other appropriate local authority of such refuge to prioritize the safety of students and staff. (Education Code 32282)

The identification of refuge shelters at schools in a high or very high fire hazard severity zone shall be coordinated with the fire department or other appropriate local authority. Additionally, each school in a high or very high fire hazard severity zone shall prepare a communication and evacuation plan to be used in the event of

an early notice evacuation warning which allows enough time to evacuate all students and staff. (Education Code 32282)

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

1. The principal or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system (Education Code 32001)
2. The principal or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes

Regulation SIMI VALLEY UNIFIED SCHOOL DISTRICT
Approved: July 23, 2002 Simi Valley, California
Revised: June 9, 2026

25. Gangs – BP 5136

The Governing Board desires to keep district schools and students free from the threats or harmful influence of any groups who exhibit behavior disruptive to the school environment and/or the safety and well-being of students. The Board additionally desires to provide support and intervention to students who are members of gangs to enable them to successfully disengage from gang involvement and be successful in school.

The Superintendent or designee shall develop strategies for gang prevention that address the reasons that students may become involved in gangs, including the identity, recognition, or status achieved as being part of a gang, protection from gang violence in the community, the need for companionship and an extended family, intimidation to join a gang, desire to join a gang to be in a position to intimidate others, and/or connection with criminal activity.

Gang violence prevention shall start as early as possible and include, but not be limited to, age-appropriate education that focuses on developing emotional and social competence, increasing prosocial peer bonds, strengthening attachment and commitment to school, and enhancing cooperative learning skills. Prevention shall also include improving parent/guardian involvement in and support for their children's academic progress, as well as ongoing gang awareness education for parents/guardians, including gang identifiers.

The Superintendent or designee shall take steps to deter gang activity on school campuses, including threats and intimidation of students and staff, recruitment or intimidation of students to join gangs, bullying, fighting, criminal activities, and confrontations between members of different gangs.

The Superintendent or designee shall ensure that school rules of conduct and any school dress code prohibiting gang-related apparel are enforced consistently. If a student exhibits signs of gang affiliation, staff shall so inform the principal or designee and the student's parent/guardian.

The Superintendent or designee shall provide in-service training which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources. The Superintendent or designee shall also provide staff development on social and emotional learning, classroom management, interactive teaching, and cooperative learning skills.

The Superintendent or designee may consider gang activity prevention and intervention when developing programs outside of the school day.

The Superintendent or designee shall collaborate with child welfare services, mental health agencies, social services, and local law enforcement authorities in the prevention and intervention of gang activity.

Policy SIMI VALLEY UNIFIED SCHOOL DISTRICT
Adopted: June 7, 1994 Simi Valley, California
Revised: September 10, 2019

26. Gangs – AR 5136

Prevention, Intervention, and Suppression Measures
The Superintendent or designee shall become informed of the gang history in the district and community, conduct assessments of current gang activity at the school sites, and document and follow up on gang-related incidents.

In order to discourage the influence of gangs, the following measures shall be implemented:

1. Any student suspected of gang affiliation based on the display of behavior, gestures, apparel, or paraphernalia shall be referred to the principal or designee, and the following actions taken, as appropriate:
   a. The student's parent/guardian shall be contacted and may be asked to meet with school staff in order to proactively address the concern and be included as part of the solution.
   b. The student may be sent home to change clothes if necessary.
   c. The student's behaviors and progress in school shall be documented, including attendance and grades.
   d. Intervention techniques such as mentoring, academic support, and a system of wraparound support service shall be implemented to help the student disengage from gang involvement.
   e. Consistent and graduated discipline and accountability shall be implemented when appropriate and combined with positive support using conflict-resolution strategies and other restorative justice practices demonstrated to be effective with gang-involved youth.
   f. Students shall be offered help in rejecting gang associations, including possible referral to community-based gang suppression and prevention organizations.
   g. Law enforcement shall be notified if the student is suspected of being involved in gangs.
2. Any graffiti on school premises shall be removed, washed down, or painted over as soon as discovered. Graffiti shall be documented and photographed before it is removed. These photographs shall be shared with local law enforcement authorities and used in future disciplinary or criminal action against the offenders. This information can also be used to determine whether a threat or incident is imminent.
3. Classroom and after-school programs may include gang prevention lessons that are taught jointly by teachers, counselors, law enforcement, and/or other organizations that are knowledgeable about gang prevention and shall:
   a. Provide social and emotional learning designed to enhance individual self-esteem, provide positive reinforcement for acceptable behavior, and foster interest in a variety of constructive activities
   b. Explain the dangers of gang membership
   c. Provide counseling for targeted at-risk students
   d. Include lessons or role-playing workshops in gang avoidance skills and nonviolent conflict resolution, including communication skills, anti-bullying, anger management, acceptance, and mediation skills
   e. Assign individual gang members to cooperative learning groups in which they may work toward common goals with students who are not members of their gang
   f. Provide school-to-career instruction
   g. Provide positive interaction with local law enforcement
4. Staff shall actively promote membership in authorized school clubs and student organizations, sports and cultural activities and affiliations with the local community, and community service projects which can provide students companionship, safety, and a sense of purpose and belonging.

Parent/Guardian and Community Outreach
The Superintendent or designee may offer gang prevention classes or counseling for parents/guardians which may address the following topics:

1. The reasons students join gangs
2. The dangers and consequences of gang membership
3. Warning signs which may indicate that students are at risk of becoming involved with gangs, including the use of social media for gang communication and promotion
4. The nature of local gang apparel and graffiti
5. Effective parenting techniques and planning family time
6. Conflict resolution techniques

In addition, the Superintendent or designee may offer community programs that address the scope and nature of local gang problems and strategies by which each segment of the community may alleviate gang problems

Regulation SIMI VALLEY UNIFIED SCHOOL DISTRICT
Approved: June 7, 1994 Simi Valley, California
Revised: September 10, 2019

27. Hate Motivated Behavior – BP 5145.9

The Governing Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. 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 if they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating 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 their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and 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.

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

Complaint Process
A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

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 principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

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

Policy SIMI VALLEY UNIFIED SCHOOL DISTRICT
Adopted: June 26, 2018 Simi Valley, California

28. Nondiscrimination/Harassment – BP 5145.3

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual 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 association with a person or group with one or more of these actual or perceived characteristics.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

Because unlawful discrimination may occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in Board Policy and Administrative Regulation 5144 - Discipline, Board Policy and Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students With Disabilities).

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates, or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6)

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline., which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

Record-Keeping
The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools..

Policy SIMI VALLEY UNIFIED SCHOOL DISTRICT
Adopted: March 15, 1994 Simi Valley, California
Revised: February 20, 2024

29. Nondiscrimination/Harassment – AR 5145.3

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies.

The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination, targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnicity, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent Educational Services
Simi Valley Unified School District
101 W. Cochran Street
Simi Valley, CA 93065
(805) 306-4500 ext 4200

Measures to Prevent Discrimination
To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/ guardians, employees, volunteers, and the general public posting them in prominent locations and providing easy access to them through district-supported communications.
2. Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)
3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)
4. Post in a prominent location on the district web site in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.61)
    a. The name and contact information of the district's Title IX coordinator, including the phone number and email address
    b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)
    c. A description of how to file a complaint of noncompliance with Title IX in accordance with AR 1312.3 - Uniform Complaint Procedures, which shall include:
        a. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
        ii. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site
        iii. A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office
    d. A link to the Title IX information included on the California Department of Education's (CDE) web site
5. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)
6. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.
7. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may

request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

8. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

   If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.
9. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students, including transgender and gender-nonconforming students.
10. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)
11. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' from threatened or potentially discriminatory behavior and ensure their privacy rights.

Enforcement of District Policy
The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment
5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that he/she knew was not true

Process for Initiating and Responding to Complaints
Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident are strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, the principal or compliance officer shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Once notified verbally or in writing, the principal or compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school

environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

Transgender and Gender-Nonconforming Students
Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity is different from the gender he/she was assigned at birth.

The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment , regardless of whether the acts are sexual in nature. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity
2. Disciplining or disparaging a student or excluding him/her from participating in activities for behavior or appearance that is consistent with his/her gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable.
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information, without the student's consent
6. Use of gender-specific slurs
7. Physical assault of a student motivated by hostility toward the student because of the student's gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is the student's private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom

a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's related to the student's status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's transgender or gender-nonconformity status or gender identify or gender expression to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportive basis for believing that the student's assertion is for an improper purpose.
3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to education programs and activities is maintained. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.
4. Accessibility to Sex-segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs students shall be permitted to access facilities and participate in programs and activities consistent with his/her gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because the student is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.
5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. When a student presents government-issued documentation of a name and/or gender change or submits a request for a name and/or gender change through the process specified in Education Code 49070, the district shall update the student's records. (Education Code 49062.5, 49070)
6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying district policy.
7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site.

Regulation SIMI VALLEY UNIFIED SCHOOL DISTRICT
Approved: May 13, 2014 Simi Valley, California
Revised: June 23, 2020

30. Search and Seizure – BP 5145.12

The Governing Board is fully committed to promoting a safe learning environment and, to the extent possible, eliminating the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, school officials may search students, their property, and/or district property under their control and may seize illegal, unsafe, or otherwise prohibited items.

The Board urges that employees exercise discretion and good judgment. When conducting a search or seizure, employees shall act in accordance with law, Board policy, and administrative regulation.

The Superintendent or designee shall ensure that staff who conduct student searches receive training regarding the requirements of the district's policy and administrative regulation and other legal issues, as appropriate.

The Board recognizes that incidents may occur which jeopardize the health, safety and welfare of students and staff and which necessitate the search and seizure of students, their property, or their lockers by school officials.

School officials may search any individual student, his/her property, or district property under his/her control when there is a reasonable suspicion that the search will uncover evidence that he/she is violating the law, Board policy, administrative regulation, or other rules of the district or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, student vehicles parked on district property, cellular phones, or other electronic communication devices.

Any search of a student, his/her property, or district property under his/her control shall be limited in scope and designed to produce evidence related to the alleged violation. Factors to be considered by school officials when determining the scope of the search shall include the danger to the health or safety of students or staff, such as the possession of weapons, drugs, or other dangerous instruments, and whether the item(s) to be searched by school officials are reasonably related to the contraband to be found. In addition, school officials shall consider the intrusiveness of the search in light of the student's age, gender, and the nature of the alleged violation.

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

For the purposes of this policy, asking a student to empty his/her pockets and/or backpack, purse, etc., does not constitute a search.

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

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

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

In an effort to keep the schools free of dangerous contraband, the district may use specially-trained non aggressive dogs, including trained police dogs under the supervision of police canine units, to sniff out and alert staff to the presence of substances prohibited by law or board policy. Guidelines for such a program shall be approved by the Board prior to implementation. (see Exhibit)

The dogs may sniff the air around lockers, desks, or vehicles on district property or at district-sponsored events. Dogs shall not sniff within the close proximity of students or other persons and may not sniff any personal items on those persons without their consent. Appropriate personnel will advise students or persons of their right to refusal and the request to search.

Policy SIMI VALLEY UNIFIED SCHOOL DISTRICT
Adopted: March 15, 1994 Simi Valley, California
Revised: December 10, 2013

31. Search and Seizure – AR 5145.12

Individual Searches
In determining whether reasonable suspicion exists, school officials shall consider:

1. The student's age and previous behavior patterns.
2. The prevalence and seriousness in the school of the problem to which the search was directed.
3. The urgency requiring the search without delay.
4. The substantive value and reliability of the information used as a justification for the search.
5. The location of the student at the time of the incident which gave rise to reasonable suspicion.

Searches shall be made in the presence of a least two other district employee. Employees will not conduct strip searches or body cavity searches.

For the purposes of this regulation, asking a student to empty his/her pockets and/or backpack does not constitute a search.

Use of Contraband Detection Dogs
Contraband detection dogs shall not be used in classrooms or other district facilities when the rooms are occupied, except for demonstration purposes. The dog shall be separated from the students and not allowed to sniff any individual.

Prior to conducting an inspection, students will be asked to leave backpacks, jackets, hats and personal items prior to leaving the classroom.

Dogs shall not sniff within the close proximity of students or other persons and may not sniff any personal items on those persons without their consent. Appropriate personnel will advise students or persons of their right to refusal and the request to search.

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

Notifications
At the beginning of each school year and upon enrollment, the Superintendent or designee shall inform students and parents/guardians about the district's policies and procedures for searches, including notice regarding:

1. The possibility of random searches of students, their belongings, their vehicles parked on district property, and district properties under a student's control, including lockers or desks.
2. The district's contraband dog detection program.

Regulation SIMI VALLEY UNIFIED SCHOOL DISTRICT
Approved: March 15, 1994 Simi Valley, California
Revised: December 10, 2013

32. Sex Discrimination and Sex-Based Harassment– BP 5145.7

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

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

Once notified, the Title IX Coordinator shall ensure the complaint is addressed through Title IX complaint procedures or uniform complaint procedures, as applicable, and shall offer supportive measures to the complainant.

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

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

1. What acts and behavior constitute sexual harassment; including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence.
2. A clear message that students do not have to endure sexual harassment under any circumstance.
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained.
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved.
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made.
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues.
8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation.

Disciplinary Actions
Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

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

Record-Keeping
In accordance with the law, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address and prevent repetitive harassing behavior in district schools.

Policy SIMI VALLEY UNIFIED SCHOOL DISTRICT
Adopted: March 15, 1994 Simi Valley, California
Revised: November 17, 2020

33. Sex Discrimination and Sex-Based Harassment – AR 5145.7

Students
Title IX Coordinator
The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator may be contacted at:

Assistant Superintendent Educational Services
101 W. Cochran Street
Simi Valley, CA 93065
(805) 306-4500, ext. 4201

The district shall notify students, parents/guardians, employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

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

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

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

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

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

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

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
3. Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

4. Be posted in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. This shall include the name or title, office address, email address, and telephone number of the employee(s) designated as the district's Title IX Coordinator. (Education Code 234.6; 34 CFR 106.8)
5. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
6. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
7. Be included in any handbook provided to students, parents/guardians, employees, or employee organizations (34 CFR 106.8)

Reporting Complaints
Any student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal Title IX Coordinator, regardless of whether the alleged victim files a complaint.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

Complaint Procedures
All complaints of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 1312.3 - Uniform Complaint Procedures.

Regulation SIMI VALLEY UNIFIED SCHOOL DISTRICT
Approved: March 15, 1994 Simi Valley, California
Revised: November 17, 2020

34. Student Disturbance - BP 5131.4

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

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

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

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

Policy SIMI VALLEY UNIFIED SCHOOL DISTRICT
Adopted: February 27, 2007 Simi Valley, California

35. Student Disturbance – AR 5131.4

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

1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight
2. Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school (Education Code 48907)

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

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

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

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

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

Regulation SIMI VALLEY UNIFIED SCHOOL DISTRICT
Approved: February 27, 2007 Simi Valley, California

36. Suicide Prevention – BP 5141.52

The Governing Board recognizes that suicide is a leading cause of death among youth, that prevention is a collective effort that requires stakeholder engagement, and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior, its impact on students and families, and other associated trauma, the Superintendent or designee shall develop measures, strategies, practices, and supports for suicide prevention, intervention, and postvention.

In developing and updating district policy and procedures for suicide prevention, intervention, and postvention, the Superintendent or designee shall consult with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. If the policy will affect K-6 students, the county mental health plan shall also be consulted. (Education Code 215)

School and community stakeholders and school mental health professionals with whom the Superintendent or designee shall consult may include district and school administrators, school counselors, school psychologists, school social workers, school nurses, other staff, parents/guardians and caregivers, students, local health agencies, mental health professionals, community organizations, law enforcement, legal counsel, and/or the district's risk manager or insurance carrier. The Superintendent or designee may also collaborate with county and/or city governments in an effort to align district policy with any existing community suicide prevention plans.

When developing or reviewing district policy on suicide prevention, the Superintendent or designee may make a recommendation regarding the need to hire a mental health professional for the district, or for any school that is not currently served by a mental health professional, and the possible funding source(s) for such hiring.

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

1. Staff development on suicide awareness and prevention for teachers, interns, school counselors, and others who interact with students, including, as appropriate, substitute teachers, coaches, expanded day learning staff, crossing guards, tutors, and volunteers
2. Instruction to students in problem-solving, coping, and resiliency skills to promote students' mental, emotional, and social health and well-being; help-seeking strategies and resources; and instruction in recognizing and appropriately responding to warning signs of suicidal intent in others
3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious relationships among students
4. The review of materials and resources used in awareness efforts and communications to ensure they align with best practices for safe and effective messaging about suicide
5. The provision of information to parents/guardians and caregivers regarding risk and protective factors, warning signs of suicide, the severity of the suicide problem among youth, the district's suicide prevention curriculum, the district's suicide prevention policy and procedures, basic steps for helping suicidal youth, the importance of communicating with appropriate staff if suicide risk is present or suspected, access to suicide prevention training, and/or school and community resources that can help youth in crisis
6. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
7. Crisis intervention protocols for addressing suicide threats or attempts
8. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide
9. Establishment of district and/or school-site crisis intervention team(s) to ensure the proper implementation and review of this policy and other district practices related to the emotional and behavioral wellness of students, including, but not limited to, the oversight of mental health and suicide prevention training, ensuring the suicide prevention policy, protocols, and resources are posted on the district and school websites, collaboration with community mental health organizations, identification of resources and organizations that provide evidence-based treatment, collaboration to build community response, and compliance with Education Code 215

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

In order to address mental health disabilities, the district may, as appropriate and in accordance with law, develop trauma-informed crisis management procedures that include an individualized assessment of the student's circumstances; provide and facilitate access to mental health evaluations and services; reasonably modify policies, such as attendance policies, for individual students; and train staff to recognize and respond appropriately to signs of distress and suicidal ideation in students.

The Superintendent or designee shall establish a process for school staff to maintain regular contact with all students, including during distance learning and school closures, and for such staff to communicate any concerns about a student's emotional wellbeing and/or safety to the appropriate authorities.

Additionally, the Superintendent or designee shall ensure that school-based mental health professionals maintain regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need.

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

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

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

When the district determines that a student is in need of mental or behavioral health services, the services shall be provided in accordance with protocols specified in Board Policy 5141.5 - Mental Health.

The Board shall review, and update as necessary, this policy at least every five years. The Board may, at its discretion, review the policy more frequently. (Education Code 215)

The Superintendent or designee shall periodically review district data pertaining to school climate and reports of suicidal ideation, attempts, or death to identify patterns or trends and make recommendations regarding program development.

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

Policy SIMI VALLEY UNIFIED SCHOOL DISTRICT
Adopted: December 9, 2014 Simi Valley, California
Revised: June 2, 2020
Revised: September 9, 2025

37. Suicide Prevention – AR 5141.52

Staff Development
Mental health professional means an individual licensed or registered, or an intern or associate working towards licensure, by the Board of Behavioral Sciences or the Board of Psychology in the Department of Consumer Affairs. (Education Code 215)

Student suicide crisis means any of the following: (Education Code 215)

1. A student who is exhibiting suicidal thoughts or behaviors
2. A student who has completed a suicide risk assessment and is determined to be at risk of suicide
3. A student who is attempting to physically harm themselves or others

School mental health professional means a school employee with a clear or preliminary pupil personnel services credential with a specialization in school counseling, school social work, or school psychology, a credentialed school nurse, or a licensed, registered, or associate marriage and family therapist, professional clinical counselor, clinical social worker, educational psychologist, or psychologist under the supervision of a school employee with a pupil personnel services or administrative services credential. (Education Code 215)

Staff Development
Suicide prevention training shall be provided to teachers, interns, counselors, and others who interact with students, including, as appropriate, substitute teachers, coaches, expanded day learning staff, crossing guards, tutors, and volunteers. The training shall be offered under the direction of a district counselor/, psychologist, and/or social worker who has received advanced training specific to suicide and who may collaborate with one or more county or community mental health agencies.

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and families to those services. Training materials may also include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Additionally, staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are impacted by suicide; students with exceptional needs, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning
2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe or traumatic stressor or loss, family instability, impulsivity, and other factors

3. Identification of students who may be at risk of suicide, including, but not limited to, warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent
4. Protective factors that may help to decrease a student's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community
5. Instructional strategies for teaching the suicide prevention curriculum, promoting mental and emotional health, reducing the stigma associated with mental illness, and using safe and effective messaging about suicide
6. The importance of early prevention and intervention in reducing the risk of suicide
7. School and community resources and services, including resources and services that meet the specific needs of high-risk groups
8. Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, including, but not limited to, appropriate protocols for constant monitoring and supervision of the student, during the time the student is in the school's physical custody, while the immediate referral of the student to medical or mental health services is being processed
9. District procedures for responding after a suicide has occurred
10. Common misconceptions about suicide

The district may provide additional professional development in suicide risk assessment and crisis intervention to district mental health professionals, including, but not limited to, school counselors, psychologists, social workers, and nurses.

Instruction
The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum in an age and developmentally appropriate manner and shall be designed to help students:

1. Identify and analyze warning signs and risk factors associated with suicide, including, but not limited to, understanding how mental health challenges and emotional distress, such as feelings of depression, loss, isolation, inadequacy, and anxiety, can lead to thoughts of suicide
2. Develop coping and resiliency skills for dealing with stress and trauma, and building self-esteem
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent
4. Identify trusted adults,; school resources, including the district's suicide prevention, intervention, and referral procedures; and/or community crisis intervention resources where youth can get help
5. Develop help-seeking strategies and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention
6. Recognize that early prevention and intervention can drastically reduce the risk of suicide

The Superintendent or designee may develop and implement school activities that raise awareness about mental health wellness and suicide prevention.

Student Identification Cards
Student identification cards for students in grades 7-12 shall include the 988 Suicide and Crisis Lifeline and National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line, campus police or security, a local suicide prevention hotline telephone number., and/or a quick response (QR) code for the county's mental health resources website. (Education Code 215.5)

Intervention
The Superintendent or designee shall provide the name, title, and contact information of the members of the district and/or school crisis intervention team(s) to students, staff, parents/guardians, and caregivers and post on school and district websites. Such notifications shall identify the mental health professional who serves as the crisis intervention team's designated reporter to receive and act upon reports of a student's suicidal intention.

Students shall be encouraged to notify a teacher, principal, counselor, designated reporter, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, the staff

member shall promptly notify the principal, school counselor, or designated reporter, who shall implement district intervention protocols as appropriate.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, discussed, or referred to with third parties, the counselor may report to the principal or student's parents/guardians when there is reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or others within the school community. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment, or to report child abuse and neglect as required by Penal Code 11164-11174.3. (Education Code 49602)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

When the district determines that a student is in need of mental or behavioral health services, the services shall be provided in accordance with protocols specified in Board Policy 5141.5 - Mental Health.

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
3. Keeping the student under continuous adult supervision and providing comfort to the student until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
4. Removing other students from the immediate area as soon as possible

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether it is necessary, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate steps to ensure the student's readiness for return to school and determine the need for ongoing support.

Postvention
In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. He/sheThe Superintendent or designee shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Students significantly affected by suicide death and those at risk of imitative behavior should be identified and closely monitored. School staff may receive assistance from school counselors or other mental health professionals in determining how to best discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Regulation SIMI VALLEY UNIFIED SCHOOL DISTRICT
Approved: December 9, 2014 Simi Valley, California
Revised: June 2, 2020
Revised: September 9, 2025

38. Suspensions and Expulsion/Due Process – BP 5144.1

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

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

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

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

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

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

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

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

Students shall not be suspended or expelled based solely on a student's truancy, tardiness, or absenteeism from assigned school activities. (Education Code 48900)

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

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

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

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

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

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

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

A vote to expel a student shall be taken in an open session of a Board meeting. (Education Code 48918(j))

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

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

No child enrolled in a preschool program shall be expelled or unenrolled except under limited circumstances in accordance with Education Code 8489.1 and as specified in Administrative Regulation 5148.3 - Preschool/Early Childhood Education.

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

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

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

Policy SIMI VALLEY UNIFIED SCHOOL DISTRICT
Adopted: May 21, 1996 Simi Valley, California
Revised: June 2, 2020
Revised: February 18, 2025

39. Suspensions and Expulsion/Due Process – AR 5144.1

Definitions

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:

1. 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))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11059, 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))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. 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))
13. 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))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
16. 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))
17. 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. A message, text, sound, video, or image
    b. 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)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))
19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

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

1. 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)
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)
3. 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 iItems #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:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, 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)

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian, 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.
4. 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)
4. 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)
   - g.g 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.
   - g.h 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
   - g.i 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)
   - g.j 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)
   - g.k 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)

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. 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)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11059, except for:
   a. The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis
   b. The student's possession of over-the-counter medication for use by the student for medical purposes
   c. Medication prescribed for the student by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether 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)

1. Receive five days' notice of the scheduled testimony at the hearing
2. Have up to two adult support persons present at the hearing at the time the witness testifies
3. 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))

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

   This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c)."
5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney 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.

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

Additional Notice of Expulsion Hearing for Foster Youth, 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

1. 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)
2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))
3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

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

   If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in Item #6 below. (Education Code 48918(i))
4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: 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.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
   a. Any complaining witness shall be given five days' notice before being called to testify.
   b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony.
   c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
   d. The person presiding over the hearing may remove a support person who is disrupting the hearing.
   e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
   f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard.

      Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
   g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
      i. The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
      ii. At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
      iii. The person conducting the hearing may:
         a. Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
         b. Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours
         c. (Permit one of the support persons to accompany the complaining witness to the witness stand
6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from 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)

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

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

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

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision 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:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. 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:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation.

   This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: 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)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school.

   Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian.

   The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board (Education Code 48917)

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)

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

When the placement described above is not available and when the County Superintendent so certifies, students expelled for 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:

1. 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.
2. 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.
3. 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
4. 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)
5. 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
6. 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)

Regulation SIMI VALLEY UNIFIED SCHOOL DISTRICT
Adopted: May 21, 1996 Simi Valley, California
Revised: September 12, 2023
Revised: February 18, 2025

40. Transportation Safety Plan – AR 3543

Cautionary Notice: Government Code 17581.5 relieves districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. The Budget Act of 2016 (SB 826, Ch. 23, Statutes of 2016) extends the suspension of these requirements through the 2016-17 fiscal year. As a result, certain provisions of the following administrative regulation related to transportation safety plans and safety instruction for students may be suspended.

Each day, prior to driving a school bus, each school bus driver shall inspect the bus to ensure that it is in safe operating condition and equipped as required by law and that all equipment is in good working order. At the completion of each day's work, the driver shall prepare and sign a written report of the condition of the equipment specified in 13 CCR 1215. The report shall indicate any defect or deficiency discovered by or reported to the driver which would affect safe operation or result in mechanical breakdown of the bus or, if no defect or deficiency was discovered or reported, shall so indicate. Any defect or deficiency that would affect safe operation shall be repaired prior to operating the bus. (13 CCR 1215)

Passenger Restraint Systems
The Superintendent or designee shall ensure that any school bus or student activity bus which is purchased or leased by the district is equipped with a combination pelvic and upper torso passenger restraint system at all designated seating positions if that bus: (Vehicle Code 27316, 27316.5; 13 CCR 1201)

1. Is a Type 1 school bus manufactured on or after July 1, 2005 which is designed for carrying more than 16 passengers and the driver
2. Is a Type 2 school bus or student activity bus manufactured on or after July 1, 2004 which meets one of the following criteria:
   a. Is designed for carrying 16 or fewer passengers and the driver
   b. Has a manufacturer's vehicle weight rating of 10,000 pounds or less and is designed for carrying not more than 20 passengers and the driver.

The Superintendent or designee shall prioritize the allocation of school buses purchased, leased, or contracted to ensure that elementary students receive first priority for new school buses equipped with passenger restraint systems whenever feasible.

When a school bus or student activity bus is equipped with a passenger restraint system, all passengers shall use the passenger restraint system. (5 CCR 14105)

Bus drivers shall be instructed regarding procedures to enforce the proper use of the passenger restraint system. Students who fail to follow instructions of the bus driver may be subject to discipline, including suspension of riding privileges, in accordance with Board policy and administrative regulations.

Fire Extinguishers
Each school bus shall be equipped with at least one fire extinguisher located in the driver's compartment which meets the standards specified in law. In addition, a wheelchair school bus shall have another fire extinguisher placed at the wheelchair loading door or emergency exit. All fire extinguishers shall be regularly inspected and serviced in accordance with regulations adopted by the State Fire Marshal. (Education Code 39838; 13 CCR 1242; 19 CCR 574-575.3)

Electronic Communications Devices
A bus driver is prohibited from driving a school bus or student activity bus while using a wireless telephone or other electronic wireless communications device except for work-related or emergency purposes, including, but

not limited to, contacting a law enforcement agency, health care provider, fire department, or other emergency service agency or entity. In any such permitted situation, the driver shall only use a wireless telephone or device that is specifically designed and configured to allow voice-operated and hands-free operation or a function that requires only a single swipe or tap of the driver's finger provided the device is mounted on the windshield, dashboard, or center console of the bus. (Vehicle Code 23123.5, 23125)

Safe Bus Operations
School buses and student activity buses shall not be operated whenever the number of passengers exceeds bus seating capacity, except when necessary in emergency situations which require that individuals be transported immediately to ensure their safety. (Education Code 39834)

School bus operations shall be limited when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home-to-school transportation service. Bus drivers for school activity trips may discontinue bus operation whenever they determine that it is unsafe to continue operation because of reduced visibility. (Vehicle Code 34501.6)

Unauthorized Entry
The Superintendent or designee may place a notice at bus entrances that warns against unauthorized entry. The driver or another school official may order any person to disembark if that person enters a bus without prior authorization. (Education Code 39842; 13 CCR 1256.5)

Transportation Safety Plan for Boarding and Exiting Buses

The Superintendent or designee shall develop a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of students. The plan shall address all of the following: (Education Code 39831.3)

1. Determining if students in grades prekindergarten through 8 require an escort to cross a private road or highway at a bus stop pursuant to Vehicle Code 22112
2. Procedures for all students in grades prekindergarten through 8 to follow as they board and exit the bus at their bus stops
3. Boarding and exiting a school bus at a school or other trip destination
4. Procedures to ensure that a student is not left unattended on a school bus, student activity bus, or youth bus

   Such procedures shall include, on or before the beginning of the 2018-19 school year, the installation of a child safety alert system at the interior rear of each bus that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting. A student activity bus may be exempt from this requirement under the conditions specified in Vehicle Code 28160.
5. Procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus

A copy of the plan shall be kept at each school site and made available upon request to the California Highway Patrol (CHP). (Education Code 39831.3)

Parental Notifications
The Superintendent or designee shall provide written safety information to the parents/guardians of all students in grades prekindergarten through 6 who have not previously been transported in a district school bus or student activity bus. This information shall be provided upon registration and shall contain: (Education Code 39831.5)

1. A list of school bus stops near each student's home
2. General rules of conduct at school bus loading zones
3. Red light crossing instructions
4. A description of the school bus danger zone
5. Instructions for safely walking to and from school bus stops

Student Instruction
Students who are transported in a school bus or student activity bus shall receive instruction in school bus emergency procedures and passenger safety as follows: (Education Code 39831.5; 5 CCR 14102)

1. Each year, all students who receive home-to-school transportation in a school bus shall be provided appropriate instruction in safe riding practices and emergency evacuation drills.

2. At least once each school year, all students in grades prekindergarten through 8 who receive home-to-school transportation shall receive safety instruction which includes, but is not limited to:
   a. Proper loading and unloading procedures, including escorting by the driver
   b. How to safely cross the street, highway, or private road
   c. In school buses with passenger restraint systems, instruction in the use of such systems as specified in 5 CCR 14105, including, but not limited to, the proper fastening and release of the passenger restraint system, acceptable placement of passenger restraint systems on students, times at which the passenger restraint systems should be fastened and released, and acceptable placement of the passenger restraint systems when not in use
   d. Proper passenger conduct
   e. Bus evacuation procedures
   f. Location of emergency equipment

   As part of this instruction, students shall evacuate the school bus through emergency exit doors. Instruction also may include responsibilities of passengers seated next to an emergency exit.

   Each time the above instruction is given, the following information shall be documented:

   a. District name
   b. School name and location
   c. Date of instruction
   d. Names of supervising adults
   e. Number of students participating
   f. Grade levels of students
   g. Subjects covered in instruction
   h. Amount of time taken for instruction
   i. Bus driver's name
   j. Bus number
   k. Additional remarks

   This documentation shall be kept on file at the district office or the school for one year and shall be available for inspection by the CHP
3. Before departing on a school activity trip, all students riding on a school bus or student activity bus shall receive safety instruction which includes, but is not limited to, the location of emergency exits and the location and use of emergency equipment. This instruction also may include responsibilities of passengers seated next to an emergency exit.

Bus Accidents
In the event of a school bus accident, the driver shall immediately notify the CHP and the Superintendent or designee. The driver shall not leave the immediate vicinity of the bus to seek aid unless necessary. (13 CCR 1219)

The Superintendent or designee shall maintain a report of each accident that occurred on public or private property involving a school bus with students aboard. The report shall contain pertinent details of the accident and shall be retained for 12 months from the date of the accident. If the accident was not investigated by the CHP, the Superintendent or designee shall forward a copy of the report to the local CHP within five work days of the date of the accident. (13 CCR 1234)

The Superintendent or designee shall review all investigations of bus incidents and accidents to develop preventative measures.

Regulation SIMI VALLEY UNIFIED SCHOOL DISTRICT
Approved: May 17, 1994 Simi Valley, California

41. Visitors/Outsiders – BP 1250

The Governing Board believes that it is important for parents/guardians and community members to take an active interest in the issues affecting district schools and students. Therefore, the Board encourages interested parents/guardians and community members to visit the schools and participate in the educational program. consistent with this Board policy, the accompanying administrative regulation, and any procedures established by the Superintendent or designee.

To ensure the safety of students and staff and minimize interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours shall be arranged with the principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during noninstructional time.

Any person who is not a student or staff member shall register immediately as a visitor upon entering any school building or grounds when school is in session.

The principal or designee shall provide a visible means of identification for all individuals who are not students or staff members while on school premises.

No electronic listening or recording device may be used by any person in a classroom without the teacher's and principal's permission. (Education Code 51512)

Any visitor who is in school building or on school grounds when school is in session shall behave in an orderly manner while on school grounds and by utilizing the district's complaint process if they have concerns with any district program or employee. In accordance with Penal Code 626.7 and Administrative Regulation 3515.2 - Disruptions, the principal or designee shall request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

Presence of Sex Offender on Campus
Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a district student, shall request written permission from the principal before entering the school campus or grounds., in accordance with Board Policy and Administrative Regulation 3515.5 - Sex Offender Notification. The principal shall report to the Superintendent or designee anytime such a request is received and notify the Superintendent or designee if permission is granted or denied. As necessary, the principal shall consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity.

The principal shall indicate on the written permission the date(s) and times for which permission has been granted. (Penal Code 626.81)

Policy SIMI VALLEY UNIFIED SCHOOL DISTRICT
Adopted: June 7, 1994 Simi Valley, California
Revised: November 7, 2017
Revised: June 24, 2025

42. Visitors/Outsiders – AR 1250

The Superintendent or designee shall post at every entrance to each school and school grounds a notice describing registration requirements, school hours or hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements. (Education Code 32211; Penal Code 627.6)

Unless otherwise directed by the principal or designee, a staff member shall accompany visitors while they are on school grounds.

Any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session. (Education Code 35160)

Registration Procedure
In order to register, a visitor shall, upon request, furnish the principal or designee with the following information: (Penal Code 627.3)

1. Name, address, and occupation
2. Age, if less than 21
3. Purpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

Principal's Registration Authority
The principal or designee may refuse to register any visitor if the principal or designee reasonably concludes that the individual's presence or acts would disrupt the school, students, or employees; would result in damage to

property; or would result in the distribution or use of a controlled substance. The principal or designee may revoke any visitor's registration if there is a reasonable basis for concluding that the individual's presence on school grounds would interfere, or is interfering, with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff. (Penal Code 627.4)

When a visitor fails to register, or when the principal or designee denies or revokes a visitor's registration privileges, the principal or designee shall request that the individual promptly leave school grounds. If a visitor is shown reasonable cause to believe that the visitor is willfully disrupting the orderly operation of a school the principal or designee may issue a "Stay Away Letter" in accordance with Penal Code 626.4.

When a visitor is directed to leave, the principal or designee shall inform the visitor that if the visitor reenters the school within seven days the visitor may be guilty of a misdemeanor subject to a fine and/or imprisonment. (Penal Code 627.7)

Appeal Procedure
Any person who is denied registration or whose registration is revoked may appeal either of these determinations by submitting, within five days after the person's departure from school, a written request for a hearing. to either the Superintendent or the principal of the school at which the registration was denied or revoked. This request must state why the person believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon ret of the request for a hearing, the Superintendent or principal shall promptly mail a notice of the hearing to the person requesting it. A hearing before the Superintendent or principal shall be held within seven days after receipt of the request. (Penal Code 627.5)

SVUSD - Visits to Classrooms
Any parent/guardian or interested adult is welcome to visit district classes while in session. The following procedures will be observed in order to assure the continuity of the educational program:

1. The visitor shall request a visitation from the principal or teacher at least one week prior to the requested visitation date.
2. If the principal is the one notified, he/she will confer with the teacher(s) involved so that consideration may be given to the effect of the visitation on the instruction planned for that time.
3. The visitor will register in the school office prior to visiting a classroom.
4. The school office will issue an invitation/pass to the visitor which indicates the date and time of visit, the duration of the visit and the class to be observed, along with any other appropriate information to the visitor.
5. The visitor will present his/her invitation/pass to the teacher as a means of introduction at the appointed time.
6. Generally, only two visitors will be admitted at a time to a classroom while instruction is in progress.
7. A classroom observation will be scheduled for approximately 20 - 30 minutes. If the observed lesson exceeds 30 minutes, not to exceed one (1) hour per month. The parent/guardian may request to remain until a lesson is completed or at the secondary level, one class period.
8. Parent-teacher conferences will be scheduled during non-instructional time rather than during class visitation.

School employees recognize the importance of full and courteous cooperation with those citizens interested in classroom visitation.

Principals are authorized to modify the conditions for visitation because of unusual circumstances, such as but not limited to, public schools week, festive occasions, and parent education programs. Visitation rights may be denied when in the principal's opinion, visitations would seriously disrupt student learning and/or the educational program.

Regulation SIMI VALLEY UNIFIED SCHOOL DISTRICT
Approved: May 9, 1995 Simi Valley, California
Revised: August 17, 2021
Revised: December 16, 2025

43. Weapons and Dangerous Instruments – BP 5131.7

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

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

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

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

The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7961)
Unless a student has obtained prior written permission as specified below, a student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

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

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

The principal may grant permission for such possession when it is determined that possession of a firearm, imitation firearm, or other prohibited weapon on school grounds is necessary for a school-sponsored activity or class or as part of the educational program. Factors that shall be considered include, but are not limited to, the planned use of the weapon, the duration and location of the planned use, whether an audience is expected, and any perceived adverse effects to the safety and well-being of students or staff. If the principal grants such permission, the student and staff person shall be provided with a written explanation regarding any limitations and the permissible duration of the student's possession.

When the principal or designee grants permission, all necessary precautions shall be taken to ensure the safety of all persons on school grounds and the safe keeping of the weapon, including, but not limited to, inspecting a firearm to verify that no live ammunition is present. Any permitted weapon shall be stored in a locked vehicle or in an appropriate, locked container before and after its authorized use.

Any student granted permission to possess a weapon may be suspended and/or expelled if the weapon is possessed or used inappropriately.

Possession of Pepper Spray
To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

Reporting of Dangerous Objects
The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The Superintendent or designee shall also inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Policy SIMI VALLEY UNIFIED SCHOOL DISTRICT
Adopted: January 3, 1995 Simi Valley, California
Revised: September 12, 2023

44. Weapons and Dangerous Instruments – AR 5131.7

Prohibited weapons and dangerous instruments include, but are not limited to: (Education Code 48915, 49330; Penal Code 626.10, 16100-173560, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, machineguns, "zip guns," "stun guns," tasers, cane guns, camouflaging firearms, and any other device from which is expelled through a barrel and capable of propelling a projectile by the force of an explosion or other form of combustion
2. Ammunition or reloaded ammunition
3. Knives, razor blades, and box cutters: any dirks, daggers (or concealed dirks or daggers), cane swords, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 3-1/2 inches, folding knives with a blade that locks into place, switchblade knives, and razors with an unguarded blade
4. Explosive and/or incendiary devices: pipe bombs, time bombs, rockets or rocket propelled projectile launchers, cap guns, bullets containing or carrying an explosive agent, containers of inflammable fluids, and other hazardous devices or concealed explosive substances
5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun
6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code 16000-34370, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon
7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm

Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the district. (Education Code 49331, 49332)

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use the employee's own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the principal

When informing the principal about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The principal shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code 49331, 49332

Regulation SIMI VALLEY UNIFIED SCHOOL DISTRICT
Approved: June 7, 1994 Simi Valley, California
Revised: September 12, 2023

XI. References

A. Naloxone – Ventura County EMS Agency Skills Competency Form

Ventura County EMS Agency

Skills Competency Form - Naloxone

Personnel Name: _____

Agency: _____

Date: _____

Y	N	**Skills Test for Naloxone Administration**	INTIALS
		1. Ensures Scene Safety upon arrival, -- Tap victim and say "Are you ok?"	
		2. Verbalizes indicators of suspicion for opioid use.	
		3. States the 3 components of the **Opioid Triad** (pinpoint pupils, unconscious, respiratory depression rate less than 8)	
		4. Verbalizes activation of EMS response _ "Call 911"	
		5. Verbalizes appropriate respiratory rate range for Naloxone administration (less than 8 but present, NOT ABSENT)	
		6. Recognizes the sign that would indicate CPR (no breathing and no pulse)	
		7. Verbalizes contraindication to Naloxone use (allergic to Naloxone) (Hives swelling in face, lips or throat)	
		8. States time of onset (1-3 minutes)	
		9. States time of action (30-60 minute)	
		10. Assesses nasal cavity is free of blood, mucous or vomit	
		11. Controls patient head with one hand on forehead	
		12. Places atomizer "Narcan" in one nostril, occludes opposite nostril	
		13. Aim is upwards towards ear on same nostril side	
		14. Briskly compresses "Narcan." (Do not to press early to test. Medicine is single dose.	
		15. Repeats dose on opposite side if indicated	
		16. Verbalizes what to monitor (respiratory rate and level of consciousness)	
		17. Maintains airway support as needed	
		18. Places patient in post Naloxone (Recovery) position as needed	
		19. Verbalizes need to complete documentation of usage within 24 hours	

_____ _____

Reviewer Name (printed) Reviewer Signature

B. Threat Assessment Protocols

The Simi Valley Unified School District's *School Violence Prevention and Threat Assessment Guidelines"* is attached.

SimiValleySchools
SIMI VALLEY UNIFIED SCHOOL DISTRICT

School Violence Prevention & Threat Assessment Guidelines

Table of Contents

What is a Threat Assessment 3
Types of Threats: Transient vs. Substantive 4-5
Tarasoff Law: Duty to Warn 6
What Factors Indicate a Student is Violent? 7-8
The Threat Assessment Team 9
Decision Tree 10
Protocol for Responding to Threats of Violence 11
Form 1: School Violence Threat Assessment 12-14
Form 2: Targeted Victim(s) Interview 15
Form 3: Teacher/Staff Interview 16-17
Form 4: Parent/Guardian Interview 18
Form 5: Threat Assessment Checklist 19-20
Form 6: Threat Assessment Levels, Warning Signs & Action Plan Options 21-22
Form 7: Action Plan Summary 23
Form 8: Parent Notification 24-25
Form 9: Report Notification 26
Form 10: Release of Information 27-28
Crisis Resource List 29

What is Threat Assessment?

Threat assessment is a problem-solving approach to violence prevention that involves both assessment and intervention with individuals who have threatened violence towards others. Threatening statements and behaviors are treated as indicators of frustration by an individual facing a painful interpersonal problem. The threat assessment and intervention process are designed to prevent violence by helping the individual to resolve the problem, thereby removing the impetus for violence. Both safety precautions and legal actions are taken as part of this process when judged to be necessary to prevent imminent acts of violence.

Principles of Threat Assessment

1. **Prevention is possible**. Targeted violence is not a spontaneous, unpredictable event, but it is the result of a deliberate and detectable process. This means that targeted school violence can be prevented if enough is known about the student's preparatory behavior.
2. **Consider the context.** Threat assessment must include the total context of the threat which includes the student who makes the threat, the situation in which the threat was made and what the student intended by making the threat. Threat assessment should include an investigation of the student's current life circumstances and the environmental context of the threat. There may be factors in the student's social environment that encourage violence.
3. **Adopt an investigative mindset.** Investigators must adopt a critical and skeptical mindset that strives to accumulate reliable evidence and verify all claimed facts about the situation.
4. **Rely on facts, not profiles.** Conclusions must be based on objective facts and behaviors rather than inferred traits or characteristics of the student making the threat.
5. **Gather information from multiple sources.** Information should be gathered from multiple sources within and outside of the school system. This may include teachers, counselors, other school personnel, students, law enforcement, social service agency, mental health providers, etc. Anyone with information must be considered.
6. **Does the student pose a threat?** Threat assessment aims to determine how serious the threat is and then what should be done about it.

Definition of a "Threat"

A threat is an expression of intent to harm someone. Threats can be spoken, written, or expressed in some other way, such as through gestures. Threats may be direct ("I am going to beat you up") or indirect ("I am going to beat him up") or implied ("You better watch out"). Illegal possession of weapons should be presumed to indicate a threat unless careful investigation reveals otherwise (e.g., a student accidentally brought a knife to school). When in doubt about whether a student's behavior is a threat, evaluate it as a threat.

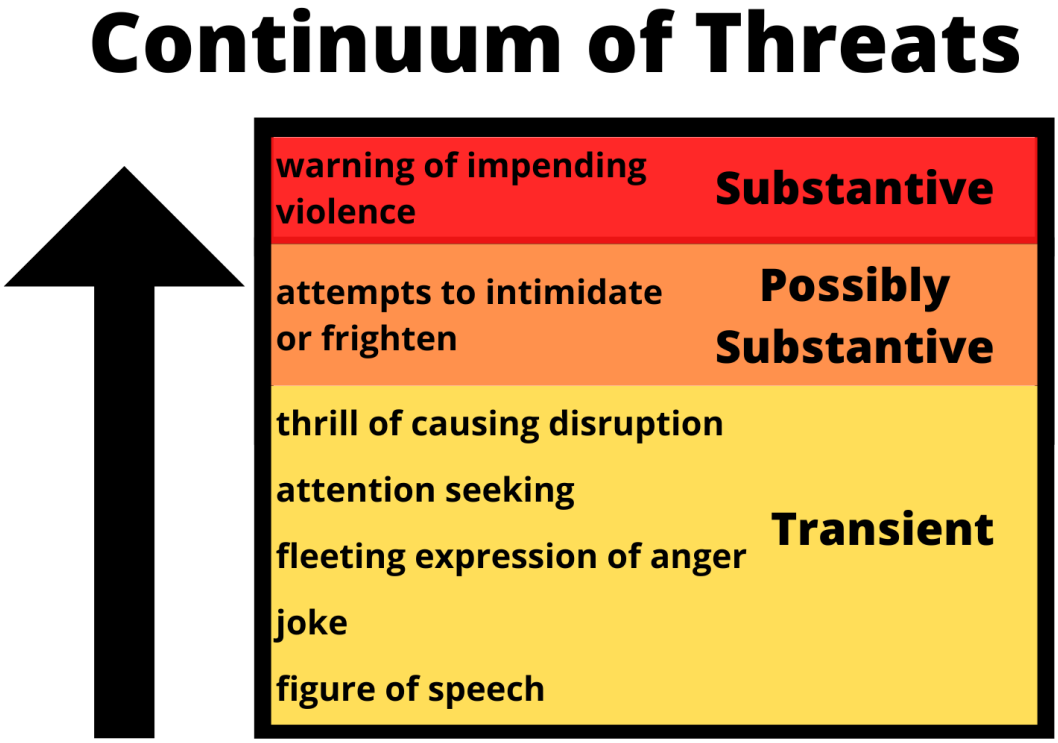
Types of Threats: Transient vs. Substantive

Transient threats: threats that do not pose a serious risk of harm.

- **Figure of speech.** Lowest level of threat and does not convey a genuine intent to harm. It's a common hyperbole to express a strong sentiment.
- **Joke**. Threats expressed as a joke doesn't convey serious intent. Jokes can be misunderstood and can also be offensive.
- **Expression of anger**: Threats are often expressions of anger and frustration, but in most cases the threat doesn't express a lasting intent to harm someone. Most threats spoken in a moment of anger will dissipate in a short period of time.
- **Attention-seeking/thrill of causing a disruption.** Threatening to hurt someone is a potentially powerful way to gain recognition or assert one's power, but doesn't necessarily mean the person has a genuine intention to harm someone.

Substantive threats: threats that have serious intent to harm someone.

- **Attempts to intimidate or frighten.** A threat in an effort to intimidate or frighten someone may indicate a malicious or spiteful intent, but not necessarily a serious intent to carry out the threat. Because there is some degree of malice toward the target of these threats, they must be evaluated carefully, because they are more likely to develop into substantive threats.
- **Warning of impending violence.** The student is communicating genuine intent to carry out a violent act and isn't joking, expressing anger, or trying to intimidate someone.



Transient	**Substantive**
• "I'm going to kill you" said as a joke • "I'm gonna kill you" said in the heat of competition during a basketball game • Two children use their fingers to "shoot" one another playing. • "I'm gonna bust you up" said in anger, but then retracted after calming down. • "I'll get you next time" said after a fight, but retracted after the two students reconciled. • "Watch out or I'll hurt you" said to intimidate, but retracted after calming down. • "I'm gonna shoot that teacher" said in anger, but retracted after calming down. • "There's a bomb in the building" phone call for the purpose of disrupting school, with no actual bomb. • A student is found with a pocket knife that he accidentally left in his backpack.	• "I'm gonna kill you" said with intent to injure. • "I will make you sorry" said while holding a weapon and not joking. • Two children exchange threats and throw rocks at each other. • "I'm gonna bust you up" said in anger and not retracted later. • "I could break you in half" said in an intimidating manner, followed by stony silence. • "I'll get you next time" said after a fight; the student refuses mediation. • "Watch out or I'll hurt you" said by a student with a history of bullying. • "I'm gonna kill that teacher" said by a student who later denies making the statement. • "There's a bomb in the building" phone call made by a student who later is found to have bomb-making materials and plans at home. • A student who threatened to stab a classmate is found to have a knife in backpack.

Presumptive indicators of a substantive threat

1. The threat contains specific, plausible details. ("I'm going to shoot Mr. Smith with my shotgun" rather than, "I am going to set off an atomic bomb", or "I'll get you for that").
2. The statement has been repeated over time or the student has told multiple parties of the threat.
3. The threat is reported to others as a plan, or there are suggestions that violent action has been planned. "Wait and see what happens next Tuesday in the cafeteria").
4. There are accomplices or the student has attempted to seek accomplices in order to carry out the threat.
5. The student has attempted to recruit an audience to observe the threat being carried out.
6. There is physical evidence of intent to carry out the threat. Such evidence could include written plans, lists of victims, drawings, weapons, bomb materials, or literature encouraging or describing how to carry out acts of violence.

Tarasoff Law: Duty to Warn

Background

This rule, which has spread to many states, originated in the California Supreme Court's decision in Tarasoff v. Regents of the University of California (17 Cal.3d 425 [1976]). In Tarasoff, a patient told his psychotherapist that he intended to kill an unnamed but readily identifiable woman. Subsequently, the patient killed the woman. Her parents then sued the psychotherapist for failing to warn them or their daughter about the danger. The California Supreme Court rejected the psychotherapist's claim that he owed no duty to the woman because she was not his patient, holding that if a therapist determines or reasonably should have determined "that a patient poses a serious danger of violence to others, he bears a duty to exercise reasonable care to protect the foreseeable victim of that danger."

In 1985, the California legislature codified the Tarasoff rule: California law now provides that a therapist has a duty to protect or warn a third party only if the therapist actually believed or predicted that the patient posed a serious risk of inflicting serious bodily injury upon a reasonably identifiable victim.

Extended

In Ewing v. Goldstein (120 Cal. App. 4th 807 [2004]) and Ewing v. Northridge Hospital Medical Center (120 Cal. App. 4th 1289 [2004]), the California Court of Appeal held that the plaintiffs had a right to take their claims to trial. Specifically, the court held that the defendants' (e.g., the therapist's) duty to warn could have been triggered by the statements Colello's father made to Goldstein and the social worker regarding his son's threats. The court saw no difference between threats conveyed directly by the patient and those related by an immediate family member of the patient.

What Factors Indicate a Student is Violent?

Pathways to Youth Violence

1. **Antisocial pathway**. May have a history of early childhood behavior problems and academic difficulties that are usually evidence in the primary grades. They may have problems getting along with peers, refuse to accept adult authority, and generally break rules. Youth may be involved with a gang or associated with other delinquent peers who encourage violence. These youths often have poor social skills, limited problem-solving abilities, lack expressive language skills and verbal intellectual deficits. Some prominent characteristics of psychopathy are manipulative behavior, pervasive dishonesty and lying, lack of empathy for others or remorse for one's actions, repetitive rule-breaking and antisocial behavior in multiple forms.
2. **Conflict pathway (bullying-victim).** Some youths are vulnerable to conflicts that lead to violence because they are very sensitive to teasing, criticism, or rejection. They may be victims of bullying, but it is not necessary that the bullying be extremely cruel or beyond what some of the classmates might experience. Their heightened vulnerability to bullying makes its effect more severe. These youths experience intense feelings of shame and humiliation, rejection in relationships and failure in academic goals. They also may have long standing feelings of resentment or feelings of being treated unjustly by others over a long period of time.
3. **Psychotic pathway.** Involves the development of serious mental disorders such as schizophrenia or bipolar disorder. Youths suffering from psychotic disorders can lead them to engage in violent acts typically have paranoid delusions that justify violence against someone. These youths may have odd mannerisms or behaviors that elicit peer teasing and rejection, they may be obsessed with violence or with hostile feelings towards some individual or a group of people.

Personality Traits

1. **Aggressive traits.**
    - History of fighting and bullying others.
    - Fascination with violence through different forms of entertainment or strong interests in weapons associated with violence.
2. **Paranoid and schizotypal traits.**
    - Sensitivity to teasing or criticism.
    - Unusual beliefs: classic paranoid and schizotypal symptoms such as ideas of reference (the false belief that others are talking about your or certain events are in reference to you, heightened perception of self-consciousness and tendency to interpret the most benign or irrelevant events as personally relevant.
    - Mistrust and detachment: feeling suspicious and mistrustful of others, difficulties establishing relationships.
3. **Depressive traits.**
    - Their depression stems from disappointment in themselves and feelings of inadequacy or rejection, which may have been provoked by bullying, failed relationships, or other unhappy events. They often feel alienated from their peers.
    - Suicidal feelings/ideations.

4. **Narcissistic traits.**
    - Narcissism traits involve self-centeredness, intense need for attention and approval, lack of concern for others, an inflated self-image.
5. **Psychopathic-like traits.**
    - A youth with psychopathic traits may engage in reckless behavior with little concern for the consequences. They may disregard values, rules, laws and do not feel guilty or remorseful for their actions.

Family Dynamics

No single family pattern is associated with youth violence.

1. **Poor parenting skills.** One common pattern involves parents who have poor parenting skills and little commitment to parenting their children. The parents usually have an array of personal adjustment problems, such as substance abuse, domestic violence, marital instability and irregular employment.
2. **Harsh disciplinary style.** Families engage in harsh discipline and neglect to supervise their children. For example, when a problem arises, parents may react in a highly punitive manner, they may be physically or emotionally abusive to their children.
3. **Passive disciplinary style.** Parents may be overly permissive and underestimate their child's needs for supervision and management due to distraction by their own emotional needs or interpersonal stress.

School Dynamics

Many school shooting perpetrators have had grievances associated with bullying and harassment at school, as well as perceptions that they have been treated unfairly by school staff.

Social Dynamics

Association with deviant or antisocial peers can be a strong risk factor for violence. Adolescents will engage in risk-taking behavior or antisocial acts as part of a group that they would never consider if acting alone. Youth may be influenced by peers in a number of ways.

1. **Direct peer pressure**. Youths can be pressured to participate in crime to the suspension of good judgment and inhibition when part of a crowd.
2. **Gang association.** Youths who belong to gangs have perhaps the highest risk of violent behavior and engage in more violence and other serious crimes than other youth. They may become desensitized to violence or feel that violence is an everyday part of life.
3. **Copycat effects.** Adolescents are influenced by the actions of others. Studies show that high publicity crimes, suicides, and acts of violence can stimulate some individuals to commit similar acts. It is important to determine whether a youth has knowledge of recent events that might stimulate acts of violence.

The Threat Assessment Team

Who is on the threat assessment team? A typical team will include a principal or assistant principal, a school resource officer, a school psychologist, a school counselor, and a school social worker. Here is a description of typical roles and functions of team members, recognizing that schools can adapt their teams to the staff they have available. *In most cases, a team member will conduct an initial triage to determine the seriousness of a threat, and if the threat is serious, call upon the full team.*

Principal or assistant principal. Leads the threat assessment team because of their fundamental responsibility for student disciplinary matters and school safety. Team leader makes final decisions about what to do in response to the student's threat. Other team members have responsibilities intended to provide the team leader with information and recommendation to consider in making these decisions.

School resource officer. SRO responds to emergencies or crisis situations in which there is an immediate risk of violence. In very serious cases, the SRO has legal duties and responsibilities just as they would have if the threat situation took place outside of school. In other cases where the risk of violence is not immediate, the SRO might also have investigative responsibilities as part of their law enforcement role. In non-emergency situations, the SRO is a consultant on law enforcement matters.

School psychologist. The school psychologist should conduct a mental health assessment or safety evaluation with the student, the screening for mental health problems that demand immediate attention, such as psychosis or suicidality, and secondarily with identifying the reasons why the student made the threat.

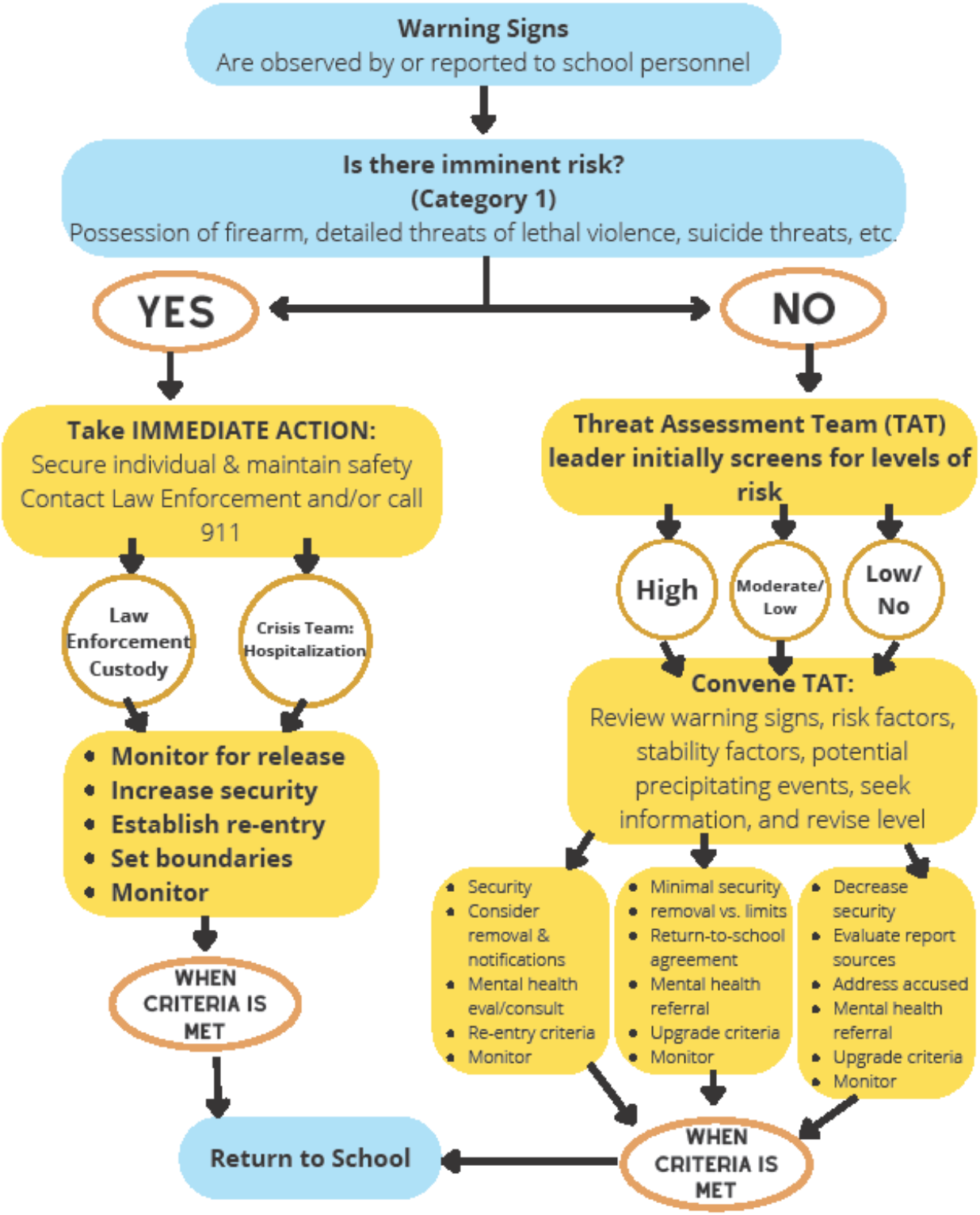
School counselor. May lead an effort to resolve a conflict or dispute within a group of students or provide individual counseling to deal with a student's anger or problems in making friends. After a behavior plan or other intervention has been developed, school counselors can monitor the student's participation in the intervention plan and assess its impact and continued effectiveness.

School social worker. Provide support based on their traditional expertise in working with families, resolving conflicts, and helping students obtain needed assistance. SSWs can also conduct a mental health assessment or safety evaluation with the student.

Teachers. May serve on the team. Teachers should be consulted as part of the threat assessment process and play an important role in identifying threatening behavior or other concerns about a student that merit attention.

School nurse. Provides medical background of the student such as medication history.

THREAT ASSESSMENT DECISION TREE



Protocol for Responding to Threats of Violence

The urgency of the situation will dictate the order and applicability in which the subsequent steps are followed.

1. Respond Immediately
   - Report concerns to the administrator/risk assessment team immediately or as soon as possible.
   - Do not leave the student unsupervised.

2. Secure the Safety of the Student
   - Supervise the student at all times.
   - Conduct an administrative search for access to means to hurt themselves or others.
   - If appropriate, contact SVPD (ask for a CIT trained officer).

3. Assess for Level of Threat
   - Review the student's school history.
   - Interview student (threat maker) (**see *School Violence Threat Assessment Tool*)**
   - Interview identified victim(s) (**see *Targeted Victim Interview*)**
   - Interview adults on campus who had contact with the student (see ***Teacher/Staff Interview*)**
   - Interview the parents (last) to identify any new family or individual stressors, including changes in the family, loss or separation, or violence at home or in the neighborhood. Ask if there is a family history of mental illness. (**see *Parent/Caregiver Interview*)**

4. Determine Level of Threat
   - Category 1 (Immediate): High violence potential; qualifies for immediate arrest or hospitalization.
   - Category 2 (High): High violence potential: does not qualify for arrest or hospitalization.
   - Category 3 (Moderate): Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.
   - Category 4 (Moderate): Insufficient evidence for violent potential; sufficient evidence for the intentional infliction of emotional distress upon others.
   - Category 5 (Low): Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.

5. Make a Team Recommendation
   - Establish and implement an action plan.
   - Monitor progress towards reestablishing school safety.
   - Reconvene the team when necessary.
   - Decisions made and actions taken should result in:
     - Contact with the student (threat maker)
     - Warning and protection for the targeted victim(s).
     - Disciplinary action, if needed.
     - Continuation of a safe school environment.

6. Documentation
   - Document all actions within 24 hours on Aeries.
   - Send copies to Student Support Services Department.

School Violence Threat Assessment Tool

Student Name/DOB: _____ Location: _____

Date: _____

The purpose of this assessment tool is to determine a student's level of threat. The assessing party should be the administrator/designee or school site threat assessment team member(s).

DIRECTIONS: For the items with the **ASK** specification, please directly pose these questions to the student. Take note of the student's responses in the spaces provided and mark the check boxes, as appropriate. The * indicates Unable to Assess. The items with the **ASSESS** specification should not be asked directly, but rather explored by the assessing party to gather additional background information. Gathering of additional information may also include interviewing other involved individuals, reviewing student history, and referring to other data gathering sources

Adapted from the US Secret Services & US Department of Education, Threat Assessment in Schools: A Guide to Managing Threatening Situations and To Creating Safer School Climates, Washington D.C., May 2002.

CATEGORY	ASSESSMENT QUESTIONS			
1. Current Problem/Situation	**ASK**: Tell me what happened.			
2. Current Homicidal Ideation	**ASK**: Are you thinking about hurting someone?	Yes	No	*
	ASK: Are you thinking about killing someone?	Yes	No	*
	If YES to any of the above, then ASK: Who are you thinking of hurting/killing?			
	ASK: Why are you having thoughts of hurting/killing _____?			
	ASK: How long have you been feeling this way?			
	ASSESS: Does the student feel justified in carrying out an act of violence?	Yes	No	*
3. Communication of Intent to Harm	**ASSESS**: Has the student directly or indirectly ideas or intent to harm/kill others? (Communications may be verbal, non-verbal, electronic, written. Please note that electronic communications may include texting and social media. Attempt to obtain copies of social media posts and usernames.) Indicate what was said and how this was indicated.	Yes	No	*

	ASK: Have you ever shared your thoughts about hurting/killing others with anyone else? To whom? What did they say when you told them?			
4. Plan	If the student expresses homicidal ideation or intent to harm, ask the following: **ASK:** What is your plan to hurt/kill others? When? Where?			
5. Means & Access	**ASK:** Do you have access to firearms or other weapons?	Yes	No	*
	ASSESS: Indicate means and access, what kind of weapon, where/how they will access it.			
6. Suicidal Ideation	**ASK:** are you thinking about suicide/killing yourself?	Yes	No	*
	If yes, then ASK: How long have you been feeling this way?			
	ASK: Have you ever have thoughts of suicide in the past?	Yes	No	*
	ASK: How long ago? Tell me what happened then?			
	ASK: Have you ever tried to kill yourself?	Yes	No	*
	ASK: How long ago? What did you do? What happened?			
7. Changes in Mood/Behavior	**ASK:** In the past year, have you ever felt so sad, frustrated or angry that you stopped doing things you usually do or things that you enjoy?	Yes	No	*
	ASK: Are there new activities you are doing? If yes, what?	Yes	No	*
	ASSESS: has the student demonstrated abrupt changes in mood and or/appearance? Describe.	Yes	No	*
	ASSESS: Is the student isolated, depressed, or withdrawn?	Yes	No	*
	ASSESS: Has the student demonstrated recent, dramatic changes in mood and/or appearance? Describe.	Yes	No	*

8. Stressors/Triggers	**ASK:** Has anyone close to you ever died or been killed unexpectedly? Who? How long ago? How did it happen?	Yes	No	*
	ASK: Have you been separated from someone who is important to you? (e.g., death, parent separation/divorce, relationship breakup)	Yes	No	*
	ASK: Has anything stressful/traumatic happened to you? (e.g. domestic violence, community violence, natural disaster?	Yes	No	*
	ASK: Have you ever been the target of bullying/harassment/discrimination? (e.g. at school, online, in the community). Describe.	Yes	No	*
8. Preoccupation with Violence	The following questions will assess whether the student has a fascination or inappropriate interest in school attacks or attackers, weapons, incidents of mass violence.			
	ASK: How do you usually solve your problems? Is violence an acceptable way to solve problems?			
	ASK: What are your favorite movies, video games, music, television shows? If the movies, music, and TV mentioned have violent content, explore what the student like about them.			
	ASK: Who do you look up to? Who are your heroes?			
10. Mental Illness	**ASSESS:** Does the student have a history of mental illness (e.g. depression, conduct or anxiety disorder?)	Yes	No	*
	ASK: Have you or do you currently take any medication? For what? How often?	Yes	No	*
11. Substance Use	**ASK:** Do you use alcohol or drugs? If yes, **ASK** which ones? How much? How often?	Yes	No	*
12. Protective Factors	**ASK:** Do you have an adult at school that you can go to for help? If yes, **ASK** who?	Yes	No	*
	ASK: Do you have an adult outside of school, such as at home or in the community that you can go to for help? If yes, **ASK** who?	Yes	No	*
	ASK: What are your plans for the future?			
	ASSESS: Can the student readily name plans for the future, indicating a reason to live?	Yes	No	*

Targeted Victim(s) Interview

Student Name/DOB: _____ Location: _____

Date: _____

ASSESSMENT QUESTIONS
1. Do you know why I want to talk to you?
2. What exactly did (threat maker) say? What exactly did (threat maker) say?
3. What did you think (threat maker) meant when he/she said or did that?
4. How do you feel about what (threat maker) said or did?
5. What was the reason (threat maker) said or did that? (try to find out if there is a prior conflict or history to this threat)
6. What are you going to do now? (Ask questions to determine how the targeted victim plans to respond to the threat and assist in planning a safe and non-provocative response). What do you think (threat maker) will do now?

Teacher/Staff Interview

Name of person interviewed: _____ Relationship to student: _____

Person conducting interview: _____ Date: _____

CATEGORY	ASSESSMENT QUESTIONS
1. Academics	How is this student doing academically? Has there been any change in recent weeks?
	What are this student's verbal skills? How well can the student express themselves?
	Has the student been considered for special education or placed in special education? What difficulties does the student have?
2. Knowledge of Threat	What do you know about the threat?
	Have you heard this student talk about things like this before?
	What have other students told you about this incident?
	Is there another teacher or staff member who might know something about this?
3. Student's Peer Relations	How well does this student get along with other students?
	Who are the student's friends?
	Are there students who do not get along with this student?
	Have there been other conflicts or difficulties with peers?

	Has this student ever complained of being bullied, teased, or treated unfairly by others?
4. Depression	Have there been any apparent changes in the student's mood, demeanor, or activity level? Seemed withdrawn or apathetic?
	Has the student expressed any attitudes that could imply depression, such as expressions of hopelessness or helplessness, worthlessness or shame?
	Has this student shown an increase in irritability or seemed short-tempered?
5. Discipline	What kinds of discipline problems have you experienced with this student?
	How does this student respond to being corrected by an adult?
	What are the student's emotional responses to being disciplined?
6. Aggression	How does this student express anger?
	Does this student seem to hold a grudge? Seem resentful?
	Has this student done anything that expresses anger or aggression, or has an aggressive theme in written assignments, drawings, class projects?
7. Parents	Have you had any contact with this student's parents? What happened?

Parent/Guardian Interview

Name of person interviewed: _____ Relationship to student: _____

Person conducting interview: _____ Date: _____

CATEGORY	ASSESSMENT QUESTIONS
1. Knowledge of Threat	What do you know about the threat?
	Have you heard your child talk about things like this before?
	Are you familiar with (the intended victim)?
	Do you have a gun in your home?
	Does your child have access to weapons?
	What are you planning to do about the threat? (is the parent willing to work with the school to develop a plan to assure the threat will not be carried out and that the student's needs are addressed?)
2. Stressors	Are there any important events that have affected your family/child? Ask about any recent or pending changes.
	Has your child ever been a victim of abuse? Exposed to violence in the neighborhood?
3. Peer Relations	Has your child reported being teased, rejected, or bullied in some other way?
	How much is your child influenced by peers?
4. Delinquent Behavior	Has your child been in trouble with the law or police before? What happened?
	Does your child drink alcohol or use drugs?

Threat Assessment Checklist

This checklist should be utilized after completing interviews, collecting and review of data and records, and the gathering of all other information during the Threat Assessment Meeting.

In assessing school violence, the following should be considered to determine a risk level. Your risk level will either be Low, Moderate, or High.

CATEGORY	ASSESSMENT QUESTIONS			
1. Motive or Justification	The student has motive(s) or feels justified in carrying out an act of violence.	Yes	No	*
2. Communication of Intent	The student has directly or indirectly communicated ideas or intent to harm. Communications may be verbal, non-verbal, electronic, or written.	Yes	No	*
3. Preoccupation with Violence	The student has demonstrated inappropriate interest or increased in any of the following:			
	• Firearms and/or weapons	Yes	No	*
	• School/terrorist attacks or attackers	Yes	No	*
	• Incidents of mass violence such as terrorism, work place violence, mass murderers	Yes	No	*
	• Views physical violence as an acceptable or only way to solve the problem	Yes	No	*
4. History of Violence/Threats	The student has engaged in any attack-related behaviors.	Yes	No	*
5. Means and Access	The student has access to firearms/weapons. The student has the capacity to carry out an act of targeted violence.	Yes	No	*
6. Suicidal Ideation	The student is experiencing hopelessness, desperation or despair.	Yes	No	*
7. Increasing of Violence Potential	Based on the information and data gathered, does the behavior, actions or statements corroborate that the student is evolving toward a greater level of violence? The behaviors, actions, and/or statements have been occurring more frequently and escalating in severity.	Yes	No	*

8. Impact on Others	Other people are concerned about the student's potential for violence.	Yes	No	*
9. Triggers	There are circumstances that might increase the likelihood of an attack. Examples may include bullying, suspension, expulsion, significant loss, or interpersonal conflict.	Yes	No	*
10. Mental Health	Are there any mental health concerns? If yes, what?	Yes	No	*
11. Substance Use	The use and/or dependence of drugs, alcohol or other substances impacts the student's physical and/or mental health wellbeing.	Yes	No	*
12. Protective Factors	The student has positive relationships with adults at:			
	• Home/community	Yes	No	*
	• School	Yes	No	*
13. Other Relevant Factors				

Threat Assessment Levels, Warning Signs & Action Plan Options

The Threat Assessment Team should meet to determine appropriate action(s) based on the level of risk. Action items should be based on the severity and risk of threat. There are circumstances that might increase a student's threat risk.

RISK LEVEL	WARNING SIGNS MAY INCLUDE	ACTION PLAN OPTIONS
No Known Current Risk	• No current evidence of intent to hurt/kill self or others. For example, a statement made was a figure of speech, intended as a joke, or was a repetition of song lyrics or movie script (transient threat). • Does not pose a threat or have a plan to hurt/kill self or others. • No means to carry out an act of violence. • No known history of violent ideation/behavior or inappropriate preoccupation with causing harm or homicidal ideations.	Communicate with parent/guardian, even if it's determined that there is no known current risk. • Provide information regarding the incident or statement made. • Explore with the parent/guardian if there are any concerning behaviors at home, school, or community. If yes, this might change the level of risk originally determined. • Reinforce the importance of student safety and use of appropriate language. • Provide linkages to school/community resources, as needed. **Document all actions.**
Low Risk	• Vague or indirect information contained within the threat. • Threat is implausible, lacks detail or realism. • Context of threat suggests that action is unlikely. • Little history of serious risk factors or dangerous behavior. • Threats are for stress relief, bravado or affect. • Passing thoughts of evidence of interest in violent content (e.g. violent movies, music, video games) may be found in notebooks, internet postings, drawings. • May have some depressed mood/affect. • Protective factors are present.	• Develop a safety plan for the threat maker(s) and intended target(s) that identifies caring adults, appropriate communication and coping skills. • Develop an action plan for the student of interest/threat maker. • Communicate concerns with parents/guardians, of all students involved, including recommendations to seek mental health services, as needed. • Manage and monitor, as needed. **Document all actions.**
Moderate Risk	• Indication of some planning or premeditation. • No strong indication of preparatory steps to carry out violent acts. • Targeted threat or behavior is aggression that has intention for	• Continue conducting parent, student, target and witness interviews. • Reassure and provide support to the student.

	physical injury, but not serious or lethal injury. • History of aggressive/violent behavior. • History of mental health illness or psychiatric hospitalization. • Difficulty naming future plans or feeling hopeful. • History of substance use or current intoxication. • Recent trauma (e.g. victimization, bullying). • Some protective factors present, as well as indication of desire for help.	• Develop a safety plan that identifies caring adults, appropriate communication and coping skills. • Communicate concerns with parent/guardian. • Provide information and link to school/community resources. • May also include an increase in staff supervision and review of security procedures. • Notify and alert school staff on a need to know basis. • Consider review and reevaluation of IEP. • Consult with the mental health team if next steps include contacting local law enforcement or county agencies. **Document all actions.**
High Risk	• Threat or behavior is targeted and appears to pose serious danger to others. • Threat is direct, specific, detailed and plausible. • Information suggests the presence of concrete preparations, targets and planning. • Access to weapons or means in hand (e.g. firearms, weapons). • Identified precipitating events with justification to carry out violent acts. • Likely to qualify for immediate arrest or psychiatric hospitalization. • Current suicidal ideation, indicating willingness to die with violent act. • History of mental health illness or psychiatric hospitalization. • History of substance use or current intoxication. • Few or no protective factors present. • Fluidity where the student is vacillating between suicidality and homicidally.	• Continue conducting parent, student, target and witness interviews. • Supervise students at all times (including restrooms). • Reassure and provide support to the student. • Contact local enforcement. • Develop a safety plan that identifies caring adults, appropriate communication and coping skills. • Establish a plan for re-entry, manage and monitor, as needed. • Communicate concerns with parent/guardian. • Provide information and link to school/community resources. • If applicable, conduct Duty to Warn to intended targets. • May include increase in staff supervision and review of security procedures. • Notify and alert school staff on a need to know basis. • Adjust student class schedules. • Consider review and reevaluation of IEP. **Document all actions.**

Action Plan Summary

Student Name/DOB: _____ Location: _____

Date: _____

Level of Risk: _____

Immediate Actions
Short-Term Actions
Long-Term Actions

Parent Notification

Student Name:_____

School:_____ Date:_____

As parent/guardian of the student noted above, I acknowledge that I have been informed that the school has serious concerns about my child. These concerns include possible suicide, self-harm, or harm to others. I understand that by signing this form, I acknowledge that the school is fulfilling its duty to notify me pursuant to California Education Code Section 49602 (c) regarding a matter involving my child's safety. I acknowledge that referrals to local health/mental providers have been discussed with me. I further understand that it is the parent's responsibility to seek professional care.

Parent Signature: _____ Date: _____

Staff Signature: _____ Date: _____

Simi Valley Police Department (805) 583-6950

County of Ventura Crisis Team (866) 998-2243

National Suicide Prevention Lifeline 988

*Note: Provide copy to parent and keep the original in Confidential File.

Notificación a padres

Nombre del estudiante:_____

Escuela:_____ Fecha:_____

Como padre o tutor del estudiante mencionado anteriormente, reconozco que se me ha informado que la escuela tiene serias preocupaciones acerca de mi hijo o hija. Estas preocupaciones incluyen un posible suicidio, autolesión o daño a los demás. Entiendo que al firmar este formulario, reconozco que la escuela está cumpliendo con su deber notificarme de conformidad con la sección 49602 del Código de Educación de California (c) con respecto a un asunto relacionado con la seguridad de mi hijo o hija. Reconozco que las recomendaciones a proveedores de salud y de salud mental locales han sido discutidas conmigo. Además, entiendo que es responsabilidad de los padres buscar atención profesional.

Firma del padre: _____ Fecha: _____

Firma del personal: _____ Fecha: _____

Departamento de Policía de Simi Valley (805) 583-6950

Equipo de Crisis del Condado de Ventura (866) 998-2243

Línea Nacional de Prevención del Suicidio 988

*Note: Provide copy to parent and keep the original in Confidential File.

SimiValleySchools
SIMI VALLEY UNIFIED SCHOOL DISTRICT

Report of Threat Assessment

Student Name:_____

ID#:_____ School:_____Grade:_____

IDENTIFICATION OF RISK

Reason for Referral/Threat Assessment:_____

_____

Assessed by:_____ Title:_____

*And (if applicable):*_____ Title:_____

Current ideational **thoughts**? **YES / NO** If yes, Indicate what was said and how this was communicated?

_____

_____

Is there a **plan**? **YES / NO** If yes, what is the plan?

_____

Means/Access/Intent to carry out the plan? **YES / NO** If yes, indicate means and/or access and/or intent?

_____

Level of Risk: LOW MODERATE HIGH

LAW ENFORCEMENT NOTIFICATION *(if applicable)*

Law Enforcement Contacted: **YES / NO** If yes, indicate Responding Officer/SRO:_____

PARENT/GUARDIAN NOTIFICATION

Parent/Guardian notified: **YES / NO** Staff member contacting Parent/Guardian:_____

Parent/Guardian Name:_____Relationship to Student:_____

Parent/Guardian of *targeted victim* notified: **YES / NO** Staff contacting Parent/Guardian:_____

Parent/Guardian Name:_____ Relationship to Student:_____

DISTRICT NOTIFICATION

Threat Assessment recorded in AERIES: **YES / NO**

Threat Assessment Report emailed to District Office (serena.nguyen@simivalleyusd.org): **YES / NO**

Date Sent:_____

CONSENT FOR RELEASE AND EXCHANGE OF INFORMATION

Concerning: _____

Name Birthdate Today's Date

I, the undersigned, hereby consent to, request, and authorize the agencies listed below to release any or all medical, social, psychological, and educational information regarding the above named person to the ***Simi Valley Unified School District*** for inclusion in their records which are to be used for planning an effective school program for this person.

I also consent to, request, and authorize said ***Simi Valley Unified School District*** to release the said information upon request to agencies or professionals listed below. A photocopy of this is as valid as the original. Send information to: **Simi Valley Unified School District**

c/o Name _____ Title_____
101 West Cochran Street Simi
Valley, CA 93065
805 306-4500
805 520-6670 (fax)

The records of my child may be obtained from:

EDUCATIONAL

Name Address City State

Name Address City State

_____

_____

AGENCY

Name Address City State

Email Address:

Phone Number:

MEDICAL

Name	Address	City	State
Name	Address	City	State

Signature of Parent or Guardian:

_____

Relationship to Above-Named Person: _____

_____

I understand the confidentiality of the information when released to a public educational agency is protected as a student record under the Family Educational Rights and Privacy Act (FERPA). I further understand that health information used or disclosed pursuant to this authorization may be subject to redisclosure by the recipient and it is no longer protected by federal laws and regulations regarding the privacy of protected health information (HIPPA). Rev 7/30/2018 sdg

EMERGENCY RESOURCES

Immediate Threat	911
Simi Valley Police Department	805.583.6950
Ventura County Crisis Line	866.998.2243
Suicide Prevention	988
Child Abuse Hotline	805.654.3200
CA Youth Crisis Line	800.843.5200
Crisis Text Line	Text HOME to 741741
Runaway Hotline	800.786.2929
LGBTQ Lifeline	866.488.7386

C. Elementary Power Outage Considerations

(Attached document shows power outage considerations for elementary sites within Simi Valley USD).

Simi Valley Schools
SIMI VALLEY UNIFIED SCHOOL DISTRICT

Elementary Power Outage Considerations*

*Plan is subject to change in accordance with health and safety guidelines.

Resource Documents:

- SVUSD Contingency Plans

Start of the Day	Custodian	• Contact principal if the power is out upon arrival • Walk and assess campus for any safety hazards before school starts • Set up lighting in bathrooms where needed • Custodian to report by 6:00 AM
	District Office	• Generator will be brought to the school to power the office • IT will transfer the power connections to the generator • Assist in communicating to families about the site's power outage

	Office	• Prepare paper attendance rosters
		  ○ Have paper copies of class rosters to distribute to teachers
		• Prepare for lunch count
		  ○ Distribute paper copies of lunch count collection
		• A runner from each class will bring the attendance and the lunch count to the office
		• A site radio will be placed in each of the buildings, with the leadership rep., to signal transition times and lunches.
		• Determine priorities for generator use in the office- Phones, AERIES and attendance
		• We need lighting for the health office, bathroom and two offices without windows.

	Teachers	• Manually record attendance and lunch count
		  ○ Deliver to office in agreed upon manner
		• Non-technology dependent lesson plans created and prepared
		  ○ Reminder, there will likely not be access to copy machine

Meals	Child Nutrition	• Child Nutrition will determine lunch protocols • Adequate number of cold meals will be provided if hot meals are not available
Bathroom/ Locker Rooms	Principal/Custodian	• Identify bathrooms for use based on accessibility and natural lighting • Equip bathrooms with battery-powered lights where possible (District provided) • Develop protocol for monitoring the bathrooms • All locker rooms will be closed during power outages

Emergency & Fire Safety	All staff	• Assess if any fire alarms are not working on battery back-up
		• Establish fire watch protocols (from the California Fire Marshall)
		  ○ Custodian/office staff will inspect the perimeter (outside) of the grounds every 20 minutes- more often if fire is close to campus.
		  ○ All staff will help monitor the campus.
		  ■ Considerations:
		  • Teachers monitoring their classrooms
		  • Campus Supervisors monitoring outside during lunch/recess
		  • Custodian/Office monitoring the campus every 20 minutes
		• Follow the established Emergency Operations Plan (EOP) procedures
		• Determine protocols for communicating an emergency- we will use our site radio system and Emergent 3 to text everyone.

Air Quality	Principal/Office	• PurpleAir sensors are already installed on SVUSD buildings throughout the district. These sensors monitor real-time and area-specific air quality.
		  ○ PurpleAir Monitoring Website
		  ○ If PurpleAir is not working, revert to AirNow.gov for air quality information
		• Follow state guidelines governing air-quality safety in schools, based on PurpleAir sensors.
		  ○ School Air Quality Activity Recommendations - School Disaster and Emergency Management (CA Dept of Education)
		• Indoor activity restrictions will be implemented if the air quality degrades

Instruction	Teachers	• Create offline lesson plans using printed materials, adopted materials, whiteboards, or hands-on activities. • Identify areas or alternative spaces with sufficient natural light or lighting. • Use adaptive teaching strategies for power-outage scenarios. • Encourage collaborative and project-based learning to maintain engagement.
Transportation	Transportation	• Assess route viability during outages • Staff to monitor/assist student boarding and deboarding during low-light conditions. • Implement contingency plans for students unable to reach school due to transit disruptions. • Communicate with families immediately about any changes in transportation schedules.
Individuals with Special Needs/ Medical Needs (includes	Nurse/ Designated Staff	• Review emergency plans for students with special needs as per EOP • Assign trained staff to support students in need during outages.

students and adults)		• Ensure essential equipment has backup power or a manual alternatives • Communicate with families what support measures are in place
Temperature Thresholds Disinfecting	Principal/Custodian	• Define safe temperature thresholds using the CalOSHA Indoor Heat Policies • Monitor classroom temperatures throughout the day • Communicate with families about temperature protocols in advance and the potential need to wear additional layers of clothing if cold
School Facilities	Principal/Custodian	• Ensure water is available. Use stored or portable water if needed • Regularly test security systems and plan for manual back-ups • Maintain staff communications with two way-radios or other battery-powered devices. (Runners may be used if power is not available.) ○ Berylwood has a Tesla battery backup system. Drinking water is in our emergency storage on the north yard.
Before- and After-School Care	District Liaison/ Principal	• Coordinate with on-site care providers to confirm availability during outages, depending on safety concerns • Consider emergency lighting and safe spaces for care programs • Assign staff to help as needed • Coordinate communication with families about any changes to program schedules
Special Events/ Extracurricular Activities	Principal/ Office in coordination with Director	• Evaluate each activity for feasibility during outages • If possible, provide alternative indoor spaces with adequate lighting when outdoor events are affected • Postpone activities if safety cannot be guaranteed • Communicate any event changes or cancellations immediately with students, staff, families, and expected visitors
Equipment/ Supplies	Staff	• Maintain an inventory of essential supplies (battery-operated lanterns, flashlights, and device backups) • Ensure emergency go-bags are stocked and accessible • Conduct periodic checks to ensure all equipment is functional

D. Student Handbook

(A copy is available in the school office or on the school's website located at https://hollowhills.simivalleyusd.org).

E. List of Acronyms and Abbreviations

ACS	Auxiliary Communication Services
ADA	Americans with Disabilities Act
ARC	American Red Cross
CALOES	California Office of Emergency Services
CDAA	California Disaster Assistance Act
CDC	Centers for Disease Control, U.S. Public Health Service
DHS	Department of Homeland Security
DOC	Department Operations Center
DSW	Disaster Service Worker
EAS	Emergency Alert System
EOC	Emergency Operations Center
EOP	Emergency Operations Plan
HAZMAT	Hazardous Materials
HSPD	Homeland Security Presidential Directive
IAP	Incident Action Plan
IC	Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
JIC	Joint Information Center
JIS	Joint Information System
MACS	Multi-Agency Coordination System
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
NGO	Non-Government Organization
NIMS	National Incident Management System
NOAA	National Oceanic and Atmospheric Administration
NRF	National Response Framework
NWS	National Weather Service
OA	Operational Area
OES	Office of Emergency Services
PA	Public Assistance
PDA	Preliminary Damage Assessment
PIO	Public Information Officer
PW	Project Worksheet
REOC	Regional Emergency Operations Center
SAR	Search and Rescue
SEMS	Standardized Emergency Management System
SOC	State Operations Center
SOP	Standard Operating Procedure
USAR	Urban Search and Rescue
WMD	Weapons of Mass Destruction

F. Glossary of Terms

This Glossary contains definitions of terms commonly used in the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

A

ACTION PLAN: "Action Plan" means the plan prepared in the EOC containing the emergency response objectives of that SEMS level reflecting overall priorities and supporting activities for a designated period. The Action Plan is shared with supporting agencies.

AFTER ACTION REPORT: A report covering response actions, application of SEMS, modifications to plans and procedures, training need, and recovery activities. After action reports are required under SEMS after any emergency which requires a declaration of an emergency. Reports are required within 90 days.

AGENCY REPRESENTATIVE: An individual assigned to an incident or to an EOC from an assisting or cooperating agency who has delegated authority to make decisions on matters affecting that agency's participation at the incident or at the EOC. Agency Representatives report to the Liaison Officer at the incident, or to the Liaison Coordinator at SEMS EOC levels.

AMERICAN RED CROSS: A federally chartered volunteer agency that provides disaster relief to individuals and families. Major responsibilities include providing lodging, food, clothing and registration and inquiry service.

ASSESSMENT: The evaluation and interpretation of measurements and other information to provide a basis for decision-making.

ASSISTANT: Title for subordinates of the Command Staff positions at the Field SEMS level. The title indicates a level of technical capability, qualifications, and responsibility subordinate to the primary positions. Assistants may be used to supervise unit activities at camps.

B

BRANCH: The organizational level at the SEMS Field Level having functional or geographic responsibility for major parts of incident operations. The Branch level is organizationally between Section and Division/Group in the Operations Section, and between Section and Units in the Logistics Section.

BRANCH DIRECTOR: The ICS title for individuals responsible for supervision of a Branch at the Field Level. At SEMS EOC levels, the title Branch Coordinator is preferred.

C

CARE AND SHELTER: A phase of operations that meets the food, clothing, and shelter needs of people on a mass care basis.

CHAIN OF COMMAND: A series of management positions in order of authority.

CHECKLIST: A list of actions taken by an element of the emergency organization in response to a particular event or situation.

CLEAR TEXT: The use of plain English in radio communications transmissions. No Ten Codes or agency specific codes are used when utilizing Clear Text.

COMMAND: The act of directing, and/or controlling resources at an incident by virtue of explicit legal, agency, or delegated authority. May also refer to the Incident Commander.

COMMAND POST: (See Incident Command Post)

COMMAND STAFF: The Command Staff at the SEMS Field level consists of the Information Officer, Safety Officer, and Liaison Officer. They report directly to the Incident Commander

COMMUNICATIONS UNIT: An organizational unit in the Logistics Section responsible for providing communication services at an incident or an EOC. A communications Unit may also be a facility (e.g. a trailer or mobile van) used to provide the major part of an Incident Communications Center.

D

DEMOBILIZATION UNIT: Functional unit within the Planning Section responsible for assuring orderly, safe and efficient demobilization of incident or EOC assigned resources.

DOCUMENTATION UNIT: Functional unit within the Planning Section responsible for collecting, recording and safeguarding all documents relevant to an incident or within an EOC.

E

EMERGENCY ALERT SYSTEM: A system that enables the President and federal, state, and local governments to communicate through commercial radio and television broadcast stations with the public in the event of a disaster.

EMERGENCY OPERATIONS: Those actions taken during the emergency period to protect life and property, care for the people affected, and temporarily restore essential community services.

EMERGENCY OPERATIONS CENTER (EOC): A location from which centralized emergency management can be performed. EOC facilities are established by an agency or jurisdiction to coordinate the overall agency or jurisdictional response and support to an emergency.

EMERGENCY OPERATIONS PLAN: The plan that each jurisdiction has and maintains for responding to appropriate hazards.

EOC ACTION PLAN: The plan developed at SEMS EOC levels, which contain objectives, actions to be taken, assignments and supporting information for the next operational period.

EVACUATION: Organized, phased, and supervised withdrawal, dispersal, or removal of civilians from dangerous or potentially dangerous areas, and their reception and care in safe areas.

EVACUEE: An individual who moves or is moved from a hazard area to a less hazardous area with anticipation of return when the hazard abates.

EXERCISE: Maneuver or simulated emergency condition involving planning, preparation, and execution; carried out for the purpose of testing, evaluating, planning, developing, training, and/or demonstrating emergency management systems and individual components and capabilities, to identify areas of strength and weakness for improvement of an emergency operations plan (EOP).

F

FACILITIES UNIT: Functional unit within the Logistics Section that provides fixed facilities for the incident.

FINANCE/ADMINISTRATION SECTION: One of the five primary functions found at all SEMS levels that is responsible for all costs and financial considerations. During the incident, the Section can include the Time Unit, Procurement Unit, Compensation/Claims Unit and Cost Unit.

FOOD UNIT: Functional unit within the Logistics Section responsible for providing meals for incident and EOC personnel.

G

GENERAL STAFF: The group of management personnel reporting to the Incident Commander or to the EOC Director. They may each have a deputy, as needed. At the Field SEMS level, the General Staff consists of: Operations Section, Chief Planning/Intelligence Section, Chief Logistics Section, Chief Finance/Administration, and Section Chief.

H

HAZARDOUS MATERIAL: A substance or combination of substances, which, because of quantity, concentration, physical chemical, radiological, explosive, or infectious characteristics, poses a substantial presents or potential danger to humans or the environment.

HAZARD MITIGATION: A cost effective measure that will reduce the potential for damage to a facility from a disaster event.

HAZARD MITIGATION ASSISTANCE PROGRAM: Authorized under Section 404 of the Stafford Act. Provided funding for hazard mitigation projects that are cost effective and complement existing post-disaster mitigation programs and activities by providing funding for beneficial mitigation measures that are not funded through other programs.

I

INCIDENT: An occurrence or event, either human-caused or 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.

INCIDENT ACTION PLAN: The plan developed at the field response level, which contains objectives reflecting the overall incident strategy and specific tactical actions and supporting information for the next operational period. The plan may be oral or written.

INCIDENT COMMANDER: The individual responsible for the command of all function at the field response level.

INCIDENT COMMAND POST (ICP): The location at which the primary command functions are executed. The ICP may be collocated with the incident base or other incident facilities.

INCIDENT COMMAND SYSTEM (ICS): The nationally used standardized on-scene emergency management concept specifically designed to allow its user(s) to adopt an integrated organizational structure equal to the complexity and demands of single or multiple incidents without being hindered by jurisdictional boundaries. ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, with has the responsibility for the management of resources to effectively accomplish stated objectives pertinent to an incident.

INFORMATION OFFICER: A member of the Command Staff responsible for interfacing with the public and media or with other agencies requiring information directly from the incident. There is only one Information Officer per incident. The Information Officer may have assistants. This position is also referred to as Public Affairs or Public Information Officer in some disciplines.

J

JOINT INFORMATION CENTER (JIC): A facility established to coordinate all incident-related public information activities. It is the central point of contact for all news media at the scene of the incident. Public information officials from all participating agencies should collocate at the JIC.

JOINT INFORMATION SYSTEM (JIS): Integrates incident information and public affairs into a cohesive organization designed to provide consistent, coordinated, timely information during a crisis or incident operations. The mission of the JIS is to provide a structure and system for developing and delivering coordinated interagency messages. It develops, recommends and executes public information plans and strategies on behalf of the IC. It also advises the IC concerning public affairs issues that could affect a response effort and controlling rumors and inaccurate information that could undermine public confidence in the emergency response effort.

L

LIAISON OFFICER: A member of the Command/Management Staff responsible for coordinating with representatives from cooperating and assisting agencies.

LOCAL EMERGENCY: The duly proclaimed existence of conditions of disaster or of extreme peril to the safety of persons and property within the territorial limits of a county, city and county, or city. This is caused by such conditions as air pollution, fire, flood, storm, epidemic, riot, or earthquake or other conditions, other than conditions resulting from a labor controversy, which conditions are or are likely to be beyond the control of the services, personnel, equipment, and facilities of that political subdivision and required the combined forces of political subdivisions to combat.
LOGISTICS SECTION: One of the five primary functions found at all SEMS levels. The Section responsible for providing facilities, services and materials for the incident or at an EOC.

M

MAJOR DISASTER: Any hurricane, tornado, storm, flood, high water, wind-driven water, tidal wave, tsunami, earthquake, volcanic eruption, landslide, mudslide, snowstorm, drought, fire, explosions, or other catastrophe in any part of the United States. Determined by the President, causes damage of sufficient severity and magnitude to warrant major disaster assistance under the Federal Disaster Relief Act. This is beyond emergency services by the Federal Government, to supplement the efforts and available resources of States, local governments, and disaster relief organizations in alleviating the damage, loss, hardship, or suffering caused thereby.

MANAGEMENT BY OBJECTIVES: In SEMS field and EOC levels, this is a top-down management activity, which involves a three-step process to achieve the desired goal. The steps are establishing the objectives, selection of appropriate strategy(s) to achieve the objectives; and the direction or assignments associated with the selected strategy.

MUTUAL AID AGREEMENT: Written agreement between agencies and/or jurisdictions in which they agree to assist one another upon request, by furnishing personnel and equipment.

N

NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS): A system mandated by HSPD-5 that provides a consistent, nationwide approach for Federal, State, local, and tribal governments; the private sector; and NGOs to work effectively and efficiently together to prepare for, respond to, and recover from domestic incidents, regardless of cause, size, or complexity. To provide for interoperability and compatibility among Federal, State, local, and tribal capabilities, the NIMS includes a core set of concepts, principles, and terminology: ICS; multiagency coordination systems; training; identification and management of resources (including systems for classifying types of resources); qualification and certification; and the collection, tracking, and reporting of incident information and incident resources.

O

OPERATIONAL AREA: An intermediate level of the state emergency organization, consisting of a county and all political subdivisions within the county area.

OPERATIONS SECTION: One of the five primary functions found at all SEMS levels. The Section responsible for all tactical operations at the incident, or for the coordination of operational activities at an EOC. The Operations Section at the SEMS Field Response Level can include Branches, Divisions and/or Groups, Task Forces, Team, Single Resources and Staging Areas. At the EOC levels, the Operations Section would contain Branches or Divisions as necessary because of the span of control considerations.

P

PLANNING SECTION: (Also referred to as Planning/Intelligence). One of the five primary functions found at all SEMS levels. Responsible for the collection, evaluation, and dissemination of information related to the incident or an emergency, and for the preparation and documentation of Incident or EOC Action Plans. The section also maintains information on the current and forecasted situation, and on the status of resources assigned to the incident

PUBLIC INFORMATION OFFICER: The individual at field or EOC level that has been delegated the authority to prepare public information releases and to interact with the media.

R

RESOURCES UNIT: Functional unit within the Planning Section at the SEMS Field Response level responsible for recording the status of resources committed to the incident. The Unit also evaluates resources currently committed to the incident, the impact that additional responding resources will have on the incident, and anticipated resources needs.

S

SAFETY OFFICER: A member of the Command Staff at the incident or within an EOC responsible for monitoring and assessing safety hazards or unsafe situations, and for developing measures for ensuring personnel safety. The Safety Officer may have assistants.

SECTION: That organization level with responsibility for a major functional area of the incident or at an EOC, e.g., Operations, Planning, Logistics, Administration/Finance.

SECTION CHIEF: The ICS title for individuals responsible for command of functional sections: Operations, Planning/Intelligence, Logistics and Administration/Finance.

SITUATION UNIT: Functional unit within the Planning Section responsible for the collection, organization and analysis of incident status information, and for analysis of the situation as it progresses.

SPAN OF CONTROL: The supervisory ratio maintained within an ICS or EOC organization. A span of control of five-positions reporting to one supervisor is considered optimum.

STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS): A system required by California Government Code for managing response to multi-agency and multi-jurisdiction emergencies in California. SEMS consists of five organizational levels that are activated as necessary: Field Response, Local Government, Operation Area, Region, and the State.

T

TECHNICAL SPECIALISTS: Personnel with special skills that can be used anywhere within the ICS or EOC organization.

TECHNOLOGICAL HAZARD: Includes a range of hazards emanating from the manufacture, transportation, and use of such substances as radioactive materials, chemicals, explosives, flammables, agricultural pesticides, herbicides and disease agents; oil spills on land, coastal waters or inland water systems; and debris from space.

TERRORISM: Under the Homeland Security Act of 2002, terrorism is defined as activity that involves an act dangerous to human life or potentially destructive of critical infrastructure or key resources. Terrorism is a violation of the criminal laws of the United States or of any State or other subdivision of the United States in which it occurs. It is intended to intimidate or coerce the civilian population or influence a government or affect the conduct of a government by mass destruction, assassination, or kidnapping. See Section 2 (15), Homeland Security Act of 2002, Pub. L. 107-296, 116 Stat. 213 5 (2002).

TIME UNIT: Functional unit within the Finance/Administration Section responsible for recording time for incident or EOC personnel and hired equipment.

TRIAGE: A process of priority sorting sick and injured people based on urgency and type of condition presented so that they can be routed to appropriate medical facilities.

U

UNIFIED COMMAND: In ICS, Unified Command is a unified team effort which allows all agencies with responsibility for the incident, either geographical or functional, to manage an incident by establishing a common set of incident objectives and strategies. This is accomplished without losing or abdicating agency authority, responsibility or accountability.

Sections V, VII, VIII, IX and XII have been redacted due to the confidential nature of the data. For more information, please contact Dr. Jerry Block, Assistant Superintendent of Schools and Programs, at (805) 306-4500 ext. 4205 or through email at jerry.block@simivalleyusd.org.