

Van Wig Elementary



Comprehensive School Safety Plan 2021-2022

Revised January 2022

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities.

It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities. The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

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

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

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

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

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

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

A copy of the Comprehensive School Safety Plan is available for review at Van Wig Front Office and the school website.

Child Abuse Reporting Procedures

District Policy; Training; Definitions BUSD BP 5141.4

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

This policy applies to all employees who are mandated reporters, as defined by law and district administrative regulation. All are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for reporting, investigating and prosecuting cases of child abuse and neglect.

The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters. (Penal Code [11165.7](#)) However, pursuant to Penal Code [11165.7](#), a lack of training does not excuse any mandated reporter from duty to report suspected child abuse and neglect.

In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code [11165.7](#))

Parents/guardians may contact the Superintendent or designee to obtain procedures for filing a complaint against a district employee or other person whom they suspect has engaged in abuse of a child at a school site.

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 civilly or criminally liable for making a report. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he or 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 or she is guilty of a misdemeanor 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. (Penal Code [11166](#))

Training

Training of mandated reporters shall include child abuse identification and reporting. All employees receiving such training shall receive written notice of state reporting requirements and

employees' confidentiality rights. (Penal Code [11165.7](#))

Definitions

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

1. A physical injury inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child as defined in Penal Code [11165.1](#).
3. Neglect as defined in Penal Code [11165.2](#).
4. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code [11165.3](#).
5. Unlawful corporal punishment or injury resulting in a traumatic condition 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 or her employment. (Penal Code [11165.6](#))
3. The exercise by a teacher, vice principal, principal or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning. (Education Code [44807](#))
4. An amount of force that is reasonable and necessary for a school employee to quell a disturbance threatening physical injury to persons or damage to property, to protect himself or 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](#))

Mandated reporters include but are not limited to teachers; instructional aides; teacher's aides or assistants; classified employees; certificated student personnel employees including school psychologists, school counselors, and speech pathologists; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; 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 or her training and experience, to suspect child abuse or neglect. (Penal Code [11166](#))

Child Abuse Reporting Procedure AR 5141.4

Any person shall notify a peace officer if he or she reasonably believes that he or 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, where the victim is a child under age 14. (Penal Code [152.3](#), [288](#))

1. Initial Telephone Report

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make a report by telephone to Child Protective Services or 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 the county welfare department. (Penal Code [11166](#))

Child Protective Services (CPS)

Child Abuse Reporting Number for California (800) 540-4000; Outside California (213)639-4500

Department of Children and Family Services (DCFS)

SPA3 - Glendora

*725 S. Grand Ave.
Glendora, CA 91740
Rex White, ER RA
(626) 691-1692*

When the 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 receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. (Penal Code [11166](#), [11168](#))

Mandated reporters may obtain copies of the above Suspected Child Abuse Report form from either the school site or the appropriate agency.

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 information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.
- e. e. The name, address, telephone number and other relevant personal information about the person(s) who might have abused or neglected the child.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him or her. (Penal Code [11167](#))

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code [11167](#))

3. Internal Reporting

Employees reporting child abuse or neglect to the appropriate agency are encouraged, but not required, to notify the principal or designee as soon as possible after the initial telephone report to an appropriate agency. When so notified, the principal shall inform the Superintendent or designee. (Penal Code [11166](#))

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

The mandated reporter shall not be required to disclose his or her identity to the principal. (Penal Code [11166](#))

He or she may provide or mail a copy of the written report to the principal, Superintendent or designee without his or her signature or name.

Reporting the information to an employer, supervisor, school principal, school counselor, coworker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code [11166](#))

All staff should note that your duty is to report and not to investigate the child abuse. Investigation is the responsibility of law enforcement officials and/or the Department of Children's Services.

Victim Interviews

Upon request, a representative of an agency investigating suspected child abuse or neglect may interview a suspected victim 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 or her, before the interview takes place, 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 or 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 the 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](#))

Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form.

Parent/Guardian Complaints AR 5141.4

Upon request, the Superintendent or designee shall provide parents/guardians with procedures whereby they can report suspected child abuse occurring at a school site to appropriate agencies. Such procedures shall be in the primary language of the parent/guardian and, when communicating orally regarding those procedures, an interpreter shall be provided for parents/guardians whose primary language is other than English. (Education Code [48987](#))

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 to any district employee, that employee shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency and also is obligated pursuant to Penal Code [11166](#) to file a report himself or herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR [4650\(a\)\(viii\)\(C\)](#). The CDE does not investigate allegations of child abuse but may investigate conditions that may involve immediate physical danger or threaten the health, safety or welfare of the child and which may result in denial of free appropriate public education.

Disaster Procedure

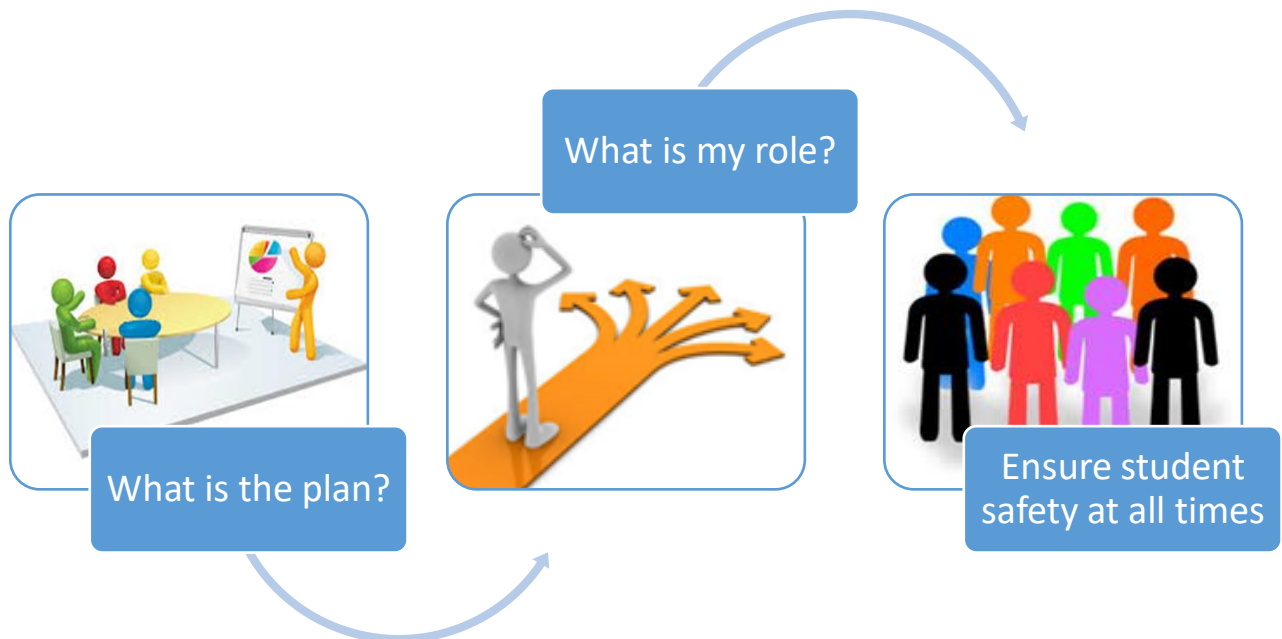
Safety Overview

What is an emergency?

An emergency is a duly proclaimed existence of conditions of disaster or extreme peril to the safety of persons or property caused by air pollution, fire, flood or floodwater, storm, epidemic, riot, earthquake, intruder, or other causes. Such an event may be beyond the control of the services, personnel, equipment and facilities of the site and/or district and require the combined efforts of the county or other political subdivisions. School district facilities must be prepared to respond to an emergency or traumatic event in an organized and timely manner so that students and staff can continue to function effectively without additional trauma or the development of additional emergencies.

During a Disaster

Van Wig's safety plan provides specific sequential steps to take. It is critical to evaluate the circumstances of the actual event and determine the most appropriate course of action.



Basic Site Information for Emergencies

Location

Van Wig Elementary is located at 1151 Van Wig Avenue, La Puente CA 91746. The site consists of 19 buildings. There is an Average Daily Attendance of 325 students and approximately 18 Certificated staff members and 24 Classified staff members.

The site administrators have the primary responsibility for developing and implementing the site safety plan. The principal has the responsibility of executing the policies developed by the district.

Site personnel and/or fire and law enforcement agencies handle most emergencies on site.

Assumptions

During an emergency, centralized direction and control (i.e. activation of command post) is the most effective approach to management of emergency operations.

In case of an emergency that is beyond the capabilities of the site to handle, site personnel will coordinate with local emergency response agencies. This may include having a member or members act as liaison with responding agencies.

Communications

When an emergency conditions exists, the Incident Commander will notify the necessary personnel to respond to their area of assignment. The methods of communication listed below in descending order will be used (intercom being the primary mode of communication followed by alternative modes). Notifications will be in plain language. Code words shall not be used.

- Intercom
- Two-way radios
- Telephone
- Runners

Media Relations

The site Incident Officer will be prepared to deal with the media prior to the arrival of the district officer. All employees must defer media communication to Incident Officer or district office.

Emergency Contact Numbers

Public Agency	Phone Number
General Emergency/Fire	911
California Highway Patrol	626-338-1164
Child Abuse Reporting*	(800) 540-4000; Outside California (213)639-4500
Los Angeles Sheriff Department	626-330-3322
Local Hospital- Queen of the Valley	626-962-4011
Local Hospital- Kaiser Permanente	626-851-1011
LA County Department of Mental Health (24 hours)	800-854-7771
LA County Department of Public Health	626-813-3380
Poison Control	800-222-1222
Electrical Emergency	800-655-4555
Natural Gas Emergency	800-427-2200
Water Emergency	626-330-2126
Suicide Prevention Hotline (24 hours)	800-273-8255
BUSD Superintendent	626-931-3000
BUSD Food Services	626-931-3033
BUSD Facilities/Maintenance	626-931-3035
BUSD Transportation	626-931-3036

*Mandated Reporter: Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make a report by telephone to Child Protective Services or 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 the county welfare department. (Penal Code 11166).

Incident Command System Assignments

Position	1 st (Primary)	2 nd (Alternate)	3 rd (Alternate)
Incident Commander	Giuliana Morales Principal	Joseph Figueroa Admin designee	Dora Carrillo Counselor
Safety	Dora Carrillo	Elizabeth Barreto	
Liaison	Shirley Burns	Jennifer Paredes	
Information Officer	Marta Castellanos	Gwendolyn Anson	
Operations	Dora Carrillo Henry Leal Susan Trujillo Jennifer Paredes		
Communications	Joseph Figueroa	Barbara O'Dea	
Recorder	Jennifer Paredes	Jana Savolt	
Security	Flavio Castaneda	Marta Castellanos	
Search and Rescue	Estella Weber Octavio Ortega Miles Hirata	Flavio Castaneda	
Safety Damage	Flavio Castaneda Miles Hirata and CNS staff	Octavio Ortega	Henry Leal
Medical/First Aid	Maggie Mercado Gwendolyn Anson	Shirley Burns	
Student Supervision	Alice Munoz Jana Savolt Maria Figueroa Melinda Medina Nadine Vasquez Maria Reyes All other staff on site not assigned a job	Instructional Assistants on site	All staff that completed primary responsibility
Student Request	Elizabeth Barreto Maggie Mercado		
Student Release	Sarah Manzano Barbara O'Dea		
Runners	Student Safety Monitors	Instructional Assistants on site	
Morgue	Octavio Ortega	Henry Leal	

Assignment Destinations

Position	Primary Location	Alternate Location	Alternate Location
On Site Command Post	Back Gate	Flag Pole Quad	Field
Student Care	Evacuation Area	Field	Black Top
Student Request	Back Gate	Front Gate	
Student Release	Back Gate	Front Gate	
Sheriff Staging	Front of School	Parking Lot	
Fire Dept. Staging	Front of School	Parking Lot	
Public works staging	Field	Blacktop	Service Gates
Utilities Staging	Field	Blacktop	Service Gates
District Staging	Front of School		

Off Site Assignment and Staging Areas

Position	Primary Location	Alternate Location	Alternate Location
On Site Command Post	Flanner Campus	Sunkist Elementary	Torch Middle School
Student Care	Flanner Campus	Sunkist Elementary	Torch Middle School
First Aid	Flanner Campus	Sunkist Elementary	Torch Middle School
Student Request	Flanner Campus	Sunkist Elementary	Torch Middle School
Student Release	Flanner Campus	Sunkist Elementary	Torch Middle School
Media Staging	Flanner Campus	Sunkist Elementary	Torch Middle School
Sheriff Staging	Flanner Campus	Sunkist Elementary	Torch Middle School
Fire Dept. Staging	Flanner Campus	Sunkist Elementary	Torch Middle School
Public works Staging	Flanner Campus	Sunkist Elementary	Torch Middle School
Utilities Staging	Flanner Campus	Sunkist Elementary	Torch Middle School
District Staging	Flanner Campus	Sunkist Elementary	Torch Middle School

Types of Incidents and Protocols

Type	Description
Animals	▪ Ensure the safety of students and staff first. ▪ Call 9-1-1, if necessary (dial 9 and then dial 911). ▪ Notify CPR/First aid certified persons in school building of medical emergencies (see page 5). ▪ Notify Incident Commander. Incident Commander assembles Site Team Members. ▪ Seal off area of animal(s) still present. ▪ Incident Commander notifies Superintendent and parents of students involved. ▪ Assess counseling needs of victim(s) or witness (s). Implement post-crisis procedures
Assault/Fights	▪ Ensure the safety of students and staff first. ▪ Call 9-1-1 if necessary (dial 9 and then dial 911). ▪ Notify CPR/First aid certified persons in school building of medical emergencies (see page 5) ▪ Notify Incident Commander. Incident Commander assembles site team. ▪ Seal off the area. ▪ Defuse situation, if possible. ▪ Incident Commander notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact (intentional touching of anus, breast, buttocks or genitalia of another person in a sexual manner without consent. This includes touching of those area covered by clothing). ▪ Incident Commander notifies Superintendent and parents of students involved in assault. ▪ Document all activities. Ask victim(s)/witness(es) for their account of incident. ▪ Assess counseling needs of victims(s) or witness(es). Implement post-crisis procedures.
Earthquake	▪ Give DROP and COVER command ▪ After shaking stops. Checks for injuries, and render first aid ▪ If ordered by Incident Commander, evacuate. ▪ DO NOT return to building ▪ DO NOT light any fires. ▪ Keep safe distance from any downed power lines. ▪ Check attendance whether or not evacuation takes place. Report any missing student to Site Incident Commander ▪ Stay alert for aftershocks ▪ Site Incident Commander will issue further instructions. Inside the Building ▪ Get under desk or table or other sturdy furniture with back to windows ▪ If not near any furniture, sit in a corner or with back against a wall with back to windows. ▪ Drop to knees, clasp both hands behind the neck and bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. ▪ If notebooks or jackets are handy, hold over head for added protection. ▪ Stay away from windows, bookcases, or other heavy objects. ▪ Maintain position until shaking stops.

	Outside Building - Assume DROP and COVER position in an open space. Maintain position until shaking stops - Move away from buildings, trees, overhead wires, and poles. - DO NOT enter building until it is determined to be safe.
Type	Description
Fire	- Activate Fire Alarm - Evacuate students and staff to a safe distance outside of building. - Follow normal fire drill route. Follow alternate route if normal route is too dangerous. - Teachers take class roster and emergency back pack. - Incident Commander notified police (911) and Superintendent (x 3801). Incident Commander or Superintendent must report incident to Fire Marshal. - Teachers take roll after being evacuated. - After consulting with Superintendent, Incident Commander may move student to another location if weather is inclement or building is damaged. - No one may re-enter building(s) until entire building is declared safe by fire or police personnel. - Incident Commander notifies students and staff of termination of emergency. Resume normal operations.
Intruder/Hostage CODE RED Intruder on campus CODE YELLOW Intruder off campus ALL CLEAR	- Notify Incident commander. - Ask another staff person to accompany you before approaching guest/intruder. - Politely greet guest/intruder and identify yourself - Ask guest/intruder the purpose of his/her visit. - Inform guest/intruder that all visitors must register at the main office. - If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit. If Intruder refuses to leave: - Warn intruder of consequences for staying on school property. Notify security or police and Incident Commander if intruder still refuses to leave. Give Police full description of intruder. Keep intruder unaware of call for help if possible. - Walk away from intruder if he/she indicates a potential violence. Be aware of intruder's actions at this time (where he/she is located in the school, whether he/she is carrying a weapon or package, etc.). - Maintain visual contact with intruder from a safe distance. - Incident Commander notifies Superintendent and may issue lock-down procedures (see lockdown procedures).

Type	Description																					
Lockdown/ Shelter in Place	Lockdown procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside a school building. ▪ Incident Commander will use lock-down order by announcing a warning over PA system, sending a messenger to each classroom or other alternate method. ▪ Direct all students, staff, and visitors into classrooms or secure rooms. ▪ Lock classroom doors. ▪ Cover windows of classroom. ▪ Move all persons away from the windows and doors ▪ Have all persons get down on the floor. ▪ Allow no one outside of classrooms until the Incident Commander gives the all-clear signal. We will use a duress code to authenticate any all-clear signal. This is a specific word or phrase that is used prior to giving the all clear signal that indicates to all staff that the person signaling the all clear is not being forced to do so by an intruder. The Van Wig song will be sung by students to indicate an ALL CLEAR is coming from an authentic source.																					
Media	▪ All staff must refer to media to district spokesperson ▪ The School District, Law Enforcement and Fire Department shall assume responsibility for issuing public statements during an emergency. ▪ Superintendent serves as the district spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate shall assume the responsibilities. <table><tr><td>Responsibility</td><td>Name/Title</td><td>Phone Number</td></tr><tr><td>District Spokesperson</td><td>Dr. Alejandro Alvarez/ Superintendent</td><td>626-931-3800</td></tr><tr><td>Alt. District Spokesperson</td><td>Dr. Diana Kinnart/Executive Director of Educational Serv.</td><td>626-931-3000</td></tr><tr><td>Alt. District Spokesperson</td><td>Santha Rajiv/Executive Director of Business Serv.</td><td>626-931-3000</td></tr></table> ▪ School Public Information person acts as a contact for emergency responders and assists district spokesperson with coordinating media communication. If Public information person in unavailable, an alternate assumes responsibility: <table><tr><td>Responsibility</td><td>Name</td><td>Phone Number</td></tr><tr><td>School Public Information Officer</td><td>Marta Castellanos</td><td>626-931-8015</td></tr><tr><td>Alternate</td><td>Gwendolyn Anson</td><td>626-931-8020</td></tr></table>	Responsibility	Name/Title	Phone Number	District Spokesperson	Dr. Alejandro Alvarez/ Superintendent	626-931-3800	Alt. District Spokesperson	Dr. Diana Kinnart/Executive Director of Educational Serv.	626-931-3000	Alt. District Spokesperson	Santha Rajiv/Executive Director of Business Serv.	626-931-3000	Responsibility	Name	Phone Number	School Public Information Officer	Marta Castellanos	626-931-8015	Alternate	Gwendolyn Anson	626-931-8020
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Sheltering Procedures	Sheltering provides refuge for students, staff, and public within school building during an emergency. Shelters are in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency. ▪ Identify safe areas in each school building ▪ Incident Commander warns students and staff to assemble in safe areas. Bring all persons inside the building(s). ▪ Teachers take class roster. ▪ Close all exterior doors and windows.
Type	Description
Sheltering Procedures continued	▪ Turn off ventilation leading outdoors. ▪ Seal doors, windows, and vents with plastic sheets and duct tape. ▪ Cover up food not in containers or put it in the refrigerator. ▪ If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues. ▪ Teacher should account for all students after arriving in safe area. ▪ All persons must remain safe in areas until notified by Incident Commander or emergency responders.

Staff Responsibilities

Incident Commander or Designee:

- Verify information
- Identify Command Post
- Call 9-1-1, if necessary
- Seal off high-risk area
- Convene Emergency Response Team and implement emergency response procedures.
- Notify Superintendent
- Notify student and staff (Depending on emergency; students may be notified by teachers).
- Evacuate students and staff, if necessary
- Refer media to district spokesperson, if necessary
- Notify community agencies, if necessary
- Implement post-crisis procedures.
- Keep detailed notes of crisis event.

Teachers:

- Verify information
- Lock classroom doors, unless evacuation orders are issued.
- Warn students, if advised.
- Account for all students.
- Stay with students during an evacuation.

- Take class roster and emergency backpack.
- Refer media to district spokesperson
- Keep detailed notes of crisis event.

Job Description for Incident Command Assignments

Job: Incident Command

<i>Responsibility</i>	The Incident Commander is solely responsible for emergency/disaster operations and shall remain at the Command Post to observe and direct all operations. Ensure the safety of students, staff, and others on campus.
<i>Startup Action</i>	▪ Obtain your personal safety equipment ▪ Assess the type and scope of emergency ▪ Determine the threat to human life and structures. ▪ Implement the emergency plan and hazard-specific procedures. ▪ Develop and communicate an incident action plan with objectives and a timeframe to meet those objectives. ▪ Activate functions and assign positions as needed. ▪ Fill in the Incident Assignment form. ▪ Appoint a backup or alternate Incident Commander.
<i>Ongoing Operational Duties</i>	Continue to monitor and assess the total school situation: ▪ View the site map periodically for search and rescue progress and damage assessment information. ▪ Check with chiefs for periodic updates ▪ Reassign personnel as needed. ▪ Report to the school district on the status of students, staff, and facility, as needed. ▪ Develop and communicate revised incident action plans as needed. ▪ Begin student release when appropriate. ○ Note: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the Superintendent, except at the request of a parent/guardian ▪ Authorize the release of information ▪ Utilize your backup; plan and take regular breaks. During breaks, relocate away from the command post. ▪ Plan regular breaks for all staff and volunteers. ▪ Release teachers as appropriate and per district guidelines. (By law, during a disaster, teachers become disaster workers.) ▪ Remain on and in charge of your campus until redirected or released by the Superintendent

Closing Down

- Authorize deactivation of sections, branches, or units when they are no longer required.
- At the direction of the Superintendent, deactivate the entire emergency response. If the fire department or other outside agency calls an “all clear,” contact the district before taking any further action.
- Ensure that any open actions not yet completed will be taken care of after activation.
- Ensure the return of all equipment and reusable supplies
- Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the documentation unit.
- Announce the termination of the emergency and proceed with recovery operations if necessary.

Command Post equipment/ supplies

- Campus Map
- Master Keys
- Staff and student rosters (duplicate set)
- Disaster response forms
- Emergency plan
- Tables and chairs (if command post is outdoors)
- Vest (if available)
- Job description clipboards
- School District Radio
- Campus two-way radios
- AM/FM radio (battery)
- Bullhorn

Job: Safety Officer

<i>Responsibility</i>	The Safety Officer ensures that all activities are conducted in as safe as a manner as possible under the existing circumstances.
<i>Startup Action</i>	• Check in with the Incident commander for a situation briefing. • Obtain necessary equipment and supplies from logistics • Put on a position identified such as a <i>vest</i>, if available. • Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster. Document: messages received, action taken, decision justification and documentation, and request filled.
<i>Ongoing Operational</i>	• Monitor drills, exercises, and emergency response activities for safety. • Identify and mitigate safety hazards and situations.
<i>Duties</i>	• Stop or modify all unsafe operations. • Ensure that responders use appropriate safety equipment. • Anticipate situation changes, such as cascading <i>events</i>, in all planning. • Keep the incident commander advised of your status and activity and on any problem areas that now need or will require solutions.
<i>Closing Down</i>	• When authorized by the Incident Commander, deactivate the unit and close out all logs. • Provide logs and other relevant documents to the Documentation Unit. • Return equipment and reusable supplies.
<i>Equipment</i>	If available: Vest or position identifier, hard hat, clipboard, paper, pens, two-way radio.

Job: Liaison Officer

Responsibility The Liaison Officer serves as the point of contact for agency representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

Startup Action

- Check in with the Incident commander for a situation briefing and determine personal operating location.
- Obtain necessary equipment and supplies. Put on a position identified such as a *vest*, if available.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.

Ongoing Operational Duties

- Brief agency representatives on the current situations, priorities, an incident action plan.
- Ensure coordination of efforts by keeping the incident commander informed of agencies' action plans.
- Provide periodic update briefings to agency representatives as necessary.
- When authorized by the Incident Commander, deactivate the unit and close out all logs. Direct staff to sign out through timekeeping.

Closing Down

- Provide logs and other relevant documents to the Documentation Unit.
- Return equipment and reusable supplies.

Equipment If available: Vest or position identifier, hard hat, clipboard, paper, pens, two-way radio.

Job: Public Information Officer PIO

<i>Responsibility</i>	• The public has the right and need to know important information related to an emergency/disaster at the school site as soon as it is available. • The PIO acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, he/she will be the official spokesperson. A school-site based PIO should be used only if the media is on campus and the district PIO is not available with approval of the Incident Commander. • Information released must be consistent, accurate, and timely.
<i>Startup Action</i>	• Determine a possible site as media reception area. Get approval from Incident Commander and DO. • Consult with Incident Commander and District PIO • If media arrives, immediately inform Incident Commander and District PIO • Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.
<i>Operational Duties</i>	• Keep up to date on the situation. • Statements must be approved by the Incident Commander and DO should reflect: Reassurance (Everything is going to be okay), incident or disaster cause and time of origin, size and scope of incident, current situation (condition of school site, evacuation progress, care, injuries, student release location- DO NOT RELEASE ANY NAMES), resources in use, best routes to the school, any information the school wishes to be released to the public. • Refer all questions to the District PIO • Remind school staff and volunteers to refer all questions from the media to district PIO and parents to site PIO. • Update information periodically with the Incident Commander. • Ensure that announcements and other information are translated into other languages as needed.
<i>Closing Down</i>	• When authorized by the Incident Commander, deactivate the unit and close out all logs. Direct staff to sign out through timekeeping. • Provide logs and other relevant documents to the Documentation Unit. • Return equipment and reusable supplies.

Equipment/ If available: Vest or position identifier, hard hat, clipboard, paper, pens,
two-way
Supplies radio, school map, scotch tape, paper, pencils, marking pens.

Forms:

- District Public Information Release Worksheet
- Sample Public Information Release
- School Profile or School Accountability Report Card (SARC)

Job: Operations

<i>Responsibility</i>	The Operations team manages the direct response to the disaster, which can include: Site facility check/security, search and rescue, medical, student care, student release.
<i>Startup Action</i>	▪ Check in with the Incident Commander for a situation briefing. ▪ Obtain necessary equipment and supplies ▪ Put on a position identifier.
<i>Operational Duties</i>	▪ Assumes the duties of all operations positions until staff are available and assigned. ▪ As staff, members are assigned, brief them on the situation, and supervise their activities, using the position checklist. ▪ If additional supplies or staff are needed for the Operations Section, notify logistics. When additional staff arrive, brief them on the situation, and assign them as needed. ▪ Coordinate search and rescue operations if it is safe to do so. Appoint and S&R Team Leader to direct operations, if necessary. ▪ As information is received from operations staff, pass it on to situation analysis and/or the Incident Commander ▪ Make sure that operations staff are following standard procedures, using appropriate safety gear, and documenting their activities. ▪ Schedule breaks and reassign staff within the section as needed.
<i>Closing Down</i>	▪ At the Incident Commander's direction, release operations staff no longer needed. Direct staff members to sign out through Timekeeping. ▪ Return equipment and reusable supplies to Logistics. ▪ When authorized by the Incident Commander, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.
<i>Equipment/Supplies</i>	Vest or position identifier, equipment, two-way radio, Job description clipboard paper, pens, maps, etc.

Job: Search and Rescue Team Leader

<i>Responsibility</i>	Use the buddy system: Assign a minimum of 2 persons to each team. Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first. Follow operational and safety procedures.
<i>Startup Action</i>	▪ Obtain all necessary equipment from container ▪ Obtain a briefing from Operations Chief, noting known fires, injuries, or other situations requiring response. ▪ Assign team based on available manpower, minimum 2 persons per team.
<i>Operational Duties</i>	▪ Perform a visual and radio check of the outfitted team leaving the Command Post. Teams must wear sturdy shoes and safety equipment. ▪ Record names and assignments before deploying teams. ▪ Dispatch teams to known hazards or situations first, then to search the campus using specific planned routes. Send a specific map assignment with each team. ▪ Remain at the Command Post in radio contact with S & R teams. ▪ Record all teams' progress and reports on the site map, keeping others at the Command Post informed of problems. When a room is reported clear, mark a C on the map. ▪ If injured students are located, consult the Operations Section Chief for response. Utilize transport teams, or send a First Aid Team. ▪ Record the exact location of damage and a triage tally on the map. ▪ Keep radio communication brief and simple. No codes.
<i>Closing Down</i>	▪ Record the return of each team. Direct them to return equipment and report to logistics for additional assignments. ▪ Provide maps and logs to the documentation unit.
<i>Equipment/Supplies</i>	Vest or position identifier, equipment, two-way radio, Job description clipboard paper, pens, bucket, flashlight, dust masks, pencil, masking tape, duct tape, first aid back pack, maps, etc.

Job: Search and Rescue Teams

<i>Responsibility</i>	Use the buddy system: Assign a minimum of 2 persons to each team. Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first. Follow operational and safety procedures.
<i>Startup Action</i>	▪ Obtain all necessary equipment from container ▪ Check in with command post ▪ Follow Search and Rescue Team Leader protocol
<i>Operational Duties</i>	▪ Report gas leaks, fires, or structural damage to the Command Posts immediately upon discovery. Shut off gas or extinguish fires if possible. ▪ Before entering a building, inspect the complete exterior of the building. Report structural damage to the team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings. If you are in doubt about your safety, DO NOT ENTER. ▪ If the building is safe to enter, search the assigned area using an orderly pattern. Check all rooms. Use chalk or grease pencil to mark a slash on the door when entering a room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, complete the slash to form an X on the door. Report by radio to the Command Post that the room is clear. ▪ Remember: If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions. ▪ When an injured victim is located, transmit the location, number, and condition of the injured to the command post. DO NOT use names of students or staff. ▪ Follow directions from the Command Post. ▪ Record the exact location of damage, triage tally on the map, and report the information to the Command Post. ▪ Keep radio communication brief and simple. Do not use codes
<i>Closing Down</i>	▪ Return equipment to Logistics. Provide maps and logs to the documentation unit
<i>Equipment/Supplies</i>	Vest or position identifier, equipment, two-way radio, Job description clipboard paper, pens, bucket, flashlight, dust masks, pencil, masking tape, duct tape, first aid back pack, maps, etc.

Job: Medical Team Leader

<i>Responsibility</i>	The Medical Team Leader is responsible for providing emergency medical response, first aid, and counseling. He or she informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide and ensure that appropriate actions are taken in the event of deaths.
<i>Startup Action</i>	▪ Establish scope of disaster with the Incident Commander and determining probability of outside emergency medical support and transport needs. ▪ Make personnel assignments. If possible, assign a minimum of two people to triage, two to immediate treatment, two to delayed treatment and two to psychological treatment. ▪ Set up a first aid area in a safe place away from students and parents with access to emergency vehicles. Obtain equipment and supplies from the storage area. ▪ Assess available inventory of supplies and equipment. ▪ Review safety procedures and assignments with personnel. ▪ Establish a point of entry (triage) into the treatment area. ▪ Establish immediate and delayed treatment areas. ▪ Set up a separate psychological first aid area if staff levels are sufficient.
<i>Operational Duties</i>	▪ Oversee the assessment, care, and treatment of patients. ▪ Ensure caregiver and rescuer safety: Ensure that they use latex gloves for protection from body fluids and new gloves for each new patient. ▪ Make sure that accurate records are kept. ▪ Provide personnel to respond to injuries in remote locations or request a transport team from logistics. ▪ If needed, request additional personnel from logistics ▪ Report deaths immediately to the Operations Section Chief. ▪ Set up a morgue, if necessary, in a cool, isolated, secure area; follow the guidelines established in the plan ▪ Stay alert for communicable diseases and isolate appropriately. ▪ Consult with the Student Care Director regarding health care, medications and meals for students with known medical conditions.
<i>Closing Down</i>	▪ At the Incident Commander direction, release medical staff who are no longer needed. Direct staff members to sign out through Timekeeping. ▪ Return equipment, logs, and relevant information.
<i>Equipment/Supplies</i>	First Aid Supplies: clipboards, stretchers, vests, if available, tables and chairs, staff and student medication from health office, forms, compress, gauze bandaging, ace wrap, triangular bandage, cardboard splint, steri-strips, aqua-box, Neosporin, hydrogen peroxide, bleach, plastic basket, scissors, tweezers, triage tags, gloves, oval eye patch, tape, dust masks, disposable blanket, space blanket, heavy duty rubber gloves.

Job: Medical Team

<i>Responsibility</i>	First Aid Trained Staff and Volunteers
<i>Startup Action</i>	▪ Obtain and wear personal safety equipment including latex gloves. ▪ Check with the Medical Team Leader for assignment.
<i>Operational Duties</i>	▪ Administer appropriate first aid ▪ Keep accurate records of care given. ▪ Continue to assess victims at regular intervals. ▪ Report deaths immediately to the Medical Team Leader. ▪ If and when transportation is available, do a final assessment and document on the triage tag. Keep and file records for reference- do not send any records with the victim. ▪ A student's emergency card must accompany each student removed from campus to receive advanced medical attention. Send an emergency out of area phone number if available. <u>Triage Entry Area:</u> The triage area should be staffed with a minimum of two trained team members, if possible ▪ One member confirms the triage tag category (red, yellow, green) and directs to the proper treatment area. ▪ Second team member logs victims' names on form and sends the forms to the Command Post as completed. <u>Treatment Area (Immediate and Delayed)</u> ▪ Treatment areas should be staffed with a minimum of two team members per area, if possible. ▪ One member completes secondary head to toe assessment. ▪ Second member records information on the triage tag and on-site treatment records. ▪ Follow categories: Immediate, delayed, dead. ▪ When using the two-way radio, do not use the names of the injured or dead.
<i>Closing Down</i>	▪ Return equipment and unused supplies to logistics ▪ Clean up first aid area. Dispose of hazardous waste safely ▪ Complete all paperwork and turn it into the documentation unit.
<i>Equipment/Supplies</i>	First Aid Supplies: clipboards, stretchers, vests, if available, tables and chairs, staff and student medication from health office, forms, compress, gauze bandaging, ace wrap, triangular bandage, cardboard splint, steri-strips, aqua-box, Neosporin, hydrogen peroxide, bleach, plastic basket, scissors, tweezers, triage tags, gloves, oval eye patch, tape, dust masks, disposable blanket, space blanket, heavy duty rubber gloves.

Job: Medical Morgue

<i>Responsibility</i>	To be assigned by the Operations Section Chief if needed.
<i>Startup Action</i>	▪ Check with the Operations Section Chief for direction. ▪ If directed, set up a morgue area. Verify: ○ Tile, concrete, or other cool floor surface ○ Accessible to Coroner's vehicle ○ Remote from the assembly area ○ Security: keep unauthorized persons out of the morgue ○ Maintain a respectful attitude.
<i>Operational Duties</i>	After pronouncement or determination of death: ▪ Confirm that the person is actually dead ▪ Do not move the body until directed by the Command Post ▪ Do not remove any personal effects from the body. Personal effects must remain with the body at all times. ▪ As soon as possible, notify the Operations Section Chief, who will notify the Incident Commander, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. Law enforcement personnel will notify the Coroner. Keep accurate records and make them available to law enforcement and/or the Coroner when requested. ▪ Write the following information on two tags: date and time found, exact location, name of decedent if known, how when and by whom the body was identified, name of person filling out tag, attach one tag to body. ▪ If the coroner's office will not be able to pick up the body soon, place the body in a plastic bag and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move the body to the morgue. ▪ Place any additional personal belongings found in a separate container and label as above. Do not attach to the body- store separately near the body.
<i>Closing Down</i>	▪ After all bodies are picked up, close down the Morgue. ▪ Return equipment and unused supplies to Logistics. ▪ Clean up the area. Dispose of hazardous waste safely. ▪ Complete all paperwork and turn in to the documentation unit.
<i>Equipment/Supplies</i>	Tags, pens/pencil, plastic trash bags, duct tape, Vicks vapor rub, plastic tarps, stapler, cloth tape.

Job: Student Care/Supervision

<i>Personnel</i>	Classroom teachers, substitute teachers, and staff as assigned.
<i>Responsibility</i>	Ensure the care and safety of all students on campus except those who are in the medical treatment area.
<i>Startup Action</i>	▪ Wear an identification vest, if available. ▪ Take a job description clipboard and radio ▪ Check in with the Operations Section chief for a situation briefing. ▪ Make a personnel assignment as needed. ▪ If evacuation: Verify assembly area and routes to it are safe Count or observe the classrooms as they exit, to make sure that all classes evacuate
<i>Operational Duties</i>	▪ Monitor the safety and well-being of the students and staff in the assembly area. ▪ Administer minor first aid as needed. ▪ Support the Student Release process by releasing students with the appropriate paperwork ▪ When necessary, provide water and food to students and staff. ▪ Arrange to provide shelter for students and staff. ▪ Arrange activities and keep students reassured. ▪ Update records of the number of students and staff in the assembly area ▪ Direct all requests for information to the Public Information Officer
<i>Closing Down</i>	▪ Return equipment and reusable supplies to Logistics. ▪ When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the documentation unit.
<i>Equipment/Supplies</i>	Vest or position identifier, first aid kit or emergency backpack, student rosters, clipboard, student activities/worksheets, paper, pencils/pens

Job: Student Release

<i>Personnel</i>	School secretary, available staff and disaster volunteers. Use a buddy system. Student runners support the student release process.
<i>Responsibility</i>	Assure the reunification of students with their parents or authorized adult through separate request and release gates.
<i>Startup Action</i>	▪ Obtain and wear a vest or position identifier, if available. ▪ Check with the operations section chief for assignment to the request ▪ Obtain necessary equipment and forms from logistics. ▪ Secure the area against unauthorized access. Mark the gates with sign. ▪ Set up the request gate at the main student access gate. Use alphabetical groupings sign to organize parent requests. ▪ Have the student release forms available for parents outside of the fence at the request gate. Assign volunteers to assist. ▪ Set up release gate some distances from the request gate.
<i>Operational Duties</i>	Follow the procedures outlined below to ensure the safe reunification of students with their parents or guardians: ▪ Refer all requests for information to the Public Information Officer. Do not spread rumors! ▪ If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to logistics. If they are not registered, direct them to a branch library to register.
<i>Procedures</i>	▪ The requesting adult fills out a Student Release Form, gives it to a staff member, and shows identification ▪ The staff member verifies the identification, pulls the emergency card from file, and verifies that the requester is listed on the card. ▪ The staff member instructs the requester to proceed to the release gate. ▪ The runner takes the forms to the designated room/area. ○ Note: if a parent refuses to waiting in line, do not argue. Note the time with the appropriate comments on the Emergency card and place it in the out box. If the student is with the class: ▪ Runner shows the Student Release Form to the teacher. ▪ The teacher marks the box, "Sent with Runner." ▪ If appropriate, the teacher sends the parent copy of the first aid form with the runner. ▪ The runner walks the student(s) to the release gate. ▪ The runner hands the paperwork to release personnel. ▪ Release staff match the student to the requester, verify proof of identification, ask the requester to fill out and sign the lower portion of student release forms, and release the student. Parents are given the notice of first aid care given, if applicable.

	If the student is not with the class: ▪ The teacher makes the appropriate notation on the student release form ▪ The runner takes student release form to the command post ▪ The command post verifies the students and one more are missing, the runner walks the available students to the release gate before returning 'missing' forms to the command post for verification. ▪ The parent should be notified of the missing students' status and escorted to a crisis counselor. ▪ If the student is in First Aid, the parent should be escorted to the medical treatment area. ▪ If the student was marked absent, the parent will be notified by a staff member
<i>Closing Down</i>	▪ At the direction of the operations section chief, return equipment and unused supplies to Logistics. ▪ Complete all paperwork and turn it in to the documentation unit.
<i>Equipment/ Supplies</i>	Access to computer or emergency cards, pens/pencil, Student Release forms, two-way radio, clipboard, student rosters, vest or position identifier

Emergency Drills

Procedures

Emergency drills are signaled by cycles of ringing bells or alarm signals with brief pauses in between. Intercom announcements may precede and/or follow the bells.

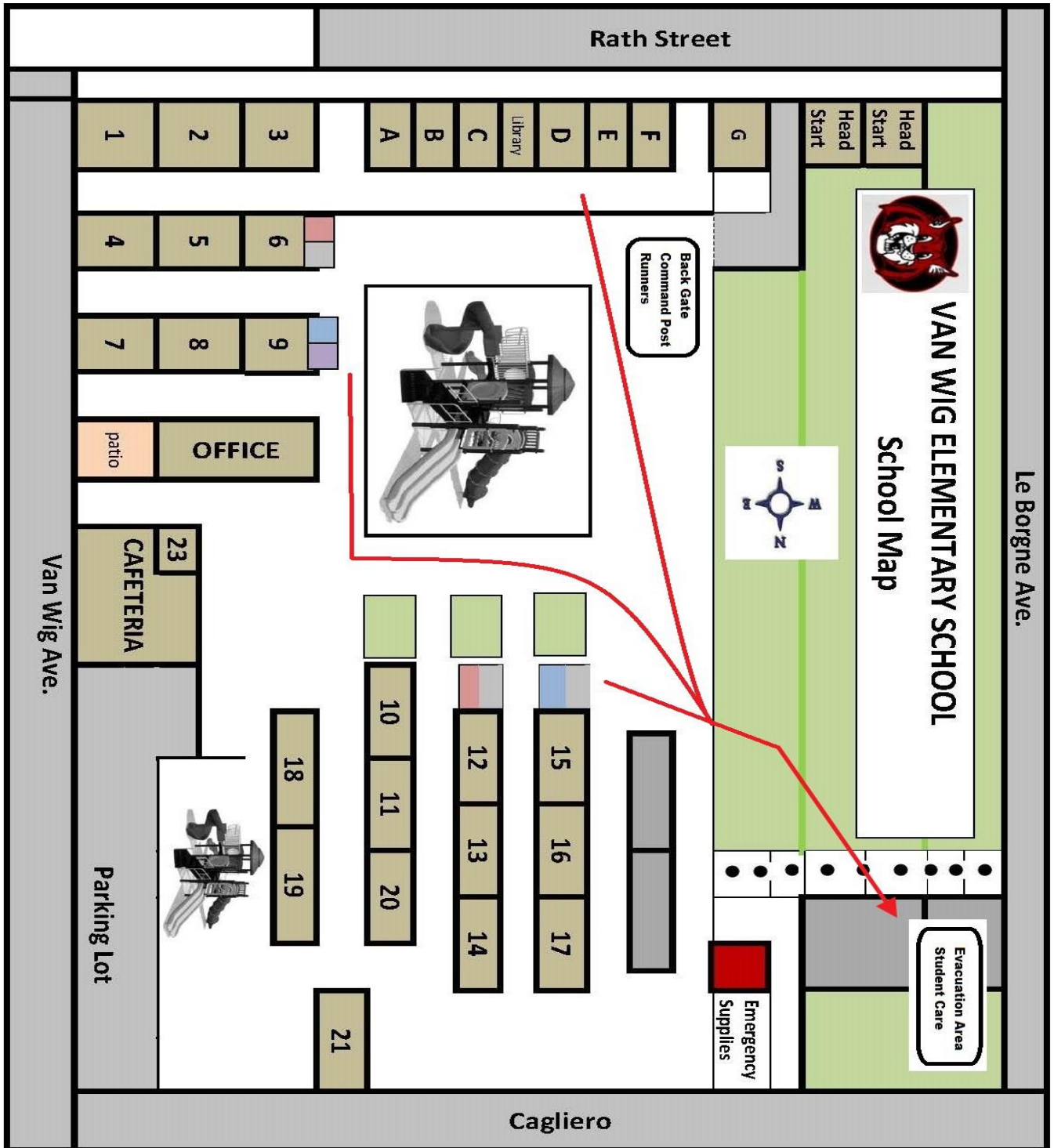
1. Listen to the bells and or announcements carefully. If it is a fire drill exit room in a quiet and orderly fashion, if it is an earthquake drill have student seek cover first and then exit appropriately.
2. Take Emergency backpack with you; safety plan handbook, attendance rosters, classroom pole, and red/green room cards should be inside
3. Escort your class to the assembly area in a quiet and orderly fashion, following the evacuation exit routes.
4. Report to the assigned safety area and line up according to room numbers; painted on the edge of the blacktop.
5. Take attendance: all present hold up green card, missing student hold red car.
6. Monitor students while in the assembly area, keeping students calm and quiet.
7. Wait for the signal before reporting to your assigned teams (if needed).
8. When given the all clear by administration, escort your class back to your classroom.

Remember: Print all updated class rosters and place in red Emergency folder

Schedule

An Emergency Drill Schedule will be created and shared at the beginning of the school year. Emergency drills are scheduled tentatively and are subject to change. Reminder will be sent via email and posted on the Weekly Bulletin.

Emergency Exit Map: Plan A



Suspension and Expulsion

Discipline BUSD BP 5144(a-b), AR 5141 (a)

The Board of Education believes that one of the major functions of the public schools is the preparation of youth for responsible citizenship. The district shall foster a learning environment that reinforces the concepts of self-discipline and the acceptance of personal responsibility. Students are expected to progress from being adult-directed to self-directed with minimal application of disciplinary measures.

In order to maintain an environment conducive to attaining the highest quality of education in the district, there must exist certain disciplinary policies and regulations relating to student conduct which delineate acceptable behavior and provides the basis for sound disciplinary practices within each school in the district. These policies and regulations will be enforced fairly and uniformly and consistently without regard to race, creed, color, or sex.

The administration, teachers, and classified staff share the mutual responsibility for student conduct and safety and the enforcement of district policies and regulations. The Board shall give all reasonable support and assistance to all employees with respect to the student discipline.

The Board recognizes that not all students will adhere to district rules for appropriate behavior. Sufficient support services shall be provided so that continually disruptive students will not be returned to regular classes without some modification of behavior. Students may be assigned to other alternative programs or be subject to removal from school.

School-Adopted Rules

Each site is required to file a copy of its rules and procedures on school discipline with the Superintendent.

In order to ensure that school site rules for student discipline are enforced fairly and uniformly and consistently, the Superintendent shall establish procedures for the development of such rules. All school site rules shall be strictly based on district policy, regulation, and existing law.

All avenues provided in policy, regulation and law for the discipline of students might be utilized in developing site level rules. These include, but are not limited to, positive reinforcement for appropriate behavior, advising and counseling students, conferencing with parents/guardians, detention during and after school hours, alternative educational environments and, if necessary, suspension and expulsion.

Districts are specifically authorized to adopt reasonable regulations to restrict recess time for disciplinary purposes. ([Education Code 44807.5](#))

Each school shall solicit the participation, views and advice of the school community, including administrators, teachers, school security personnel, parents/guardians, and students, grades K-12, in developing the site level rules when appropriate.

The adoption of each school's rules on student discipline is the responsibility of the school principal or designee and a representative selected by the classroom teachers employed at the school.

All adopted school site rules shall be subject to Board review and approval at an open meeting prior to implementation.

School site rules shall be revised periodically as required by any changes in district policy, regulation or law, and shall undergo the site level rule review and adoption process at least every four years.

Each new school in the district shall operate under a district model discipline plan until such time that the discipline committee at the new site has developed its own plan. The new school shall follow the procedures outlined in this policy in developing its plan, but shall not be required to submit its official site discipline plan for Board review until December of the year following the school's opening.

Notice to Parents/Guardians and Students

The principal of each school shall ensure that every student and his or her parent/guardian is notified in writing of all Board policies, administrative regulations, and individual school rules related to discipline at the beginning of each school year and that transfer students and their parents/guardians are so advised at the time of enrollment in school.

The notice shall include the fact that these rules and regulations are available on request at the principal's office in all district schools.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. School administrators and teachers shall employ other means of disciplining students who violate school rules, district regulations, or district policies.

The use of reasonable and necessary force by an employee to protect oneself or students or to prevent damage to district property shall not be considered corporal punishment for purposes of this policy. (Education Code [49001](#))

Expulsion AR 5144.1 (a-y)

The Board of Education recognizes that maintaining an environment that promotes learning and protects the health, safety, and welfare of all students may require the suspension or expulsion of a student from regular classroom instruction. District policies and school site rules shall clearly identify district behavior standards.

Except in cases where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code [48900.5](#))

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is usually used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring

about proper conduct, or when the student's presence causes a continuing danger to other students. (Education Code [48915](#))

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

Each principal shall annually inform all students and parents/guardians of the school's discipline rules and procedures and of the availability of all district policies and regulations dealing with student discipline, suspension and expulsion. (Education Code [35291](#), [35291.5](#))

Alternatives to suspension or expulsion will be used with students who are truant, tardy, or otherwise absent from assigned school activities. (Education Code [48900](#))

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

Student Due Process; Required Parental Attendance BUSD BP 5144.1 (b-c)

Student Due Process

The Board shall provide for the fair treatment of students facing suspension and expulsion by affording them their due process rights under the law. The administration and staff shall comply with procedures for notices and appeals as specified in regulation. Procedures governing student due process shall conform in all aspects to provisions in law. (Education Codes 48911, 48915 and 48915.5)

Whenever a student is suspended, school officials may (but are not required to) meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matters. (Education Code [48914](#)).

Required Parental Attendance

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise. The Board recognizes, however, that initial efforts sometimes fail to bring about improvement, and that current law enables parents/guardians to be absent from work without endangering their employment status in order to attend a portion of their child's school day at a teacher's request. Besides furthering improved classroom behavior, such attendance can promote positive parent-child interactions. When appropriate, the school may inform parents/guardians of available school and community resources and counseling which may assist them in developing more effective parenting skills.

Whenever a student is suspended from a class because he or she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied

valid staff authority, the teacher of the class from which the student was suspended may require the student's parent/guardian to attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code [48900.1](#))

The Board encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may consider informing the parent/guardian about available resources that may provide help in the development of parenting skills. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

Parental attendance may be required on the day the student returns to class or within one week thereafter. The principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented by serious illness/injury/disability, absence from town, or inability to get certain release time from work.

District regulations and school site rules for student discipline shall include procedures for implementing parental attendance requirements.

This policy shall apply only to a parent/guardian who actually lives with the student. (Education Code [48900.1](#))

Parents/guardians shall be notified of this policy before it is implemented and at the beginning of each subsequent school year. (Education Codes [48900.1](#), [35291](#), [48980](#))

Suspension and Expulsion/Due Process (Student with Disabilities) AR 5144.2

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) is subject to the same grounds for suspension and expulsion, which apply to students without disabilities. All the procedural safeguards established by district policies and regulations shall be observed in considering the suspension of special education students, including the requirement that, depending on the nature of the conduct, some form of in-school intervention be used prior to suspension to show that suspension was imposed only when other means of correction failed to bring about proper conduct. (Education Code [48900.5](#)) However, a student may be suspended upon a first offense, as indicated in AR 5144.1.

For students who are in need or who are believed to be in need of special education or related services the Individualized Education Program (IEP) team shall convene when the student accumulates 10 days of suspension during the school year. The team shall meet as soon as possible after the tenth day of suspension to review the appropriateness of the student's placement, the need for any additional services, and the relationship, if any, between the identified disability and the misconduct.

The Superintendent or designee may suspend a special education student for up to five school days for a total of not more than 10 days for any one occurrence.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the district had knowledge that the student was disabled before the behavior occurred. (20 USC [1415\(k\)\(8\)](#))

The district shall be deemed to have knowledge that the student had a disability if one of the following conditions exists: (20 USC [1415\(k\)\(8\)](#); 34 CFR 300.527)

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, that the student is in need of special education or related services.
2. The behavior or performance of the student demonstrates the need for such services, in accordance with 34 CFR [300.7](#).
3. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR [300.530-300.536](#).
4. The teacher of the student or other district personnel has expressed concern about the behavior or performance of the student to the district's director of special education or to other personnel in accordance with the district's established child find or special education referral system.

The district would be deemed to not have knowledge as specified in items 1 through 4 above if, as a result of receiving such information, the district either conducted an evaluation and determined that the student was not a student with a disability or determined that an evaluation was not necessary and provided notice to the parent/guardian of its determination. (34 CFR 300.527)

If it is determined that the district did not have knowledge that the student was disabled prior to taking disciplinary action against the student, then the student shall be disciplined in accordance with procedures established for students without disabilities. (20 USC [1415\(k\)\(8\)](#))

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (34 CFR 300.527)

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) do not constitute a change in placement pursuant to 34 CFR [300.519](#). (Education Code [48903](#); 34 CFR [300.520](#))

The principal or designee shall monitor the number of days, including portions of days, that students with valid individualized education programs (IEP) have been suspended during the school

year.

Services During Suspension

Students suspended for more than 10 school days in a school year shall continue to receive services during the term of suspension, to the extent necessary to provide the student a free and appropriate public education. (20 USC [1412\(a\)\(1\)\(A\)](#); 34 CFR [300.520](#))

If a student with disabilities is excluded from school bus transportation, the student is entitled to be provided with an alternative form of transportation at no cost to the student or parent/guardian, provided that transportation is specified in the student's IEP. (Education Code [48915.5](#))

Interim Alternative Placement Due to Dangerous Behavior

A student with a disability may be placed in an appropriate interim alternative educational setting for up to 45 days when he or she commits one of the following acts: (20 USC [1415\(k\)\(1\)](#); 34 CFR [300.520](#))

1. Carries a weapon, as defined in 18 USC 930, to school or to a school function.
2. Knowingly possesses or uses illegal drugs while at school or a school function.
3. Sells or solicits the sale of a controlled substance while at school or a school activity as identified in 21 USC 812(c), Schedules I-V.

The student's IEP team shall determine the student's alternative educational setting. (20 USC [1415\(k\)\(2\)](#))

A hearing officer may order a change in placement of a student with a disability to an appropriate interim educational setting if the hearing officer: (20 USC [1415\(k\)\(2\)](#); 34 CFR 300.521, 300.522)

1. Determines that the district has established by substantial evidence, meaning beyond a preponderance of the evidence that maintaining the current placement of the student is substantially likely to result in injury to the student or others.
2. Considers the appropriateness of the student's current placement.
3. Considers whether the district has made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services.
4. Determines that the interim alternative educational setting proposed by school personnel who have met with the student's special education teacher allows the student to:
 - a. Progress in the general curriculum and continue to receive those services and modifications, including those described in his or her IEP, to enable the student to meet the goals of the IEP.
 - b. Receive services and modifications designed to address the behavior and ensure that the behavior does not recur.

The student may be placed in the interim alternative educational setting for up to 45 days, or until the conclusion of any due process hearing proceedings requested by the parent/guardian. (20 USC [1415\(k\)\(2\)](#))

Behavioral Assessment and Intervention Plan

Not later than 10 business days after a student has been suspended for more than 10 school days or placed in an alternative educational setting, the district shall convene an IEP team meeting to conduct a functional behavior assessment and implement a behavioral intervention plan. If the student already has a behavioral intervention plan, the IEP team shall review the plan and modify it as necessary to address the behavior. (20 USC [1415\(k\)\(1\)](#); 34 CFR [300.520](#))

As soon as practicable after developing the behavioral intervention plan and completing the required assessments, the IEP team shall meet to develop appropriate behavioral interventions to address the behavior and shall implement those interventions. (34 CFR [300.520](#))

Procedural Safeguards/Manifestation Determination

The following procedural safeguards shall apply when a student is suspended for more than 10 consecutive school days, when disciplinary action is contemplated for a dangerous behavior as described above, or when a change of placement is contemplated: (20 USC [1415\(k\)\(4\)](#); 34 CFR 300.523)

1. The parents/guardians of the student shall be immediately notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR [300.504](#) on the day the decision to take action is made.
2. Immediately if possible, but in no case later than 10 school days after the date of the decision, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action.

At this review, the IEP team and other qualified personnel shall consider, in terms of the behavior subject to the disciplinary action, all relevant information, including: (20 USC [1415\(k\)\(4\)](#); 34 CFR 300.523)

- a. Evaluation and diagnostic results, including the results or other relevant information supplied by the student's parents/guardians.
- b. Observations of the student.
- c. The student's IEP and placement

In relationship to the behavior subject to the disciplinary action, the team shall then determine whether the IEP and placement were appropriate and whether supplementary aids, services, and behavioral intervention strategies were provided consistent with the student's IEP and placement. The team shall also determine that the student's disability did not impair the ability of the student to understand the impact and consequences of the behavior, nor did it impair his or her ability to control the behavior subject to the disciplinary action. (20 USC [1415\(k\)\(4\)](#); 34 CFR 300.523)

If the team determines that the student's behavior was not a manifestation of his or her disability, then the student may be disciplined in accordance with the procedures for students without disabilities, as long as the student continues to receive services to the extent necessary to provide that student a free and appropriate public education. (20 USC [1415](#)(k)(4); 34 CFR 300.524)

If the team determines that the student's behavior was a manifestation of his or her disability, then the student's placement may be changed only via the IEP process. (20 USC [1415](#)(k)(4))

Due Process Appeals

If the parent/guardian disagrees with a decision that the behavior was not a manifestation of the student's disability or with any decision regarding placement, he or she has a right to appeal the decision. (20 USC [1415](#)(k)(6); 34 CFR 300.525)

If the student's parent/guardian initiates a due process hearing to challenge the interim alternative educational setting or the manifestation determination, the student shall remain in the interim alternative setting pending the decision of the hearing officer or the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (34 CFR 300.526)

If school personnel maintain that it is dangerous for the student to be placed in the current placement (placement prior to removal to the interim alternative education setting), during the pendency of the due process proceedings, the Superintendent or designee may request an expedited due process hearing. (34 CFR 300.526)

Expulsion

The Board of Education may expel a student who is in need or believed to be in need of special education or related services only if an individualized education program team has determined that (1) the misconduct was not caused by, or a direct manifestation of, the student's identified handicap; and (2) the student was appropriately placed at the time the misconduct occurred. (Education Code [48915.5](#))

If a student is in need or believed to be in need of special education or related services at the time the recommendation for expulsion is made, the procedures and timelines governing expulsion shall be the same as those for other students recommended for expulsion specified in AR 5144.1, except that an Individualized Education Program (IEP) team meeting shall be held under conditions and with possible consequences as follows: (Education Code [48915.5](#))

1. The IEP meeting shall be held within four school days after recommendation for expulsion by the site administrator, unless the Superintendent or designee extends the suspension to 10 days. In the event of an extension, the IEP meeting shall be held within 10 days after the recommendation for expulsion by the site administrator.
2. The parent/guardian shall be notified of his or her right to participate in the meeting at least 48 hours before the meeting.

3. Unless a parent/guardian has requested a postponement, the meeting may be conducted without the parents/guardians' participation.
4. A parents/guardians' request that the meeting be postponed shall be granted for up to three additional school days. The district shall extend any suspension of the student for the period of postponement.
5. The IEP team shall determine if the misconduct was caused by, or a direct manifestation of, the student's identified handicap. The IEP team shall also determine if the student had been appropriately placed at the time the misconduct occurred.
6. In reaching its decision, the team shall base its decision on results of a comprehensive evaluation. (34 Code of Federal Regulations 104.35) In addition, it may base its decision on relevant information that has been acquired within three years of the date of the alleged misconduct.

Relevant information shall include all of the following:

- a. A review of the student's school progress and behavior, if available, including, but not limited to, a review of the student's individualized education program, teacher progress reports and comments, school health records, and school discipline records.
 - b. A review of the ability of the student to conform his or her behavior to the prescribed standards, and a determination of the relationship, if any, between the student's behavior and his or her handicapping condition.
7. If the IEP team determines that the alleged misconduct was not caused by, or a direct manifestation of, the student's handicapping condition, and if it is determined that the student was appropriately placed, the student shall be subject to the applicable disciplinary actions and procedures prescribed for suspension and expulsions of all students.
8. The parent/guardian of each student with previously identified exceptional needs has a right to a due process hearing conducted pursuant to Section 1415 of Title 20 of the United States Code if the parent/guardian disagrees with the decision of the IEP team.
9. If the state's special education due process hearing is initiated by the parent/guardian due to a disagreement with the IEP team recommendations, the district shall cooperate with the State Department of Education towards achieving an expeditious resolution to the disagreement.
10. If a parent/guardian demands a due process hearing concerning the IEP determination, the student shall remain in his then current placement pending resolution of the due process proceeding unless:
 - a. He or she has been suspended. Such suspension may not exceed five consecutive school days for a single incident of misconduct, unless extended by five additional days when the student poses an immediate threat to the safety of others.
(Education Code [48911](#), Honig v. Doe)
 - b. The student and his or her parents/guardians agree to a change in placement.
(Education Code [56505](#))
 - c. A court order has been obtained permitting such a change in placement.
 - d. The change is a "minor" change in program or services rather than a "significant"

change in placement. (Doe v. Maher)

11. Parental consent is not required as a condition for expulsion proceedings or the decision to expel. (Education Code [48915.5](#))
12. If a student with a disability possesses at school or at a school activity a weapon as defined in the 18 USC [921](#), he or she shall be immediately suspended and may be placed in an alternative educational setting for not more than 45 calendar days, or until the conclusion of any due process proceedings requested by the parent/guardian. The student's alternative educational setting shall be determined by the student's IEP team or school site committee. (Education Code [48915](#); 20 USC [1415](#))

Services During Expulsion

Expelled students shall continue to receive services during the term of the expulsion to the extent necessary to provide the student a free and appropriate public education. Any alternative program must provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP. (20 USC [1412\(a\)\(1\)\(A\)](#); 34 CFR [300.121](#), [300.520](#))

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

Suspension of Expulsion

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

Notification to Law Enforcement Authorities

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

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code [626.9](#) and [626.10](#). (Education Code [48902](#))

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

Students Expelled from Other Districts AR 5144.1

The Board of Education realizes that students expelled from school for serious offenses represent a possible danger to the students or staff at other schools in which they may seek to enroll. The Board of Education, therefore, shall request expulsion information from the sending District whenever it receives a request to enroll someone who has been expelled.

Students expelled for infractions of the following Education Code [48915](#), [48915.1](#), and [48915.2](#), will be referred to Charter School Community Learning Center:

1. Causing serious physical injury to another person, except in self-defense.
2. Possessing any knife; possession or furnishing a firearm, explosive or other dangerous object of no reasonable use to the student; brandishing a knife at another person.
3. Unlawfully possessing or selling any controlled substance, as listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Robbery or extortion.

Pursuant to Education Code [46601](#), students who are under consideration for expulsion or who have been expelled pursuant to Education Code [48915](#) and [48918](#) may not appeal inter-district attendance denials or rescissions while expulsion proceedings are pending or during the term of the expulsion.

Students Expelled from Other Districts: Administrative Regulations - AR 5119

No student shall be enrolled until after the term of his or her expulsion if the expulsion was for any of the following acts: (Education Code [48915](#), [48915](#) (c), 48915.2)

1. Possessing or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
2. Brandishing a knife.
3. Unlawfully selling a controlled substance as listed in Health and Safety Code [11053-11058](#).
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code [48900](#)(n).
5. Causing serious physical injury to another person, except in self-defense.
6. Possessing any knife, explosive or other dangerous object of no reasonable use to the student.
7. Unlawfully possessing any controlled substance, as listed in the Health and Safety Code, except for the first offense for possessing not more than one ounce of marijuana, other than concentrated cannabis. (Health and Safety Code [11053-11058](#))
8. Robbery or extortion.
9. Assault or battery upon a school employee as defined in Penal Code [240](#) and [242](#).

As student expelled for acts other than those specified above may be admitted or conditionally admitted during the term of expulsion when the Board of Education determines, after a re-entry hearing, that the student does not pose a potential danger to District students or employees. If the student is found to pose a potential danger, the Board of Education may deny enrollment for the

remainder of the expulsion period. (Education Code [48915.1](#)) Students are to be referred to Charter School Community Learning Center for the remainder of the expulsion.

If the parent/guardian or student, upon seeking enrollment, did not inform the district as required by law, of the student's status with his or her previous District, this lack of compliance shall be recorded and discussed during the re-entry hearing at the end of the expulsion term. (Education Code [48915.1](#))

Students who are under consideration for expulsion or who have been expelled pursuant to Education Code [48915](#) and [48918](#) may not appeal inter-district attendance denials or decisions while expulsion proceedings are pending, or during the term of the expulsion. (Education Code [4660](#))

Notification of Dangerous Pupils

Employee Security BUSD BP 4158 (a), 4258, 4358

The Board of Education desires to provide a safe, orderly working environment for all employees. As part of the district's comprehensive school safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation.

Any employee may use reasonable force necessary to protect himself/herself from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects upon the person or within control of a student. However, employees are prohibited from inflicting corporal punishment on students. All security equipment must be authorized and issued by the district. (Education Code [44807](#), [49001](#), [49331-49333](#))

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

When any individual directs violence against an employee and the employee so notifies the Superintendent or designee, the Superintendent or designee shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the Superintendent or designee of a threat of bodily harm, the district shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

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

Employees may not carry or use weapons, including but not limited to, mace, pepper spray, handcuffs, or other devices reserved for police and/or security officers while on school property or at school activities. On a case-by-case basis, however, the Superintendent or designee may give

written permission for the possession of a pepper spray weapon that meets the requirements of Penal Code [12403.7](#) when justified by unusual dangerous circumstances. Any employee who is negligent or careless in the possession or handling of pepper spray

Reporting of Injurious Objects

The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and act appropriately.

The information provided shall be from the previous school years.

Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

If criminal or civil proceedings are brought against an employee alleging that the employee committed an assault in connection with his/her employment, such employee may request the Board of Education to furnish legal counsel to defend the employee in any civil action or proceeding brought against him/her within the limits set by law. (Government Code [995](#))

An employee whose person or property is injured or damaged by willful misconduct of a student may request the school district to pursue legal action against the student or the student's parent/guardian. (Education Code [48905](#))

Employee Security - Administrative Regulations – AR4258

An employee may use reasonable and necessary force when necessary for self-defense, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects on or within the control of a student. (Education Code [44807](#), [49001](#)) When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of the persons involved, witnesses, location, and the circumstances of any seizure.

Employees shall promptly report to their principal or other immediate supervisor any attack, assault, or physical threat made against them by a student.

Both the employee and the principal or other immediate supervisor shall promptly report such instances to the appropriate local law enforcement agency. (Education Code [44014](#))

In addition, employees shall promptly report to their principal or supervisor, and may report to law enforcement, any attack, assault, or threat made against them on school grounds by any other individual.

Reports of attack, assault, or threat also shall be forwarded immediately to the Superintendent or designee.

An employee whose person or property is injured or damaged by willful misconduct of a student

when the property is either (1) located on district property, (2) being transported to or from a district-sponsored event, (3) present at a district-sponsored event, or (4) injured or damaged in retaliation for conduct engaged in by the employee in the exercise of his/her duties, may ask the district to pursue legal action against the student or the student's parent or guardian. (Education Code [48905](#))

Notice Regarding Student Offenses Committed While Under School Jurisdiction

Each school site shall have a system in place that affords teachers and other appropriate staff the opportunity to review student records in the office. The Superintendent or designee shall inform the teacher and other appropriate staff of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code [48900](#), with the exception of the possession or use of tobacco products, or Education Code [48900.2](#), [48900.3](#), [48900.4](#), or 48900.7. 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](#)) Employees shall receive the information in confidence and shall not disseminate it further.

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform any of the student's teacher(s) and other appropriate staff that the student was suspended from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code [48201](#))

Information received by teacher(s) and other appropriate staff 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 [49079](#))

Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When informed by the court that a minor student has been found by a 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 so inform the school principal, the teacher, and other appropriate staff. (Welfare and Institution Code 827)

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. 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](#))

When a student is removed from school as a result of his/her offense, the Superintendent or designee shall hold the court's information in a separate confidential file until the student is returned to public school. 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](#))

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; it shall then be destroyed. (Welfare and Institutions Code [827](#))

Sexual Harassment Policy

Student Sexual Harassment - BP 5145.7 (a-c)

The Board of Education is committed to maintaining a learning environment that is free of harassment. The Board prohibits the unlawful sexual harassment of any student by any employee, student, or other person at school or any school-related activity.

The principal or designee shall ensure that students receive age-appropriate information related to sexual harassment. Students shall be assured that they need not endure any form of sexual behavior or communication, including harassment because of sexual orientation. They shall be assured that they need not endure, for any reason, any harassment that impairs the educational environment or a student's emotional or physical well being at school or any school-related activity.

Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action. For students in grades K-3, this disciplinary action shall depend on the maturity of the students and the circumstances involved. For students in grades 4 through 12, the disciplinary action may include suspension and/or expulsion.

Any employee, who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of the laws relating to child abuse.

Students shall be informed that they should immediately contact a staff member if they feel they are being harassed. Within 24 hours, staff shall report complaints of sexual harassment to the principal or designee or to the Director, Certificated Employee Services, who is also the District's Title IX Coordinator. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained. The principal or designee shall immediately investigate any report of sexual harassment of a student. Upon verifying that sexual harassment has occurred, he or she shall ensure that appropriate action is taken to end the harassment, address its effects on the person subjected to the harassment, and prevent any further instances of the harassment. If a situation involving sexual harassment is not promptly remedied by the principal or designee, a complaint of sexual harassment can be filed in accordance with AR 1312.3 - Uniform Complaint Procedures.

The district prohibits retaliatory behavior against any complainant or participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

Student Sexual Harassment AR 5145.7

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational setting when:

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

Other 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, notes, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Touching an individual's body or clothes in a sexual way.
8. Purposefully cornering or blocking normal movements or limiting a student's access to educational tools.
9. Displaying sexually suggestive objects in the educational environment.
10. Any act of retaliation against an individual who reports a violation of the district's harassment policy, or who participates in the investigation of a sexual harassment complaint.

Each principal has the responsibility for maintaining an educational environment free of sexual harassment. This responsibility includes discussing and implementing the district's sexual harassment policy with students and assuring them that they are not required to endure sexually insulting, degrading, or exploitative treatment, or any other form of sexual harassment.

Notifications

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

1. Be displayed in a prominent location in the administrative offices of the district.
2. Be displayed in a prominent location near each school principal's office.
3. Be provided to each employee and employee organization at the beginning of each school year or each time a new employee is hired.

4. Be provided to each new student at the time the student is enrolled in the school and as part of any orientation program for new students at the beginning of each quarter, semester, or summer session.
5. Appear in any school or district publication that sets forth the school or district's comprehensive rules, regulations, procedures, and standards of conduct.
6. Be included in the notifications sent out to parents/guardians at the beginning of each school year.
7. Include the name, office address, and telephone number of the Title IX coordinator:

Andrew Candelaria
Director of Student Services
904 Willow Ave.
La Puente CA 91746
(626)931-3175

1. The principal or designee shall promptly and fully investigate any complaint of harassment made by or about a District student. In so doing, the principal or designee shall speak individually with the following:
 - a. The student making the complaint.
 - b. The person accused of harassment.
 - c. Anyone who saw or heard the harassment take place.
 - d. Anyone mentioned as having related information.
2. The student who complained shall have an opportunity to describe the incident, present witnesses, and other evidence of the harassment, and put his or her complaint in writing.
3. The principal or designee shall discuss the complaint only with the people described above. Where necessary to carry out the investigation or for other good reasons that apply to the particular situation, the principal or designee may also discuss the complaint with the following persons:
 - a. The parents/guardians of the student who complained.
 - b. The parents/guardians of the person accused of harassing someone.
 - c. Teacher(s) or staff member(s) who have knowledge of the student(s) involved and may be of assistance in determining who is telling the truth about what might have occurred.
 - d. The district's Title IX coordinator (the Title IX coordinator may contact legal counsel, where appropriate).
 - e. Appropriate child protective service and law enforcement authorities.
4. When the student who complained and the person accused of harassment so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided.
5. The principal or designee shall tell the student who complained that he or she has the right to file a formal complaint at any time in accordance with the district's uniform complaint procedures. If the student wishes to file a formal complaint, the principal or designee shall

assist the student in doing this.

6. In reaching a decision about the complaint, the principal or designee may take into account:
 - a. How the misconduct affected one or more students' education.
 - b. The type, frequency and duration of the misconduct.
 - c. The number of persons involved.
 - d. The age and sex of the person accused of harassment.
 - e. The subject(s) of harassment.
 - f. The place and situation where the incident(s) occurred.
 - g. Other incidents at the school, including incidents or harassment that were not related to sex.
7. The principal or designee shall write a report of his or her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused. In the absence of good cause for delay, this report shall be due within 30 days of the inception of the investigation.
8. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If he or she verifies that sexual harassment occurred, this report shall describe the actions he or she took to end the harassment, address the effects of the harassment on the person harassed, and prevent retaliation or further harassment.
 - a. Within two weeks after receiving the complaint, the principal or designee shall determine whether the student who complained has been harassed further. The principal or designee shall keep a record of this information.
 - b. The principal or designee shall keep a record of the report, materials gathered in the course of his or her investigation, and student complaint(s). These materials shall be kept in strict confidence.
9. Disciplinary action, up to and including expulsion, will be taken if appropriate according to the uniform discipline procedures stated in the student handbook. Documents will be forwarded to the CWA office as necessary. Due Process timelines will be followed.

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

1. Removing vulgar or offending graffiti.
2. Providing staff in-service and student instruction or counseling.
3. Notifying parents/guardians.
4. Notifying child protective services.
5. Taking appropriate disciplinary action. In addition the principal or designee may take disciplinary action against any person who is found to have made a complaint of sexual harassment, which he or she knew was not true.

School Dress and Grooming – AR 5131 (b)

Policy, Gang Related Apparel & Uniforms

Board of Education policy based on State Education Code states that all students shall be required to dress and groom for school with attention and emphasis on the following: a) neatness; b)

cleanliness; c) safety; and d) modesty. Regulations regarding student dress shall be imposed whenever the mode of dress in question is unsafe for the student or those around the student, or is disruptive or distracting to school operations and the education process in general.

The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board of Education expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction, which would interfere with the educational process.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate 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 dress code may be included as part of the school safety plan and must be presented to the Board of Education for approval. The Board of Education shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

Colors

Students shall not wear clothing or apparel identified by school personnel as "colors." The term "colors" is defined as a display by the wearing or placement of apparel by a group of students, or an individual student, which would signify the membership or intent of membership in a student group known to advocate or participate in disruptive or illegal behavior.

Students violating any part of this dress code will be issued one warning and sent home to change into appropriate clothing if necessary. The second violation of the same nature will result in the student being referred to the principal for discipline.

Uniforms

Students are expected to attend school in clean, neat clothing. It is the mission of the District not only to provide academic education but also to provide education in morals, manners, dress, and grooming because these are elements of good citizenship. Research has shown that student dress and appearance affect student attitudes and conduct. These guidelines are intended to define "appropriate student attire" and personal grooming. Their purpose is to prevent disruption of classroom atmosphere, enhance classroom decorum, eliminate disturbances among other students in attendance, and minimize distraction of other students so as not to interfere with the educational process. It is also intended to help protect the health and welfare of the individual student. Final decision as to whether student dress or grooming is, in fact, disruptive or distracting shall be made by the Principal or designee.

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the

Principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board of Education for approval. The Board of Education shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

See Appendix A for the Van Wig Uniform Policy.

If a school's plan to require uniforms is adopted, 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](#)).

See Appendix B for the Exemption Form..

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

Safe Ingress and Egress

Van Wig Elementary will ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To assist school staff in conducting evaluations, the school may utilize consultants to conduct periodic inspections of the school.

Any problems associated with safe ingress and egress will be addressed immediately.

Weapons and Dangerous Instruments

Weapons and Dangerous Instruments BP 5131.7

The Board of Education desires students and staff to be free from the danger presented by firearms and other weapons and recognizes that they have the right to a safe and secure campus free from psychological and physical harm.

Weapons

The Board of Education desires students and staff to be free from the danger presented by firearms and other weapons and recognizes that they have the right to a safe and secure campus free from psychological and physical harm.

Possession of Weapons

The Board of Education prohibits any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms, or dangerous instruments of any kind in

school buildings, on school grounds or buses, or at school-related or school-sponsored activities away from school, or while going to or coming from school.

Unless he/she has obtained prior written permission as specified below, any student who is determined to have brought a firearm to school or possessed a firearm at school, as verified by a school employee, shall be expelled for not less than one year, except that the Board of Education may set an earlier date for readmission on a case-by-case basis, in accordance with Board of Education policy and administrative regulation. (Education Code [48915](#); 20 USC [7151](#))

Students possessing or threatening others with any weapon, dangerous instrument, or imitation firearm are subject to suspension and/or expulsion in accordance with law, Board of Education policy and administrative regulations.

Under the power granted to the Board of Education to maintain order and discipline in the schools and to protect the safety of students, staff and the public, any school employee is authorized to confiscate a weapon, dangerous instrument or imitation firearm from any person on school grounds.

The Principal or designee shall notify law enforcement authorities when any student possesses a weapon without permission or commits any act of assault with a firearm or other weapon. (20 USC [7151](#); Education Code [48902](#); Penal Code [245](#), [626.9](#), [626.10](#))

Advanced Permission for Possession of a Firearm for Educational Use

A student who desires to possess or transport a firearm or imitation firearm on school grounds for an educational purpose shall request prior permission from the Principal at least five school days in advance of the planned possession. The student's parent/guardian shall provide written permission explaining the planned use of the weapon and the duration. The student shall also submit a written explanation from the staff person responsible for the school-sponsored activity or class.

On a case-by-case basis, the Principal shall determine whether to grant permission for such possession when 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, he/she shall provide the student and staff person with a written explanation regarding any limitations and the permissible duration of the student's possession.

The Principal and/or a staff member with knowledge of firearm safety shall inspect the weapon to ensure that necessary safety precautions have been taken, including inspection to ensure that no live ammunition is present. The firearm shall be stored in a locked vehicle or in an appropriate, locked container before and after the educational activity.

A student granted permission to possess a firearm may be suspended and/or expelled if he/she possesses or uses the weapon inappropriately.

Possession of Pepper Spray

To prevent potential misuse that may harm students or staff, students are prohibited from carrying

tear gas or tear gas weapons such as pepper spray on campus or at school activities.

Reporting of Dangerous Objects

The Board of Education 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 strategy shall also provide a method of informing 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.

Weapons and Dangerous Instruments – AR 5131.7

Students shall not possess weapons, look-alikes, or dangerous instruments of any kind on school grounds or buildings, nor on school buses, nor on any school-related or school-sponsored activity away from school facilities unless written permission has been obtained from the principal.

Weapons and dangerous instruments include, but are not necessarily limited to:

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any device capable of chemically propelling a projectile.
1. For school purposes, this includes air-guns, CO2 guns, paint guns, BB guns, pellet guns and dart or spring action guns and non-operating devices made to look like a firearm, which might be used for intimidation.
2. Cutting and puncturing devices: Dirks, daggers, legal knives, illegal knives (blades longer than three and one-half inches, folding knives with a blade that locks into place), razors with an unguarded blade, Kirpans, and any other device capable of cutting or puncturing.
3. Explosive and/or incendiary devices: pipe bombs, time bombs, tear gas and tear gas weapons, firecrackers, cap guns, caps, containers of inflammable fluids, and other hazardous devices.
4. Any other dangerous device, instrument or weapon, especially those defined in Penal Code [12020](#), including a blackjack, slingshot, billy club, nunchakus, 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.
5. Other: any other objects that could be used to inflict harm.

Possession of or bringing such weapons or devices on school grounds may also be a violation of the Penal Code, and therefore any violation of this regulation shall be reported to the local law enforcement agency. Students who violate this regulation will be subject to immediate suspension and possible expulsion by the Board of Education.

Any school employee may confiscate any of the above devices and any other dangerous device, instrument or weapon, especially those defined in Penal Code [12020](#), including a blackjack,

slingshot, billy club, nunchuks, sand club, 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. Objects may not be returned.

Every employee seizing any weapon or dangerous instrument under the provision of this regulation shall report the incident to the building Principal immediately, and deliver the seized device to the Principal, together with name(s) of persons involved, witnesses, location and circumstances of the seizure.

If it is known that a student has possession of such a device but the device has not been seized, the employee should report the matter to the Principal immediately, and the Principal shall take such action as is appropriate. This Principal shall report all student violations of this regulation to the Superintendent or designee.

If an employee knows that a student possesses a weapon or dangerous device that has not been confiscated, the employee shall report the matter to the Principal immediately, and the Principal shall take appropriate action.

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

In accordance with law, the Principal or designee shall notify law enforcement authorities of any acts of assault by a student with a firearm or any other deadly weapon or instrument, and of any possession or seizure of a firearm or any cutting or puncturing device identified in Item 2 above. (Education Code [48902](#), Penal Code [245](#), [626.9](#), [626.10](#))

The Principal or designee may notify law enforcement authorities regarding the seizure or possession of other dangerous devices. The Principal shall take disciplinary action which he or she determines proper in accordance with Board of Education policies and regulations.

The Principal shall report any possession of a weapon or dangerous instrument, including replicas, to the student's parents/guardians by telephone or in person, and followed by written notification.

Gangs

The Board of Education desires to keep District schools free from the threats or harmful influence of any groups or gangs which exhibit drug use, violence or disruptive behavior. The Board of Education therefore prohibits the presence of any apparel, jewelry, accessory, notebook or manner of grooming which, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in such a group. This policy shall be applied at the Principal's discretion as the need for it arises at individual school sites. The Superintendent or designee shall take steps to deter gang intimidation of students and staff and confrontations between members of different gangs. He/she shall exchange information and establish mutually supportive efforts with local law enforcement authorities.

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 Board of Education realizes that students become involved in gangs for many reasons, such as peer pressure, the need for a sense of belonging, and lack of refusal skills. Age-appropriate gang violence prevention education shall start with students in the early elementary grades and may start in kindergarten.

To further discourage the influence of 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 parent/guardian.

Drugs and Alcohol

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

The Superintendent or designee shall develop, implement and evaluate a science-based/research-based comprehensive prevention and intervention program designed to prevent or reduce alcohol or other drug use. It shall include primary prevention activities such as decision-making skills and conflict management, instruction, referral to a rehabilitation program, enforcement/discipline, activities that promote the involvement of parents/guardians and coordination with appropriate community agencies and organizations.

The Board of Education and Superintendent shall agree upon measures that will be used to monitor and determine the effectiveness of the District's program in reducing drug and alcohol use. The Superintendent or designee shall develop and implement an evaluation process that includes ongoing assessment and analysis of objective data regarding the incidence of drug and alcohol use among District students, including discipline problems, and the prevalence of risk factors.

The Superintendent or designee shall consult with Principals, teachers, counselors, other school personnel, students and parents/guardians when developing the District's program.

The Superintendent or designee shall clearly communicate to all students, staff and parents/guardians the District's policies, regulations and school rules related to the use of alcohol and other drugs on school campuses or at school activities. Information about program needs and goals shall be widely distributed in the community.

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

The District's Title IV Coordinator or designee shall collaborate with the Riverside County Office of Education (RCOE) in the establishment of planning and implementing Alcohol and Drug Prevention

programs by networking with other Title IV coordinators throughout the county.

Instruction

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

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

The District shall offer staff development activities for staff to include Student Assistance Program (SAP) counselors who implement the comprehensive drug and alcohol prevention and intervention program.

Intervention, Referral and Recovering Student Support

The Board of Education believes that effective interventions should be available to assist students who use alcohol and other drugs. School staff, students and parents/guardians shall be informed about early warning signs which may indicate alcohol and other drug use and about appropriate agencies offering intervention programs, counseling referral and other student assistance programs. The District shall help recovering students to avoid re-involvement with alcohol and other drugs by providing school and/or community service activities designed to increase students' sense of community.

The Board of Education strongly encourages any student who is using alcohol or drugs to discuss the matter with his or her parent/guardian or with any staff member. Students who disclose their use of alcohol or other drugs when seeking help from an intervention or recovery program shall not be disciplined for such use.

Enforcement/Discipline

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

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

Bullying Policy

Bullying BP 5131.2 and AB 1156

In compliance with AB 1156 Bassett Unified School District has implemented policies, programs, trainings and activities in the prevention of physical, psychological and emotional harm to students, which interfere with the pupil's ability to learn and participate in school activities.

According to AB 1156, it defines "Bullying" as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act and including one or more acts committed by a pupil or group or pupils engaging in sexual harassment, hate violence, harassment, threats, or intimidation directed toward one or more pupils that has or can be reasonably predicted to have the effect or one or more of the following:

- a. Placing a reasonable pupil or pupils in fear of harm to that pupils' person or property;
- b. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health
- c. Causing a reasonable pupil to experience substantial interference with his or her academic performance; or
- d. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities or privileges provided by a school.

The District shall be free from discrimination, including harassment, with respect to the actual or perceived ethnic group, religion, gender, color, race, ancestry, national origin and physical or mental disability, age or sexual orientation.

It is intended that harmonious relationships be promoted that enable students to gain a true understanding of civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

Appendix A: Van Wig Uniform Policy



VAN WIG ELEMENTARY SCHOOL

1151 N. Van Wig Ave. La Puente, Ca 91746
Phone 626.931.8000 Fax 626.931.8010



DAILY UNIFORM SCHEDULE

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Full Uniform or College Shirt w/Uniform bottoms	Full Uniform Only	Full Uniform Only	Full Uniform or Van Wig Shirt w/uniform bottoms	College Shirt w/uniform bottoms

Shirts – Blouses

- White, red, navy blue, or light blue.
- Must have a collar
- 4th & 5th Graders must be tucked in.

The following is not allowed:

- Non-uniform style tops
- Logos, designs, plaid, or stripes
- T-shirts

Pants – Shorts – Skorts – Skirts – Dresses

- Uniform style navy blue or khaki
- Solid navy blue sweat pants are permitted during winter
- Shorts, skorts, dresses, and skirts may not be more than 5 inches above the knee

The following is not allowed:

- Non-uniform style clothing
- Jeans (regardless of color)
- Logos, designs, plaid, or stripes
- Leggings without dress or skirt

Sweaters – Sweatshirts – Light Jackets

- Solid navy blue, light blue, or white

The following is not allowed:

- Logos, designs, plaid, or stripes

Outdoor Coats

- Any color

Shoes

- Rubber soled shoes, closed-toed sneakers/tennis shoes must be worn for safety

For safety reason, the following is not allowed:

- Heeled shoes
- Opened toed shoes
- Backless shoes
- Boots
- Sandals

STUDENT UNIFORM POLICY

NON-COMPLIANCE CONSEQUENCES

Students who are out of uniform will be subject to the following actions to establish compliance with our uniform policy:

- Call home and parents will need to bring their child a uniform to change into.
- If a parent is not reached or is unable to bring appropriate clothing, student will have to change into a loaned uniform and have their clothing held in the office.
- Students' non-uniform clothing will only be returned to a parent or guardian once the loaned uniform is washed, returned, and after meeting with the principal or administrative designee.
- Students who repeatedly come to school without uniform will be subject to further consequences.

If you unable to send your child to school in a uniform every day due to financial difficulties please contact, our office and we will assist in procuring uniforms for your student(s).

Appendix B: Request for Exemption from Uniform Program

STUDENT SERVICES

Bassett Unified School District

904 N. Willow Avenue
La Puente, CA 91746
(626) 931-3000
www.bassett.k12.ca.us



*Educate, Engage,
Empower*

Students

BP 5132(a)

DRESS AND GROOMING

APPLICATION FOR EXEMPTION FROM THE STUDENT UNIFORM REQUIREMENT

School: _____ School Year: _____

Name of Student: _____ Grade: _____

Name of parent/guardian submitting application: _____

Address: _____ Telephone: _____

I certify that I am the parent/guardian of the student named above. I choose not to have the above-named child comply with the student uniform policy during the current school year. I hereby request an exemption from the student uniform requirement on behalf of the above-named student pursuant to Article IV(G) of the Guidelines and Regulations for Implementing the Required Uniform Policy in grades kindergarten through eight ("Guidelines") and Education Code Section 35183(e).

I acknowledge that in the absence of a school uniform, the above named student will adhere to the District-wide dress code policy (BP and AR 5132.) I understand that this exemption is for the current school year only.

Signature of Parent/Guardian

Date of Request

Printed Name of Parent/Guardian

Date

Signature of School Administrator

Date of Approval