




# Comprehensive School Safety Plan SB 187 Compliance Document

**2022-2023  
School Year**

**School:** Carlton Oaks School  
**CDS Code:** 37-68361-6040356  
**District:** Santee School District  
**Address:** 9353 Wethersfield Road  
Santee, CA 92019  
**Date of Adoption:** December 2023

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## Senate Bill 187: Comprehensive School Safety Plan Purpose

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 Carlton Oaks School.

### Safety Plan Vision

CARLTON OAKS SAFE SCHOOL VISION:

1. Carlton Oaks School will provide a safe, orderly, and secure environment conducive to learning.
2. Carlton Oaks School staff and students will use a positive behavior model: R.I.S.E. - Respect, Inspire, Succeed and Empathize. Students will be taught the positive behaviors needed to foster a positive, safe and nurturing school environment. In 2022-2023 the character traits outlined in the book Thrively were aligned to RISE to further enhance student, parent and staff positive behavior instruction.
3. Carlton Oaks School will create a school in which pupils will attend regularly and are safe from both physical and social-psychological harm.
4. Carlton Oaks School will work collaboratively with the district office and school board to identify, establish and use strategies and programs to comply with school safety laws.
5. Carlton Oaks School will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.

6. Carlton Oaks School will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
7. Carlton Oaks School will work collaboratively with other elementary, middle schools and high schools to assist in a smooth transition from one school level to another school level.

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

### **Carlton Oaks School Safety Committee**

Nona Richard, Principal

Gretchen Murphy, Vice Principal

Alisa Williams, Teacher Representative

Briana Myers, Teacher Representative

Becki Thompson, Teacher Representative





Carlton Oaks School faces the normal everyday challenges in maintaining a safe school. This section of the Comprehensive School Safety Plan will describe programs in place at our school as well as strategies and programs for continued improvement in providing a safe, orderly, school environment conducive to learning.

## PHYSICAL ENVIRONMENT

### THE SCHOOL'S LOCATION AND PHYSICAL ENVIRONMENT

Carlton Oaks School is one of nine elementary schools in the Santee School District serving a population, ranging from TK through eighth grade, who are served by a dedicated staff. The district is located in the eastern portion of San Diego County, approximately 20 miles inland. Carlton Oaks School serves many second and third generation students and is a neighborhood school, surrounded by single family dwellings, apartments, and condominiums. The majority of our parents work in the San Diego area. Many are service or government employed. Economic indicators suggest that Carlton Oaks is a typical middle class community.

Safe routes on which students travel to and from school have been identified. There are two intersections in which students encounter moderate traffic in crossing the street. During a normal school year, in cooperation with the San Diego County Sheriff's Department-Santee Division, fifth and sixth grade students are trained to serve as crossing guards before and after school to help direct traffic and provide safe crossing for the students. A staff member serves as an advisor to the student patrol organization and works closely with school staff to identify problems and find solutions. In the 2022-2023 school year, 8th grade students who formerly served on safety patrol are serving as the crossing guards, with a staff advisor present, during the primary grade dismissal time of 2:20pm. Parents are also vigilant about notifying the school when they have concerns regarding the safety of the students.

### DESCRIPTION OF SCHOOL GROUNDS

The school has 45 classrooms available which include intervention centers, resource classrooms, Arts Attack room, a kiln room, and fitness lab to accommodate our school population. Our fully equipped library and media center serve all of the students at Carlton Oaks School. A before and after day care program, Project S.A.F.E., is also housed in re-locatable buildings on the school campus. There are three playgrounds: one for kindergarten students, one for students in grades 1-2, and a lower field is for students in grades 3-8. In the fall of 2022, a new Ninja Course play structure was added to the 3rd-8th grade playground. There is grass and asphalt, including pickle ball, four square, basketball and volleyball courts, baseball diamonds and a track in the lower field. Other ancillary structures include: office, cafeteria, restrooms, and multi-purpose room. The multipurpose room has been updated with state-of-the-art lighting and sound to support the school's focus on visual and performing arts.

A fence surrounds the perimeter of the school campus. The gates are locked when school is in session for student safety, and when school is closed for campus safety. Signs are posted at the front entrance to the building, asking visitors to check in at the office before going onto the campus. All visitors to the campus are given a visitor's badge to wear while they are on the school campus. Campus supervision is provided by administrators and staff members. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns. Staff members are encouraged to inquire when unfamiliar faces are seen on campus. Both staff and parents comment on the positive changes that are ongoing in our school.

### MAINTENANCE OF SCHOOL BUILDINGS AND GROUNDS

The school campus is meticulously maintained by a custodial staff of three and staff members and students take pride in their clean, hazard free campus. Staff members are trained to report potential safety hazards immediately. Students take pride in the appearance of their school and some classes have taken an active role in ensuring the our campus grounds are neat and clean. The school's physical facility is also neat and clean. Classrooms are monitored for safety and appearance by administration and individual classroom teachers. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety.

### GRAFFITI AND VANDALISM

It is standard practice to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

Reported incidents of vandalism have decreased in recent years. In rare cases of vandalism, the custodian follows a procedure for reporting to school personnel and makes every effort to repair the damage prior to the arrival of students.

## INTERNAL SECURITY AND DISCIPLINE PROCEDURES

To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session. All District Office employees wear appropriate identification badges while on campus conducting business. All staff members have been provided a district issued staff badge with their picture on it. Guest teachers and student teachers are given staff identification badges.

Additional internal security procedures affecting the integrity of the school facility include: A live-on employee for security during non-school hours and classrooms equipped with telephone intercoms. Administration carry walkie-talkies at all times. Walkie talkies are also on and located at the secretary and health-clerk stations, in CPI trained staff classrooms, and in some SDC classrooms. Cameras will be installed in 2022-2023 in 36 locations around campus to monitor security on school grounds.

Carlton Oaks School, in accordance to district guidelines, has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures.

## SCHOOL CRIME STATUS AND REPORTING

Reportable crimes at Carlton Oaks were minimal in the 2021-2022 school year. This is attributed to constant vigilance and supervision.

The staff at Carlton Oaks School believe that in order for students to develop and maintain a positive self-image and behave in a productive manner, it is necessary to have a classroom management plan which emphasizes the positive, recognizes and rewards responsible actions, and stresses student decision making. Some staff at Carlton Oaks have been trained in and have adopted PBIS (Positive Behavioral Interventions and Supports) system. Additional PBIS training was cancelled in 2021-2022 due to COVID, but has been rescheduled for the 2023-2024 school year. The administration and staff work together to establish our school-wide behavioral expectations. Behavioral Expectations are assemblies led by the Administration several times per year, classroom rules are set up by the teachers, and behavioral supports by all staff are set up to support Carlton Oaks's expectations. Our core values, as agreed upon through staff, student and parent input, is RedHawks R.I.S.E. - Respect, Inspire, Succeed, Empathize.

Our School Climate and Safety Committee meets throughout the school year to evaluate the status of behavior intervention, discuss data on behavior referrals and analyze student's perceptions of well being at Carlton Oaks. Student input is collected through district Panorama surveys in the fall, winter and spring. The School Climate and Safety Committee identifies areas in need of additional support and proposes strategies to address those needs.

Data regarding student referrals to the office is maintained using PowerSchool logs, PowerSchool incident reports, copies of student incident reports and student's reflective "think sheets". The data is used to identify areas of strength and areas of concern regarding student behavior and school safety.

Pupil conduct standards and consequences for Carlton Oaks School are specifically described in this Comprehensive Schools Safety Plan including: (a) the adopted school discipline rules and procedures, (b) District Disciplinary Guidelines.

Pupils may be suspended, transferred to another school, or recommended for expulsion or for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of Carlton Oaks School.

Site administrators contribute to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified as having violent propensities under E.C. 49079.

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Carlton Oaks School employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

Carlton Oaks School maintains a copy of the district's sexual harassment policy in the principal's office and the policy is available on request. The district's sexual harassment policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension and/or expulsion for sexual harassment of or by pupils.

Community involvement is encouraged to help increase school safety.

A Home School Compact was issued in the fall of 2022 and signed by the principal, parents, teachers and students, indicating their agreement to partner in ensuring that all members of the Carlton Oaks School community are working together to contribute to a positive school environment.

#### RESPONSIBILITIES OF THE TEACHERS AND SUPPORT STAFF:

Teachers and support staff contribute to a positive school environment in the following ways:

- Establishing an atmosphere of proper behavior in the classroom and setting course guidelines, which will give every student full opportunity to pursue their studies without disruption.
- Communicating with students and parents regarding behavior problems and proposed solutions.
- Reporting promptly any continuing student behavior (good or bad) to appropriate site personnel.
- Enforcing consistent and fair district and school regulations regarding discipline.
- Setting an example of behavior expected from students.

#### RESPONSIBILITIES OF SCHOOL ADMINISTRATION:

In order to maintain a well-organized and orderly school, Carlton Oaks School administrators have the following responsibilities:

- Establishing school rules and regulations in cooperation with staff, parents, and students that will ensure an educational program free from disruptions.
- Communicating the agreed upon school rules, regulations, and district policies regarding student conduct with staff, parents, and students.
- Modeling behavior expected from teachers, students, and support personnel.
- Consistently and fairly enforcing school rules, regulations, and district policies regarding student conduct.
- Assisting staff, parents, and students in early identification of behavior problems and seeking solutions to those problems.

#### RESPONSIBILITIES OF PARENTS:

Parents contribute to a positive school environment in the following ways:

- Reviewing district policy and school discipline rules and regulations with family members to ensure that all understand the standards of conduct expected by school authorities.
- Assisting school personnel in changing unacceptable behaviors of their children and being available to school personnel during the day by maintaining current phone numbers (home and emergency) in the school database.
- Cooperating with school officials in determining and carrying out appropriate discipline penalties when such action is necessary.
- When necessary, seeking the advice and guidance of district personnel and/or appropriate community agencies for assistance in correcting misbehavior of the student.

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

## SAFETY STRATEGIES

### INTRODUCTION

Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and/or psychological harm. Carlton Oaks School promotes educationally and psychologically healthy environments for all children and youth. Carlton Oaks School recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. Carlton Oaks School further recognizes that safe school practices make major contributions to academic and school improvement efforts.

Although keeping children safe requires a community-wide effort, schools are an important piece of the undertaking to keep children safe. Carlton Oaks' efforts are illustrated below. These efforts broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

#### SCHOOL SAFETY STRATEGY #1:

Positive pupil interpersonal relations are fostered by teaching social-personal skills; encouraging pupils to feel comfortable assisting others and to get help when needed; teaching pupils alternative, socially appropriate replacement responses to violence, including, but not limited to, problem solving and anger control skills. When appropriate, staff members shall make referrals to recognized community agencies and/or counseling and mental health resources in the community in order to assist parents/students with issues related to prevention and intervention. The school uses a variety of methods to communicate to pupils, parents, and the greater community that all children are valued and respected.

#### PREVENTING AND INTERVENING: PUPIL AGGRESSIVE BEHAVIOR

Creating a safe school requires having many preventive measures in place for children's mental and emotional problems. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways, and resolving conflicts productively.

Staff members at Carlton Oaks School use a comprehensive approach to school violence prevention. Pupils are identified using measures shown to be highly effective in identifying students with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to office, (b) observed aggressive behavior, (c) staff and/or parent observation.

#### MENTAL HEALTH PROGRAMS

Carlton Oaks School is assigned a 1.0 FTE (five days per week) school counselor. Students who may need mental health services are supported by the school counselor, or the counselor will refer the family to outside agencies based on the student's need. Dependent on the severity of mental health need, special education children may qualify for additional mental health services through a partnership with the County. These services include outpatient and inpatient therapy, family counseling, and residential treatment.

If a staff or community member expresses concern regarding the well-being of a student, particularly risk of suicide, the school counselor or school psychologist would immediately be contacted to complete a Risk Assessment Screening. Parents are contacted by the school counselor or school psychologist to discuss the results of their screening and recommended next steps. When necessary, police crisis response units will be contacted. Police crisis response may be contacted after school hours when the child is no longer accessible to the school.

#### PROFESSIONAL DEVELOPMENT AND PARENTING CLASSES

The Santee School District provides school administration with ongoing professional development. Site administrators then provide staff with the necessary training. The goals of such programs are to help others establish and nurture a healthy sense of self confidence and self-control, to develop personal and social responsibility, and to enhance academic success.

Content for parent classes are determined on an annual basis and are held district-wide.

#### STUDENT RECOGNITION PROGRAMS

Carlton Oaks School offers several recognition and award programs

- Classroom incentives/programs/activities will be determined by students and teachers in each class to recognize student academic achievement and social success.
- Excellence Assemblies will recognize outstanding students for positive behavior, outstanding academic effort, or significant improvement.
- Caught Red Handed - students who are referred to the office for exemplary behavior
- High Flyer Tickets a school-wide positive reinforcement program, is for students who are showing expected behaviors around campus.
- Honor Roll is for students in grades 4-8 that obtain a 3.5 or higher GPA at the end of the trimester.
- Attendance incentives for classes that maintain consistently high attendance rates each month.
- Eight Grade Promotion Awards, such awards are given to students who have excelled throughout their seventh and/or eighth grade school years.

#### SCHOOL SAFETY STRATEGY #2:

Procedures, programs and strategies are implemented to help eliminate problems of bias or unfair treatment of pupils by staff and by peers because of ethnicity, gender, race, national origin, social class, religion, disability, sexual orientation, physical appearance, color, ancestry, parental status, or other relevant characteristics. The school provides a way for each pupil to safely report, and be protected after reporting, troubling behaviors that the pupil thinks may lead to dangerous situations, such as potential school violence.

#### NONDISCRIMINATION AND FAIR TREATMENT OF PUPILS

A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor. Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Effective schools communicate to students and the greater community that all children are valued and respected.

In order to maximize the successful education of all students and help them become productive citizens and lifelong learners in a diverse society, all individuals including student, parents, staff and community members:

- Shall be treated with dignity, respect and fairness;
- Shall encourage and maintain high expectations;
- Shall model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity;
- Shall contribute to an environment of mutual respect, caring and cooperation.

Students, parents, staff and community members shall join together to share a sense of belonging and take pride in our schools, facilities, and programs through participation and cooperation in support of the education of all students.

A Parent & Student Handbook is available on the district website. This handbook includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The District's policies on nondiscrimination and sexual harassment support these protections and serve to promote the fair treatment of all children are also posted online.

#### DISCIPLINE POLICY AND CODE

Effective and safe schools develop and consistently enforce school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, progressive in nature, applied in a nondiscriminatory manner, and accommodate cultural diversity. Restorative practices and learning-based consequences are used whenever possible as other means of correction. Direct teaching, social problem solving and social decision-making are now standard features of effective drug and violence prevention programs.

Carlton Oaks School uses positive behavior strategies that clearly communicate the behavioral expectations and consequences for pupils. Carlton Oaks School has developed plans to promote positive behaviors on the playground, lunchroom, hallways, and assembly areas.

In the Jr. High, inappropriate choices will result in the implementation of a 5-step progressive discipline plan. Opportunities exist for each student to improve and succeed at each level of discipline. Steps in the discipline plan include all of the following:

- Step 1 = warning
- Step 2 = teacher counsels student privately
- Step 3 = teacher contacts the parent
- Step 4 = student is referred to school administrator with parent contact
- Step 5 = student is referred to school administrator with parent conference

School rules and discipline are communicated to parents through the Parent & Student Handbook and via teacher prepared parent letters at the beginning of the school year. Approximately three times a year, or whenever deemed necessary, administration meets with the students during school behavior assemblies or grade level classroom visits to review school rules and possible consequences.

#### SCHOOL SAFETY STRATEGY #3:

Carlton Oaks School's administrators, teachers, families, students, support staff, and community members recognize and make appropriate use of the early warning signs related to violence, substance abuse, and other at-risk concerns.

#### CRISIS INTERVENTION AND DISASTER PLANNING

The staff of Carlton Oaks School shall increase school safety by evaluating and addressing serious behavioral and academic concerns. Weapons (on campus and in the community), bomb threats, explosives, fights, natural disasters, accidents, and suicides call for immediate, planned action, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma.

Carlton Oaks School benefits from the District's Readiness and Emergency Management System. The REMS plan includes information on how to respond to a crisis. Risk factors, response and contingency plans, quick response designs, parent contacts, debriefing, suicide/threat response, violence/aggression response and training/drills are among the areas addressed.

#### TEACHER NOTICE OF DISCIPLINARY HISTORY

The District's Pupil Service Department, under the direction of the Assistant Superintendent of Educational Services, shall provide the administration of Carlton Oaks information on each pupil who has: (1) during the previous three school years, engaged in any suspend-able or expellable act (except E.C. 48900 (h)) or (2) committed a crime reported to the District by a family member, local law enforcement, Probation Department or Social Services. This information is used to develop awareness, assign appropriate disciplinary consequences, help with allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

#### GANG AFFILIATION

Gang affiliation and gang activity will not be tolerated at Carlton Oaks School. The staff at Carlton Oaks School will work closely with the local law enforcement/Gang Unit regarding all issues and gang related matters. Information from the school and the community shall be communicated to the student's parents if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families.

#### GANGS AND GRAFFITI

Santee employs a local law enforcement gang task force, which works closely with Carlton Oaks School to curb gang influence. District personnel captures gang-related graffiti images and sends the images to the Santee Sheriff's Department immediately for evaluation. District personnel eliminates the image (wash, paint, etc.).

#### ALTERNATIVE EDUCATIONAL PROGRAMS

Research has shown that effective alternative programs can have long-term positive results by reducing expulsions and court referrals. Carlton Oaks has access to the Santee Success Program, an alternative educational program that provides students with opportunities to produce positive outcomes.

#### DRUG AND VIOLENCE PREVENTION PROGRAMS

Each fall, our school participates in Red Ribbon Week to promote healthy choices and discourage drug and tobacco use. Students in grades 7 – 8 participate in spirit teams in order foster positive social interactions amongst students.

In addition, the Santee School District has a contract with an outside agency, K.I.D.S. (Kontraband Interdiction Detection Services), as of the 2012-2013 school year. K.I.D.S. conducts several unannounced visits to schools to inspect classrooms and personal items of



students (e.g. student backpacks) within grade 6 – 8 classrooms using a trained canine. If the animal alerts on a particular student item, the item will be inspected. The owner of the item is questioned and a search is conducted to ensure he/she is not carrying an illegal substance on campus.

#### TRUANCY

Carlton Oaks School recognizes the importance of punctuality and regular attendance. The staff of Carlton Oaks School shall accurately record the attendance record for all students. Students who have habitually poor attendance will be referred to the Vice Principal; he/she determines necessary intervention. Students with poor attendance due to medical issues will be referred to the district nurse. Should attendance problems continue, official action will be taken, which may result in the implementation of a SART contract or referral to the School Attendance Review Board (San Diego County level referral). Chronic absenteeism is being investigated at the site and district level by administration.

#### MEGAN'S LAW NOTIFICATION

The staff of Carlton Oaks reviews all volunteer applications using the Megan's Law website to ensure the safety and security of all students. This website provides the public with photographs and descriptive information on serious or high risk sex offenders residing in California who have been convicted of committing sex crimes and are required to register.

#### SCHOOL SAFETY STRATEGY #4:

Plan(s) and method(s) are available to identify isolated and troubled pupils, help foster positive relationships between school staff and pupils, and promote meaningful parental and community involvement.

#### PARENT/GUARDIAN INVOLVEMENT

Staff members in effective and safe schools make persistent efforts to involve parents/guardian by: informing them about discipline policies, procedures, and rules; informing them about their children's behavior, both desirable and undesirable; involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

Carlton Oaks School involves parents via:

- School Site Council
- PTA
- ELAC meetings
- Encourages parents participation in parenting programs
- Provides a newsletter to parents through PTA
- School and teacher website communication
- Facebook and school messenger communication
- School Accountability Report Card
- Opportunities for Teacher-Parent Conferences.

Each classroom is arranged to help prevent aggressive behavior. High traffic areas are free of congestion. Pupils are in full view of the teacher so the teacher can easily monitor students' behavior. Teaching materials and student supplies are readily accessible to minimize student wait time. Seats are arranged so students can easily see instructional presentations and to reduce the opportunity for off-task behavior.

#### PARENT TRAINING: PROMOTING THE USE OF COMMUNITY RESOURCES

Carlton Oaks School and the Santee School District advocate for the provision of community resources to help maximize the development of positive behavior and the suppression of antisocial behavior. The District Collaborative Coordinator provides invaluable resources to the schools and parents by defining and supporting District prevention programs based on current student needs.

#### PROBLEM SOLVING TEAMS

School communities can enhance their effectiveness by identifying factors that result in violence and other problematic behaviors. Collaborative problem solving teams are viewed as essential to successful prevention and intervention with aggressive behavior. Depending on the severity of the student behavior, Carlton Oaks staff utilizes District personnel for problem solving and community resources or a Student Study Team meeting will be scheduled to problem solve the behavior. These problem solving efforts bring together school staff, parents, and when appropriate, involve community-based agencies and the pupil. The goal is to help identify, clarify, analyze and resolve issues concerning pupil, educational and familial concerns.

#### COMMUNITY LINKAGES

When working with parents and students with specific issues, the staff and school counselor at Carlton Oaks School will provide information to the families regarding available community resources. The school counselor works closely with recognized local city, county and state agencies.

#### SCHOOL SAFETY STRATEGY #5:

School administrators, staff and campus lunch supervisors use common strategies to promote school safety.

#### CAMPUS SUPERVISOR AND ADMINISTRATIVE POSITIONS

Schools can enhance physical safety by monitoring the surrounding school grounds-including landscaping, parking lots, and bus stops. Pupils can also be a good source of information. Peers often are the most likely group to know in advance about potential school violence.

Carlton Oaks School employs a principal, vice principal, and lunch campus supervisors whose job is designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. School administration and staff have developed procedures to monitor the school campus and the surrounding areas. They have designated the safe entrance and exit routes to school. Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, site administrators at Carlton Oaks School make themselves available for a pupil(s) to safely report troubling behaviors that may lead to dangerous situations.

When it comes to school safety, administrators reinforce expectations regarding behavior during assemblies and classroom visitations. Pupils are reminded not to keep secrets that could impact their safety or the safety of others. Effective relationships between the school administration, staff, campus supervisors and pupils help initiate appropriate investigations, help staff learn of suspects in school offenses, and help collect important knowledge about community conflicts that may have an impact on school safety.

Select students in 7-8th grade serve as Student Mentors. These students are trained by the school counselor to mentor TK-3rd grade peers. The counselor, teachers and Vice Principal work together to identify students that would benefit from the student mentor program.

#### CAMPUS DISTURBANCES AND CRIMES

Carlton Oaks School recognizes that campus disturbances and crimes may be committed by visitors and outsiders to the campus. Several steps have been taken to protect the school, staff, and pupils from safety threats by individuals visiting the campus area. In addition, disputes often occur because of parental custody concerns. The staff of Carlton Oaks School will maintain student custody documentation provided by families and will request assistance from local law enforcement and the Office of Child Welfare and Attendance as needed.

#### VISITORS AND DISRUPTIONS TO THE EDUCATIONAL PROCESS

Carlton Oaks School is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. Carlton Oaks School uses continuing efforts to minimize the number of campus entrance and exit points used daily. Access to school grounds is limited and supervised on a regular basis by individuals, such as campus supervisors and staff familiar with the student body. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised. Delivery entrances used by vendors are also checked regularly. The campus has perimeter fencing that helps to ensure the safety of all students and staff members.

To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately upon entering any school building or grounds when school is in session.

Carlton Oaks School has established a visible means of identification for visitors while on school premises (e.g. visitor tag). Furthermore, the school administration, staff or campus supervisors may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act, or has an intention to commit and act that is likely to interfere with the peaceful conduct of school activities. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace.

Carlton Oaks School's notice and removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, Carlton Oaks School staff shall contact the district office to determine whether to file for a temporary restraining order and injunction.

#### SCHOOL SAFETY STRATEGY #6:

At Carlton Oaks School, effective procedures will be followed to maintain a safe physical plant and school site.

#### ENHANCING PHYSICAL SAFETY PRACTICES

Schools can enhance physical safety by adjusting traffic flow patterns to limit potential for conflicts or altercations. Schools can enhance physical safety by having adults visibly present throughout the school building. This includes encouraging parents to visit the school as volunteers or to participate in grade level or school wide special activities.

- Carlton Oaks School operates a closed campus, where pupils must have permission to leave the campus during school hours.
- Carlton Oaks School has helped assure a safe learning environment.
- Carlton Oaks School has set a priority to keep buildings clean and maintained.
- Carlton Oaks School has located its playground equipment where it is easily observed by staff on duty.
- Carlton Oaks School has limited roof access by keeping dumpsters away from building walls.
- Carlton Oaks School keep trees and shrubs closely trimmed to limit outside hiding places for people or weapons.
- Carlton Oaks School ensures vehicle access around the building(s) for night surveillance and emergency vehicles.
- Carlton Oaks School keeps a complete list of staff members who have keys to building(s).
- Carlton Oaks School does not allow graffiti to remain on walls. The procedure involves following the three "R's" after discovery of graffiti—read, record (i.e. photograph or videotape) and remove. Inflammatory bathroom graffiti is removed daily upon discovery.
- Carlton Oaks School provides maximum supervision in heavy traffic areas.
- Carlton Oaks School has established two-way communication between the front office and each classroom.
- Carlton Oaks School offers school-or-community-based activities for students after school.

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

Child abuse or neglect includes the following:

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

Child abuse or neglect does not include:

1. A mutual affray between minors
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be 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
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurse or health care provider; and administrators, presenters, and counselors of a child abuse prevention program.

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect.

**REPORTABLE OFFENSES**

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

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency.

Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14.

## RESPONSIBILITY FOR REPORTING

The reporting duties of mandated reporters are individual and cannot be delegated to another person.

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report.

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report.

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency.

## REPORTING PROCEDURES

### 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 an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department.

Child Protective Services, Child Abuse Hotline  
1-800-344-6000

San Diego County Sheriff's Department  
858-565-5200

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

### 2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, any employee (as defined above) shall fax legible, completed Form 04-184 (10/91) "Suspected Child Abuse 'FAX' Report" to:

Children's Services Bureau, FAX # (619) 694-5469 and to Educational Services, FAX # 2367. Attach FAX receipt to the reporter's copy of the FAX. The form is available online on the CPS website and hard copies of the form are available in the school office.

Mandated reporters may obtain copies of the Department of Justice form from either the district or the appropriate agency.

Reports of suspected child abuse or neglect shall include, if known:

- 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. 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/her.

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.

### 3. Internal Reporting

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

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

The mandated reporter shall not be required to disclose his/her identity to the principal.

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

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency.

### TRAINING

Training of mandated reporters shall include child abuse and neglect identification and mandated reporting.

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

### VICTIM INTERVIEWS

Whenever a representative of a government agency investigating suspected child abuse or neglect or the state Department of Social Services deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child.

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school.

### RELEASE OF CHILD TO PEACE OFFICER

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation.

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

#### PARENT/GUARDIAN COMPLAINTS

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of the district's administrative regulation that describes how to report suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is other than English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

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

#### NOTIFICATIONS

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

Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the Superintendent or designee.

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee shall also notify all employees that:

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

Regulation SANTEE SCHOOL DISTRICT  
approved: August 17, 2010 Santee, California

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

**Disaster Plan (See Appendix C-F)**

A contingency plan for emergencies is contained in the Staff Red Book which is available to each staff member. The plan is reviewed at the beginning of each school year. This plan also contains available district and outside agency resources, emergency disaster procedures, and information on Readiness and Emergency Management for Schools.

The staff of Carlton Oaks School shall increase school safety by evaluating and addressing serious behavioral and academic concerns. Weapons (on campus and in the community), bomb threats, explosives, fights, natural disasters, accidents, and suicide threats call for immediate, planned action, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma.

Carlton Oaks School benefits from the District's Readiness and Emergency Plan for Schools (REMS). The REMS Plan includes information on how to respond to a crisis, including risk factors, response and contingency plans, quick response designs, parent contacts, debriefing, suicide/threat response, violence/aggression response, and training/drills to become aware of warning signs are among the areas addressed.

All staff are trained annually on earthquake emergency procedures, evacuation procedures, lock-down procedure, and shelter-in-place procedures.

Staff and student perform evacuation drills (monthly), earthquake drills (minimum of 1), lock-down drills (minimum of 2), and shelter-in-place drills (minimum of 1) throughout the year to ensure that all members of our school community are prepared in the event of an emergency or disaster.

**EMERGENCY DISASTER PROCEDURE ADAPTATION WILL BE PROVIDED FOR STUDENTS WITH DISABILITIES AS NEEDED:**

- Adult supervision during transitions
- Adult one-to-one assigned to student to support socio-emotional and/or physical needs
- Simple instructions in multiple modalities that are practiced in nonemergency situations
- A pre-identified quiet place for a student to self-regulate
- Use of self-calming strategies taught in advance
- A peer buddy system
- Access to emergency medications (e.g., an asthma inhaler)
- Access to noise-canceling headphones

Support staff not assigned to a classroom or emergency response role will be used as additional support for our students with disabilities during a disaster or emergency event.

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

Coordination of Use of School Buildings for Emergency Shelters should be routed through the Office of the Superintendent of the Santee School District.



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

## SUSPENSION AND EXPULSION/DUE PROCESS

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Suspended or expelled students may be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion.

Except 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.

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 shall be 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 self or others.

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

## ZERO TOLERANCE

The Board supports a zero tolerance approach to serious offenses in accordance with state and federal law. This approach makes the removal of potentially dangerous students from the classroom a top priority and ensures the standardized treatment of all students. Staff shall immediately report to the Superintendent or designee any incidence of offenses specified in law, Board policy, and administrative regulation as cause for suspension or expulsion.

## STUDENT DUE PROCESS

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and/or law.

## SUPERVISED SUSPENSION CLASSROOM

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school or in the Educational Resource Center and providing him/her with supervision that is separated from the regular classroom.

The Superintendent or designee shall establish a supervised classroom suspension program which meets the requirements of law for students suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, who pose no imminent danger or threat at school, and for whom an expulsion action has not been initiated.

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

## 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.

## DECISION NOT TO ENFORCE EXPULSION ORDER

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment  
1981 Enrollment of students in community school  
17292.5 Program for expelled students  
32261 Interagency School Safety Demonstration Act of 1985  
35146 Closed sessions (re suspensions)  
35291 Rules (for government and discipline of schools)  
35291.5 Rules and procedures on school discipline  
48660-48667 Community day schools  
48900-48927 Suspension and expulsion  
48950 Speech and other communication  
49073-49079 Privacy of student records

CIVIL CODE

47 Privileged communication  
48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

Legal Reference:

GOVERNMENT CODE

11455.20 Contempt  
54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia  
11053-11058 Standards and schedules

LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined  
240 Assault defined  
241.2 Assault fines  
242 Battery defined  
243.2 Battery on school property  
243.4 Sexual battery  
245 Assault with deadly weapon  
245.6 Hazing  
261 Rape defined  
266c Unlawful sexual intercourse  
286 Sodomy defined  
288 Lewd or lascivious acts with child under age 14  
288a Oral copulation  
289 Penetration of genital or anal openings  
626.2 Entry upon campus after written notice of suspension or dismissal without permission  
626.9 Gun-Free School Zone Act of 1995  
626.10 Dirks, daggers, knives, razors or stun guns  
868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm  
UNITED STATES CODE, TITLE 20  
7151 Gun free schools

#### COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267  
Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421  
Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H., (2001) 85 Cal.App.4th 1321  
Garcia v. Los Angeles Board of Education (1991) 123 Cal.App.3d 807  
Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182  
John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

#### ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 146 (2001)  
80 Ops.Cal.Atty.Gen. 91 (1997)  
80 Ops.Cal.Atty.Gen. 85 (1997)

#### Management Resources:

#### WEB SITES

CSBA: <http://www.csba.org>  
California Attorney General's Office: <http://www.caag.state.ca.us>  
California Department of Education: <http://www.cde.ca.gov>  
U.S. Department of Education, Office of Safe and Drug-Free Schools: <http://www.ed.gov/about/offices/list/osdfs/indexl.html>

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

#### PROCEDURES FOR NOTIFYING TEACHERS ABOUT PUPILS SUSPENSIONS

To notify teachers of suspensions as they occur during the school year, the following process is used:

1. Suspensions are reported to each teacher using the schools internal email address.
2. Teachers are advised about the confidential nature of the data.
3. Suspension reports are filed in the student's cum and a copy is sent to Pupil Services Department.
4. Teachers can access suspension history for their students in Power School.

When students are administratively transferred from one school to another for disciplinary reasons, teachers (to whom the student is assigned) at the new school are notified by the school administration and provided with written information about reasons for the student's transfer and a copy of the student's behavior contract. The Principal, Vice Principal and Administrative Intern are included on this notification. Copies of the written notice are maintained in the school office.

When the district receives information from the juvenile court system that a student has been convicted of the serious or violent crime requiring teacher notification, the principal and the teachers are provided with written notice from the district Pupil Services Department. Copies of this notice are maintained in the school office and the district Pupil Services' Office. This information is shared by the principal with the vice principal and the administrative intern.

Included in AR 4158

#### NOTICE REGARDING STUDENT OFFENSES COMMITTED WHILE UNDER SCHOOL JURISDICTION

The Superintendent or designee shall inform the teacher 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)

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) 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) 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)

**(E) Discrimination and Harassment Policies**

## NONDISCRIMINATION/HARASSMENT

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, immigration status, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

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

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

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

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

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

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include

suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

#### RECORD-KEEPING

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

#### Legal Reference:

##### EDUCATION CODE

200-262.4 Prohibition of discrimination  
48900.3 Suspension or expulsion for act of hate violence  
48900.4 Suspension or expulsion for threats or harassment  
48904 Liability of parent/guardian for willful student misconduct  
48907 Student exercise of free expression  
48950 Freedom of speech  
48985 Translation of notices  
49020-49023 Athletic programs  
51500 Prohibited instruction or activity  
51501 Prohibited means of instruction  
60044 Prohibited instructional materials

##### CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

##### PENAL CODE

422.55 Interference with constitutional right or privilege  
422.6 Crimes, harassment

##### CODE OF REGULATIONS, TITLE 5

432 Student record  
4600-4687 Uniform complaint procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs

##### UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI & VII Civil Rights Act of 1964 as amended  
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964  
6101-6107 Age Discrimination Act of 1975

##### CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

##### CODE OF FEDERAL REGULATIONS, TITLE 34

99.31 Disclosure of personally identifiable information  
100.3 Prohibition of discrimination on basis of race, color or national origin  
104.7 Designation of responsible employee for Section 504  
106.8 Designation of responsible employee for Title IX  
106.9 Notification of nondiscrimination on basis of sex

##### COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567  
Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130



## Management Resources:

### CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014  
Final Guidance Regarding Transgender Students, Privacy, and Facilities, March 2014  
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

### FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

### NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004

### U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016  
Dear Colleague Letter: Title IX Coordinators, April 2015  
Dear Colleague Letter: Harassment and Bullying, October 2010  
Notice of Non-Discrimination, January, 1999

### WEB SITES

California Department of Education: <http://www.cde.ca.gov>  
California Safe Schools Coalition: <http://www.casafeschools.org>  
First Amendment Center: <http://www.firstamendmentcenter.org>  
National School Boards Association: <http://www.nsba.org>  
U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

### Policy SANTEE SCHOOL DISTRICT

Adopted: August 17, 2010 Santee, California  
Revised: June 20, 2017, October 16, 2018

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

BP 5132(a-b)

### DRESS OR GROOMING

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board 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 AND RACIAL OR ETHNIC SYMBOLS

Gang related apparel or clothing with racial or ethnic symbols is prohibited.

Prohibited dress includes garments displaying logos of racist groups, obscene language, vulgar gestures, racist, ethnic or sexist slurs. Dress code should be included as part of the school safety plan and must be presented to the Board for approval.

### UNIFORMS

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 for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

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.

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

#### Legal Reference:

##### EDUCATION CODE

32281 School safety plans

35183 School dress codes; uniforms

35183.5 Sun-protective clothing

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

##### CODE OF REGULATIONS, TITLE 5

302 Pupils to be neat and clean on entering school

##### COURT DECISIONS

Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993)

827 F.Supp. 1459

Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251

Hartzell v. Connell, (1984) 35 Cal. 3d 899

Students AR 5132(a)

##### DRESS AND GROOMING

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

These school dress codes shall be regularly reviewed. Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day as long as these articles comply with the requirements in this administrative regulation.

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

1. Appropriate shoes must be worn at all times. Sandals must have heel straps. Flip-flops or backless shoes or sandals are not acceptable. Heels must be of a reasonable height and not be unsafe in the school environment.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate death, violence, racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fishnet fabrics, halter tops, spaghetti straps, off-the-shoulder or low-cut tops, strapless or tube tops, backless shirts, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Hair shall be clean and neatly groomed and the color may not cause a distraction to the educational environment. Hair may not be sprayed by any coloring that would drip when wet.
7. Spiked jewelry and waist chains will not be allowed.

8. Students must be cleanly dressed so as not to promote unhealthy or unsanitary conditions.
9. Bandanas and sweatbands shall not be worn unless prior approval is granted by a site administrator.
10. Overalls are considered pants and must have an appropriate shirt worn underneath. AR 5132(b) DRESS AND GROOMING (continued)
11. Muscle shirts, tank shirts, or underwear shirts may not be worn. Clothing that is suggestive or revealing will not be allowed.
12. Facial piercing shall be limited to the ears only. Any other piercing must be plugged with a skin tone plug (no color).
13. Pants must not be worn to expose undergarments or bare skin above the waist.
14. Clothing that is considered nightwear (pajamas and slippers) may not be worn, with the exception of a designated day by the school.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes. No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control.

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

#### GANG-RELATED APPAREL AND RACIAL OR ETHNIC SYMBOLS

Gang related apparel or clothing with racial or ethnic symbols is prohibited.

Annually, the district will work with the Sheriff's Department to identify specific logos, designs symbols, verbiage, etc. that are associated with gangs.

This information will be provided to the school administration each spring so that families can be informed of the dress code requirements before the end of the school year.

#### UNIFORMS

In schools where a school wide uniform is required, the principal, staff, and parents/guardians of the individual school shall jointly select the specific uniform to be worn.

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

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

Regulation SANTEE SCHOOL DISTRICT  
approved: September 7, 1993 Santee, California  
revised: July 18, 2006 revised: May 19, 2009  
reviewed: August 17, 2010

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

Our school website defines the procedures for safe ingress and egress of students as well as details regarding the nature and hours of campus supervision. Campus supervision in front of the school is provided for 15 min prior to the start of school and 15 min after dismissal times.

Parents are informed of procedures for student drop-off and pick-up.

Safety procedures and expectations are described for those students who ride their bikes and walk to and from school. Students riding bike must be grade 4-8, file a bike permit and must wear helmets.

In addition, the principals' school newsletter and the school website provides frequent reminders about traffic and campus safety. At the beginning of each school year, school personnel take the time to discuss school rules and safety procedures including safe ingress and egress of students.

Safety Patrol squads assist families in crossing at designated places within the school school boundaries under the supervision of school staff.

Teachers are on duty 15 minutes before and after school to provide both before and after school supervision.

Staff members are vigilant about visitors on campus. All school guests are required to sign in at the office and obtain a visitor's badge for purposes of identification.

If a person's presence on campus is questioned, the police department is contacted.

Volunteers are required to fill out a volunteer application and valid ID and are checked in the Megan's Law database.

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

##### **Component:**

School buildings and classrooms will be well maintained and attractive, free of physical hazards, and designed to prevent criminal activities.

##### **Element:**

The parents and visitors recognize and commend the students and staff at Carlton Oaks School for conditions and programs that positively affect the physical environment of the school.

##### **Opportunity for Improvement:**

\* A meticulously maintained school campus.

- Maintenance of a hazard free environment.
- The safe orderly manner in which students circulate on campus

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain school grounds.	Clean debris, update paint, remove and repair all hazards	Custodial crew, Santee School District maintenance teams and landscaping crews.	Site Custodian	District Level School Cleanliness Report, Administrative Evaluation
Maintain buildings	Repair paint, fix missing tiles, remove graffiti, submit work orders on-going to maintain clean and safe buildings.	Custodial crew and Santee School District maintenance teams	Site Custodian	District Level School Cleanliness Report, Administrative Evaluation
By the end of the 2022-2023 school year, the lunch area at Carlton Oaks will be 90% litter free as evidenced by custodian evaluation, campus supervisor evaluations, and administration evaluation.	Custodial team to develop a cleaning schedule for lunch areas. Student assistance of campus aides in keeping lunch area clean.	Custodial team, Oaks Custodial Crew, Classroom Community Service Projects, Garbage pickers.	Sites Custodian and Administration	District Level School Cleanliness Report, Administrative Evaluation

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>By the end of the 2022-2023 school year, the campus and field areas at Carlton Oaks will be 95% litter free as evidenced by custodian evaluation, campus supervisor evaluations, and administration evaluation.</p>	<p>Custodial team to analyze effectiveness of cleaning rotation of campus and athletic fields. Adjustments will be made to cleaning rotation as needed based on feedback from custodial staff. Encourage student participation in school cleanliness through monthly golden trash can incentive for campus beautification and classroom cleanliness. Students are also encouraged to assist with cleanliness during recess and lunch times with reminders to pick up after themselves and student volunteers selected to use a trash picker upper tool to collect and dispose of trash that fell onto the ground. Junior High was given 5 gallon buckets and trash picker upper tools. Teachers select students to assist with keeping the Jr High break area free of trash.</p>	<p>Custodial team, Grade Level Community Service, Student volunteers</p>	<p>Site Custodians and Administration</p>	<p>District Level School Cleanliness Report, Administrative Evaluation</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
Through the end of the 2022-2023 school year, the custodial team will develop a process to improve communication, ensure collaboration and identify areas of need on campus.	The day shift custodian will meet with administration weekly to discuss set up for weekly events and other items of mutual interest. The Vice Principal will check in with the night custodians at least 2 times per month. Communication between administration and custodial staff via emails regarding any concerns and to share cleaning tasks for Thanksgiving Break, Winter Break, Spring Break and Summer.	Custodial team, Administration	Site Custodian and Administration	District Level School Cleanliness Report, Administrative Evaluation
By the end of the 2022-2023 school year, a process for monitoring security cameras will be implemented to increase student, staff and community safety	Security cameras will be installed on campus. Admin will establish clear and consistent processes for monitoring and reporting information gained through use of security cameras.	Santee School District maintenance teams, Administration.	Administration	District Level School Cleanliness Report, Security Camera Data, Administrative Evaluation.

**Component:**

A safe physical and emotional learning environment for all students will be established and maintained at Carlton Oaks School.

**Element:**

Carlton Oaks School will continue implementation of Restorative Practices and positive behavior reinforcement strategies. Student expectations are clearly communicated with an emphasis on responsibility, respect, positive learning attitudes, and school pride. Students feel safe and valued through promotion of a positive school culture.

**Opportunity for Improvement:**

Panorama student surveys indicated a need for increased feelings of self-confidence on academics tasks and increased student sense of belonging. The following goals were set:

By the end of the 2022-23 school year,

SEL: schoolwide 75% respond favorably to "I can master the hardest topics in my classes."

Climate & Culture: K-6 85% and 7-8 69% respond favorably to having a Sense of Belonging at CO as measured by the Panorama survey.

Objectives	Action Steps	Resources	Lead Person	Evaluation
All school stakeholders (faculty, staff, students, parents, community) will be able to clearly articulate schoolwide student expectations of R.I.S.E. (Respect, Inspire, Succeed and Empathize) and the character traits Self-Control, Empathy, Curiosity, Perseverance, Optimism and Self-Confidence.	Vice Principal and Principal to hold regular assemblies to teach expectations. Expectations will be communicated to parents regularly through weekly parent communication and monthly Principal Chats. Positive messaging around R.I.S.E and Character Traits throughout campus.	Powerpoint presentations created for specific grade level spans for assemblies on behavior expectations, incentives and consequences using R.I.S.E. Materials for messaging.	Administration and School Climate Committee	Feedback from student assemblies and increased awareness of social issues within classrooms. Increase in positive behavior interactions school-wide.
Teachers and staff will use SEL lessons, including 2nd Step, to teach behaviors that fall within our school-wide expectations of R.I.S.E.. Staff will provide positive incentives for students who exhibit expected behaviors.	School Climate Committee will regularly reflect upon and revise the behavior expectations and will communicate with all staff any changes/updates. Provide multiple opportunities for recognition of positive behavior including student of the month awards, caught red handed awards, and character trait drawings. Provide appropriate learning-based consequences for students not following school-wide expectations	Posted behavior expectations. Powerpoint Presentation created for specific grade level spans on expected behavior, incentives and consequences Rewards for positive behavior with weekly and monthly incentives.	Administration and School Climate Committee	School-wide increase in positive behavior Decrease in office referrals as evidenced in Hall Pass data Decrease in suspensions as evidenced in PowerSchool
Implementation of tiered behavior interventions designed to meet the behavior needs of students at all levels.	Identify what Tier I, Tier II, and Tier III behaviors look like in various educational settings. Identify appropriate interventions designed to address behaviors at each level.	Behavior intervention materials, Discipline data from powerschool and administrator	Administration and School Climate Committee	Decrease in the number of Tier III behaviors and interventions used. Decrease in office referrals as evidenced in power school and on digital hall pass Decrease in suspensions as evidenced in power school.



Objectives	Action Steps	Resources	Lead Person	Evaluation
Promote a school culture we all students feel safe and valued.	School climate committee will review and revise School Climate Survey. Vice Principal to gather student feedback through School Climate surveys. Provide continued professional development in Positive Intervention Behavior Supports and Restorative Practices Weekly messages to staff and students. Communication of monthly character trait focus through behavior assemblies, student of the month, student incentive programs, weekly community message and principal chats.	Climate Surveys Time for professional learning Training of staff to facilitate professional learning Parent resources	Administration, Teachers, and School Climate Committee	Student perception of safety data collected from Trimester School Climate student surveys Student perception of safety data collected from the Caring Schools survey
Students are empowered to become active participants in creating a culture of safety and respect at our school.	Continue implementation of Jr. High Mentor program. Continued implementation of 2nd Step and other Social Emotional Learning lessons.	School Mentors Program 2nd Step/SEL Lessons	Administration and Counselors	Feedback from student participants in program Decrease in office referrals as evidenced in Hall Pass data
Support student mental health and social emotional needs through counseling and mental health programs.	Teachers and administration to refer students to counseling services, as needed. School counselor (5 days a week) works with students both individually and in small groups as determined by student need. School psychologist and ERMHS counselor support students with special needs. Implement and train staff in trauma-informed practices.	Counselors, District Support Services. Outside Agencies (based on the student's need) These services include outpatient and inpatient therapy, family counseling, and residential treatment. Trauma-informed Schools Training	Counselors and District Pupil Services	Feedback from counselors and logs in Powerschool.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Students are empowered to take risk to improve their own academic achievement	SEL lessons on growth mindset, grit and perseverance. Schoolwide assemblies to teach about curiosity, optimism and perseverance as ways to inspire and succeed, supporting our RISE motto. Teachers providing instruction on how to access resources when a subject or academic skills is challenging. Informal surveys created by School Climate Committee.	SEL lessons. Monthly behavior assemblies. Classroom instruction.	Administrators, counselor, teacher, school climate committee	Student perception as measured by Panorama data and informal surveys, student grades, performance on SBAC

**Component:**

Providing a safe environment for student ingress and egress from the school campus.

**Element:**

Carlton Oaks School will continue to evaluate and optimize safety procedures for efficient and safe student pick up and drop off

**Opportunity for Improvement:**

Traffic patterns and designated areas of pick-up and drop-off for students as well as procedures that ensure student and community safety.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Clearly communicate traffic patterns and pick-up/drop-off procedures with staff, families and community.	Publish a map of the traffic patterns and pick-up/drop-off procedures on school website. Frequent reminders regarding pick-up/drop-off procedures and traffic patterns in the weekly community bulletin. Review Special Education/bus area drop off and pick up procedures to improve safety.	Map of traffic patterns and pick-up/drop-off procedures Signs, Cones Community bulletin	Administration	Staff and parent feedback regarding traffic patterns and pick-up/drop-off procedures Reduction of unsafe practices as observed by administration and staff.
All equipment and signage is up to date and reflective of current communicated traffic patterns and designated areas.	Update safety equipment to replace old or ineffective equipment. Provide signage for designated pick-up and drop-off areas.	Cones, traffic signs	Administration	Reduction of unsafe practices as observed by administration and staff. Feedback from families on ease of pick-up and drop-off procedures.
Provide safe pick-up and drop-off areas for our families needing extra assistance.	Update signage to reflect designated pick-up and drop-off areas. Communicate frequently and consistently with families and distribute permits to families with additional need.	Traffic Signs, Cones, Parking Permits, Community Bulletin	Administration	Staff and parent feedback regarding pick-up and drop-off.
Empower students to have an active role in promoting safety during ingress and egress from campus.	Continue training of students School Safety Patrol. Ensure School Safety Patrol equipment is up to date and in good condition. Teach students expectations for behavior while entering and leaving campus	Signs, whistles, vests, cones, training for Student Safety Patrol on traffic direction procedures, Behavior expectation matrix, Powerpoint presentation for assemblies outlining behavior expectations for entering and leaving campus.	Administration and School Safety Patrol Coordinator	Feedback from Student Safety Patrol on safety of traffic patterns.

Partner with local law enforcement agencies to promote safe driving practices around campus during ingress and egress of students.	Frequent and consistent communication with community officer regarding problem areas and needs. Increased presence of local law enforcement during student ingress and egress	Local Law Enforcement Agencies - Santee Sheriff's Department	Administration and Community Officer	Reduction of unsafe practices as observed by administration and staff. Increased presence of Local Law Enforcement
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## **(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

### **Carlton Oaks School Student Conduct Code**

Effective and safe schools, develop and consistently enforce school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, progressive in nature, applied in a nondiscriminatory manner, and accommodate cultural diversity. Restorative practices and learning-based consequences are used whenever possible as other means of correction. Direct teaching and social problem solving and social decision-making is a standard feature of effective drug and violence prevention programs.

Carlton Oaks School uses positive behavior and restorative practice strategies to clearly communicates the behavioral expectancies and consequences for pupils. Carlton Oaks School has developed plans to promote positive behaviors on the playground, lunchroom, hallways, and assembly areas. All students were provided with a Home/School Contract in August 2022 for parents, teachers and students to sign and return to school. Positive incentives are in place to reward students such as character trait drawings weekly, Caught Red Handed certificates, and Good Citizenship Assemblies.

In the Jr. High, inappropriate choices will result in the implementation of a 5-step progressive discipline plan. Opportunities exist for each student to improve and succeed at each level of discipline. Steps in the discipline plan include all of the following:

- Step 1 = warning
- Step 2 = teacher counsels student privately
- Step 3 = teacher contacts the parent
- Step 4 = student is referred to school administrator with parent contact
- Step 5 = student is referred to school administrator with parent conference

School rules and discipline are communicated to parents through the Parent & Student Handbook and via teacher prepared parent letters at the beginning of the school year. Approximately three times a year, or whenever deemed necessary, administration meets with the students to review school rules and possible consequences.

### **Conduct Code Procedures**

Students are referred to the office by school staff using email, office referral slips and a Digital Hall Pass. Once completed, the Digital Half Pass referral is sent directly to the internal email of both the Principal, Vice Principal and administrative intern.

Depending on the nature of the offense the student either remains in the classroom until an administrator is available to address the referral or if the offense poses an immediate danger to staff or students the student will be escorted to the main office by a staff member.

The administrator will then investigate the incident using student statements, staff statements or any other evidence available and apply an appropriate progressive consequence that is commensurate with the offense.

Teachers will be notified of the result of the student referral through the internal email system. Parents of all students involved will be notified by phone, email, or through a requested conference depending on the nature of the offense.



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

## HATE-MOTIVATED BEHAVIOR

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources. The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively. The Superintendent or designee shall ensure that staff receive training on recognizing hate motivated behavior and on strategies to help respond appropriately to such behavior.

## GRIEVANCE PROCEDURES

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Principal. Upon receiving such a complaint, the Coordinator/Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Coordinator/Principal, Superintendent or designee, and/or law enforcement, as appropriate. As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

## Legal Reference:

EDUCATION CODE: 200-262.4 Prohibition of discrimination  
32282 School safety plans  
48900.3 Suspension for hate violence  
48900.4 Suspension or expulsion for threats or harassment

PENAL CODE 422.55 Definition of hate crime  
422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5 4600-4687 Uniform Complaint Procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs Management Resources

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES California Student Safety and Violence Prevention - Laws and Regulations, April 2004

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS & NATIONAL ASSOCIATION OF ATTORNEYS GENERAL PUBLICATIONS  
Protecting Students from Harassment and Hate Crime: A Guide for Schools, 1999

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS Preventing Youth Hate Crimes: A Guide for Schools and Communities, 1997

## WEB SITES:

CSBA: <http://www.csba.org>  
California Association of Human Relations Organizations: <http://www.cahro.org>  
California Department of Education: <http://www.cde.ca.gov>  
National Youth Violence Prevention Resource Center: <http://www.safeyouth.org>  
U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Justice, Community Relations Service: <http://www.usdoj.gov/crs>



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

The plan is revised annually to include up-to-date demographic data and current goals.

The plan is reviewed by the Carlton Oaks School Climate and Safety Committee and then presented to the ELAC committee followed by the School Site Council for site approval. The plan is submitted to the Santee School District Board of Education for district level approval and publication.

**Safety Plan Appendices**

## Emergency Contact Numbers

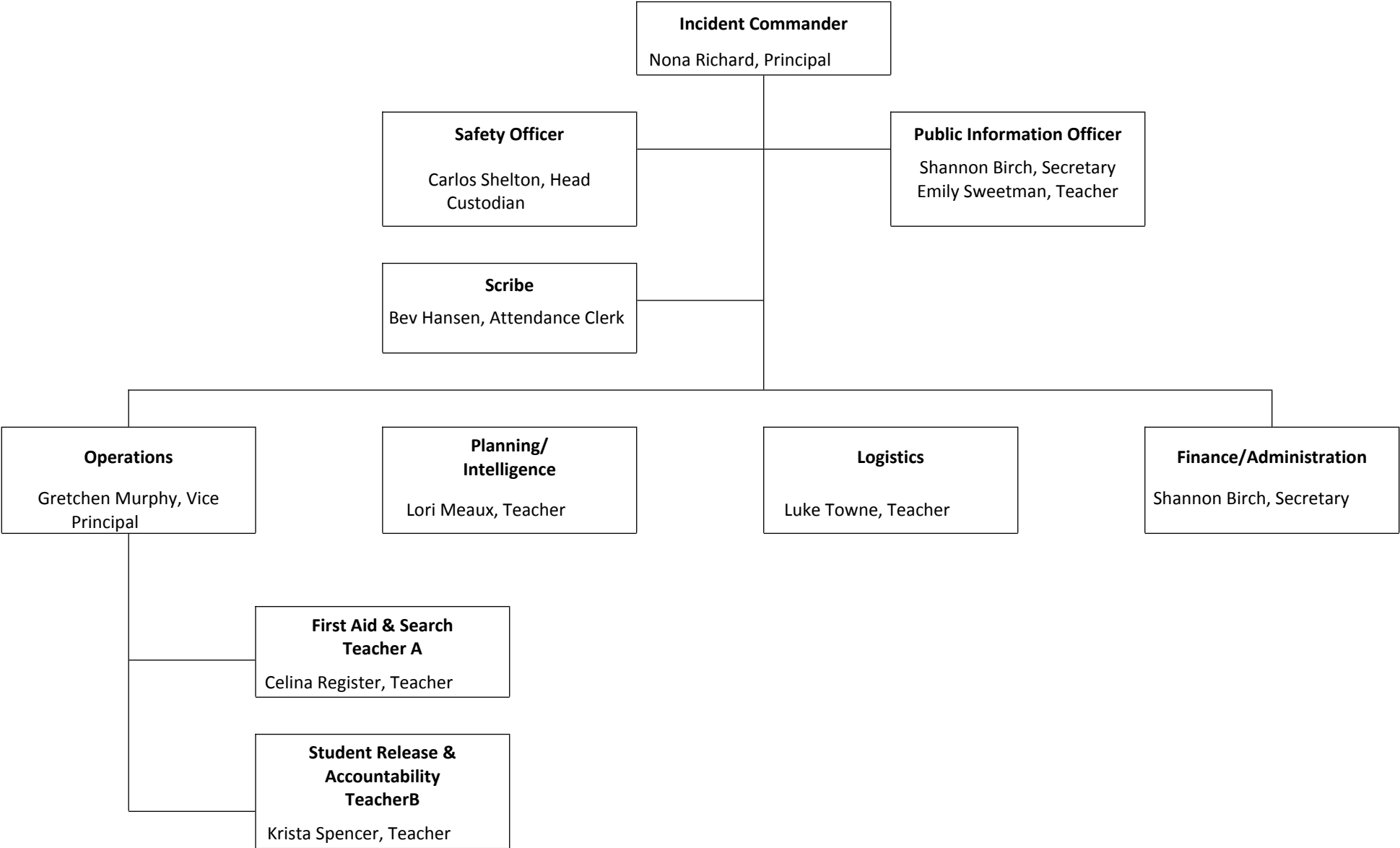
### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	Santee School District	(619)258-2300	
Law Enforcement/Fire/Paramedic	Santee Sheriff	(619) 956-4000	Deputy Andrew Paulino. (760)936-7053
Law Enforcement/Fire/Paramedic	Santee Fire	(619) 258-4100	
Emergency Services	911-Emergency	911	
Public Utilities	Padre Dam	(619) 258-4600	
Public Utilities	SDGE	(619) 448-1863	
Other	Santee Library	(619) 448-1863	
School District	Santee School District Kitchen	(619) 258-2290	
School District	Santee School District Transportation	(619) 258-2290	
Local Hospitals	Grossmont Hospital	(619) 740-6000	

### Safety Plan Review, Evaluation and Amendment Procedures

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Comprehensive Safety Plan Reviewed by Safety Committee	Nov 6, 2022	See Meeting Notes
Comprehensive Safety Plan Presentation and Approval by School Site Council	Nov 29, 2022	See Meeting Notes and Site Safety Plan Signature Page
Comprehensive Safety Plan Presentation and Approval by ELAC Committee	Nov 12, 2022	See ELAC Meeting Agenda and Safety Plan Signature Page

Carlton Oaks School Incident Command System



## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

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

Carlton Oaks Elementary School

#### **Management**

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

#### **Planning & Intelligence**

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

#### **Operations**

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

#### **Logistics**

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

#### **Finance & Administration**

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

## **Emergency Response Guidelines**

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

Determining the type of emergency will assist in the commander/administrator in making the appropriate decisions to keep the campus safe. The response to a fire is drastically different than responding to an active shooter. The type of emergency may lead to evacuation, shelter-in-place, or lockdown as well as which agency to contact. Refer to emergency sections in this plan.

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

Determining the size and immediacy of the emergency will determine the level. The site leader will determine if it is a classroom only, building only, area only (i.e. playground), whole school, neighborhood, or city-wide emergency. The impending threat/damage timetable will be considered. Also, the potential for injury or loss of life will be weighed to determine the level (highest injury = highest level of emergency).

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

With safety of students, staff and visitors at the forefront, site administrators/commander will determine immediate response based on site protocols. Please reference sections about: fire, earthquake, active shooter, bomb threat, gas leak, and utility leak or damage, etc.

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

Administrators/Commander will communicate to the necessary emergency responders via phone, preferably a land-line phone.

Administrators/Commander will utilize a variety of communication tools to notify staff and emergency participants such as:

- Bell system
- Phone intercom system
- School email
- Remind app

In addition, the Administrators/Commander will communicate with district personnel via:

- Phone
- District Transportation Radio
- Email
- Text messaging

Lastly, a community communication plan will be created to notify families of incident, pick-up procedures, or next steps through one or several methods:

- Letter
- School messenger call out/email
- Posting on website/Facebook

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

Emergency response will depend on the size of the airplane, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

#### **AIRPLANE CRASHED INTO SCHOOL PROPERTY**

##### **STAFF ACTIONS:**

Call 911 and/or alert Site Administrator

Move students away from immediate vicinity of the crash

Follow immediate response action as directed by the Fire Department or Site Incident Command (Evacuation or Shelter in place)

Locate emergency folder including class roster, "Buddy" class roster, and other emergency supplies as appropriate.

Remove staff ID placard from emergency folder and put it on

If evacuating, use primary and/or alternate fire routes to a safe assembly area away from the crash scene

If safe to do so, Operations Chief initiates Site Sweep Teams to ensure that all students have evacuated all buildings

Once at the Evacuation Assembly Area, implement Student/Staff Accountability procedures according to site protocol

Report missing students to the Site Incident Command and emergency response personnel

Maintain control of the students a safe distance from the crash site

Care for the injured, if any

Wait for further directives or if ALL CLEAR is issued, return to the building.

#### **AIRPLANE CRASHES NEAR SCHOOL**

##### **STAFF ACTIONS:**

Call 911 and/or alert Site Administrator

Move students away from immediate vicinity of the crash

Follow immediate actions as directed by Fire Department or Site Administrator

If immediate action is necessary, anticipate EVACUATION or SHELTER IN PLACE

### **Animal Disturbance**

Implement this procedure when any animal or bee swarm threatens the safety of the students and staff.

#### **IN THE EVENT OF AN ANIMAL DISTURBANCE**

##### **STAFF ACTIONS:**

Alert Site Administrator

If the animal is outside, proceed with SHELTER IN PLACE protocol. Keep students inside.

If the animal is inside, EVACUATE students to a sheltered area away from the animal.

#### **IN THE EVENT OF A BEE SWARM**

##### **STAFF ACTIONS:**

If a bee swarm is identified, but bees are NOT aggressive, initiate procedures for SHELTER IN PLACE until the swarm has passed.

If a bee swarm is identified and bees are aggressive, call 911 and Initiate procedures for SHELTER IN PLACE.

All students and staff should get inside a building immediately. A few bees may follow indoors, but in a well-lit room, bees will become confused and fly to windows.



If bee attack is widespread, direct students into a large, well-lit room with high ceilings such as a cafeteria or gymnasium. At Carlton Oaks, this location may include the MPR or the Library.

Have a designated staff person available with a vacuum cleaner hose to remove any bees clinging to clothing or hair.

If no vacuum with hose is available, bees may be controlled with a spray bottle filled with soap and water solution (3%-6% soap).

Have nurse or health clerk available to assist stinging victims or if there are large numbers of stinging victims or if there are large numbers of stinging victims, instruct Operations Chief to engage Medical Team.

## **Armed Assault on Campus**

### **ARMED ASSAULT ON CAMPUS/ACTIVE SHOOTER**

Immediate response to a rapidly changing incident such as an active shooter is critical. In most cases, initiate LOCKDOWN procedures to isolate students and staff from danger or send them to a secure area.

Safety and survival must always be the foremost consideration.

#### **STAFF ACTIONS:**

If you see a person walking onto campus with a weapon, call 911 immediately, and then alert the Site Administrator.

Site administrator will contact Local District Office.

If you have reason to believe there is a threat of violence on campus, but have not directly witnessed it, alert the Site Administrator or campus security immediately.

Follow procedures for lockdown or evacuation as directed or as necessary.

Each school site must have a plan in place for students and/or staff who are “locked out” during a LOCKDOWN.

It is the responsibility of the Site safety Team that this plan is clearly communicated and integrated into drills and training.

#### **STAFF ACTIONS AFTER CRISIS HAS BEEN NEUTRALIZED:**

Follow procedures for EVACUATION as directed by law enforcement and/or site administrator.

The Student Release Team will follow procedures to oversee reunification of students with parents or authorized adults.

If necessary the Medical Team will work with local authorities to ensure injured students and staff members receive medical attention, particularly those with minor injuries.

Staff assigned specific Incident Command roles will follow directives of immediate ICS supervisor.

All staff will participate in staff debriefings.

## **Biological or Chemical Release**

### **GAS LEAK**

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the Principal/Site Administrator.

#### **STAFF ACTIONS:**

If a gas odor is detected, notify Site Administrator or security personnel immediately.

Move students from immediate vicinity of danger.

Do not turn on any electrical devices such as lights, computers, fans, etc.

If EVACUATION is ordered, follow all appropriate procedures.

### **TOXIC AGENT**

This is incident involving the discharge of a biological/chemical substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A toxic agent can be introduced through:

- Postal mail
- Ventilation system
- Small explosive device
- Parcel left unattended
- Food supply
- Aerosol release

Multiple victims suffering from the following symptoms might be an indicator of the release of a biological or chemical substance contaminating the environment:

- Watery eyes
- Choking
- Breathing difficulty
- Twitching
- Loss of coordination
- Distressed animals

Chemical accidents could result from a transportation accident or an industrial spill involving large quantities of toxic material. The nature of the material and the proximity of the incident to the school site will determine which emergency action should be implemented.

#### STAFF ACTIONS:

Alert Site Administrator.

If contamination is inside a specific classroom/area, EVACUATE students away from affected area immediately. Otherwise, follow immediate response action as directed by Site Administrator or Emergency Services personnel. Follow standard student assembly, accounting and reporting procedures.

#### THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

Wash affected areas with soap and water.

Immediately remove and contain contaminated clothing.

Do not use bleach on potentially exposed skins.

Remain in safe, but separate area, isolated from those who are unaffected until emergency response personnel arrive.

#### THOSE WHO DISCOVER A CHEMICAL SPILL:

Alert others in immediate area to leave the area.

Close doors and restrict access to affected area.

Notify Site Administrator.

DO NOT eat or drink anything or apply cosmetics.

### **Bomb Threat/ Threat Of violence**

#### PERSON RECEIVING THREAT BY TELEPHONE

Listen. Do not interrupt caller.

Keep the caller on the line.

Alert another staff member to call 911.

Alert another staff member to notify site administrator immediately.

Complete the Bomb Threat Checklist (Available from Site Administrator).

#### PERSON RECEIVING THREAT BY MAIL, E-MAIL, OR TEXT:

Note the manner in which the threat was delivered, where it was found, and who found it.  
Isolate the item and limit its handling. Written threats should be turned over to law enforcement.  
Caution students against picking up or touching any strange objects or packages.  
Notify principal or site administrator.

#### STAFF ACTIONS:

Respond as directed to initiate EVACUATION, SHELTER IN PLACE, or LOCKDOWN.  
Control all cell phone activity (no outgoing or incoming calls). No exceptions. Radio frequencies can detonate an explosive.  
If evacuating, alter exit routes as necessary depending on the location of the suspected bomb. Be aware of the possibility of secondary devices.  
Upon arrival at the designated evacuation site and according to site protocol, implement Student/Staff Accountability procedures.  
Notify the Incident Command of any missing students.  
Wait for another action or, if ALL CLEAR announcement is issued, return to school buildings, and normal class routine.

### **Bus Disaster**

#### BUS DISASTER

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school. If there are no students on the bus, drivers should report to Bus Dispatch at (530) 682-9627 or the nearest school.  
This section addresses three possible scenarios involving a bus disaster: Scenario 1 - Earthquake; Scenario 2 - Flood; and Scenario 3 - Serious Accident or Bus Fire. Bus drivers should first determine which scenario applies and then implement the appropriate response procedures. A copy of these procedures shall be kept in the emergency packet of each school bus. It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances

#### PROCEDURE

##### SCENARIO 1: EARTHQUAKE

1. The driver should issue DUCK AND COVER action as described in Section 4.0.
2. Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. Set brake, turn off ignition, and wait for shaking to stop.
4. Check for injuries and provide first aid as appropriate.
5. Contact the School Administrator to report location and condition of students and the bus.
6. If the bus is disabled, stay in place until help arrives.
7. The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the Local District Superintendent.
8. If instructed to continue route, the driver should:  
If en route to school, continue to pick up students.  
If dropping students off, continue to do so provided there is a responsible adult at the bus stop. If there is no responsible adult at the bus stop, return back to school grounds.

Safe School Plan,— Emergency Procedures

Safe School Plan, – Emergency Procedures 5-12

9. If it is impossible to return to school, proceed back to the bus stop indicated on the bus route map. Upon arriving at the bus stop, notify the School Administrator.

Remain with the children until further instructions are received from the School Administrator.

10. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.

11. The driver will account for all students and staff throughout the emergency.

Safe School Plan,— Emergency Procedures

Safe School Plan, – Emergency Procedures 5-13

#### SCENARIO 2: FLOOD

1. DO NOT drive through flooded streets and/or roads.

2. Take an alternate route or wait for public safety personnel to determine safety.

3. Contact the School Administrator and Bus Dispatch at (530) 682-9627 to report location and condition of students.

4. If the bus is disabled, stay in place until help arrives.

5. The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the Local District Superintendent.

6. In all instances, do not attempt to cross damaged bridges or overpasses.

7. The driver will account for all students and staff throughout the emergency.

Safe School Plan,— Emergency Procedures

Safe School Plan, – Emergency Procedures 5-14

#### SCENARIO 3: SERIOUS ACCIDENT OR BUS FIRE

1. Park the bus in a safe location.

2. Set the emergency brake and turn off the ignition.

3. Evacuate the bus in the event of a fire.

4. Move away from bus due to possibility of explosion

5. Check for injuries and provide appropriate first aid.

6. Call “911” and provide exact location of the bus and wait for arrival of emergency responders.

6. Contact the School Administrator and Bus Dispatch at (530) 682-9627 to report location and condition of students.

7. The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the Local District Superintendent.

8. Stay within general area until help arrives

9. The driver will account for all students and staff throughout the emergency.

#### **Disorderly Conduct**

DISORDER/PUBLIC DEMONSTRATION/STUDENT RIOT:

When an advance notice of a planned protest is given, inform staff, local law enforcement, and parent community. When the conduct of an assembly of students threatens the safety and security of the school community and/or school property, follow the protocol for “Student Riot.” Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with directives.

#### STAFF ACTIONS:

Maintain school and classroom expectations for academic engagement and behavior.

Clearly explain to students that they are to remain on campus as usual and remind them of key aspects of discipline and attendance policy.

Do not attempt to physically stop a student who chooses to leave campus. Simply note student's name and report to Site Administrator for disciplinary follow up.

#### STUDENT ACTIONS:

In a violent situation, immediately notify the first available adult.

Do not retaliate or take unnecessary chances.

Move away from the area of agitation.

Hold on to belongings to the extent that it is safe to do so.

Do not pick up anything and do not go back for anything until receiving clearance to do so.

Stay calm and reassure fellow students.

Share all relevant information with law enforcement, teachers, and school staff.

Follow directions from site administrator or law enforcement, teachers, and school staff.

Do not perpetuate rumors or repeat unsubstantiated information

#### **Earthquake**

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops.

#### INSIDE BUILDING

##### STAFF ACTIONS:

At first recognition of seismic activity, instruct students to move away from windows.

Initiate DROP, DUCK, COVER, and HOLD ON procedures. Immediately drop to the floor under desks, chairs, or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.

Any person in a wheelchair should shelter against an interior wall. Face away from windows, place locks on wheels, and if possible, protect head and neck with arms.

Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them against an interior wall. Face away from the windows.

After shaking stops and it is safe to do so, check for injuries, and render first aid.

Do NOT move injured students, unless to do so would place students in further danger. Use buddy system to remain with injured students.

If shaking is significant and has caused obvious damage to the building, EVACUATE immediately.

Submit Classroom Status Report to Command Post according to site protocol.

Follow procedures for EVACUATION or SHELTER IN PLACE as directed by Site Incident Command.

Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building.

DO NOT strike matches or touch any wires. Gas and electricity lines may be damaged.

Stay alert for aftershocks.

DO NOT re-enter building until it is determined safe to do so.

#### OUTSIDE BUILDINGS

##### STAFF ACTIONS:

Find a clear spot and drop to the ground. Stay away from buildings, power lines, trees, and streetlights, etc.

DROP AND COVER in the DROP, DUCK, COVER AND HOLD ON procedures.

Place head between the knees; cover back of neck with arms and hands.

Any person in a wheelchair should find a clear spot, lock the wheels, and if possible, place head between the knees. Cover back of neck with arms.

Remain in place until shaking stops or for at least 20 seconds.

Each time an aftershock is felt, DROP AND COVER

After shaking stops, check for injuries, and render first aid.

Report injury and damage status to Command Post according to site communications protocol.

Continue to follow directives of Incident Commander.

### **Explosion or Risk Of Explosion**

Emergency response will depend on the type of explosion (bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

#### **STAFF ACTIONS:**

At the sound of an explosion, immediately direct students to turn away from the windows and DROP, DUCK, COVER AND HOLD ON.

Check for injuries and render first aid.

If explosion occurs inside the classroom or classroom block, EVACUATE to outdoor assembly area immediately.

Do not move injured students, unless to do so would place students in further danger.

Use buddy system to remain with injured students.

If directive is to EVACUATE follow all EVACUATION procedures.

Do not stop to collect belongings. Leave the door unlocked.

Keep students and staff at the safe distance from the building(s) and away from fire-fighting equipment.

Do not return to the building until it is safe to do so.

If explosion occurs in the surrounding area, initiate procedures for SHELTER IN PLACE and wait for further instructions.

Keep students at a safe distance from site of the explosion.

### **Fire in Surrounding Area**

A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, its proximity to the school, and the likelihood that it may endanger the school community.

#### **FIRE OFF-SITE**

##### **STAFF ACTIONS:**

If students are to be evacuated, implement Student/Staff Accountability procedures before leaving the building site.

Follow all procedures for EVACUATION.

Do not stop to collect belongings. Leave the door unlocked.

Stay calm. Maintain control of the students at a safe distance from the fire and fire fighting equipment.

Remain with students until the building has been inspected and it has been determined safe to return.

If directive is to implement SHELTER IN PLACE, gather students inside and close windows and doors. Wait for further instructions.

### **Fire on School Grounds**

A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, its proximity to the school, and the likelihood that it may endanger the school community.

#### **FIRE ON-SITE**

##### **STAFF ACTIONS:**

As directed, evacuate students from the building using primary or alternate fire routes. Follow all EVACUATION procedures. Take student attendance. Identify any missing staff or students. Maintain control of the students a safe distance from the fire and fire fighting equipment. Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

##### **ACCOMMODATIONS FOR STUDENT WITH DISABILITIES**

Emergency evacuation procedure adaptations will be provided for pupils with disabilities. Examples of adaptations may include:

- Adult supervision during transitions
- Adult one-to-one assigned to student to support socio-emotional and/or physical needs
- Simple instructions in multiple modalities that are practiced in nonemergency situations
- A pre-identified quiet place for a student to self-regulate
- Use of self-calming strategies taught in advance
- A peer buddy system
- Access to emergency medications (e.g., an asthma inhaler)
- Access to noise-canceling headphones

### **Flooding**

Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of the failure of a dam or levee. If the school site lies within the hazard zone of a dam or levee, contact local water or dam authorities for further emergency preparedness strategies.

##### **STAFF ACTIONS:**

Follow Site Administrator's directive to EVACUATE or SHELTER IN PLACE. Site Administrator will contact District Office. If Sheltering in Place, provide options for restroom and drinking water access. Remain with and supervise students throughout the duration of the incident. Do not walk through moving water. Six inches of moving water can cause a fall. If walking in water is unavoidable, walk where the water is not moving. Use a stick to check the firmness of the ground. Upon arrival at the safe site, implement Student/Staff Accountability procedures. Report missing students to Incident Command Staff. Do not return to site until it has been inspected and determined safe by authorities.

### **Loss or Failure Of Utilities**

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

##### **PROCEDURE:**

1. If water or an electrical line is broken, an effort should be made to turn off water

- or power to the affected area and to notify the School Administrator immediately.
2. Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING, as described in Section 4.0.
  3. The School Administrator will notify CE Customer Service and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator.
  4. The School Administrator will notify the Local District Superintendent of the loss of utility service.
  5. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
  6. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Section 5.9 Explosion/Risk of Explosion.
  7. In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted

#### A. PLAN FOR A LOSS OF WATER:

Toilets: 5 gallon buckets with shower curtains in each classroom.  
Food Service: No stored food / Limited food in cafeteria.  
Drinking Water: Bottled drinking water provided.

#### B. PLAN FOR A LOSS OF ELECTRICITY:

Emergency Light - Flashlight in each classroom.

#### C. PLAN FOR A LOSS OF COMMUNICATION:

Telephone Service:

Administrator carries cellular phone.  
All bus drivers and maintenance personnel have Nextel service with direct connect capabilities.  
7 Motorola radios with chargers.

### **Motor Vehicle Crash**

#### **STAFF ACTIONS:**

Notify Site Administrator.  
Move students away from immediate vicinity of the crash.  
If necessary, EVACUATE students to a safe assembly area away from the crash scene.  
If possible take classroom emergency materials including class roster and staff ID to safe assembly area.  
According to site protocol, implement Student/Staff Accountability procedures.  
Report missing students to the principal/designee and emergency response personnel.  
Care for the injured, if any.  
Escort students back to the school site when emergency response officials have determined it is safe to return to the building.



## **Psychological Trauma**

### **PSYCHOLOGICAL TRAUMA**

Crisis management refers to actions during and after any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions.

Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

#### PROCEDURE:

1. The School Administrator will establish Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
3. The Psychological First Aid Team will provide direct intervention services.
4. If there is a need for additional assistance, the School Administrator will notify the Local District Superintendent.
5. The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma, injury and death.
7. The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required.

#### SUICIDE

While psychological distress can be caused by a traumatic event, students may also display emotional distress through suicidal or self-harming actions. The school site does not provide direct medical support for students, however, we do work to identify signs and signals that leads to family communication and recommendations/referrals to support services.

When a student vocalizes a concern, staff will work through a protocol to determine the gravity of the situation and student endangerment.

The Suicide Risk Intervention Procedures include:

I. When a student demonstrates suicidal ideation, the site administrator shall:

1. Bring student to a secure, private location.
2. Keep the student under direct visual and physical supervision at all times.
3. Contact the school counselor, school social worker or school psychologist that is on site that day. This person will conduct the suicide assessment (Suicide Risk Reporting Form and Suicide Assessment Questions) and intervention (Safety Plan). If two staff members are available, the first one to arrive is responsible for this process unless he/she asks his/her colleague to conduct this process due to unique circumstances of the student. If you are unable to contact a school counselor, school social worker, or school psychologist, call the Pupil Services Department at x2364 or x2233.
3. After the suicide assessment and intervention have been conducted, the school counselor, school social worker, or school psychologist will work collaboratively with the site administrator. The site administrator will contact the parent for notification and to pick up his/her child from school if deemed necessary.
4. Recommend to the parent in clear, unambiguous terms that the parent should take the student to a qualified mental health professional or a medical doctor immediately for an evaluation. Encourage the parent to get documentation from the medical provider that the student can safely return to school. If school staff would like to contact the medical provider, have the parent sign a Release of Information.
5. Obtain a parent signature on the Suicide Risk Notification Form to document the District has notified the parent of his/her child's suicidal ideation, the seriousness of this situation, and to release the District from future liability.
6. Contact law enforcement at 619-956-4000 immediately if parent refuses to sign the Suicide Risk Notification Form (do not let parent leave with student before signing the form), parent refuses to pick student up from school or parent does not arrive to school by office closing time

If a school counselor, school social worker, or school psychologist is unable to conduct the suicide assessment and intervention (for example, the incident happens after school hours; school counselors, school social workers, or school psychologists out of district on school business, etc), a site administrator is required to conduct parent notification and obtain parent signature on the Suicide Risk Notification Form before the student is released to the parent. He/She should also document their actions on the Suicide Risk Reporting Form. The day the student returns to school, a school counselor, school social worker, or school psychologist must conduct a Safety Plan with the student.

## II. Follow-Up

Make sure the school site team develops appropriate follow-up activities/interventions (e.g., parent contact to determine outside support provided by parent, student joins a social skills or anger management group at school, individual check-ins with student at school, modified schedule as needed) and document these on the Suicide Risk Reporting Form.

### **Suspected Contamination of Food or Water**

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

#### **PROCEDURE:**

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify "911", County Department of Health Services 530-749-6366 Local District Office, and the Office of Environmental Health and Safety 530-633-2785 if any contaminated food or water has been ingested.
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. School Administrator will call Beale AFB Fire Department which will conduct an onsite review to determine necessary follow-up actions including the need to notify other potentially affected District facilities.
7. The School Administrator will confer with the County Department of Health Services before the resumption of normal operations.
8. If tampering is evident, notify Beale AFB Security Forces.
9. The School Administrator will notify parents of the incident, as appropriate.

### **Unlawful Demonstration or Walkout**

#### **5.18 UNLAWFUL DEMONSTRATION/WALKOUT**

An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

#### **PROCEDURE:**

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate appropriate Immediate Response Actions, which may include SH blinds in rooms so equipped.
3. The School Administrator will notify 911, the Local District Office to request assistance and will provide the exact location and nature of emergency.
4. The Request Gate Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave the campus, the Request Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and venetian
7. The Documentation staff member should keep accurate record of events, conversations and actions.

8. The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
9. The School Administrator will notify parents of the incident, as appropriate.

SHELTER-IN-PLACE as described in Section 4.0.

**Emergency Evacuation Map**