Comprehensive School Safety Plan

2021-2022
School Year

School:	Donner Trail Elementary School
CDS Code:	31 66944 6031298
District:	Tahoe Truckee Unified School District
Address:	52755 Donner Pass Road Kingvale, CA 96161
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- with Fire Authority	April 25, 2022

Approved by:

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Name	Title	Signature	Date
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Comprehensive School Safety Plan Purpose

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

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

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent ofthe 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 I, 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 the Donner Trail Elementary front office..

It is also available via the URL:

https://www.ttusd.org/Page/331

Safety Plan Vision

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

Components of the Comprehensive School Safety Plan (EC 32281)

Donner Trail Elementary School Safety Committee
Amanda Richardson, School Secretary
Edward Hilton, School Principal
Holly Williamson, Teacher
Lauren Keane, Teacher
Michelle Reed, Teacher
Erica Allstadt, Teacher
Ashley Perkins, Teacher

Assessment of School Safety
Donner Trail Elementary School serves Kindergarten through fifth grade students. Donner Trail is a multi-age school that offers comprehensive programs in music, physical education, science, art, English language arts, mathematics, and counseling services. Donner Trail offers children a unique educational experience that uses our environment for students to explore and learn while becoming environmentally aware. Classroom instruction employs a multi-age format that prioritizes differentiation to meet the academic, social, and emotional needs of all students.

School staff includes three classroom teachers, a part-time intervention, special education, physcial education, technology, and music teachers, one part time school psychologist, a school secretary, and a part time enhancement paraprofessional/yard duty aide. Along with TTUSD provided services, Donner Trail provides staff development in the areas of instruction, curriculum, and social emotional learning.

All Donner Trail students are provided an environment in which there are high expectations for academic, civic, environmental, and social responsibilities. Students will grow in a safe, caring, risk-taking environment which nurtures our students to become independent, lifelong learners. This goal will be accomplished through reflection, collaboration, innovation, and communication among a small community of students, staff, and families that come together in a shared culture.

Our guiding value is that every child can and will learn through hard work, rigor, and perseverance.

Our Core Beliefs and Practices:
1. Addressing the needs of the “whole child” is the focus of all decisions.
2. Students feel confident, appreciated, valued, and connected.
3. Foster character development through accountability, tolerance, acceptance, inclusivity, leadership, and perseverance.
4. A multi-age model maximizes collaboration, flexible grouping, leadership, learning from each other, and community.
5. Strategic instruction addresses diverse learning styles and a broad range of abilities to ensure multiple opportunities for accessibility and mastery.
6. Project based learning embraces real world application through our local environment, stewardship, cross-curricular connections, and scientific inquiry.
6. Literacy is a powerful path to developing 21st century critical thinkers. Donner Trail is committed to balanced literacy that includes embedded technology, reading, writing, speaking and listening opportunities. Research across content areas is evidence based.
8. We reinvent ourselves and our practices by learning from mistakes. We are an innovative, ever-changing community of explorers constantly seeking new habits of mind that are research-based best practices.
9. Schools, families, and the community are partners in helping students develop a sense of ownership for their learning.
10. All teachers and staff members at Donner Trail believe that each student is “our” student.

Summary of School Discipline Data:
Actual 2020-2021
Total Office Referrals: 0
Suspension Rate 2021 (includes in-school suspensions)
All: 0%
Hispanic: 0%

White: 0%
EL: 0%
RFEP: 0%
SED: 0%
SWD: 0%

Baseline 2019-2020
Total Office Referrals: 0
Suspension Rate 2020 (includes in-school suspensions)
All: 0%
Hispanic: 0%
White: 0%
EL: 0%
RFEP: 0%
SED: 0%
SWD: 0%

Other Data:
DESSA - The DESSA provides a common lens and language for crafting an SEL program that involves educators, parents, and students. The DESSA is commonly used to inform the delivery of SEL (Social Emotional Learning) at Tier 1, Tier 2, or Tier 3 as well as measuring the results of that delivery.

Winter 2020 Results for Full and DESSA-mini
0 students (0%) in “needs instruction”

Spring 2021 Results for Full and DESSA-mini
0 students (0%) in “needs instruction”

Summary of Data:
Donner Trail Elementary School follows a comprehensive plan that addresses crisis concerns and situations. Following TTUSD adopted models of safety and Social Emotional Learning (SEL), Donner Trail students, staff, and community are aware and prepared. The school participates in scheduled safety drills and training for staff and students. Our school site is in communication with the Truckee Fire Department, the Placer and Nevada Sheriff as well as the California Highway Patrol, all who have jurisdiction in and around our school property and ensure a safe environment. The leadership team reviews safety concerns at regular meetings and plans any mitigations and interventions necessary to ensure safety and security. The school safety plan is reviewed annually and approved by the Donner Trail School Site Council.

Students at Donner Trail are expected to be safe, kind, respectful, and responsible and are guided by the DTE Behavior Matrix (https://tinyurl.com/yhdfks7u). The goal of the Donner Trail discipline program is to educate and support our students by providing clear expectations and boundaries for behavior and restorative practices that repair relationships when mistakes are made. Students and parents are informed of the discipline policies at the beginning of the year and through the school website, class meetings, back to school nights, and classroom visits from school administration throughout the school year.

Weekly parent updates, emails, and TTUSD social media postings provide parents with regular communication. Donner Trail uses a progressive discipline process in order to produce a desired change in student behavior, attitude, or performance. Consequences for violations of the behavior matrix may include conferences with students, loss of a privilege, restitution, community service, in-school suspension, out of school suspension, and/or a behavior contract. Parents and/or guardians receive a phone call when a student has an unverified absence. Parents and/or guardians receive trimester progress reports at student conferences in the fall and by mail in the winter and spring. The school provides a School Attendance Review Team (SART) to partner with parents whose children have excessive absences from the school program. If the SART team is unable to support the family in resolving chronic absenteeism, the TTUSD School Attendance Review Board (SARB) is engaged in order to support the family and their child with school attendance.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
Donner Trail has prioritized a safe and positive school environment where each student is respected and supported. Each student will know that they are physically and emotionally safe. Donner Trail promotes a positive school climate and a culture of kindness.

Strategies and programs that support this high level of safety include:
Monthly emergency response drills with debreif.
Behavior team who is tasked to analyze our behavior and social emotional supports.
DESSA social emotional screener administerred to students three times per year.
Classroom positive reinforcement systems administered by each teacher.
"Principal's Kindness Award" given weekly to student(s) showing kindness to our school community through staff and student nominations with a photo sent home to celebrate students' safe, kind, respectful, and responsible actions.
Daily circles and morning meetings in classrooms.
Restorative practices and problem solving implemented in each classroom and schoolwide.
SecondStep social emotional instruction provided weekly in classrooms.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with the law. These employees receive annual training on the mandated reporting process. Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282). The Superintendent or designee shall provide training regarding the duties of mandated reporters.

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

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

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher’s aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7).

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, Comprehensive School Safety Plan 7 of 33 5/31/19 withdrawal, or untoward aggressive behavior towards self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

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

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

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

Nevada County Child Protective Services
208 Sutton Way
Grass Valley, CA 95945
530-273-4291

Placer County Child Protective Services
101 Cirby Hills Drive
Roseville, CA 95678
916-787-8860

El Dorado County Child Protective Services
3368 Lake Tahoe Blvd. #100
South Lake, CA 96150
530-642-7100 or 530-573-3201

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

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

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)
a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
b. The child's name and address, present location, and, where applicable, school, grade, and class.
c. The names, addresses, and telephone numbers of the child's parents/guardians.
d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child.
e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.

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

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

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent Chief Learning Officer or designee. (Penal Code 11166)

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

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

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)
Training

Within the first six weeks of each school year, the Superintendent Chief Learning Officer or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent Chief Learning Officer or designee shall use the online training module provided by the California Department of Social Services. (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

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

Victim Interviews by Social Services

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

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

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

Parent/Guardian Complaints

Upon request, the Superintendent Chief Learning Officer or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

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

(cf. 1312.1 - Complaints Concerning District Employees)

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.

(cf. 1312.3 - Uniform Complaint Procedures)

Notifications

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

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent Chief Learning Officer or designee. (Penal Code 11166.5)

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

The Superintendent Chief Learning Officer or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)

3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

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

Disaster Plan (See Appendix C-F)
The Tahoe Truckee Unified School District will take all necessary measures to keep students, staff, and visitors safe in the event of a disaster. The TTUSD Emergency Response Plan will be provided to each school site and is not available to the Public. The Emergency Response Plan includes the following:
Incorporates strategies of the Incident Command System, Standardized Emergency Management System, and National Incident Management System.
Maps out specific evacuation procedures within the school disaster plan.
Provides guidance for emergency response to a variety of potential hazards and incidents, including “duck and cover” procedures following an earthquake.
Identifies emergency response training and exercise opportunities for students and staff.

Public Agency Use of School Buildings for Emergency Shelters
We offer our schools for public shelters in case of a natural disaster or pandemic event. We cooperate with the Placer, Nevada, and El Dorado County Emergency Response Team as well as the Town of Truckee Emergency Management Team and the Red Cross. If our buildings are used as shelters during the school day, non students are supervised to protect the safety of our students.The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community. (Ed code 32282 B (V ii))

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

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

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

While going to or coming from school

During the lunch period, whether on or off the school campus

During, going to, or coming from a school-sponsored activity
District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

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

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

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

On-Campus Suspension

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

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

Authority to Expel

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

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)
Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

Selling or otherwise furnishing a firearm

Brandishing a knife at another person

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

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

Possessing an explosive as defined in 18 USC 921
For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))
That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others
A vote to expel a student shall be taken in an open session of a Board meeting.

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

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

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

Due Process

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

Maintenance and Monitoring of Outcome Data

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

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

See Administrative Regulations 5144.1 and 5144.2 for complete suspension and expulsion definitions and procedures.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both.

(d) The information provided shall be from the previous three school years.

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

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

Students

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

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

The Superintendent Chief Learning Officer or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

2. A clear message that students do not have to endure sexual harassment under any circumstance

3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained

4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

5. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

6. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

The Superintendent Chief Learning Officer or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in the schools.

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The coordinator/compliance officer(s) may be contacted at:

Superintendent Chief Learning Officer or Designee

11603 Donner Pass Road

Truckee, CA 96161

(530) 582-2500

(cf. 1312.3 - Uniform Complaint Procedures)

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

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.

2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.

3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.

4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

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

1. Unwelcome leering, sexual flirtations, or propositions

2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

3. Graphic verbal comments about an individual's body or overly personal conversation

4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature

5. Spreading sexual rumors

6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class

7. Massaging, grabbing, fondling, stroking, or brushing the body

8. Touching an individual's body or clothes in a sexual way

9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

10. Displaying sexually suggestive objects

11. Sexual assault, sexual battery, or sexual coercion

School-Level Complaint Process/Grievance Procedure

Complaints of sexual harassment, or any behavior prohibited by the district's Nondiscrimination/Harassment policy - BP 5145.3, shall be handled in accordance with the following procedure:

1. Notice and Receipt of Complaint: Any student who believes he/she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within one school day of receiving a complaint, the school employee shall report it to the district Coordinator for Nondiscrimination/Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within one school day, report this observation to the Coordinator/Principal, whether or not the victim files a complaint.

In any case of sexual harassment involving the Coordinator/Principal to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Superintendent Chief Learning Officer or designee.

2. Initiation of Investigation: The Coordinator/Principal shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The district shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/she has been subjected to harassment, the student's parent/guardian, any employee who received a complaint from a student, or any employee or student who witnessed the behavior.

If the Coordinator/Principal receives an anonymous complaint or media report about alleged sexual harassment, he/she shall determine whether it is reasonable to pursue an investigation considering the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment.

3. Initial Interview with Student: When a student or parent/guardian has complained or provided information about sexual harassment, the Coordinator/Principal shall describe the district's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/her complaint in writing. If the student requests confidentiality, he/she shall be informed that such a request may limit the district's ability to investigate.

4. Investigation Process: The Coordinator/Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

The Coordinator/Principal shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Coordinator/Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place.

When necessary to carry out his/her investigation or to protect student safety, the Coordinator/Principal also may discuss the complaint with the Superintendent Chief Learning Officer or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/or child protective services, and district legal counsel or the district's risk manager.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

5. Interim Measures: The Coordinator/Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.

6. Optional Mediation: In cases of student-on-student harassment, when the student who complained and the alleged harasser so agree, the Coordinator/Principal may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/she shall be advised of the right to end the informal process at any time.

(cf. 5138 - Conflict Resolution)

7. Factors in Reaching a Determination: In reaching a decision about the complaint, the Coordinator/Principal may take into account:

a. Statements made by the persons identified above

b. The details and consistency of each person's account

c. Evidence of how the complaining student reacted to the incident

d. Evidence of any past instances of harassment by the alleged harasser

e. Evidence of any past harassment complaints that were found to be untrue

To judge the severity of the harassment, the Coordinator/Principal may take into consideration:

a. How the misconduct affected one or more students' education

b. The type, frequency, and duration of the misconduct

c. The identity, age, and sex of the harasser and the student who complained, and the relationship between them

d. The number of persons engaged in the harassing conduct and at whom the harassment was directed

e. The size of the school, location of the incidents, and context in which they occurred

f. Other incidents at the school involving different students

8. Written Report on Findings and Follow-Up: No more than 30 days after receiving the complaint, the Coordinator/Principal shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator/Principal shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If it is determined that harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/guardians of the student who complained and the student who was accused, and the Superintendent Chief Learning Officer or designee.

In addition, the Coordinator/Principal shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Coordinator/Principal shall make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

Confidentiality

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

However, when a complainant or victim of sexual harassment notifies the district of the harassment but requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant or victim of sexual harassment notifies the district of the harassment but requests that the district not pursue an investigation, the district will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

Enforcement of District Policy

The Superintendent Chief Learning Officer or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize harassment and how to respond

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

3. Disseminating and/or summarizing the district's policy and regulation regarding sexual harassment

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/guardians and the community

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action

In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Notifications

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

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

(cf. 5145.6 - Parental Notifications)

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, including school web sites (Education Code 231.5)

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

5. Be included in the student handbook

6. Be provided to employees and employee organizations

Personnel
The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual harassment includes, but is not limited to, harassment that is based on the gender, gender identity, gender expression, or sexual orientation of the victim.

This policy shall apply to all district employees and to other persons on district property or with some employment relationship with the district, such as interns, volunteers, contractors, and job applicants.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment in violation of this policy is subject to disciplinary action, up to and including dismissal.

(cf. 4117.7/4317.7 - Employment Status Reports)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

The Superintendent Chief Learning Officer or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent Chief Learning Officer or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

Any district employee who feels that he/she has been sexually harassed in the performance of his/her district responsibilities or who has knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to his/her direct supervisor, another supervisor, the district's coordinator for nondiscrimination, the Superintendent Chief Learning Officer, or, if available, a complaint hotline or an ombudsman. A supervisor or administrator who receives a harassment complaint shall promptly notify the coordinator.

Complaints of sexual harassment shall be filed and investigated in accordance with the complaint procedure specified in AR 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 11023)

This administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

Definitions

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.

2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.

3. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

Prohibited sexual harassment also includes conduct which, regardless of whether or not it is motivated by sexual desire, is so severe or pervasive as to unreasonably interfere with the victim's work performance or create an intimidating, hostile, or offensive work environment.

Examples of actions that might constitute sexual harassment in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors

2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects

3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Training

The Superintendent Chief Learning Officer or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. The training shall include how to recognize prohibited or harassing conduct, the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee. The training shall also include information about processes for employees to informally share or obtain information about harassment without filing a complaint.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 5145.7 - Sexual Harassment)

Every two years, the Superintendent Chief Learning Officer or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All such newly hired or promoted employees shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

(cf. 4300 - Administrative and Supervisory Personnel)

The district's sexual harassment training and education program for supervisory employees shall be aimed at assisting them in preventing and effectively responding to incidents of sexual harassment, as well as implementing mechanisms to promptly address and correct wrongful behavior. The training shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws on the prohibition, prevention, and correction of sexual harassment, the remedies available to sexual harassment victims in civil actions, and potential district and/or individual exposure or liability

2. The types of conduct that constitute sexual harassment and practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources

3. A supervisor's obligation to report sexual harassment, discrimination, and retaliation of which he/she becomes aware and what to do if the supervisor himself/herself is personally accused of harassment

4. Strategies for preventing harassment, discrimination, and retaliation and appropriate steps to ensure that remedial measures are taken to correct harassing behavior, including an effective process for investigation of a complaint

5. The essential elements of the district's anti-harassment policy, including the limited confidentiality of the complaint process and resources for victims of unlawful sexual harassment, such as to whom they should report any alleged sexual harassment, and how to use the policy if a harassment complaint is filed

6. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received

7. The definition and prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance

8. Practical examples of harassment based on gender identity, gender expression, and sexual orientation

The Superintendent Chief Learning Officer or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted

2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment

2. The definition of sexual harassment under applicable state and federal law

3. A description of sexual harassment, with examples

4. The district's complaint process available to the employee

5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)

6. Directions on how to contact DFEH and the EEOC

7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

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

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

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

Gang-Related Apparel

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

The Superintendent Chief Learning Officer or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent Chief Learning Officer or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
Primary Location (Day to Day Operations)
Parent/Student Drop Off & Pick Up:
Loading/unloading zone in front of the school. Parking spaces are available when the bus is parked in the loading/unloading zone.

Bus Drop Off & Pick Up:
Loading/unloading zone in front of the school. Parking spaces are available when the bus is parked in the loading/unloading zone.

Public Entrance to School Site:

Signs are posted at the entry requiring all persons to check in with front desk. The doors at the back of the school, Kindergarten through grade three wing, Castle Peak room, and from the south hallway to the courtyard. The main entrance is the only entrance for the public.

Student/Staff Evacuation (by bus or walking depending on reason for evacuation): Evacuation of students and staff as directed to the asphalt area of playground marked by three red lines as posted on evacuation maps and classroom emergency clipboards.

Student/Staff Evacuation (by bus):
Students will use the loading/unloading zone in front of the school.

Secondary Location (Emergency Plan) Parent/Student Drop Off & Pick Up:
Per our Action Plan, school will evacuate to the Kingvale CalTrans Maintenance Station. A second alternative evacuation site is to the Soda Springs Station of the Truckee Fire Department.

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

Component:
Students will learn in an engaging and culturally responsive environment that is emotionally safe.

Element:
Systems implemented in order to ensure an emotionally safe learning environment.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Counselor		0.2 Counselor 1 day per week	Cathee Perkins, School Counselor	California Healthy Kids Survey, annual internal evaluations
Positive Behavioral Interventions and Supports (PBIS)	Staff participate in PBIS planning to evaluate and improve our systems		Edward Hilton, School Principal	Annual internal evaluation
Trauma Informed Training	All staff provided training at the beginning of the school year. All staff have access to the online resources.		Edward Hilton, School Principal	Annual internal evaluation
Psychologist			Kelly McKurtis, School Psychologist	California Healthy Kids Survey, annual internal evaluations
Incentive Programs	All staff have implemented positive behavior incentive programs. Principal celebrates weekly "Principal's Kindness Awards" and shares with parents.		Edward Hilton, School Principal	Annual internal evaluation
SecondStep	All staff have SecondStep curriculum, access to the online curriculum and supports as well as well as weekly instruction from the school counselor.		Cathee Perkins, School Counselor	California Healthy Kids Survey, annual internal evaluations
HeartMath	All classrooms have access to the HeartMath station for biofeedback and mindfulness.	Chromebooks, HearthMath monitors, HeartMath program.	Cathee Perkins, School Counselor	California Healthy Kids Survey, annual internal evaluations

Component:
Students will learn in an engaging and culturally responsive environment that is physically safe.

Element:
Systems implemented in order to ensure a physically safe learning environment.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
ALICE Training	All staff participate in annual training, activities, and practice with students	Annual renewal training provided by the Maintenance and Operations Department, Student Book, "I'm not scared, I'm prepared."	Edward Hilton, School Principal	Annual internal evaluation and monthly drill reports
Drills/Schedule	All staff and students participate in monthly emergency drills including evacuation, alternate evacuation, shelter in place, duck and cover, and ALICE		Edward Hilton, School Principal	Monthly drill reports
Cleanliness Inspections	Head Custodian will perform daily inspections of the site to assess cleanliness and safety hazards		Head Custodian	Head Custodian will report inspection status to Administration daily
Facilities Maintenance/ FIT inspections	The Maintenance department will conduct annual maintenance inspections of the campus using the Facilities Inspection Tool prescribed by the Office of Public School Construction.	FIT report	Coordinator-Maintenance, Warehouse and Operations	The maintenance department will review the FIT report and schedule repairs as needed
Supervision	A minimum of two yard duty staff are present at all recesses. A minimum of two duties are present at all pick up and drop off times.		Edward Hilton, School Principal	Annual internal evaluation
Snow Removal	The maintenance department will provide snow removal service for parking lots, fire lanes and black top areas during snow events. Site custodians will clear walkways and ingress/egress areas before school and during the school day.		Coordinator-Maintenance, Warehouse and Operations; Head Custodian	Administrators and Custodians will report snow removal progress to the Coordinator of Maintenance and the District Operations Supervisor.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Identification of Hazards	All site personnel are responsible for identifying building components in need of repair and safety hazards. Maintenance repairs not affecting the safety of students and staff should be report to the Maintenance Department through SchoolDude, the District's work order system. Any maintenance item or hazard that poses a threat to the safety of students and staff should be reported immediately to the Coordinator of Maintenance or Director of Facilities and Operations. The area of the hazard should be cordoned off to prevent injury.		Coordinator-Maintenance, Warehouse and Operations; Jorge Rojas	
Monthly Maintenance and Custodial Check-Ins	The Coordinator of Maintenance will perform monthly check-ins with the Principal to discuss maintenance needs, work order progress, and site cleanliness. The District Operations Supervisor will perform quarterly custodial inspections.		Coordinator-Maintenance, Warehouse and Operations; Pat McKechnie	
Evacuation Maps/Rally Points	All staff are provided clip boards with maps and rally points noted and available in a prominent location. Clipboards are updated annually		Amanda Richardson, School Secretary	Annual internal evaluation

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

Donner Trail Elementary School Student Conduct Code

The Donner Trail Elementary School Behavior Matrix is provided to all staff and students to ensure that all students understand and follow rules and procedures and that they feel welcome, accepted, and valued. The Matrix is created to set expectations and knowledge of the progressive system of managed behavior when expectations are not followed.

Conduct Code Procedures

Classroom Safe:

- Push chair in
- Use walking feet
- Hands and feet to yourself
- Use equipment and tools appropriately

Classroom Responsible:

- Stop, make eye contact with all, and listen
- Follow directions first time
- Be ready to learn
- Keep your workspace organized
- Take ownership

Classroom Respectful:

- Care for school and personal property
- Be inclusive and value others' ideas
- Use a kind voice and kind words
- Share and work together
- Provide positive and supportive feedback

Hallway Safe:

- Use walking feet
- Stay to the right side of the hall when possible
- Keep hands and feet to self
- walk in line, facing forward as a class
- All gear in cubbies

Hallway Responsible:

- Keep hall quiet
- Whisper voices
- Take care of your business, and return promptly to c

Hallway Respectful:

- Give a non-verbal greeting
- Remove hats/ hoods in the common areas of the main building; each teacher will create their own rule within the classroom

Cafe Safe:

- Use walking feet
- Remain seated and upright with feet underneath the assigned table until dismissed
- Only eat your own food
- Unopened cafeteria food to share bin
- Hands, bodies, feet to self
- After excused, line up with your class quietly

Cafe Responsible:

- Use an inside voice
- Clean up after yourself
- Report spills
- Put trash in trash can and recycle
- Clear plates, stack gently, and put on the counter
- Use hand signals to get up
- Observe the 2 minute warning

Cafe Respectful:

- Follow directions the first time
- Keep cafeteria clean as team
- Say please and thank you
- Friendly and quiet table talk
- Use table manners

Playground Safe:

- Use equipment appropriately
- No “play” fighting or wrestling
- Hands and feet to yourself
- Stay inside boundaries
- Leave personal toys and equipment at home
- No throwing of sticks, snow, rocks or wood chips
- Don’t jump off swings and do stand behind boundary line while waiting
- Stop, look and listen when you hear the whistle

Playground Responsible:

- Stop, make eye contact with adult, and listen
- Follow directions from all adults the first time
- Take turns
- Line up quickly at whistle
- Return equipment
- Ask to use bathroom and use appropriately
- Count fairly to 30 while waiting to swing

Playground Respectful:

- Have fun!
- Share and include others
- Use kind words to peers and adults on duty
- Use quiet voices while entering the building

Restroom Safe:

- Use walking feet
- 1 person at a time
- Wash hands with soap
- Keep water in the sink

Restroom Responsible:
Clean up after yourself:

- Flush the toilet (tp only)
- Report problems to adult

Restroom Respectful:

- Knock before entering a stall
- Wait your turn/ one person in stall at a time
- No writing on walls
- Use quiet voices

Bus Safe:

- Keep aisle clear
- Stay seated
- Hands and feet to yourself

- Use seat belts

Bus Responsible:
- Listen and follow driver's directions
- Keep your backpack and property with you
- No food on bus

Bus Respectful:
- Use a quiet voice
- Stop, make eye contact with adult, and listen

Assembly Safe:
- Walk into assembly quietly
- Remain seated

Assembly Responsible:
- Show appreciation by clapping
- Hands and feet to yourself
- Listen quietly

Assembly Respectful:
- Sit down so others can see
- Participate when invited
- Sit by seating chart

Community and Field Experiences Safe:
- Stay with chaperone
- Stay with your group
- Walk slowly

Community and Field Experiences Responsible:
- Stop, make eye contact with adult, and listen
- Follow directions first time
- Be ready to learn
- Follow the rules of the game

Community and Field Experiences Respectful:
- Care for school and personal property
- Be inclusive and value others' ideas
- Use a kind voice and kind words
- Share and work together
- Be a good sport

Music Safe:
- Sit in assigned seats
- Hands and feet to yourself

Music Responsible:
- Use walking feet
- Use equipment and tools appropriately
- Stop playing instruments when directed to do so

Music Respectful:
- Care for school and personal property

- Be inclusive and value others' ideas
- Use a kind voice and kind words
- Share and work together
- Participate!!

Technology Safe:

- Treat devices with care to avoid damage
- Follow instructions to ensure proper functions of device
- Clean hands before using devices
- Report inappropriate content
- Carry chromebook with two hands

Technology Responsible:

- Use devices for educational purposes
- Be a responsible digital citizen
- Report any errors or needed repairs with technology to your teacher
- Use technology while seated.
- Return device to charging location

Technology Respectful:

- Use devices for educational purposes
- Provide positive and supportive feedback
- Follow class rules specific to each device
- Be grateful for your use of technology as an educational tool!

Consequences and Progressive Discipline/Restoration Procedures

The following behaviors will be managed at the classroom level by teachers and staff:
Preparedness
Calling out
Off task in class
Refusing to work/participate
Dishonesty
Tone/attitude
Inappropriate comments
Technology violation
Food or drink
Whining/complaining
Sitting on tables or counter
Sleeping

Suggested positive/proactive classroom management strategies:
Arrange furniture for smooth teacher/student movement
Prompts/cues/eye contact
Pre-correction given
Smooth transitions between lesson/activities
Curricular modification
5 to 1 positives
Proximity
Non-instructional time is kept to a minimum
Classroom rules posted and enforced consistently and equitably

The following behaviors will be managed at the school level by administration:
Student office visit for behavior:
Let the office secretary/principal know the student is coming and give brief information as to why student is coming

Classroom Behavior:
Student will check-in with admin, admin phone call home, lunch detentionand possibility of additional consequences
Teacher to write referral when necessary

Student office visit because of an incident at school:
Administration will investigate with student(s) involved
My Side of the Story will be used
Outcome from the investigation will be communicated directly back with the teacher involved via:
Face-to-face conversation
Email
Parent called
Ed Code will be implemented as necessary
Admin will write referral

(K) Hate Crime Reporting Procedures and Policies
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.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism and Graffiti)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5141.52 - Suicide Prevention)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students)

The Superintendent Chief Learning Officer 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.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6020 - Parent Involvement)

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.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6142.3 - Civic Education)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6141.94 - History-Social Science Instruction)

The Superintendent Chief Learning Officer or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

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.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5131- Conduct)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.7 - Sexual Harassment)

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Coordinator/Principal, Superintendent Chief Learning Officer or designee, and/or law enforcement, as appropriate.

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

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.

(cf. 6164.2 - Guidance/Counseling Services)

(J) Procedures to Prepare for Active Shooters

TTUSD believes that the preparation of staff and students for potential active shooters on campus is critical. TTUSD has adopted and implemented a comprehensive training program called ALICE. ALICE stands for Alert, Lockdown, Inform, Counter, Evacuate. The ALICE training standard takes a departure from the traditional lockdown process that was in place in the District. ALICE embraces active decision making on the part of the staff and older students to address an armed intruder including an active shooter situation or threatening scenario. All students and staff are trained in ALICE protocols annually using age-appropriate materials. Each site also conducts regular training and drills throughout the school year.

Procedures for Preventing Acts of Bullying and Cyber-bullying

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

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

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

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

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

Definitions

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:
Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles
Measures to Prevent Bullying

The Superintendent Chief Learning Officer or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:
Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate

Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias

Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so
Staff Development

The Superintendent Chief Learning Officer or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

The Superintendent Chief Learning Officer or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:
Discuss the diversity of the student body and school community, including their varying immigration experiences

Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

Identify the signs of bullying or harassing behavior

Take immediate corrective action when bullying is observed

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior
Student Instruction

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

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

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

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

Reporting and Filing of Complaints

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

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

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

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

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent Chief Learning Officer or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

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

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

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

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent Chief Learning Officer or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Safety Plan Review, Evaluation and Amendment Procedures

School sites will review the Comprehensive School Safety Plan (CSSP) with School Site Council and staff annually and provide opportunity for input and feedback. The Principal will update the plan accordingly and provide copies to local police and fire departments for review. The final updated CSSP will be presented and approved by School Site Council at a public meeting by March 1 of the current school year. Agendas of the meeting will be posted in accordance with the Brown Act and notification of the CSSP review and approval will be sent to the Town Mayor or equivalent.

Safety Plan Appendices

Emergency Contact Numbers

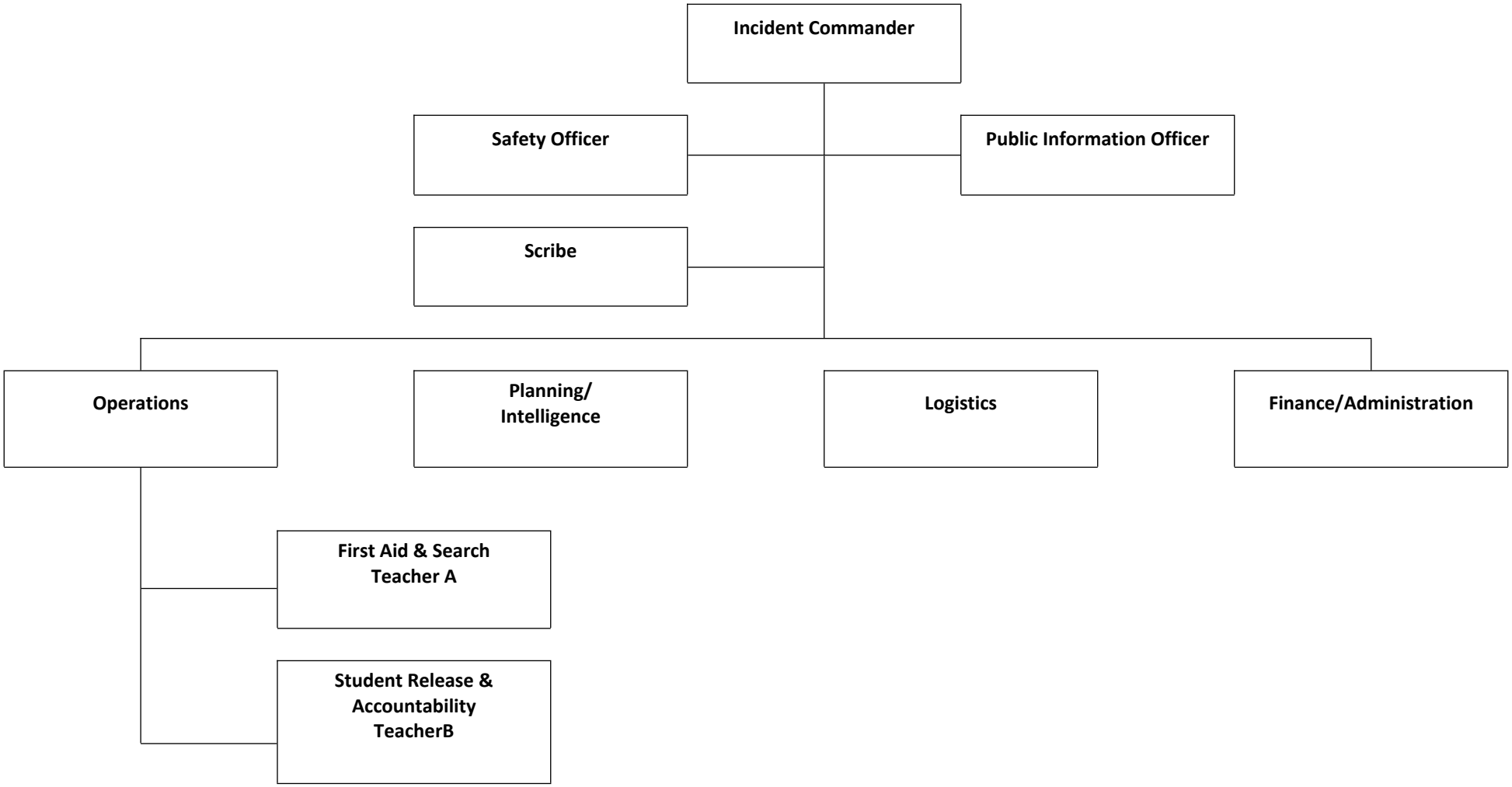
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	Principal - Donner Trail Elementary	(530) 563-6003	
Public Utilities	Pacific Gas and Electric Company	1 (800) 743-5000	Electricity
Public Utilities	Campora Propane Services	(530) 637-9393	Gas
Public Utilities	Tahoe Truckee Sierra Disposal	(530) 583-7800	Waste Management
Law Enforcement/Fire/Paramedic	Truckee Fire Protection District	(530) 582-7850	
Law Enforcement/Fire/Paramedic	Placer County Sheriff's Office	(530) 889-7800	
Law Enforcement/Fire/Paramedic	Nevada County Sheriff's Office	(530) 582-7838	
Emergency Services	TOT - Emergency Operations Manager	(530) 550-2335	Robert Womack
Emergency Services	TOT - 24 Hour Dispatch	(530) 550-2320	
Emergency Services	Nevada County Office of Emergency Services	530-265-1515	
Emergency Services	Placer County Office of Emergency Services	530-886-5300	
School District	School Resource Officer	(530) 414-6144	David McKay

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Initial Review of the Comprehensive School Safety Plan with SSC and Staff		
Updated Plan Sent to Local Police and Fire for Review	4/25/2022 5:00 p.m.	Proof that plan was sent for review available at the District Office
School Site Council Meeting to Review and Approve	5/3/2022 3:30 p.m.	Agenda/Minutes available at the District Office
Notification Sent to Town Mayor informing them of the public meeting to review and approve the Comprehensive School Safety Plan	4/25/2022 5:20 p.m.	Notification available at the District Office

Donner Trail Elementary 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:

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

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Armed Assault on Campus

In the event of a violent intruder, the Tahoe Truckee Unified School District uses the ALICE method in place of traditional lockdown. Please read through the information listed below to be familiarized with the protocol.

A-Alert:

An alert can come from anywhere (P.A. system, students, teachers, disruptive actions, etc.). It is important to be aware at all times and react should any type of alert be given.

L- Lockdown:

Door is locked and shut. Lights are turned off. Door is barricaded with furniture or any other items that would effectively prevent a violent intruder from entering the room. Teachers and students should remain on their feet and away from any direct line of fire. At no times are individuals to crowd into a comer making themselves easy targets. Teachers and students should be prepared to use counter measures in the event of a worst case scenario.

I- Inform:

One should assume that no information will be available. However, use whatever methods are available to gain information about the event (email, internet, texting, P.A. system, phone calls, etc.). If you know the location of the intruder, use this to make a decision as to whether you should evacuate or barricade.

C-Counter:

Counter measures are used as a last resort when a violent intruder gains entrance to a room and there are no other means for escape. Counter measures consist of throwing any available objects at the head of the intruder. Also, a SWARM technique may be used where multiple people rush the individual to take them to the ground and hold them there until law enforcement arrives.

E - Evacuate:

Evacuating the building is the first option and should be used whenever it is available. Evacuating to a relocation site is ideal, but leaving the building and surrounding area should be the primary concern. If evacuating isn't possible - due to the close proximity of the intruder -then locking down while barricading is the next step. Look for exits in the classroom as well, such as, other doors, windows, etc.

Active Intruder/ Armed Intruder Response Clipboard Page: Evacuate, Barricade, Counter

HOW TO RESPOND WHEN AN ACTIVE INTRUDER IS IN YOUR VICINITY:

Quickly determine the most reasonable way to protect your own life. Remember that students and visitors are likely to follow the lead of employees and managers during an active intruder situation.

1. EVACUATE

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering an area where the armed intruder may be
- Keep your hands visible and free of objects (if possible)

- Follow the instructions of any police officers
- Do not attempt to remove wounded people
- Call 911 when safe to do so

2. BARRICADE
If evacuation is not possible, find a place to hide/ barricade where the active intruder is less likely to find you. The purpose of barricade is to deter or delay intruder's entry.

- Be out of the armed intruder's view
- Provide protection if shots are fired in your direction (i.e. closed and locked door)
- Do not trap or restrict your options for movement
- Lock the door
- Barricade the door with heavy furniture and/ or any materials available to keep door from being opened (i.e. tie door, use cables to restrict door hardware, jam door with doorstop)
- Silence cell phones
- Tum off any sources of noise
- Hide behind large items
- Remain quiet
- Dial 911, if possible, to alert police of intruder's location (If you cannot speak, leave 911 line open so dispatcher can listen)
- Prepare for counter

3. COUNTER
As a last resort, and only when your life is in imminent danger, attempt to disrupt and/ or incapacitate intruder. If you are not able to evacuate, barricade, or if ambushed/ there is no opportunity to respond:

- Act as aggressively as possible against him/ her
- Throw items at intruder (improvise weapons)
- Yell
- Swarm intruder (concentrate on where the weapon is)
- Commit to your actions
- Do not engage in "fight" (distract, incapacitate, and evacuate as soon as possible)

Biological or Chemical Release
Shelter-in-Place Community HazMat Incident
A community biohazard incident may pose an imminent danger to students/staff: If you are in the classroom

- Most likely, there will be an intercom all-call ordering an immediate shelter-in-place.
- All staff are to immediately close their doors and windows if HazMat is involved.
- Complete the Accountability procedure using the Wing leader Process.
- Students/staff are to remain in a safely closed area, until given the "all clear" signal. Please keep students calm and do not allow any student to leave your area for any reason.
- Do riot call the office for updates as to what is happening. Information will be shared as it is available
- Maintenance / custodial staff are to close off all ventilation within the building.

If you are not in a classroom

- Go to your classroom or a nearby area for safety, taking students with you, securing windows and ventilation.
- Students/staff are to remain in a safely closed area, until given the "all clear" signal. Complete the Accountability procedure using the Wing leader Process.
- Please keep students calm and do not allow any student to leave your area for any reason.
- Do not call the office for updates as to what is happening. Information will be shared as it is available.

Wait for further instructions.

Shelter-in-Place On Campus HazMat Incident
On-site IC/administrators will determine whether sheltering should take place in classrooms or predetermined shelters within the confines of the buildings.
OR
A teacher/ staff person may initiate the process.
If a letter or item is received that contains powder or a written threat:

- Do not shake or empty the envelope.
- Isolate the specific area of the workplace so that no one disturbs the item. Close all windows and doors. Do not allow anyone in or out of the area.
- Call the office for help. State the problem and ask for a staff member to come to help with the students.
- The office MUST notify Custodial Personnel to close/turn off all air moving systems within the building.
- Call 911 and tell them what you received, and what you have done with it. Indicate whether the envelope contains any visible powder or if powder was released.
- Move all students/staff to another room, away from the object.
- When help arrives, make sure an accurate list of all persons in the room is available.
- When emergency responders arrive, they will provide further instructions.
- Complete the Student/ Adult Accountability procedure using the Wing Leader Process.

Important:

- Do not panic.
- Do not walk around with the letter or item.
- Do not shake it.
- Do not merely discard the item.

Bomb Threat/ Threat Of violence
Bomb Threat
NOTE: Sophisticated bombs can be activated by radio signals and electronic devices -limit student use of cellular phones. Pass information and instructions to teachers by messenger.

Phone Call Recipient

- Keep caller on the phone as long as possible and don't hang up.
- If student is answering the phone, have an adult take the call.
- Signal someone to alert the Principal's office/IC.
- Write down everything the caller says.
- Gather as much information as possible about the caller (sex, age,, ethnicity, accent.)
- Notice any background noises.

Principal's Office/IC

- Talk to the recipient of the call and make an assessment.
- Decide whether or not to evacuate the building.
- Call 911.
- Call the District Office. They will ensure that the necessary Administrators and Board Members are notified.
- If evacuation is necessary, refer to evacuation procedures.
- If a shelter-in-place is necessary, refer to shelter in-place procedures.
- Under no circumstances are employees to touch a suspicious item.

AR 3516.2 - Bomb Threats
To maintain a safe and secure environment for district students and staff, the Superintendent Chief Learning Officer or designee shall ensure that the district's emergency and disaster preparedness plan and/or each school's comprehensive safety plan includes procedures for dealing with bomb threats. He/she also shall provide training regarding the procedures to site administrators, safety personnel, and staff members who customarily handle mail, telephone calls, or email.
(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 4040 - Employee Use of Technology)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
Receiving Threats
Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices.
If the bomb threat is received through the mail system or in writing, the staff member who receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email or text messaging, the staff member should not delete the message.
Response Procedure
The following procedure shall be followed when a bomb threat is received:
1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the Superintendent Chief Learning Officer or designee noting of the time threat was made. If the threat is in writing, the employee shall place the message in an envelope and take note of where and by whom it was found.
2. Any student or employee who sees a suspicious package shall promptly notify the Superintendent Chief Learning Officer or designee.
3. The Superintendent Chief Learning Officer or designee shall immediately use fire drill signals and initiate standard evacuation procedures as specified in the emergency plan.
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3516.1 - Fire Drills and Fires)
4. The Superintendent Chief Learning Officer or designee shall turn off any two-way radio equipment which is located in a threatened building.
Law enforcement and/or fire department staff shall conduct the bomb search. No school staff shall search for or handle any explosive or incendiary device.
(cf. 3515.3 - District Police/Security Department)
No one shall reenter the threatened building(s) until the Superintendent Chief Learning Officer or designee declares that reentry is safe based on law enforcement and/or fire department clearance.
(cf. 3516.5 - Emergency Schedules)
To the extent possible, the Superintendent Chief Learning Officer or designee shall maintain communications with staff, parents/guardians, the Governing Board, other governmental agencies, and the media during the period of the incident.
(cf. 1112 - Media Relations)
Following the incident, the Superintendent Chief Learning Officer or designee shall provide crisis counseling for students and/or staff as needed.
(cf. 6164.2 - Guidance/Counseling Services)
Any employee or student found to have made a bomb threat shall be subject to disciplinary procedures and/or criminal prosecution.
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5131 - Conduct)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Bus Disaster
AR 3543 - Transportation Safety and Emergencies

Cautionary Notice 2010-13: AB 1610 (Ch. 724, Statutes of 2010) amended Education Code 37252.2 and Government Code 17581.5 to relieve districts from the obligation, until July 1, 2013, to perform any activities that are deemed to be reimbursable state mandates under those sections. As a result, certain provisions of the following policy or administrative regulation that reflect those requirements may be suspended.

Safety Equipment

Each school bus shall be equipped with at least one fire extinguisher located in the driver's compartment which meets the standards specified in law. (Education Code 39838; 13 CCR 1242)

The Superintendent Chief Learning Officer or designee shall ensure that any school bus which is purchased or leased by the district is equipped with a combination pelvic and upper torso passenger restraint system at all designated seating positions if that bus: (Vehicle Code 27316, 27316.5; 13 CCR 1201)

1. Is a Type 1 school bus designed for carrying more than 16 passengers and the driver and is manufactured on or after July 1, 2005
2. Is a Type 2 school bus or student activity bus designed for carrying 16 or fewer passengers and the driver, or designed for carrying 20 or fewer passengers and the driver and having a manufacturer's vehicle weight rating of 10,000 pounds or less, and is manufactured on or after July 1, 2004

When a school bus or student activity bus is equipped with a passenger restraint system, all passengers shall use the passenger restraint system. (5 CCR 14105)

Safe Bus Operations

School buses and student activity buses shall not be operated whenever the number of passengers exceeds bus seating capacity, except when necessary in emergency situations which require that individuals be transported immediately to ensure their safety.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

School bus operations shall be limited when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home-to-school transportation service. Bus drivers for school activity trips shall have the authority to discontinue bus operation whenever they determine that it is unsafe to continue operation because of reduced visibility. (Vehicle Code 34501.6)

(cf. 3516.5 - Emergency Schedules)

(cf. 3540 - Transportation)

(cf. 3541.1 - Transportation for School-Related Trips)

(cf. 3542 - School Bus Drivers)

A person shall not drive a motor vehicle while using a wireless telephone, except under the following conditions: (Vehicle Code 23123, 23125)

1. When he/she uses a wireless telephone that is specifically designed and configured to allow hands-free listening and talking, provided it is used in that manner while driving
2. For emergency purposes, including, but not limited to, an emergency call to a law enforcement agency, health care provider, fire department, or other emergency service agency or entity
3. In the case of a school bus driver, for work-related purposes

(cf. 3513.1 - Cellular Phone Reimbursement)

(cf. 4040 - Employee Use of Technology)

A person shall not drive a motor vehicle while using an electronic wireless communications device to write, send, or read a text-based communication, including, but not limited to, text messages, instant messages, and email. This prohibition does not include reading, selecting, or entering a telephone number or name in an electronic wireless communications device for the purpose of making or receiving a telephone call. (Vehicle Code 23123.5)

The Superintendent Chief Learning Officer or designee shall review all investigations of bus incidents and accidents to develop preventative measures.

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

The Superintendent Chief Learning Officer or designee may place a notice at bus entrances that warns against unauthorized entry. The driver or another school official may order any person to disembark if that person enters a bus without prior authorization. (Education Code 39842; 13 CCR 1256.5)

(cf. 3515.2 - Disruptions)

Transportation Safety Plan for Boarding and Exiting Buses

The Superintendent Chief Learning Officer or designee shall develop a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of students. The plan shall include all of the following: (Education Code 39831.3)

1. Procedures for determining if students in grades prekindergarten through 8 require an escort to cross a private road or highway at a bus stop pursuant to Vehicle Code 22112
2. Procedures for all students in grades prekindergarten through 8 to follow as they board and exit the bus at their bus stops
3. Procedures for boarding and exiting a school bus at a school or other trip destination

A copy of the plan shall be kept at each school site and made available upon request to the California Highway Patrol. (Education Code 39831.3)
Notifications
The Superintendent Chief Learning Officer or designee shall provide written safety information to the parents/guardians of all students in grades prekindergarten through 6 who have not previously been transported in a school bus or student activity bus. This information shall be provided upon registration and shall contain: (Education Code 39831.5)
1. A list of school bus stops near each student's home
2. General rules of conduct at school bus loading zones
3. Red light crossing instructions
4. A description of the school bus danger zone
5. Instructions for safety while walking to and from school bus stops
(cf. 5145.6 - Parental Notifications)
Student Instruction
All students who are transported in a school bus or student activity bus shall receive instruction in school bus emergency procedures and passenger safety. (Education Code 39831.5)
The Superintendent Chief Learning Officer or designee shall ensure that instruction is provided to students as follows:
1. The Superintendent Chief Learning Officer or designee shall annually provide appropriate instruction in safe riding practices and emergency evacuation drills to each student who receives home-to-school transportation in a school bus. (5 CCR 14102)
2. At least once each school year, all students in grades prekindergarten through 8 who receive home-to-school transportation shall receive safety instruction which includes, but is not limited to: (Education Code 39831.5)
a. Proper loading and unloading procedures, including escorting by the driver
b. How to safely cross the street, highway, or private road
c. In school buses with passenger restraint systems, instruction in the use of such systems as specified in 5 CCR 14105, including, but not limited to, the proper fastening and release of the passenger restraint system, acceptable placement of passenger restraint systems on students, times at which the passenger restraint systems should be fastened and released, and acceptable placement of the passenger restraint systems when not in use
d. Proper passenger conduct
(cf. 5131.1 - Bus Conduct)
e. Bus evacuation procedures
f. Location of emergency equipment
As part of this instruction, students shall evacuate the school bus through emergency exit doors. Instruction also may include responsibilities of passengers seated next to an emergency exit. (Education Code 39831.5)
Each time the above instruction is given, the following information shall be documented: (Education Code 39831.5)
a. District name
b. School name and location
c. Date of instruction
d. Names of supervising adults
e. Number of students participating
f. Grade levels of students
g. Subjects covered in instruction
h. Amount of time taken for instruction
i. Bus driver's name
j. Bus number
k. Additional remarks
This documentation shall be kept on file at the district office or the school for one year and shall be available for inspection by the California Highway Patrol. (Education Code 39831.5)
3. Before departing on a school activity trip, all students riding on a school bus or student activity bus shall receive safety instruction which includes, but is not limited to: (Education Code 39831.5)
a. Location of emergency exits
b. Location and use of emergency equipment
This instruction also may include responsibilities of passengers seated next to an emergency exit. (Education Code 39831.5)

Disorderly Conduct
BP 3515.2 - Disruptions

The Governing Board is committed to providing a safe and orderly environment for students, staff, and others on district property or while engaged in school activities.
The Superintendent Chief Learning Officer or designee shall remove any individual who, by his/her presence or action, disrupts or threatens to disrupt normal operations at a school campus or any other district facility, threatens the health or safety of anyone on district property, or causes or threatens to cause damage to district property or to any property on school grounds.
(cf. 1250 - Visitors/Outsiders)
(cf. 3515 - Campus Security)
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4158/4258/4358 - Employee Security)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5131.4 - Student Disturbances)
The Superintendent Chief Learning Officer or designee shall establish a plan describing staff responsibilities and actions to be taken when an individual is causing or threatening to cause a disruption. The plan shall address, as appropriate, visitor registration procedures; campus security measures; evacuation procedures; lock-down procedures; possible responses to an active shooter situation; communications within the school and with parents/guardians, law enforcement, and the media in the event of an emergency; and crisis counseling or other assistance for students and staff after a disruption. In developing such a plan, the Superintendent Chief Learning Officer or designee shall consult with law enforcement to create guidelines for law enforcement support and intervention when necessary.
(cf. 0450 - Comprehensive Safety Plan)
(cf. 3515.3 - District Police/Security Department)
(cf. 3515.7 - Firearms on School Grounds)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
The Superintendent Chief Learning Officer or designee shall provide training to school staff on how to identify and respond to actions or situations that may constitute a disruption.
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
Any employee who believes that a disruption may occur shall immediately contact the principal. The principal or designee shall notify law enforcement in accordance with Education Code 48902 and 20 USC 7151 and in other situations, as appropriate.

AR 3515.2 - Disruptions
The principal or designee may direct any person, except a student, school employee, or other person required by his/her employment to be on school grounds, to leave school grounds or school activity if:
1. The principal or designee has reasonable basis for concluding that the person is committing or has entered the campus with the purpose of committing an act which is likely to interfere with the peaceful conduct, discipline, good order, or administration of the school or a school activity, or with the intent of inflicting damage to any person or property. (Education Code 44810, 44811; Penal Code 626.7)
2. The person fights or challenges another person to a fight, willfully disturbs another person by loud and unreasonable noise, or uses offensive language which could provoke a violent reaction. (Penal Code 415.5)
3. The person, without lawful business for being present, loiters around a school or reenters a school within 72 hours after he/she was asked to leave. (Penal Code 653b)
4. The person is required to register as a sex offender pursuant to Penal Code 290 and does not have a lawful purpose and written permission from the principal or designee to be on school grounds. (Penal Code 626.81)
(cf. 1250 - Visitors/Outsiders)
(cf. 3515.5 - Sex Offender Notification)
5. The person is a specified drug offender, as defined in Penal Code 626.85, and does not have written permission from the principal or designee to be on school grounds. However, such specified drug offender may be on school grounds during any school activity if he/she is a student or the parent/guardian of a student attending the school. (Penal Code 626.85)
6. The person willfully or knowingly creates a disruption with the intent to threaten the immediate physical safety of students, staff, or others while attending, arriving at, or leaving school. (Penal Code 626.8)
7. The person has otherwise established a continued pattern of unauthorized entry on school grounds. (Penal Code 626.8)
(cf. 1240 - Volunteer Assistance)
(cf. 3515.3 - District Police/Security Department)
(cf. 4158/4258/4358 - Employee Security)
(cf. 6145.2 - Athletic Competition)

The principal or designee shall allow a parent/guardian who was previously directed to leave school grounds to reenter for the purpose of retrieving his/her child for disciplinary reasons, medical attention, or family emergencies, or with the principal or designee's prior written permission. (Penal Code 626.7, 626.85)
When directing any person to leave school premises, the principal or designee shall inform the person that he/she may be guilty of a crime if he/she: (Education Code 32211; Penal Code 626.7, 626.8, 636.85)
1. Fails to leave or remains after being directed to leave
2. Returns to the campus without following the school's posted registration requirements
3. Returns within seven days after being directed to leave
(cf. 0450 - Comprehensive Safety Plan)
Whenever an individual is causing or threatening to cause a disruption at any district facility other than a school campus, the Superintendent or designee may direct that individual to leave the facility consistent with this regulation and the accompanying Board policy.
Appeal Procedure
Any person who is asked to leave a school building or grounds may appeal to the Superintendent Chief Learning Officer or designee. This appeal shall be made no later than the second school day after the person has departed from the school building or grounds. After reviewing the matter with the principal or designee and the person making the appeal, the Superintendent Chief Learning Officer or designee shall render his/her decision within 24 hours after the appeal is made, and this decision shall be binding. (Education Code 32211)
The decision of the Superintendent Chief Learning Officer or designee may be appealed to the Governing Board. Such an appeal shall be made no later than the second school day after the Superintendent Chief Learning Officer or designee has rendered his/her decision. The Board shall consider and decide the appeal at its next scheduled regular or adjourned regular public meeting. The Board's decision shall be final. (Education Code 32211)
In any circumstance where a person has been directed to leave a school building or ground where the Superintendent's or Board's office is situated, he/she may nevertheless enter the school building or ground solely for the purpose of making the appeal. (Education Code 32211)

BP5131.4 - Student Disturbances
The Governing Board desires to provide orderly campuses that create a positive school environment and are conducive to learning. When students initiate or are involved in a campus disturbance that has the potential to threaten the safety of students or staff, the Superintendent Chief Learning Officer or designee may request law enforcement assistance.
The Superintendent Chief Learning Officer or designee and the principal of each school shall establish a school disturbance response plan that is intended to curb disruptions which may lead to riots, violence, or vandalism at school or at school-sponsored events. In developing each school's plan, the Superintendent Chief Learning Officer or designee shall consult with local law enforcement authorities to create guidelines for law enforcement support and intervention.
(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 5131.5 - Vandalism and Graffiti)
Staff are encouraged to be alert to conditions at school that may lead to a disturbance, such as racial or cultural conflict, student protests, or gang intimidation and confrontations. Staff who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the principal and invoke the school disturbance response plan.
(cf. 4131 - Staff Development)
(cf. 5136 - Gangs)
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 5145.9 - Hate-Motivated Behavior)
Students who participate in a campus disturbance shall be subject to disciplinary action in accordance with Board policy and administrative regulations.
(cf. 3515 - Campus Security)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

AR5131.4 - Student Disturbances
Prohibited Activities
A student involved or attempting to be involved in any of the following prohibited activities shall be subject to discipline:
1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight

(cf. 3515 - Campus Security)
2. Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school (Education Code 48907)
(cf. 5145.2 - Freedom of Speech/Expression)
Other examples of activities that may be considered disrupting school operations include, but are not limited to:
a. Organizing or participating in unauthorized assemblies on school premises
b. Participating in sit-ins or stand-ins which deny students or employees normal access to school premises
c. Interfering with or unauthorized use of the district's computer system
(cf. 6163.4 - Student Use of Technology)
3. Refusing to disperse, including, but not limited to, assembling for the purpose of causing a disruption and refusing to disperse upon the direction of school personnel
4. Boycotting school, including, but not limited to, participating in any protest that involves nonattendance where attendance is required at school, class, or at a school activity
Any student who participates in a boycott shall be given an unexcused absence and may be classified as truant, regardless of any parent/guardian approval of the absence.
(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
Extension of Class Period and/or Dismissal of School
During any disturbance in which additional students might become involved while changing classes, the principal or designee may notify all staff that any class currently in session will be extended until further notice. Upon receiving this notification, staff shall ensure that all students in their charge remain in one location under their supervision and shall ask all students who are in the halls to return to their classes immediately.
The principal may also request that the Superintendent Chief Learning Officer dismiss school in accordance with the school disturbance response plan.
(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Earthquake
AR 3516.3 - Earthquake Emergency Procedure System

Earthquake Preparedness
Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. (Education Code 32282)
(cf. 0450 - Comprehensive Safety Plan)
Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
The Superintendent Chief Learning Officer or designee may work with the California Emergency Management Agency and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Education Code 32282)
Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.
Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)
1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows
Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.
3. Protective measures to be taken before, during, and following an earthquake
4. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.
Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Superintendent Chief Learning Officer or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.
Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.
The Superintendent Chief Learning Officer or designee shall consider the danger of a post-earthquake tsunami when developing evacuation routes and locations, including the need to evacuate to higher ground.
The Superintendent Chief Learning Officer or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.
The Superintendent Chief Learning Officer or designee shall identify potential earthquake hazards in classrooms and other district facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.
Earthquake While Indoors at School
When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:
1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In laboratories, burners should be extinguished, if possible, before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.
4. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
5. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.
Earthquake While Outdoors on School Grounds
When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:
1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.
Earthquake While on the Bus
If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety, which may include pulling over to the side of the road or driving to a location away from outside hazards, if possible. Following the earthquake, the driver shall contact the Superintendent Chief Learning Officer or designee for instructions before proceeding on the route or, if such contact is not possible, drive to an evacuation or assembly location.
(cf. 3543 - Transportation Safety and Emergencies)
Subsequent Emergency Procedures
After an earthquake episode has subsided, the following actions shall be taken:
1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take roll, and report missing students to the principal or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.
6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The principal or designee shall contact the Superintendent Chief Learning Officer or designee and request further instructions after assessing the earthquake damage.

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

Fire on School Grounds

AR 3516.1 - Fire Drills and Fires

Fire Drills

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

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

1. The principal shall notify staff as to the schedule for fire drills.
2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building. (5 CCR 550)
3. Teachers shall ascertain that no student remains in the building.
4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
5. The principal or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the Superintendent Chief Learning Officer or designee.

Fires

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

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

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Loss or Failure Of Utilities

Utility: Major System Failure

Site Action

1) Power failure.
    - Site Administrator notifies Maintenance and appropriate utility company.
    - Students are to remain in class with their teacher and are to be under the supervision of the staff at all times. If you are in complete darkness, move students to a more lighted area within the building. Notify the office of your location when possible.
    - Teachers are to turn off all appliances, computers, and other electrical equipment. Turn off electric motors. This will help us avoid damage from a power surge once power is resumed.
    - Teachers without a class are to report to the School Office. They will assist as needed in classrooms and act as "runners."
    - We will communicate with classes via "runners" and/ or bullhorns.
    - If power is out for an extended period of time, we will attempt to maintain our regular class schedule (i.e. maintain starting and ending times for periods.) You will be notified of the specific schedule to be followed.
    - Until told to do otherwise, students/staff are to remain in their classrooms. Please do not release students from class until instructed to do so.
    - If school is to be dismissed early, you will be notified. (Because of the time required for transportation to activate the buses for the students, it may be several hours between when we lose power and the time school can be dismissed.)
2) Downed power lines or broken gas mains.
    - Evacuate the area.
    - Move upwind from leaks.

- Do not touch or move any power lines.
- Call Maintenance.

3) Main telephone failure.
   - Use nearest operational phone (cell phone, pay phone, residence).
   - Notify the District Office.
4) Water service disruption.
   - Do not use toilets or other water facilities. Leave all sinks in the off position.
   - Contact Maintenance.

District Action
- Dispatch appropriate Maintenance personnel to site.
- Establish emergency communications as necessary.
- Coordinate emergency response from Transportation, Food Services, etc.
- Coordinate with appropriate utility.

Psychological Trauma

Tips for the classroom

Classroom debriefing is a very successful form of crisis intervention in traumatic incidents. These activities provide a break from the normal classroom routine and give students a chance to begin to ventilate feelings and explore the implications and their reactions to the event in a safe, structured, supportive environment with trained, caring adults.

Keep in mind that every participant has the right to pass, interaction between members should be respectful, and most importantly, what is said is confidential unless the facilitators believe someone is in danger of hurting themselves or others.

All students, regardless of age, experience loss and grief when given a safe environment in which to express what they are experiencing. This can become a process of growth and healing. The following guidelines are meant to provide just such an environment.

- Do not deny any students their feelings. Give them permission to express what they are experiencing without shame.
- Do not judge one student's reaction by another's.
- Reassure them that anger, guilt, sadness, and tears are normal responses to loss.
- Tell them you are sorry about the loss.
- Encourage students to talk about their feelings, but respect the right not to talk if they choose not to. Suggest alternative means of expressing themselves such as drawing their feelings, writing a short story or poem, sculpting with clay, listening to music which seems to capture their feelings, etc.
- Assist students in understanding that to heal they will need time alone as well as time with their friends and family.
- Let them know that a person can be very sad even though they may not be crying.
- Help students to recognize their anger and to find non-hurtful, constructive ways of ventilating it.
- Encourage students to discuss their guilt feelings. Help them to determine if their guilt is justified or rational. Let them know they are only human and that we all continue to learn as we experience more of life.
- Charitable and other altruistic acts provide socially constructive means of mourning and can help to mitigate feelings of guilt. Be cautions of excessive memorials.
- Be aware of student's intellectual and emotional limitations and understand their development stage.
- Provide honest, clear and direct answers to questions about the death, the funeral, and other aspects of the loss.
- When you don't have an accurate answer to something, say so.
- When you sense a student or staff member needs individual help, notify your crisis response team.

What can we do as staff to comfort students and each other?
On-going Activities
With all groups, a variety of activities might be appropriate as the days go by. Classroom activities for students such as drawing, journal writing, play reenactment, creative writing or a similar event with different outcome or discussion groups are very helpful. Writing thank you notes to the emergency responders or getting involved in an activity to assist the parents/family of the victim(s) are all ways to continue the ventilating of feelings and help children recover from the trauma.
Providing separate Safe Rooms for children and staff to use as a resource when they are unable to cope and just need a place to take a time out is another activity. These rooms are to be supervised by the Incident Management Team or designee and should have writing and drawing supplies available as well as information on grief and trauma along with food and drink.
Staff meetings held either before school or after school for the next several days after the incident is important. It is here that staff can draw strength and support from one another, so they can continue to support students. Again, all staff need to be included, not just teachers.
Possible Grief Responses
Keep in mind that an individual's reaction to stress may present itself in a variety of ways. Look for the following in students and staff:

Physical Signs:
Hollowness in the stomach
Tightness in the chest
Tightness in the throat
Over-sensitivity to noise
Breathlessness, feeling short of breath
Weakness in the muscles
Dry mouth
Lack of energy

Emotional Signs:
Sadness
Anger
Helplessness
Guilt and self-reproach
Shock
Anxiety
Yearning
Emancipation
Loneliness
Relief
Numbness
Fatigue

Behavioral Signs:
Preoccupation
Sleep Disturbances
Absent-minded behavior
Appetite disturbance
Sighing
Crying
Restless over activity
Carrying objects that remind them of the victim
Hallucinations
Social withdrawal
Dreams of dying
Avoids or visits laces of reminders of the victim
Treasurers objects of the victim
Cognitions

Disbelief
Confusion

Suspected Contamination of Food or Water
AR 3514 - Environmental Safety
The quality and safety of the district's drinking water sources shall be regularly assessed and drinking fountains shall be regularly cleaned and maintained to avoid the presence of dirt, mold, or other impurities or health concerns.

Whenever any contaminants in the drinking water are determined to be a concern, the Superintendent Chief Learning Officer or designee shall take reasonable steps to identify the source and mitigate the concern to ensure the availability of safe drinking water. As needed, the Superintendent Chief Learning Officer or designee shall provide alternative sources of drinking water, such as bottled water, to ensure that students have access to fresh drinking water at mealtimes and at other times throughout the day.

Whenever testing of drinking water finds concentrations of lead that exceed federal and state standards, the Superintendent Chief Learning Officer or designee shall notify parents/guardians and take immediate steps to make inoperable any fountains or faucets where excess lead levels may exist. (Health and Safety Code 116277)

Tactical Responses to Criminal Incidents
Faculty Initial Actions and Response

"What to Do if You Discover an Incident"
Typically, incidents involving schools will come to the attention of a faculty or staff member by observation. The first faculty member discovering or receiving information about an incident will do the following:
1. Call the police or fire department immediately. The local emergency number is 911.
2. Activate the emergency system - Notify the site office/ initiate an all-call / notify the District Office, provide the following information;
- Your name
- Nature of incident
- Location of incident
- Severity of injuries or property damage

Telephone number (as a call back)/ your location
3. Take action to protect students and adults. This might Include:
- Moving people away
- Isolating and securing the area
- Providing assistance as needed to students and personnel
- Directing public safety responders to the scene

The district recognizes that catastrophic events can occur with little or no warning. The following information is to assist you should an incident occur.