



**Sequoia Union High School District**  
**East Palo Alto Academy**  
2021-2022

# **Comprehensive School Safety Plan**

## **-- DRAFT --**

**Plan Developed By: Safe and Welcoming School Team and SSC/ELAC**

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**Teacher:**

**Parent:**

**Classified Employee:**

**Law Enforcement Representative:**

**Student Representative:**

**School Board Approval Date:**

**Date adopted by School Site Council:**



## Table of Contents

I.	<a href="#"><u>Assessment of Current Status</u></a>	3
II.	<a href="#"><u>Component 1 Action Plan: People and Programs</u></a>	8
III.	<a href="#"><u>Component 2 Action Plan: Place</u></a>	9
IV.	<a href="#"><u>Procedures for Complying With Existing School Safety Laws:</u></a>	10
	Threat Assessment Protocol & Suicide Prevention Toolkit	
	Student Support Teams	
	Child Abuse Reporting	
	Disaster Procedures	
	Earthquake Procedures	
	Allowance of Public Agency Use	
	Suspension and Expulsion Policies/Procedures	
	Procedures to Notify Teachers of Dangerous Pupils	
	Discrimination and Harassment Policy	
	Schoolwide Dress Code	
	Procedures for Safe Ingress and Egress	
	A Safe and Orderly Environment	
	School Discipline	
	Students with Special Needs	
	Roles and Responsibilities of Mental Health Professionals & School Counselors	
	Roles and Responsibilities of Community Intervention Professionals	
	Roles and Responsibilities of School Resources Officers	
V.	<a href="#"><u>Verification of Public Meeting</u></a>	17
VI.	<a href="#"><u>Appendix 1: Board Policies and Administration Regulations</u></a>	18
VII.	<a href="#"><u>Appendix 2: School Emergency Response Guide</u></a>	81

## I. Assessment of Current Status

### School Description and Profile:

East Palo Alto Academy (EPAA) is a public charter high school located in a residential neighborhood in East Palo Alto that serves students primarily from the community of East Palo Alto and eastern Menlo Park. East Palo Alto has a long history of concentrated poverty and periodic violence. While the demographics have shifted from predominantly African-American to predominantly Latino, with some Polynesian, and African-American students; most families in East Palo Alto continue to live well below the poverty line in a community that has high rates of immigration and mobility. Although many families are dedicated to finding a better life for their children, significant rates of gang activity and violent crime produce a stressful environment in many parts of the community, and the majority of youth in East Palo Alto suffer from significant degrees of personal and family trauma.

East Palo Alto Academy (EPAA) was started in 2001 as the first public high school in East Palo Alto since the comprehensive Ravenswood High School was closed in 1976.

After many variations in management (from being a part of the local K-8th district, to Aspire Public Schools), in 2010 Stanford New Schools made the decision to re-launch EPAA as a new high school, still serving the East Palo Alto community, in partnership with Sequoia Union High School District. A process was initiated to design a new high school program and obtain a charter for a new school serving grades 9-12, authorized by the Sequoia Union High School District. That new charter was authorized in the spring of 2012. The 2012 – 2013 school year saw the launch of the new school, with a new charter, a new CDS Code, a new Principal, a new Chief Operating Officer, significant changes in administrative and teacher staffing, as well as new educational programming. In particular, the new high school program emphasizes college and career readiness, with an Early College program. While a new school, the new undertaking was informed by learning from the past. Consequently, we made the decision to build on previous school level data and the lessons of previous accreditation processes in order to create the most authentic WASC experience.

Despite all of these transitions it is important to note that the school has never wavered from its mission: to serve the youth of East Palo Alto by enabling them to learn 21st century skills, to be prepared for college and careers, and to graduate and attend college at high rates. EPAA uses a completely open admissions process and adamantly resists any kind of competitive process. As a public dependent charter school and part of the Sequoia Union High School District open enrollment process, EPAA is open to all students, has no admission requirements, and does not charge tuition. Students are admitted on a first come first served basis when the enrollment exceeds the capacity of the school site at the affected grade level. For example the 2015-2016 school year resulted in a waitlist for the freshman class.

Currently serving 360 students in grades nine through twelve, East Palo Alto Academy reflects the current population of the East Palo Alto Community, which is approximately 80% Latino, 10% African-American, 8% Pacific Islanders, and 2% Asian, Filipino, White, and American Indian. Admission is open to all who apply. Of the school's students, almost half are English Language Learners and about 85% qualify for Free/Reduced Lunch status.

Many families are new immigrants from Mexico and other parts of Central and South America. School surveys indicate that approximately 75% of students' parents were born in a country other than the United States. About 2/3 of the parents have less than a high school education.

For many years, each incoming 9th grade has demonstrated an average academic competency at the 4th or 5th grade level – both in English and Mathematics – with a wide spectrum of competencies ranging from Kindergarten/1st grade level all the way up to 12th grade level. In addition, our school sees a high number of students who transfer in after the beginning of 9th grade. These students represent a range of academic experiences and accomplishments. Often, they tell us they seek a smaller, more personalized setting where they will receive more intensive academic support. In some cases, we also see additional family members joining our community.

Wherever students begin in their learning, EPAA has supported them to complete high school and to connect to college entrance and viable careers. As indicators of this progress:

EPAA High School's graduation rates have consistently exceeded those of California State, and have been comparable to those of San Mateo County. In addition, in each academic year, we see over 90% of our senior class graduate. The high school has sent more than 90% of its graduates on to postsecondary education each year since the first graduating class in 2005.

Graduates are regularly admitted to all of the University of California and California State University campuses, as well as to a wide range of public and private colleges across the country, such as Dartmouth, Santa Clara University, Smith College, University of Colorado, Syracuse University, Whittier College, Northeastern University, Florida A&M, Howard University, Tuskegee, St. Mary's College, Notre Dame de Namur, and more.

What makes East Palo Alto Academy so special is our dedication to all of our students and their pursuit of their dreams, despite any and all obstacles. It begins with our commitment to ensuring all of our students are "ready to learn." We have fully developed wraparound services that include a full time social worker and restorative justice coordinator, on site therapeutic counselors, and a fully licensed psychiatrist. Once a month, the Lucile Packard Children's Hospital teen health van, which a physician specializing in adolescent medicine, a nurse practitioner, a social worker, a dietitian and a registrar, visits our campus.

Our partnership as a dependent charter with the Sequoia Union High School District provides supports in everything from systems for efficient operations, state of the art facilities and ongoing collaboration for instructional planning and delivery. Working with the Stanford Graduate School of Education and Stanford New Schools foundation specifically allows us the additional supports ensuring a strong academic program that is well founded in data-driven instructional best practices and the monetary supports to maintain the school charter that sets us apart from the more traditional comprehensive high school.

East Palo Alto Academy's goal is to prepare students to be independent learners who will succeed in college and the 21st century world and workplace. Building on the distinguishing Habits of Mind and Action, the Bulldog Way, and other foundations of EPAA philosophy, we have spent the last two years developing a Graduate Profile that encapsulates the school's goals and vision for our graduates. Competencies of our Graduate Profile include: Communication, Collaboration, Mindset, Impact, Knowledge, and Critical and Creative Thinking. Our core curriculum is aligned with the Common Core State Standards and the UC/CSU A-G requirements. The result is that all of our students are enrolled in college bound core curriculum. Electives include Spanish, Spanish for Native Speakers, A.P. Spanish, Yearbook, Student Leadership, Drama, and Media Arts, which offers the opportunity to submit an end of year portfolio sufficient for Advanced Placement credit.

All of our teachers invest in the work of creating culturally responsive lessons that are anchored in the Common Core State Standards. Working with colleagues throughout the field our teachers are committed to creating teaching and learning experiences that engage our students in solving real-world and timely issues affecting our community and global society. In the past year, we have increased our focus on anti-racist, culturally affirming pedagogy and plan to continue working with this focus going forward. We have been developing a Defense of Learning to take the place of our former exhibitions. This goes hand-in-hand with our increased focus on project-based teaching throughout the school year and across content areas. During the Defense of Learning presentations, students select artifacts from their work over the year and use it to show they have mastered the indicators and competencies on the Graduate Profile. We invite members of the community to join teachers and staff in judging our student exhibitions. This strengthens our community ties while preparing our students for the transition to the wider world where they will have to prove their understanding and skills to a larger public.

For those students who are motivated to go beyond we offer an on-site Early College Program. The Early College Program at EPAA provides access to college courses for EPAA students and an opportunity to experience the culture and rigor of college coursework early in their high school careers. Credit-bearing college courses taught by Cañada professors are offered to students, based on their readiness and interest, through a partnership with Cañada College. For students who wish to diversify their coursework through blended learning we also offer coursework through Cyber High.

To ensure that our students remain on track to graduate with their necessary A-G coursework we offer several layers of support. All teachers offer regular office hours. During office hours we model the initiative required in college to follow up with coursework that may be more challenging. Every student also has the benefit of Advisory. Our Advisory program

pairs each student with a caring adult at the school who knows them well, communicates with their parents, and monitors and guides their progress. Each teacher is assigned a small group of 15 students. These groups meet at least three days each week for 75 minutes a class, and students receive ten units towards graduation annually for this course. The advisory program is important in helping our staff create a positive, trusting school climate. Many students remain in contact with their advisors long after graduation.

At East Palo Alto Academy we understand that our wrap-around services and academic program are only a part of the puzzle. Equally important is our relationship with our students' families and the surrounding community. Perhaps the most important of our engagement with families are the bi-annual Student Led Conferences. Twice a year all students must facilitate a conference with a parent or family member, sharing their progress towards their goals and work products that they are especially proud of, exemplifying their road to mastery in the Five Habits of Mind.

Every month we offer three opportunities (two in the evening and one in the morning) to connect in an organized meeting that is open to all. We offer monthly evening workshops that are facilitated by knowledgeable colleagues in topics selected by families through our annual parent survey. We also offer a monthly Parent and Principal Coffee in which topics such as school operations, curriculum and instruction, and a safe and welcoming school are discussed. Finally, we have an active English Language Advisory Council and School Site Council that meet once a month, drawing regularly up to 30 active and engaged families. Additionally we have several events throughout the year engaging and involving families to come together with students, teachers and staff. From our Back to School Night, Winter Celebration, student talent show, seasonal sports events to the all important graduation at Memorial Hall on Stanford's campus, the families often find our EPAA "family" extends to their own.

Community partnerships are critical to our vision. Community service is a graduation requirement for each EPAA student. To help facilitate this requirement we have long-standing partnerships with The Boys and Girls Club of the Peninsula, Canopy, Youth United for Community Action, Live in Peace Green Street campus, Menlo Park Mural and Arts Program, and One East Palo Alto to name but a few. We begin the school year with a community outreach fair, allowing students to sign up for opportunities throughout the school year. Many of our partners are integrated into the advisory program, making for seamless opportunities for collaboration. The senior class specifically has adopted our neighboring K-5. This partnership has resulted in EPAA seniors acting as translators for K-5 parent/teacher conferences and the adoption of all fifth graders to create reading buddies and donations of books to our K-5 partners.

For students motivated to go above and beyond the academic core coursework, advisory requirements and community service, we have several school clubs and a robust sports program that includes league champions in volleyball and soccer. Student clubs range in interests of dance, coding, gaming, Comic-Con inspired drawing, Polynesian Club, Black Student Union and PRIDE club.

At East Palo Alto Academy we sincerely believe that *all students will graduate college-ready, empowered with the skills and passion to positively impact their own lives, their community and the global society.* As a team we are dedicated and determined to ensure that our vision is a reality in everything that we do for our students, families and community. We feel passionately that our students can be the positive change that we seek in the global society.

**Summary of School Discipline Data:**

<b>Suspension and Expulsion Rates – Percentages</b>								
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-2018	2018-2019	2019-2020
<b>Suspension</b>	N/A	N/A	9.3%	13.1%	16.0%	10.5%	11.7%	6.3%
<b>Expulsion</b>	N/A	N/A	0.312%	0.61%	0.60%	.002%	0%	N/A

<b>Suspension and Expulsion Rates – Numbers</b>								
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-2018	2018-2019	2019-2020
<b>Suspension</b>	N/A	N/A	41	74	131	225	98	35*
<b>Expulsion</b>	N/A	N/A	1	2	2	1	0	0

*Suspension and Expulsion Data from California Department of Education DataQuest.*

**Total Offenses Committed Data: 2019-20\***

<b>Ed. Code Violation</b>	<b>Offense Name</b>	<b>Total Count of Offenses</b>	<b>Offenses Resulting in Expulsion</b>	<b>Offenses Resulting in Suspension</b>
48900(a)(1)	Caused, attempted, or threatened physical injury	16	0	16
48900(a)(2)	Used force or violence	3	0	3
48900(b)	Possession, sale, furnishing a firearm or knife	1	0	0
48900(c)	Possession, use, sale, or furnishing a controlled substance, alcohol, intoxicant	19	0	3
48900(d)	Offered, arranged, negotiated to sell a controlled substance, alcohol, intoxicant; sold, delivered, furnished imitations	1	0	1
48900(e)	Committed or attempted to commit robbery or extortion	0	0	0
48900(f)	Caused or attempted to cause damage to school property or private property	0	0	0
48900(g)	Property Theft	3	0	3
48900(h)	Possession or use of tobacco products	0	0	0
48900(i)	Obscene acts, profanity, or vulgarity	16	0	2
48900(j)	Offering, arranging, or negotiating sale of drug paraphernalia	2	0	1

48900(k)(1)	Disruption, defiance	151	0	0
48900(m)	Possession of an imitation firearm	0	0	0
48900(n)	Sexual assault	0	0	0
48900(o)	Harassment, intimidation of a witness	0	0	0
48900(q)	Hazing	0	0	0
48900(r)	Bullying	2	0	0
48900.2	Sexual Harassment	3	0	3
48900.3	Hate Violence	0	0	0
48900.4	Harassment or Intimidation	5	0	3
48915(A)	Physical Injury	0	0	0
48915(B)	Possession of a knife or dangerous object	0	0	0
48915(C)	Possession of a controlled substance	0	0	0
48915(D)	Robbery/Extortion	0	0	0
48915(E)	Committed assault or battery on a school employee	0	0	0
<b>Total</b>		<b>222</b>	<b>0</b>	<b>35</b>

**Other Data:**

Along with the Sequoia Union High School District we participated in the on-line Panorama Survey. Due to a low return rate of our electronic surveys of 16% we relied on additional feedback made available through our regular parent meetings 2 times a month (one in the morning and one in the evening) open to all families and our annual grade level meetings where we have 60-80% of our families participating. We also facilitated a community feedback session that included parents, teachers, students and community stakeholders to discuss the LCAP goals and progress.

EPAA uses two surveys to measure school climate, in addition to a “town hall” we call Food and Feedback in which teachers and students meet in small groups to revisit some of the Panorama survey results. We wanted more specific student explanation for the data to have a clearer understanding of the results. In discussing the surveys with the students there was some confusion about the questions and what they were asking. To provide an opportunity for “street level” data collection all teachers and staff engaged in a 60 minutes interview of students in small groups.

The results of the Panorama survey have remained consistent over the past two years; our strongest area is still School Safety with a 3.8 in a 5 point scale, followed by 3.3 in school climate, 3.3 in school belonging, and 3.1 in school engagement. This is a 0.3 increase in the school engagement result. Two years ago, as a result of the school survey and the extended opportunity for interviews we made some revisions to how student government was going to celebrate all school activities, diversifying in more inclusive ways for all the groups on campus (e.g., Latinx, Pacific Islanders and African Americans (we only have 1% other)). Additionally we have included more professional development around Restorative Practices throughout the school year. In 2019-2020, we created a concrete restorative behavior system, with concrete follow-ups and agreements for every referral and behavior incident. With the support of our Restorative Justice Coordinator from the Peninsula Conflict Resolution Center, we facilitate mediations between students and teachers, and

between student peers to resolve minor and major conflicts and misunderstandings. We also shifted to use alternatives to suspensions for drug-related offenses, partnering with 1EPA and Star Vista to provide drug education and support.

The expanded athletics program with two sports each season has also worked hard to support the Bulldog Way. We were accepted back into the league this year and will be starting league play in 2020-2021. We anticipate that competitive sports will also boost school spirit and improve school culture.



## II. Component 1 Action Plan: People and Programs

### How will you create a caring and connected school climate?

Continue to hire the most highly qualified teachers for openings at the school, while seeking to increase the number of teachers who demographically reflect the students we serve.

### Goal Statement

EPAA continues our endeavors to be an anti-racist, culturally affirming school community. As such, we strive to hire and maintain a staff that is culturally and ethnically diverse. In addition, our teachers will be trained and prepared to design curriculum that address the needs, cultures, traditions and values of our community.

### Objectives:

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
Recruit former graduates, people from within the community, and set up a teaching pipeline to target students from an early age to teach for school.		Parent Liaison, Ho, Guillaume, and EPAA Foundation	ongoing	increase in alumni hires
Establish retention baselines of highly qualified teachers of diverse backgrounds	Recruitment Fairs and Relationship with Stanford's STEP program	Ho	ongoing	increase in school staff diversity and representation
Invest in Build-your-own program at SUHSD, where current classified employees can work toward a credential.	SUHSD Program	Guillaume	ongoing	# of teachers accepted and successful at completing the program
Continue to attend SUHSD teacher recruitment fairs.		Guillaume and Ho	ongoing	increase in school staff diversity and representation
Anti-racist and design thinking work to support internal and systemic change to make EPAA a safer, more empowering workplace for BIPOC staff.		Guillaume and Ho	ongoing	increase in retention of BIPOC staff

## Component 2 Action Plan: Place

### How will you create a physical environment that communicates respect for learning and for individuals?

Built upon principles of the Bulldog Way, we strive to make our school climate and culture one that empowers all students and encourages solidarity. We will continue using restorative practices, strengthening our project-based pedagogy, and planning inclusive, culturally affirming curriculum.

### Goal Statement

EPAA is a Safe and Welcoming school. All students and staff embody anti-racist, inclusive and culturally affirming mindsets and actions that build a powerful school community.

### Objectives

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
Anti-racist and design thinking work to support internal and systemic change to make EPAA a safer, more empowering learning environment for all		Guillaume and Ho	ongoing	Positive increase in responses to Panorama Survey, student surveys and student performance data Positive increase in responses to Panorama Survey, student surveys and student performance data
Ongoing Teaching of the Bulldog Way to students	<a href="#">Bulldog Way</a> <a href="#">Google Docs</a>	Ho, Guillaume, Teachers and school site Leadership Team	ongoing	
Ongoing professional development around restorative justice and project-based learning	<a href="#">Bulldog Way Staff Norms</a>	Hibbs, Guillaume, Ang and school site Leadership Team	ongoing	
Implementation of student panels to encourage and include student voice in schoolwide decisions		Ho, Guillaume	ongoing	

### III. Procedures for Complying With Existing School Safety Laws

#### **Threat Assessment Protocol & Suicide Prevention Toolkit**

East Palo Alto Academy staff and administration are trained in the San Mateo County's Student Threat Assessment Protocol and Suicide Prevention Toolkit. While not a foolproof method of assessing risk, the Level One Student Threat Assessment Protocol provides every school with an evidence-based process and is intended to provide early intervention and support to students who may be struggling. To support this process, there is also a countywide Level Two Student Threat Assessment Team that meets on a regular basis to review cases.

#### **Student Support Teams**

East Palo Alto Academy staff and administration utilize student support teams when concerns are raised around student academic progress. These teams are usually the first formal meeting to address these concerns. Before a referral can be made to assess any student for Special Education eligibility, these student support teams must meet. These teams receive referrals from counselors, parents, and other staff, and assess barriers to student academic progress.

#### **Child Abuse Reporting**

East Palo Alto Academy staff follows all education codes and policies for reporting child abuse. All staff are mandated to complete Mandated Reporter training yearly. All staff are mandated reporters and are required, by law, to report all known or suspected cases of child abuse or neglect. It is not the job of the mandated reporter to determine whether the allegations are valid. If child abuse or neglect is reasonably suspected or if a pupil shares information with a mandated reporter leading him/her to believe abuse or neglect has taken place, the report must be made. No supervisor or administrator can impede or inhibit a report or subject the reporting person to any sanction.

#### **Disaster Procedures**

See [Appendix 2: School Emergency Response Guide](#)

See also SUHSD Board Policies Appendix 1: BP/AR 3516, AR 3516.3, BP/AR 3516.5, AR 3543

#### **Earthquake Procedures**

Earthquake emergency procedures are established in every school building, and are aligned to the San Mateo County's Big Five initiative, the Standardized Emergency Management System, and the National Incident Management System.

See [Appendix 2: School Emergency Response Guide](#)

See also SUHSD Board Policies Appendix 1: AR 3516.3

#### **Allowance of Public Agency Use**

To the extent required by law, the Board will grant the use of school buildings, grounds or equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

See also SUHSD Board Policies Appendix 1: BP/AR 3516

#### **Suspension and Expulsion Policy**

School policies follow district policies and state laws regarding suspension and expulsion. The suspension and expulsion policy is printed in the student handbook and/or reviewed in person with students at the beginning of the year.

A pupil may not be suspended from school or recommended for expulsion unless the Superintendent or the principal of the

school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions.

*See also SUHSD Board Policies in Appendix 1: BP 5131.7, BP/AR 5144.1, BP/AR 5144.2, E 5144.2*

### **Procedures to Notify Teachers of Dangerous Pupils**

Upon the receipt of the records of a new student, the records are routed through the appropriate staff for cumulative records review. The cumulative records usually include a copy of each suspension. Each person receiving the cumulative record is to review it. If the record contains suspension notification, these are to be communicated to the student's teachers.

To notify teachers of suspensions as they occur during the school year, an automated message is sent at the end of each school day containing pertinent information. Teachers are directed to discuss any questions directly with an Administrative Vice Principal.

When the district receives information from the juvenile court system that a student has been convicted of a serious or violent crime requiring teacher notification, the information is sent to the site's administration, who notifies student teachers.

*See also SUHSD Board Policies in Appendix 1: BP/AR 4158, BP/AR 4258, BP/AR 4358*

### **Discrimination and Harassment Policy**

The Board of Trustees is committed to maintaining a school environment that is free from harassment and or discrimination. The Board prohibits harassment and or discrimination of any student by another student, an employee or other person, at school or at a school-sponsored activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.

Any student who engages in harassment and or discrimination of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action.

Any student who feels that he/she is being harassed should immediately contact the principal or designee or another District administrator in order to obtain a district policy and uniform complaint procedures. Complaints of harassment and or discrimination can be filed in accordance with these procedures.

*See also SUHSD Board Policies in Appendix 1: BP/AR 4119.11, BP/AR 4219.11, BP/AR 4319.11, BP 5145.3 BP/AR 5145.7*

### **School Wide Dress Code**

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

EPAA's Dress Code Policy:

#### **Hats and Hoodies:**

- Hats and hoodies must be worn with the hood off during class and assemblies.
- Eyes and ears must be unobstructed.
- Hats in violation of policy will be confiscated and returned at the Administration's discretion

#### **Shirts and Tees:**

- Shirts must cover the students' entire chest and stomach area, and cover or tie across shoulders.

#### **Pants, shorts and skirts:**

- Undergarments must always be covered.
- Shorts/skirts must not be higher than mid-thigh.

**Accessories:**

- Bandanas are not permitted on campus.
- Sunglasses must not be worn during class.

**Colors and Graphics**

- The color red or blue cannot be the majority of color in any outfit.
- Small amounts (less than 50%) of red and blue, with an even amount of each color in the garment or outfit is acceptable.
- Upon Administration's discretion, red and/or blue colors will be banned for students who have documented gang involvement.
- Clothing must be free of offensive language, references to/or symbols of drugs or, alcohol, and or images of a sexual nature.

**Accessories:**

- No bandanas of any color are permitted on campus.
- Sunglasses may not be worn during class

**Consequences for Dress Code Violation:**

Students who violate the dress code may be loaned clothes to wear for the day, asked to turn a shirt inside out, or have their parents notified by a Student Advisor or Administration and asked to bring a change of clothing. Repeated dress code violations could result in a parent conference and possible additional consequences.

*See also SUHSD Board Policies in Appendix 1: BP/AR 5132, E 5132*

**Procedures for Safe Ingress and Egress**

Students who are tardy are to check into the office before reporting to class. Students who leave early are checked out through the office and released to the parent or, with a note from the parent, released to the adult identified in the note. Identification is requested.

Staff members assist in the supervision of students during arrival and dismissal times. There is additional supervision by administration whenever available and possible.

**A Safe and Orderly Environment**

Student Involvement Programs- there are many programs at EPAA that focus on student involvement and participation. We want our students to know they are valued and contribute to daily operation of the school as well as its success.

**Advisory:**

Every student has the benefit of our Advisory Program. The advisory program at EPAA was designed to ensure that every students has an adult advocate on campus. This endeavors improves engagement, attendance and commitment to our school program. Each teacher is assigned a small group of 15-20 students. Advisors are responsible for academic monitoring, social emotional learning and support, and college readiness. The advisory class meet three days each week for 80 minutes a class, and students receive ten units towards graduation annually for this course. The advisory program is important in helping our staff create a positive, trusting school climate. Many students remain in contact with their advisors long after graduation. Equally important is our relationship with our students' families and the surrounding community. Perhaps the most important of our engagement with families are the semi-annual Student Led Conferences. Twice a year

all students must facilitate a conference with a parent or family member, sharing their progress towards their goals and work products that they are especially proud of, exemplifying their road to mastery in the Five Habits of Mind.

The EPAA advisory program allows students to access a number of components of school-wide programs and goals in a smaller classroom setting, with the same advisor for two consecutive years. Advisors serve as advocates who gather information on individual students' needs as a whole child, and then they find the resources within the school or its affiliates to get those needs met. Advisees create personal learning plans through the Student Led Conference process; they set personal, academic and school-to-career goals, measure the degree to which the goal was met, and report their progress in a conference with their own guardian and advisor each semester. This process allows students to take personal ownership of their academic accomplishments and develop metacognitive skills about their own learning. On a smaller scale, some advisors also have students set weekly goals for themselves, which may be re-visited at the next weekly check-in.

EPAA will continue to:

- reduce suspensions and implement alternatives to suspension programs at site. The Restorative Justice and School Mental Health programs provide much needed supports to a school with such a high population of first generation students. Only 35% of our families attended high school and only 13% have gone to college. We are fortunate to have such a large number of students who benefit from resources through the advocacy, skills and tools learned around such things as stress and time management and self-advocacy.
- Maintain support programs to improve daily attendance at all sites, including the employment of a full time attendance clerk. Our attendance clerk has been very strong in following up with attendance on a regular basis. There are personal calls home and emails to teachers, advisors and administration for excessive tardies and absences. In addition to monthly reports in which we work with the local police department around home visits and student/parent meetings to address truancy issues.
- Use campus aids, advisors, community liaisons and parent coordinator to support positive attendance. The small campus size and strong relationships among all staff create a campus in which absent students become a concern for the entire team. For students with truancy challenges it is not uncommon to have the parent liaison, campus security (especially for communication in Tongan) and or the administration and school social worker to works as a team for home visits and meetings with students of concern.
- Implement and strengthen restorative discipline system in partnership with the Peninsula Conflict Resource Center (PCRC). We will expand our work with mediation to build a circle culture in which staff facilitate their own circles in their classes and advisories. We will continue to provide support and professional development for teachers to better understand restorative mindsets and practices. We want to help teachers become more proficient in distinguishing school mental health, from behavioral issues and proactive vs. reactive interventions.

## Parent Participation and Involvement

The staff welcomes the direct involvement of the community. EPAA has an active Parent Teacher group and an active Site Council. Many of our teacher assistants on staff are parents of students at our school.

### Parent Meetings

Every month we offer opportunities to connect in an organized meeting that is open to all. We offer monthly evening workshops that are facilitated by knowledgeable colleagues in topics selected by families through our annual parent survey. We also offer a monthly Parent and Principal Coffee in which topics such as school operations, curriculum and instruction, and a safe and welcoming school are discussed. Finally, we have an active English Language Advisory Council and School Site Council that meet once a month, drawing regularly up to 30 active and engaged families. Additionally we have several events throughout the year engaging and involving families to come together with students, teachers and staff. From our

Back to School Night, Winter Celebration, student talent show, seasonal sports events to the all important graduation at Memorial Hall on Stanford's campus, the families often find our EPAA "family" extends to their own.

### Student Led Conferences

The Student Led Conferences (SLC's) are the most informative meetings between student, parent, and advisor. They take place in the first 6-8 weeks of each semester. The student "leads" the meeting. A script of sentence starters is provided for the students. In this meeting, the student reflects on one class assignment they have succeeded in. Additionally, the student, teacher, and parent fill out and then sign an "action plan" form, which includes two columns for strengths and challenges, and a third column for the action plan to address challenges and promote success. This in-depth reflection and accountability process is an effective tool of our advisory curriculum. The students feel empowered by the process; they also gain an increasing awareness of self on both a personal and academic level. Parents feel equally empowered and informed of their student's academic status.

*See also SUHSD Board Policies in Appendix 1: BP/AR 5137*

### **School Discipline**

The school discipline policy is summarized in the student/parent handbook which goes home with every student at the beginning of the year. Parents and students sign a form stating they read and discussed the handbook. Responsibility and school procedures are covered as part grade level assemblies with the students during the first two weeks of school.

### [EPAA Student Handbook](#)

East Palo Alto Academy (EPAA) is a campus committed to Restorative Justice and positive behavior supports and interventions. WeEPAA upholds clear and consistent expectations and systems, and makes every possible effort to facilitate mediations and conferences to heal from the consequences of choices that negatively impact our safe learning environment. The Go-To Team, led by the Vice Principal and RJ Coordinator looks more holistically at each student and services they may need to access through a multi-tiered system of support.

*See also SUHSD Board Policies in Appendix 1: BP/AR 5144, BP 5145.9*

### Restorative Justice:

Now working with a full time Restorative Justice coordinator, systems are in place to proactively and reactively support positive student behavior. We are working to proactively train the faculty and staff on implementation of restorative practices in their classrooms as well as holding community circles in advisory. Community Circles are intended to connect students to the larger community by discussing issues on a personal level, in a structure way. Our Vice Principal, In collaboration with Peninsula Conflict Resolution Center, has worked to develop a discipline matrix that aligns with both state education codes and EPAA practices and philosophies in this area. The ongoing work to support students proactively is managed by the Restorative Justice Coordinator, the Vice-Principal, the MTSS team that meets bi-weekly (Principal, Vice-Principal, R.J. Coordinator, Manager of Social Services and Guidance Counselor, SPED). For further guidance we have also discussed some specific issues with the Charter Advisory Board. For example, the results of the 40 Developmental Assets for Adolescents Survey created by the Reach Institute were discussed with all stakeholder teams, as we work to develop next steps in meeting the needs of our students and further developing their assets as a group. Additionally, specific time has been set aside in our 2018-2019 professional development calendar to train and reflect with our staff on PBIS practices.

### **Hate Crimes**

Procedures are followed according to the Education Code.

## Students with Special Needs: Site Emergency Procedures for Students with Special Need

This will be implemented during the 2018-2019 school year:

1. Procedures for students with special needs may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
  - a wheelchair on a daily basis
  - specialized equipment
  - physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
4. The Site Safety Specialist is responsible for:
  - identifying all students who will require additional assistance
  - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student
5. Use the format below to complete an Individual Emergency Procedures Plan for each student with special needs. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials (class roster, etc.)

<b>Individual Student Emergency Procedures Plan</b>		
<b><u>Student:</u></b>	<b><u>Room #:</u></b>	<b><u>Teacher:</u></b>
<b><u>Designated Specialized Assistants:</u></b> <b><i>(Identify two staff in this area)</i></b>		
<b><u>Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner (complete below) For example: Monitor blood sugar level and provide glucose sources as needed</u></b>		

\* This plan is only for students needing extra assistance during an emergency/evacuation. Once form is completed, each form needs to be kept on file at school site (in classroom & office).

## Roles and Responsibilities of Mental Health Professionals & School Counselors

### Mental Health Services

The Mental Health Services program at EPAA provides counseling and therapeutic support services to the 9th-12th grade students. The goal of the program is to assist students in overcoming and/or managing behavior and social-emotional issues that impede academic progress and disrupt the learning environment of the school. The roots of these behaviors may stem from a variety of causes including psychiatric disorders, psychosocial stressors from home (i.e. domestic violence, homelessness, lack of financial resources, etc.) anxiety and stress, substance abuse, and in some cases neurological issues.

The mental health team provides services such as assessment, diagnosis, and therapeutic treatment plans for students (including medication). Assist in the development of healthy coping strategies for students and families. Mediate relationship issues between students, families, and staff. Provide community referrals to families in crisis, and consultation, education and information to school staff on the management of adolescent behaviors, creating a more attuned and trauma sensitive school. Provide psychological testing for students in need of Special Ed services. Provide training for parents, teachers and staff on student's mental illnesses. In addition to individual therapy sessions, the therapists provided group sessions and workshops on a number of issues.



In addition, the school site mental health team meets weekly using a Case Study approach to provide coordinated support services for students and their families.

#### Care Team.

To better support the learning needs of its students, EPAA created the Care Team to provide a systemic approach to addressing both the social-emotional and academic needs of students. The team meets bi-weekly to review cases submitted by teachers, administration and other staff members. The team will also address the needs of teachers and identifies ways to better support them in their work with students and their families.

#### **Roles and Responsibilities of Community Intervention Professionals**

##### Restorative Justice:

Now working with a full time Restorative Justice coordinator, systems are in place to proactively and reactively support positive student behavior. We are working to proactively train the faculty and staff on implementation of restorative practices in their classrooms as well as holding community circles in advisory. Community Circles are intended to connect students to the larger community by discussing issues on a personal level, in a structure way. Our Vice Principal, In collaboration with Peninsula Conflict Resolution Center, has worked to develop a discipline matrix that aligns with both state education codes and EPAA practices and philosophies in this area. The ongoing work to support students proactively is managed by the Restorative Justice Coordinator, the Vice-Principal, the CARE team that meets bi-weekly (Principal, Vice-Principal, R.J. Coordinator, Manager of Social Services and Guidance Counselor). For further guidance we have also discussed some specific issues with the Charter Advisory Board. For example, the results of the 40 Developmental Assets for Adolescents Survey created by the Reach Institute were discussed with all stakeholder teams, as we work to develop next steps in meeting the needs of our students and further developing their assets as a group. Additionally, specific time has been set aside in our 2018-2019 professional development calendar to train and reflect with our staff on PBIS practices.

#### **Roles and Responsibilities of School Resources Officers (or other Law Enforcement on Campus)**

N/A

## IV. Verification of Public Meeting

### Method for Communicating Plan and Notifying Public: Ed Code 32288

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

- Local Mayor
- Representative of the local school employee organization
- A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs
- A representative of each teacher organization at the school site
- A representative of the student body government
- All persons who have indicated they want to be notified

The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:

- A representative of the local churches
- Local civic leaders
- Local business organizations
- In order to ensure compliance with this article, each School District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Ed Code 32281

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**Date of Board Meeting/Public Hearing: February 27, 2019**

**Site of Board Meeting/Public Hearing: Sequoia Union High School District Office, 480 James Ave, RWC, 94062**

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### Review of Progress for Last Year

Each School year the Safety Plan is reviewed by the School Safety Team and presented to its SSC to be approved annually. Community members are invited to the annual SSC meeting to review the Comprehensive Safety Plan including the City, Police and Fire departments, representatives from parent and teacher groups, and certificated and classified Presidents. The Comprehensive Safety Plan is also taken to the school board each year for approval and public review.

**Law Enforcement Review                      Date: October 25, 2018**

**Site Council Approval                         Date: October 25, 2018**

## IV. Appendix 1: Board Policies and Administration Regulations

### Board Policy and Administration Regulations:

#### EMERGENCIES AND DISASTER PREPAREDNESS PLAN

BP 3516

The Board of Trustees recognizes that in order to save lives and protect property, all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and events which threaten to result in a disaster.

The Superintendent shall require school Principal or designee to develop and maintain a disaster preparedness plan which details provisions for handling all foreseeable emergencies and disasters and which shall be included in the district's comprehensive school safety plan. (Education Code 32282) The Superintendent or designee may appoint a committee to regularly review the disaster preparedness plan and recommend changes.

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 3516.3 - Earthquake Emergency Procedure System)

The Superintendent or designee shall also develop and maintain emergency plans for each school site.

The Superintendent, Principal or other designee shall collaborate with city and/or county responders, including local public health administrators, so that district and site plans may provide the best possible way of handling each situation and also provide for emergency communications systems between these agencies and each district school.

(cf. 3543 - Transportation Safety and Emergencies)

The Superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

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

(cf. 1330 - Use of School Facilities)

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

(cf. 4112.3/4212.3/4312.3 - Oath or Affirmation)  
(cf. 4119.3/4219.3/4319.3 - Duties of Personnel)

Disaster preparedness exercises shall be held regularly at each school site and shall demonstrate how safety procedures may be applied to various types of emergencies. All students and employees shall receive instruction regarding emergency plans.

The Board encourages all employees to become proficient in first aid and cardiopulmonary resuscitation (CPR). The Superintendent or designee shall ascertain that at least one staff member at each school holds a valid certificate in these areas. The Superintendent or designee shall provide for CPR inservice training to be offered at least once a year for district staff.

Policy SEQUOIA UNION HIGH SCHOOL DISTRICT

adopted: December 10, 1997      Redwood City, California  
revised: January 20, 2010  
re-adopted: September 12, 2012

#### EMERGENCIES AND DISASTER PREPAREDNESS PLAN

AR 3516

##### Components of the Plan

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

1. Fire on or off school grounds which endangers students and staff  
(cf. 3516.1 - Fire Drills and Fires)
2. Earthquake or other natural disasters  
(cf. 3516.3 - Earthquake Emergency Procedure System)
3. Environmental hazards  
(cf. 3514 - Environmental Safety)  
(cf. 3514.2 - Integrated Pest Management)
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group  
(cf. 3515 - Campus Security)  
(cf. 3515.2 - Disruptions)  
(cf. 5131.4 - Student Disturbances)
5. Bomb threat or actual detonation  
(cf. 3516.2 - Bomb Threats)
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak  
(cf. 5141.22 - Infectious Diseases)

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

1. Regular inspection of school facilities and equipment and identification of risks  
(cf. 3530 - Risk Management/Insurance)
2. Instruction and practice for students and employees regarding emergency plans, including:
  - a. Training of staff in first aid and cardiopulmonary resuscitation
  - b. Regular practice of emergency procedures by students and staff  
(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)
3. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
  - a. The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
  - b. Individuals responsible for specific duties
  - c. Designation of the principal for the overall control and supervision of activities at each school during the emergency, including authorization to use his/her discretion in situations which do not permit execution of prearranged plans
  - d. Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation
  - e. Assignment of responsibility for identification of injured persons and administration of first aid
4. Personal safety and security, including:
  - a. Identification of areas of responsibility for supervision of students
  - b. Procedures for evacuation of students and staff, including posting of evacuation routes
  - c. Procedures for release of students, including a procedure to release students when reference to the emergency card is not feasible  
(cf. 5141 - Health Care and Emergencies)  
(cf. 5142 - Safety)
  - d. Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety  
(cf. 3543 - Transportation Safety and Emergencies)
  - e. Provision of a first aid kit to each classroom
  - f. Arrangements for students and staff with special needs  
(cf. 4032 - Reasonable Accommodation)  
(cf. 6159 - Individualized Education Program)
  - g. Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease  
(cf. 4161.1/4361.1 - Personal Illness/ Injury Leave)  
(cf. 4261.1 - Personal Illness/Injury Leave)  
(cf. 5113 - Absences and Excuses)

(cf. 6183 - Home and Hospital Instruction)

5. Closure of schools, including an analysis of:
  - a. The impact on student learning and methods to ensure continuity of instruction
  - b. How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians  
(cf. 3516.5 - Emergency Schedules)
6. Communication among staff, parents/guardians, the Board of Trustees, other governmental agencies, and the media during an emergency, including:
  - a. Identification of spokesperson(s)  
(cf. 1112 - Media Relations)
  - b. Development and testing of communication platforms, such as hotlines, telephone trees, and web sites  
(cf. 1113 - District and School Web Sites)
  - c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand
  - d. Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians
7. Cooperation with other state and local agencies, including:
  - a. Development of guidelines for law enforcement involvement and intervention
  - b. Collaboration with the local health department, including development of a tracking system to alert the local health department to a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease  
(cf. 1400 - Relations between Other Governmental Agencies and the Schools)
8. Steps to be taken after the disaster or emergency, including:
  - a. Inspection of school facilities
  - b. Provision of mental health services for students and staff, as needed  
(cf. 6164.2 - Guidance/Counseling Services)

Regulation SEQUOIA UNION HIGH SCHOOL DISTRICT  
approved: January 20, 2010 Redwood City, California

## **EARTHQUAKE EMERGENCY PROCEDURE SYSTEM**

**AR 3516.3**

### Earthquake Preparedness

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

(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 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 or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

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

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

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

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

#### Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside the school 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 and out from under heavy suspended light fixtures.
4. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
5. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

#### Earthquake While Outdoors on School Grounds

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

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

#### Earthquake While on the Bus

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

(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 or designee and request further instructions after assessing the earthquake damage.
8. The Superintendent or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.

(cf. 1112 - Media Relations)

Regulation SEQUOIA UNION HIGH SCHOOL DISTRICT

approved: December 10, 1997 Redwood City, California

revised: February 15, 2012

#### EMERGENCY SCHEDULES

BP 3516.5

In order to provide for the safety of students and staff, the Governing Board authorizes the Superintendent or designee to close a school site, change the regular school day schedule, or take any necessary action when hazardous environmental or weather conditions or other emergencies warrant.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 4157/4257/4357 - Employee Safety)

(cf. 5142 - Safety)

(cf. 6112 - School Day)

When an emergency condition causes a school closure, reduction in attendance, or change in schedule pursuant to Education Code 41422 or 46392, thereby preventing the district from complying with the minimum number of instructional days or minutes required by law, the Superintendent or designee shall complete and submit to the Superintendent of Public Instruction the necessary forms for obtaining approval of the days of the closure, reduction in attendance, or change in schedule. The Superintendent or designee shall submit other relevant district records as may be required.

(cf. 3580 - District Records)

(cf. 6111 - School Calendar)

The Superintendent or designee shall establish a system for informing students and parents/guardians when school buses are not operating as scheduled, the school day schedule is changed, or the school is closed. The district's notification system shall include, but is not

limited to, notifying local television and radio stations, posting on district web site(s), sending email and text messages, and/or making telephone calls.

(cf. 1112 - Media Relations)

(cf. 1113 - District and School Web Sites)

(cf. 3542 - School Bus Drivers)

(cf. 3543 - Transportation Safety and Emergencies)

Whenever the school day schedule changes after students have arrived at school, the Superintendent or designee shall ensure that students are supervised in accordance with the procedures specified in the district's emergency and disaster preparedness plan.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

The Superintendent or designee may provide a means to make up lost instructional time later during the year. Students and parents/guardians shall receive timely advanced notice of any resulting changes in the school calendar or school day schedule.

Policy SEQUOIA UNION HIGH SCHOOL DISTRICT

adopted: June 27, 2012 Redwood City, California

## EMERGENCY SCHEDULES

AR 3516.5

The Superintendent or designee shall establish a system for informing staff, students and parents/guardians when school buses are not operating as scheduled, the school day schedule is changed, or the school is closed.

(cf. 1112 - Media Relations)

(cf. 1113 - District and School Web Sites)

(cf. 3542 - School Bus Drivers)

(cf. 3543 - Transportation Safety and Emergencies)

Beginning July 1, 2012, staff, students, and parents will have the option to opt-in or opt-out from receiving district notifications through the district's notification system which shall include, but is not limited to, sending email, text messages, and/or making telephone calls. Options can be submitted to the district's office or school site as specified below.

1. By default all e-mail addresses and households' telephone numbers are notified unless staff, parents, and/or students opt-out in writing from receiving such notifications.
  - a. All written requests from parents and students should be addressed to their school site.
  - b. Staff written requests should be addressed to the district office Information Services Department.
2. Through the annual online registration process, parents and students will have the option to opt-in or opt-out from receiving text messages directly to their cell phones. Standard text rates may apply and/or data usage (depending on their carrier).
  - a. Parents and students can also opt-in or opt-out from text messaging by given written notice to their school site.
3. Through an annual electronic survey, staff will have the option to opt-in or opt-out from receiving text messages directly to their cell phones. Standard text rates may apply and/or data usage (depending on their carrier).
  - a. Staff can also opt-in or opt-out from text messaging by given written notice to the Information Services Department, district office.
4. Emergency notifications include but are not limited to, sending emails, text messages, and/or telephone calls must be approved by the Superintendent or designee.

Regulation SEQUOIA UNION HIGH SCHOOL DISTRICT

approved: June 27, 2012 Redwood City, California

## TRANSPORTATION SAFETY AND EMERGENCIES

AR 3543

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)

In addition, each school bus shall carry three red triangle reflectors and a first aid kit.

The Superintendent 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 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 is equipped with a passenger restraint system, all passengers shall use the passenger restraint system. (5 CCR 14105)

Bus drivers shall be informed of procedures to be followed to reasonably enforce proper use of the passenger restraint system.

#### Safe Bus Operations

School buses shall not be operated whenever the number of passengers exceeds bus seating capacity, except when necessary in emergency situations which require that students be moved 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. 6118 - Weather-Related Schedules)

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 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 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 (13 CFR 1256.5)

(cf. 3515.2 - Disruptions)

## Student Instruction

All students who are transported in a school bus shall receive instruction in school bus emergency procedures and passenger safety. (Education Code 38048)

The Superintendent or designee shall ensure that instruction is provided to students as follows:

1. The Superintendent 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 who receive home-to-school transportation shall receive safety instruction which includes, but is not limited to: (Education Code 38048)
  - 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
  - g. As part of this instruction, students shall evacuate the school bus through emergency exit doors. Instruction also may include responsibilities of passengers seated next to an emergency exit.

Each time the above instruction is given, the following information shall be documented:

- a. District name
- b. School name and location
- c. Date of instruction
- d. Names of supervising adults
- e. Number of students participating
- f. Grade levels of students
- g. Subjects covered in instruction
- h. Amount of time taken for instruction
- i. Bus driver's name
- j. Bus number
- k. Additional remarks

This documentation shall be kept on file at the District office or the school for one year and shall be available for inspection by the California Highway Patrol.

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 38048)
  - 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.

## Notifications

The Superintendent or designee shall provide written safety information to the parents/guardians of all students in grades prekindergarten through 6 who have not previously been transported in a school bus or school activity bus. This information shall be provided upon registration and shall include: (Education Code 38048)

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. School bus danger zone
5. Safety while walking to and from school bus stops

(cf. 5145.6 - Parental Notifications)

Regulation SEQUOIA UNION HIGH SCHOOL DISTRICT

approved: December 10, 1997 Redwood City, California

revised: February 29, 2012

## **INDIVIDUALIZED EDUCATION PROGRAM**

**BP 6159**

Students with disabilities shall be placed in the least restrictive environment which meets their needs. The Board of Trustees provides a full range of educational alternatives to facilitate this placement so that these students may interact with children without disabilities in an understanding, cooperative and mutually respectful environment. Students shall be placed outside of the regular classroom only when the student's specific needs cannot be met in that setting.

Upon the identification of a student's exceptional need(s), the Superintendent or designee shall appoint an individualized education program (IEP) team. This team shall consider the student's needs, determine the content of his/her IEP, and make placement decisions. Students and parents/guardians shall have the right to participate in the development of the IEP.

The IEP team shall consider the educational and nonacademic benefits of placing the student in a regular class and shall determine what support services would be needed in order to maintain this placement. All placement decisions should promote maximum social interaction between students with disabilities and their nondisabled peers, in a manner that is appropriate to the needs of both.

Each IEP shall be consistent with the curriculum and course of study pursued in the regular education program. Students with exceptional needs should also receive instruction which fosters their independence and integration into the community.

Students and parents/guardians shall have the right to approve the student's placement in a special education program, and written parental consent shall be obtained before any such placement is made unless a due process hearing officer authorizes the placement. Once an IEP team has determined an appropriate placement with the parent/guardian's approval, that placement remains in effect unless the parties agree otherwise or a due process hearing officer so orders.

A special education or regular education teacher may request a review of the classroom assignment of an individual with exceptional needs in accordance with procedures set forth in administrative regulations.

This policy shall be implemented in accordance with the SELPA Local Plan.

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 3541.2 - Transportation for Students with Disabilities)

(cf. 4112.23 - Special Education Staff)

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

(cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6159.2 - Nonpublic Nonsectarian School and Agency Services for Special Education)

(cf. 6164.4 - Identification of Individuals for Special Education)

Policy SEQUOIA UNION HIGH SCHOOL DISTRICT

adopted: March 25, 1998 Redwood City, California

## **WEAPONS AND DANGEROUS INSTRUMENTS**

**BP 5131.7**

The Board of Trustees desires students and staff to be free from the fear and danger presented by firearms and other weapons. The Board therefore prohibits students from possessing weapons, imitation firearms (for example, toy guns), or dangerous instruments of

any kind in school buildings, on school grounds or buses, or at a school-related or school-sponsored activity away from school.

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

(cf. 3515 - Campus Security)  
(cf. 4158/4258/4358 - Employee Security)

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

(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

The principal or designee shall notify law enforcement authorities when any student possesses a weapon or commits any act of assault with a firearm or other weapon. (20 USC 7151, Education Code 48902, Penal Code 245, 626.9, 626.10)

#### Possession of Pepper Spray

The Board recognizes that students age 16 or older may legally possess tear gas or tear gas weapons such as pepper spray for the purpose of self-defense. However, to prevent potential misuse that may harm students or staff, students are prohibited from carrying such items on campus or at school activities.

#### Policy SEQUOIA UNION HIGH SCHOOL DISTRICT

adopted: December 10, 1997 Redwood City, California

### **SUSPENSION AND EXPULSION/DUE PROCESS**

**BP 5144.1**

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

(cf. 5144 - Discipline)

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

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

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

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

(cf. 6145 - Extracurricular and Cocurricular Activities)

#### Zero Tolerance

The Board supports a zero tolerance approach to serious offenses in accordance with state and federal law. This approach makes the removal of potentially dangerous students from the classroom a top priority. It ensures fair and equal treatment of all students and requires that all offenders be punished to the fullest extent allowed by law. Staff shall immediately report to the Superintendent or designee any incidence of offenses specified in law, board policy and administrative regulation as cause for suspension or expulsion.

The Superintendent or designee shall notify staff, students and parent/ guardians about the District's zero tolerance policy and the consequences which may result from student offenses. He/she shall also ensure strict enforcement of this policy.

#### Student Due Process

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

(cf. 5119 - Students Expelled from Other Districts)

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

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

#### Required Parental Attendance

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is suspended from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was suspended may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

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

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)

When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with

this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get certain release time from work.

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

#### Decision Not to Enforce Expulsion Order

In cases where expulsion is mandatory pursuant to Education Code 48915(c), the enforcement of an expulsion order shall not be suspended by the Board. In all other cases of expulsion, the order for expulsion may be suspended by the Board, on case-by-case basis, pursuant to the requirements of law.

#### Policy SEQUOIA UNION HIGH SCHOOL DISTRICT

adopted: December 10, 1997      Redwood City, California

revised: January 18, 2012

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

classroom instruction.  
(cf. 5144 - Discipline)

Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion.  
(cf. 6145 - Extracurricular and Cocurricular Activities)

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

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes danger to self or others.

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

#### Zero Tolerance

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

#### Student Due Process

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

(cf. 5119 - Students Expelled from Other Districts)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

#### Supervised Suspension Classroom

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

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

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

#### Decision Not to Enforce Expulsion Order

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

### **SUSPENSION AND EXPULSION/DUE PROCESS**

**AR 5144.1**

#### Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. However, "suspension" does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Board of Trustees for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular

class shall not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the District are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(u))

#### Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291, 48900.1, 48980)

(cf. 5144 - Discipline)

Notification shall include information about the availability of individual school rules and all District policies and regulations pertaining to student discipline. (Education Code 35291)

(cf. 5145.6 - Parental Notifications)

#### Grounds for Suspension and Expulsion

Any student, including a student with disabilities, may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person, or willfully used force or violence upon another person, except in self-defense (Education Code 48900(a))

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in the Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage or intoxicant (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code (Education Code 48900(j))
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties (Education Code 48900(k))

(cf. 5131.62 - Tobacco)

No student may be expelled solely for engaging in such disruptive or willfully defiant conduct. This prohibition on expulsion shall not prohibit expulsions for conduct that is subject to expulsion on other grounds.

(cf. 5131.4 Student Disturbances)

12. Knowingly received stolen school property or private property (Education Code 48900(l))
13. Possessed an imitation firearm, i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm (Education Code 48900(m))
14. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code (Education Code 48900(n))
15. Harassed, threatened or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both (Education Code 48900(o))
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))
17. Engaged in, or attempted to engage in, hazing. (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

18. Engaged in an act of bullying. (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of one or more of the following: (1) placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property; (2) causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health; (3) causing a reasonable pupil to experience substantial interferences with his or her academic performance; or (4) causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

Additionally, any student or group of students in high school who engage in any severe or pervasive physical or verbal act or conduct that constitutes one or more acts as defined in Education Code 48900.2, 48900.3, or 48900.4 (see items #20-22 below), which also has one or more of the forgoing effects on a reasonable pupil has also committed an act of bullying.



(Education Code 48900(r))

Electronic act means the creation and transmission, originated on or off the schoolsite, of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

(cf. 5131.2 - Bullying)

19. Made written or oral terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person, or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

A high school student is also subject to suspension or recommendation for expulsion when it is determined that he/she:

20. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means that conduct, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - Sexual Harassment)

21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating another person, interfering with the exercise of a person's civil rights, or damaging a person's property because of the person's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

22. Intentionally engaged in harassment, threat, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including, but not limited to, the following: (Education Code 48900(s))

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

Administrators may take appropriate action when information becomes available about student misconduct that originates away from school grounds or school activities that has a direct and detrimental effect on or seriously threatens the discipline, educational environment, safety or general welfare of students, faculty, staff and/or administrators of the District. When assessing the impact of conduct or behavior originating away from school grounds on a District school, staff, students, and/or the educational environment, District administrators will take into consideration the seriousness of the alleged student conduct and the protection of students, faculty, staff and administrators from the effects of violence, drugs, disruption of the educational environment, or other relevant factors. District administrators should evaluate each situation relating to conduct originating away from school grounds on a case-by-case basis. Student

conduct originating away from school grounds, which may be subject to discipline as provided herein includes but is not limited to electronic acts that result in a substantial disruption to the educational environment, or for which a substantial disruption to the educational environment is reasonably foreseeable under the circumstances.

In addition, students are subject to disciplinary action for the following offenses: being abusive to others; presenting unacceptable appearance (as defined in Section III); participating in gambling on school grounds, hazing, forgery, or sit-ins; refusing to attend class while on campus; loitering in the rest rooms; violating or inciting others to violate school laws and regulations on any campus within the District; possession or use of laser emitting devices such as laser pointers; possession or use of any electronic signaling device, including paging equipment, except as deemed essential by a licensed physician for the health of a student; interfering with school activities; and any other rules and procedures developed by school sites consistent with the provisions of Education Code 35291.5.

As provided by law, policy, and regulation, the Superintendent or principal may use his/her discretion to provide alternatives to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to, counseling and an anger management program. (Education Code 48900(v))

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

#### Suspension from Class by a Teacher/Parental Attendance

A teacher may suspend any student from his/her class for the day of the suspension and the next day for any act listed in "Grounds for Suspension and Expulsion" above. (Education Code 48910)

A teacher also may refer a student to the principal or designee for consideration of suspension from school. (Education Code 48910)

When suspending a student from his/her class, the teacher shall immediately report this action to the principal and send the student to the principal for appropriate action. The student shall be appropriately supervised during the class periods from which he/she has been suspended. (Education Code 48910)

As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist should attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A suspended student shall not be returned to class during the period of suspension without the approval of the teacher of the class and the principal. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the suspended student to complete any assignments and tests missed during the suspension. (Education Code 48913)

Pursuant to board policy, a teacher may require the parent/guardian of a student whom the teacher has suspended to attend a portion of a school day in his/her child's classroom. When a teacher makes this requirement, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is required pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

This notice shall also:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date
2. Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1

#### Suspension by Superintendent, Principal, or Principal's Designee

The Superintendent, principal, or designee may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above. A student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)

However, the Superintendent, principal, or designee may impose a suspension upon a first offense if he/she determines that the student violated any of items #1-5 listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to

persons. (Education Code 48900.5)

When other means of correcting a student's behavior are implemented prior to imposing suspension upon the student, including supervised suspension, the Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

(cf. 5125 - Student Records)

In addition, the Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915)

1. Possessing, as verified by a District employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Brandishing a knife, as defined in Education Code 48915(g), at another person
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. 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
5. Possession of an explosive as defined in 18 USC 921

Explosive means a destructive device and includes, but is not limited to, any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or similar device. A destructive device includes any other type of weapon (except a shotgun or shotgun shell recognized by the United States Attorney General as suitable for sporting purposes) which might be converted to project an explosive. (18 USC 921)

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year, unless for purposes of adjustment a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903)

Suspensions shall be initiated according to the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the principal, designee or the Superintendent with the student and, whenever practicable, the teacher, supervisor or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the principal, designee or the Superintendent determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference will be held as soon as the student is physically able to return to school. (Education Code 48911)

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee of the school in which the student is enrolled at the time of the misbehavior.

A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Within one school day of the beginning of a suspension, a school employee shall mail a notice to the parent/guardian of the suspended student. The notice shall be, insofar as is practicable, in the primary language of the student's parent/guardian.

This notice shall state the specific offense committed by the student. (Education Code 48900.8) In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may also add that state law requires the parent/guardian to respond to such requests without delay.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matters. (Education Code 48914)

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such conference. The student may not be denied readmission solely because the parent/guardian failed to attend. (Education Code 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911)

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

In addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

#### Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspension by Superintendent, Principal, or Principal's Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts enumerated in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information which would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

(cf. 9321 - Closed Session Purposes and Agendas)

#### Authority to Expel

A student may be expelled only by the Board. The Board shall expel, as required by law, any student found to have committed certain offenses listed below under "Mandatory Recommendation and Mandatory Expulsion." (Education Code 48915)

For all other grounds listed above under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee, only if the Board makes a finding of either or both of the following: (Education Code 48915 (b) and (e))

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

student or others

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Exceptional Needs))

#### Mandatory Recommendation for Expulsion

Unless the Superintendent, principal, or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

#### Mandatory Recommendation and Mandatory Expulsion

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

However, possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion.

2. Brandishing a knife as defined in Education Code 48915(g) at another person
3. Unlawfully selling a controlled substance listed in Health and Safety Code 110530-11058
4. 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
5. Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of these acts, the Board shall expel the student.

#### Student's Right to Expulsion Hearing

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred. (Education Code 48918(a))

The student is entitled to one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impracticable to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code

48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

#### Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

#### Written Notice of the Expulsion Hearing

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing
2. A statement of the specific facts and charges upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the District to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c). (cf. 5119 - Students Expelled from Other Districts)
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

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

#### Additional Notice of Expulsion Hearing for Foster Youth

At least 10 days prior to a hearing to determine if a student who is a foster youth as defined under Education Code 48853.5 should be expelled for an offense not requiring a mandatory recommendation for expulsion, the Superintendent or designee shall notify the student's attorney and a representative of an appropriate county child welfare agency. If the hearing is pursuant to an offense requiring a mandatory expulsion recommendation, the Superintendent or designee may provide the same notification. The notice shall be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

#### Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing

at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student shall also be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

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

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

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel must be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion." (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at a hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918 (f) and (h))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
  - a. Any complaining witness shall be given five days' notice before being called to testify.
  - b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
  - c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
  - d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
  - e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
  - f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness

shall not be admissible for any purpose.

- g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
  - (1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
  - (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
  - (3) The person conducting the hearing may:
    - (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
    - (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
    - (c) Permit one of the support persons to accompany the complaining witness to the witness stand
6. Decision Within 10 Days: The Board's decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
7. Decision Within 40 Days: If the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

#### Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures as apply to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing." (Education Code 48918 (a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated. The Superintendent or designee shall place the student in a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs after consulting with district staff, including the student's teachers, and with the student's parent/guardian. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board of Trustees. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

The hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (See "Suspension of Enforcement of the Expulsion below.") (Education Code 48917, 48918)

#### Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel must be taken by the Board at a public meeting. (Education Code 48918(j))

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the District. For a student expelled for an act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during the summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)



At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

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

#### Written Notice to Expel

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

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

#### Suspension of Enforcement of the Expulsion

The Board, upon voting to expel a student, may suspend the enforcement of the expulsion order for not more than one calendar year.

When deciding whether to suspend the enforcement of an expulsion, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

In cases of mandatory expulsion, the enforcement of an expulsion order shall not be suspended.

The suspension of the enforcement of an expulsion shall be governed by the following: (Education Code 48917)

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the District's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of the enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board of Education.
7. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall also inform the parent/guardian of the right to appeal the expulsion to the County Board of Education, the alternative educational placement to be provided to the student during the time of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

#### Right to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision to the County Board of Education. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

#### Placements While Under Expulsion

The Board shall refer expelled students to a program of study that meets all the following conditions: (Education Code 48915, 48915.01)

1. Is appropriately prepared to accommodate students who exhibit discipline problems
2. Is not provided at a comprehensive middle, junior or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
3. Is not housed at the school site attended by the student at the time of suspension

(cf. 6185 - Community Day School)

When the placement described above is not available, and when the County Superintendent of Schools so certifies, students expelled for acts described in items #6-13 and #20-22 under "Grounds for Suspension and Expulsion" may be instead referred to a program of study that is provided at another comprehensive senior high school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Students expelled from grades 7-12 may be offered independent study as a voluntary alternative to available classroom instruction; however, the student's parent/guardian must first provide written consent for this option. (Education Code 48916.1)

(cf. 6158 - Independent Study)

#### Readmission After Expulsion

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the District shall consider readmission of the student. (Education Code 48916)
2. The parents/guardians must present to the Superintendent evidence of the student's readiness to return, which shall be demonstrated by evidence of the student's satisfactory compliance with the requirements of the expulsion order (for example, written reports from required treatment, or a record of adherence to behavioral requirements during the period of expulsion).
3. The Superintendent or designee shall hold a readmission committee meeting with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
4. The Superintendent or designee shall transmit his/her recommendation regarding readmission to the Board. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
5. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission. Students shall be placed in a different high school from which the expulsion occurred unless a specialized instructional program required by the student is not available on any other campus.
6. The Board may deny readmission if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other District students or employees. (Education Code 48916)
7. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)
8. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile school, or other such contact with the juvenile justice system. (Education Code 48645.5)

#### Maintenance of Records

The District shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record, and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this District. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5125 - Student Records)

#### Outcome Data

The Superintendent or designee shall maintain the following data: (Education Code 48900.8, 48916.1)

1. The number of students recommended for expulsion
2. The specific grounds for each recommended expulsion
3. Whether the student was subsequently expelled
4. Whether the expulsion order was suspended
5. The type of referral made after the expulsion
6. The disposition of the student after the end of the expulsion period

#### Notifications to Law Enforcement Authorities

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

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students or nonstudents regarding the possession, sale, or furnishment of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

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

#### Regulation SEQUOIA UNION HIGH SCHOOL DISTRICT

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### **SUSPENSION AND EXPULSION DUE PROCESS (STUDENTS WITH DISABILITIES)**

**AR 5144.2**

#### Suspension

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion which apply to regular education students. All the procedural safeguards established by District policies and regulations shall be observed in considering the suspension of students with disabilities.

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

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

The Superintendent or designee may suspend a student with disability for up to five school days for a single incident of misconduct, and for up to 20 school days in a school year. If the student is transferred to another school or alternative educational program, the student may be suspended for up to 30 school days in a school year, but still no more than five days for a single incident of misconduct, unless the student is suspended by the Board of Trustees pursuant to Education Code 48912. (Education Code 48903, 48911)

If the student poses an immediate threat to the safety of himself/herself or others, the Superintendent or designee may suspend the student for up to, but not more than, 10 consecutive school days. In the case of a dangerous child, a suspension may exceed 10 consecutive school days, and/or the student's placement may be changed, if the parent/guardian so agrees or if a court order so provides. (Education Code 48911)

If a student with disability possesses at school or at a school activity a weapon as defined in the United States Code, Title 18, Section 921, he/she shall be immediately suspended and may be placed in an alternative educational setting for not more than 45 calendar days, or until the conclusion of any due process proceedings requested by the parent/guardian. The student's alternative educational setting shall be determined by the student's IEP team or school site committee. (Education Code 48915; 20 USC 1415)

### Expulsion

Procedures and timelines governing the expulsion of students with disabilities shall be the same as those for all other students, except that a pre-expulsion assessment shall be made and an IEP team or school site committee meeting held under conditions and with possible consequences indicated below.

### Pre-Expulsion Assessment and Meeting

1. The parent/guardian shall receive written notice of the district's intent to conduct the pre-expulsion assessment and shall make the student available for the assessment without delay at a site designated by the District. The parent/guardian shall also have the right to an independent assessment as provided in Education Code 56329. (Education Code 48915.5)
2. The pre-expulsion assessment shall be conducted in accordance with the guidelines of the Code of Federal Regulations, Title 34, Section 104.35, which shall include a review of the student's placement at the time of the alleged misconduct and a determination of the relationship, if any, between the student's behavior and his/her disability. (Education Code 48915.5)
3. The IEP team or school site committee shall meet to determine if an expulsion hearing is appropriate. This meeting shall be held at a time and place mutually convenient to the parent/guardian and district within the period, if any, of the student's pre-expulsion suspension. The parent/guardian's participation may be made through actual participation, representation, or a telephone conference call. (Education Code 48915.5)

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education under Section 504)

4. The parent/guardian shall be notified of his/her right to participate in the meeting at least 48 hours before the meeting. This notice shall specify: (Education Code 48915.5)
  - a. That the meeting may be held without the parent/guardian's participation unless he/she requests a postponement for up to three additional school days, and
  - b. That the suspension will be continued during the postponement if the student continues to pose an immediate threat to the safety of himself/herself or others.

In order to make a record of its attempts to arrange the meeting at a mutually convenient time and place, the District shall keep documentation such as: (Code of Federal Regulations, Title 34, Part 300.345)

- a. Detailed records of telephone calls made or attempted and the results of those calls.
  - b. Copies of correspondence sent to parents/guardians and any responses received.
  - c. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits.
5. The District shall grant a parent/guardian's request that the meeting be postponed for up to three additional school days and may extend a student's suspension for the period of postponement if he/she continues to pose an immediate threat to the safety of himself/herself or others. However, the suspension shall not be extended beyond 10 consecutive school days unless agreed to by the parent/guardian or by court order. If the parent/guardian refuses to consent to an extension beyond 10 consecutive school days and chooses not to participate, the meeting may be conducted without the parent/guardian's participation. (Education Code 48915.5)
  6. The IEP team or school site committee shall consider the pre-expulsion assessment results and shall also review and

consider the student's health records and school discipline records. (Education Code 48915.5)

7. If the IEP team or school site committee determines that the alleged misconduct was caused by, or was a direct manifestation of, the student's disability or that the student was not appropriately placed, the expulsion shall not proceed. (Education Code 48915.5)
8. If the IEP team or school site committee determines that the alleged misconduct was not caused by, or a direct manifestation of, the student's disability, and if it is determined that the student was appropriately placed, the student shall be subject to expulsion in accordance with procedures that apply to all students. (Education Code 48915.5)
9. When expulsion is recommended, the IEP team or school site committee should also recommend a potential rehabilitation plan for the student, if appropriate.

#### Due Process and Expulsion Hearings

If the parent/guardian disagrees with the decision of the IEP team or school site committee, he/she has a right to a due process hearing conducted pursuant to United States Code, Title 20, Section 1415 or the Code of Federal Regulations, Title 34, Section 104.36.

Due process appeals must be initiated within 15 days of the decision of the IEP team or school site committee.

The expulsion hearing shall not be conducted, and the 30-day expulsion proceedings time limit shall not commence, until after completion of:

1. The pre-expulsion assessment,
2. The IEP team or school site committee meeting, and
3. Due process hearings and appeals, if initiated. (Education Code 48915.5)

The Board may expel a student with disability only if an IEP team or school site committee has determined that 1) the misconduct was not caused by, or a direct manifestation of, the student's identified disability; and 2) the student was appropriately placed at the time the misconduct occurred. (Education Code 48915.5)

#### Services During Expulsion

During the term of the expulsion, a special education student shall continue to be offered a program of appropriate educational services that is individually designed to meet his/her unique learning needs. Such services may include independent study, home instruction, or another appropriate alternative program.

(cf. 6158 - Independent Study)

(cf. 6183 - Home and Hospital Instruction)

The Board shall consider the recommendations of the IEP team or school site committee when developing a rehabilitation plan for an expelled student with disability.

#### Readmission

Readmission procedures for students with disabilities shall parallel those used for all students. The Superintendent or designee may consider the input of the student's IEP team or school site committee when developing recommendations to the Board regarding a request for readmission. Upon readmission, an IEP team or school site committee meeting shall be convened to determine whether a new IEP or accommodation plan needs to be established.

#### Suspension of Expulsion

The Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities just as they are applied to regular students. (Education Code 48917)

Regulation SEQUOIA UNION HIGH SCHOOL DISTRICT

approved: December 10, 1997 Redwood City, California

### **SUSPENSION AND EXPULSION DUE PROCESS (STUDENTS WITH DISABILITIES)**

**BP 5144.2**

## Suspension

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion which apply to regular education students. All the procedural safeguards established by District policies and regulations shall be observed in considering the suspension of students with disabilities.

(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 6159.4 - Behavioral Interventions for Special Education Students)

The Superintendent or designee may suspend a student with disability for up to five school days for a single incident of misconduct, and for up to 20 school days in a school year. If the student is transferred to another school or alternative educational program, the student may be suspended for up to 30 school days in a school year, but still no more than five days for a single incident of misconduct, unless the student is suspended by the Board of Trustees pursuant to Education Code 48912. (Education Code 48903, 48911)

If the student poses an immediate threat to the safety of himself/herself or others, the Superintendent or designee may suspend the student for up to, but not more than, 10 consecutive school days. In the case of a dangerous child, a suspension may exceed 10 consecutive school days, and/or the student's placement may be changed, if the parent/guardian so agrees or if a court order so provides. (Education Code 48911)

If a student with disability possesses at school or at a school activity a weapon as defined in the United States Code, Title 18, Section 921, he/she shall be immediately suspended and may be placed in an alternative educational setting for not more than 45 calendar days, or until the conclusion of any due process proceedings requested by the parent/guardian. The student's alternative educational setting shall be determined by the student's IEP team or school site committee. (Education Code 48915; 20 USC 1415)

## Expulsion

Procedures and timelines governing the expulsion of students with disabilities shall be the same as those for all other students, except that a pre-expulsion assessment shall be made and an IEP team or school site committee meeting held under conditions and with possible consequences indicated below.

### Pre-Expulsion Assessment and Meeting

1. The parent/guardian shall receive written notice of the district's intent to conduct the pre-expulsion assessment and shall make the student available for the assessment without delay at a site designated by the District. The parent/guardian shall also have the right to an independent assessment as provided in Education Code 56329. (Education Code 48915.5)
2. The pre-expulsion assessment shall be conducted in accordance with the guidelines of the Code of Federal Regulations, Title 34, Section 104.35, which shall include a review of the student's placement at the time of the alleged misconduct and a determination of the relationship, if any, between the student's behavior and his/her disability. (Education Code 48915.5)
3. The IEP team or school site committee shall meet to determine if an expulsion hearing is appropriate. This meeting shall be held at a time and place mutually convenient to the parent/guardian and district within the period, if any, of the student's pre-expulsion suspension. The parent/guardian's participation may be made through actual participation, representation, or a telephone conference call. (Education Code 48915.5)

(cf. 6159 - Individualized Education Program)  
(cf. 6164.6 - Identification and Education under Section 504)

4. The parent/guardian shall be notified of his/her right to participate in the meeting at least 48 hours before the meeting. This notice shall specify: (Education Code 48915.5)

- a. That the meeting may be held without the parent/guardian's participation unless he/she requests a postponement for up to three additional school days, and
- b. That the suspension will be continued during the postponement if the student continues to pose an immediate threat to the safety of himself/herself or others.

In order to make a record of its attempts to arrange the meeting at a mutually convenient time and place, the District shall keep documentation such as: (Code of Federal Regulations, Title 34, Part 300.345)

- a. Detailed records of telephone calls made or attempted and the results of those calls.
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5. The District shall grant a parent/guardian's request that the meeting be postponed for up to three additional school days and may

extend a student's suspension for the period of postponement if he/she continues to pose an immediate threat to the safety of himself/herself or others. However, the suspension shall not be extended beyond 10 consecutive school days unless agreed to by the parent/guardian or by court order. If the parent/guardian refuses to consent to an extension beyond 10 consecutive school days and chooses not to participate, the meeting may be conducted without the parent/guardian's participation. (Education Code 48915.5)

6. The IEP team or school site committee shall consider the pre-expulsion assessment results and shall also review and consider the student's health records and school discipline records. (Education Code 48915.5)

7. If the IEP team or school site committee determines that the alleged misconduct was caused by, or was a direct manifestation of, the student's disability or that the student was not appropriately placed, the expulsion shall not proceed. (Education Code 48915.5)

8. If the IEP team or school site committee determines that the alleged misconduct was not caused by, or a direct manifestation of, the student's disability, and if it is determined that the student was appropriately placed, the student shall be subject to expulsion in accordance with procedures that apply to all students. (Education Code 48915.5)

9. When expulsion is recommended, the IEP team or school site committee should also recommend a potential rehabilitation plan for the student, if appropriate.

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(cf. 6158 - Independent Study)

(cf. 6183 - Home and Hospital Instruction)

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### Suspension of Expulsion

The Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities just as they are applied to regular students. (Education Code 48917)

Regulation SEQUOIA UNION HIGH SCHOOL DISTRICT  
approved: December 10, 1997 Redwood City, California

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

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 3515 - Campus Security)  
(cf. 5131.4 - Student Disturbances)

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

Employees shall promptly report any student attack, assault, or threat against them to their principal or other immediate supervisor. The employee and the principal or other immediate supervisor both shall promptly report such instances to the appropriate local law enforcement agency. (Education Code 44014) The report shall be forwarded immediately to the Superintendent or designee.

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

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

(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

The Board recognizes that access to two-way communications devices in classrooms allow employees to call for assistance from their supervisor or law enforcement in the event of a threat of violence or medical emergency. The District shall provide such communications devices in classrooms to the extent possible.

(cf. 5141 - Health Care and Emergencies)

#### Reporting of Injurious Objects

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

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the principal

(cf. 5131.7 - Weapons and Dangerous Instruments)  
(cf. 5144. - Discipline)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

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

#### Policy SEQUOIA UNION HIGH SCHOOL DISTRICT

adopted: December 10, 1997      Redwood City, California  
revised: June 9, 2010

The Board of Trustees desires to provide a safe, orderly working environment for all employees. As part of the district's comprehensive



An employee may use reasonable force when necessary to protect himself/herself from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects on or within the control of a student. (Education Code 44807, 49331)

(cf. 5131.7 - Weapons and Dangerous Instruments)

To Report An Attack, Assault Or Threat By A Student

Employees shall promptly report to their principal or other immediate supervisor any attack, assault or threat made against them by a student. Both the employee and the principal or other immediate supervisor shall promptly report such instances to the appropriate local law enforcement agency. (Education Code 44014)

In addition, employees shall promptly report any attack, assault or threat made against them on school grounds by any other individual. The employee and supervisor shall follow the same procedures as specified above.

(cf. 3515.2 - Disruptions)

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

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

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

(cf. 4516.3 - Employee Property Reimbursement)

Notice Regarding Student Offenses Committed While Under School Jurisdiction

The Superintendent or designee shall inform the teacher of any student in his/her class who has engaged in, or is reasonably suspected of, any act during the previous three years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products. This information shall be based upon written district records or records received from a law enforcement agency. Teachers shall keep the information confidential. (Education Code 49079)

Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When informed by the court that a minor student has committed any felony, or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, assault or battery, larceny, vandalism or graffiti, the Superintendent or designee shall

so inform the school principal. The principal shall keep this information in a separate confidential file and give it to the vice principals and guidance advisors who directly supervise or report on the student's behavior or progress. The principal or designee also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, guidance advisor or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of his/her offense, the Superintendent or designee shall hold the court's information in a separate confidential file until the student is returned to public school. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the Superintendent of the new district of attendance. (Welfare and Institutions Code 827)

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

Procedures to Maintain Confidentiality of Student Offenses

In order to maintain confidentiality when providing information about student offenses to guidance advisors and teachers of classes/programs to which a student is assigned, the principal or designee shall send the staff member a written notification requesting him/her to review a student's file.

Once the District has made a good faith effort to comply with the notification requirement of Education Code 49079 and Welfare and

Institutions Code 827, an employee's failure to review the file may be construed as a waiver of the District's liability.

(cf. 5125 - Student Records)  
(cf. 5145.1 - Privacy)

Regulation SEQUOIA UNION HIGH SCHOOL DISTRICT

approved: December 10, 1997, Redwood City, California

## EMPLOYEE SECURITY

**BP 4258**

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

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 5131.4 - Student Disturbances)

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

Employees shall promptly report any student attack, assault, or threat against them to their principal or other immediate supervisor. The employee and the principal or other immediate supervisor both shall promptly report such instances to the appropriate local law enforcement agency. (Education Code 44014) The report shall be forwarded immediately to the Superintendent or designee.

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

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

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Board recognizes that access to two-way communications devices in classrooms allow employees to call for assistance from their supervisor or law enforcement in the event of a threat of violence or medical emergency. The District shall provide such communications devices in classrooms to the extent possible.

(cf. 5141 - Health Care and Emergencies)

### Reporting of Injurious Objects

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

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the principal

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144. - Discipline)

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

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

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

Policy SEQUOIA UNION HIGH SCHOOL DISTRICT

adopted: December 10, 1997 Redwood City, California

revised: June 9, 2010

## **EMPLOYEE SECURITY**

**AR 4258**

An employee may use reasonable force when necessary to protect himself/herself from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects on or within the control of a student. (Education Code 44807, 49331)

(cf. 5131.7 - Weapons and Dangerous Instruments)

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Employees shall promptly report to their principal or other immediate supervisor any attack, assault or threat made against them by a student. Both the employee and the principal or other immediate supervisor shall promptly report such instances to the appropriate local law enforcement agency. (Education Code 44014)

In addition, employees shall promptly report any attack, assault or threat made against them on school grounds by any other individual. The employee and supervisor shall follow the same procedures as specified above.

(cf. 3515.2 - Disruptions)

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

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

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

(cf. 4516.3 - Employee Property Reimbursement)

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The Superintendent or designee shall inform the teacher of any student in his/her class who has engaged in, or is reasonably suspected of, any act during the previous three years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products. This information shall be based upon written district records or records received from a law enforcement agency. Teachers shall keep the information confidential. (Education Code 49079)

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so inform the school principal. The principal shall keep this information in a separate confidential file and give it to the vice principals and guidance advisors who directly supervise or report on the student's behavior or progress. The principal or designee also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, guidance advisor or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with

the student, parent/guardian, law enforcement staff and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of his/her offense, the Superintendent or designee shall hold the court's information in a separate confidential file until the student is returned to public school. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the Superintendent of the new district of attendance. (Welfare and Institutions Code 827)

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

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In order to maintain confidentiality when providing information about student offenses to guidance advisors and teachers of classes/programs to which a student is assigned, the principal or designee shall send the staff member a written notification requesting him/her to review a student's file.

Once the District has made a good faith effort to comply with the notification requirement of Education Code 49079 and Welfare and Institutions Code 827, an employee's failure to review the file may be construed as a waiver of the District's liability.

(cf. 5125 - Student Records)

(cf. 5145.1 - Privacy)

Regulation SEQUOIA UNION HIGH SCHOOL DISTRICT

approved: December 10, 1997, Redwood City, California

## **EMPLOYEE SECURITY**

**BP 4358**

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

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 5131.4 - Student Disturbances)

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

Employees shall promptly report any student attack, assault, or threat against them to their principal or other immediate supervisor. The employee and the principal or other immediate supervisor both shall promptly report such instances to the appropriate local law enforcement agency. (Education Code 44014) The report shall be forwarded immediately to the Superintendent or designee.

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

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

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Board recognizes that access to two-way communications devices in classrooms allow employees to call for assistance from their supervisor or law enforcement in the event of a threat of violence or medical emergency. The District shall provide such communications devices in classrooms to the extent possible.

(cf. 5141 - Health Care and Emergencies)

#### Reporting of Injurious Objects

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

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2. Immediately notify the principal, who shall take appropriate action
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(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144. - Discipline)

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

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

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Policy SEQUOIA UNION HIGH SCHOOL DISTRICT

adopted: December 10, 1997      Redwood City, California  
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**AR 4358**

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In addition, employees shall promptly report any attack, assault or threat made against them on school grounds by any other individual. The employee and supervisor shall follow the same procedures as specified above.

(cf. 3515.2 - Disruptions)

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

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

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

(cf. 4516.3 - Employee Property Reimbursement)

#### Notice Regarding Student Offenses Committed While Under School Jurisdiction

The Superintendent or designee shall inform the teacher of any student in his/her class who has engaged in, or is reasonably suspected of, any act during the previous three years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products. This information shall be based upon written district records or records received from a law enforcement agency. Teachers shall keep the information confidential. (Education Code 49079)

#### Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When informed by the court that a minor student has committed any felony, or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, assault or battery, larceny, vandalism or graffiti, the Superintendent or designee shall

so inform the school principal. The principal shall keep this information in a separate confidential file and give it to the vice principals and guidance advisors who directly supervise or report on the student's behavior or progress. The principal or designee also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, guidance advisor or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of his/her offense, the Superintendent or designee shall hold the court's information in a separate confidential file until the student is returned to public school. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the Superintendent of the new district of attendance. (Welfare and Institutions Code 827)

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

#### Procedures to Maintain Confidentiality of Student Offenses

In order to maintain confidentiality when providing information about student offenses to guidance advisors and teachers of classes/programs to which a student is assigned, the principal or designee shall send the staff member a written notification requesting him/her to review a student's file.

Once the District has made a good faith effort to comply with the notification requirement of Education Code 49079 and Welfare and Institutions Code 827, an employee's failure to review the file may be construed as a waiver of the District's liability.

(cf. 5125 - Student Records)

(cf. 5145.1 - Privacy)

Regulation SEQUOIA UNION HIGH SCHOOL DISTRICT  
approved: December 10, 1997, Redwood City, California

#### **UNIFORM COMPLAINT PROCEDURES**

**BP 1312.3**

The Board of Trustees recognizes that the District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early, informal resolution of complaints whenever possible and appropriate. To resolve complaints which cannot be resolved through such an informal process, the District shall utilize the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging District violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs (5 CCR 4610)

(cf. 3553 - Free and Reduced Price Meals)

- (cf. 3555 - Nutrition Program Compliance)
- (cf. 5141.4 - Child Abuse Prevention and Reporting)
- (cf. 5148 - Child Care and Development)
- (cf. 6159 - Individualized Education Program)
- (cf. 6171 - Title I Programs)
- (cf. 6174 - Education for English Language Learners)
- (cf. 6175 - Migrant Education Program)
- (cf. 6178 - Career Technical Education)
- (cf. 6178.1 - Work-Based Learning)
- (cf. 6178.2 - Regional Occupational Center/Program)
- (cf. 6200 - Adult Education)

2. Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any person, based on his/her actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics, in district programs and activities, including, but not limited to, those funded directly by or that receive or benefit from any state financial assistance (5 CCR 4610)

- (cf. 0410 - Nondiscrimination in District Programs and Activities)
- (cf. 4030 - Nondiscrimination in Employment)
- (cf. 4031 - Complaints Concerning Discrimination in Employment)
- (cf. 5145.3 - Nondiscrimination/Harassment)
- (cf. 5145.7 - Sexual Harassment)

3. Any complaint alleging district violation of the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

- (cf. 3260 - Fees and Charges)
- (cf. 3320 - Claims and Actions Against the District)

4. Any complaint alleging that the district has not complied with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075).

- (cf. 0460 - Local Control and Accountability Plan)

5. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

6. Any other complaint as specified in a district policy

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is agreeable to all parties. One type of ADR is mediation, which shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. As appropriate for any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep confidential the identity of the complainant and/or the subject of the complaint, if he/she is different from the complainant, as long as the integrity of the complaint process is maintained.

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

(cf. 5125 - Student Records)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints. All such records shall be destroyed in accordance with applicable state law and district policy.

(cf. 3580 - District Records)

#### Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
3. Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.
4. Any complaint alleging fraud shall be referred to the California Department of Education.

In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments. (Education Code 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

#### Policy SEQUOIA UNION HIGH SCHOOL DISTRICT

adopted: September 17, 1997 Redwood City, California

revised: February 3, 2016

### **UNIFORM COMPLAINT PROCEDURES**

**AR 1312.3**

Except as the Board of Trustees may otherwise specifically provide in other district policies, these general uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

(cf. 1312.1 - Complaints Concerning District Employees)



(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 4031 - Complaints Concerning Discrimination in Employment)

#### Compliance Officers

The Board of Trustees designates the individual identified below as the employee responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual also serves as the compliance officer specified in AR 5145.3 - Nondiscrimination/Harassment as the responsible employee to handle complaints regarding sex discrimination. The individual shall receive and coordinate the investigation of complaints and shall ensure District compliance with law.

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

#### Superintendent

480 James Avenue

Redwood City, CA 94062

(650) 369-1411 Ext. 2212

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which he/she has a bias or conflict of interest that would prohibit him/her from fairly investigating or resolving the complaint. Any complaint against or implicating a compliance officer may be filed with the Superintendent or designee.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such designated employees shall include current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints including those involving alleged unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

(cf. 4331 - Staff Development)

(cf. 9124 - Attorney)

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the results of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement, if possible, one or more of the interim measures.

The interim measures may remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

#### Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

The Superintendent or designee shall annually provide written notification of the district's UCP, including information regarding unlawful student fees and local control and accountability plan (LCAP) requirements, to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (Education Code 262.3, 49013, 52075; 5 CCR 4622)

(cf. 0420 - School Plans/Site Councils)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 1220 - Citizen Advisory Committees)

(cf. 3260 - Fees and Charges)

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

(cf. 5145.6 - Parental Notifications)

The annual notification and complete contact information of the compliance officer(s) may be posted on the district web site and, if available, provided through district-supported social media.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal antidiscrimination laws, if applicable
3. Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination (such as discriminatory harassment, intimidation, or bullying).
4. Include statements that:
  - a. The District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
  - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
  - c. A complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.
  - d. A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.
  - e. The Board is required to adopt and annually update the LCAP in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.
  - f. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 calendar days of receiving the district's decision.
  - g. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.
  - h. Copies of the district's UCP are available free of charge.

## District Responsibilities

All UCP-related complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. (5 CCR 4631)

The compliance officer shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)

### Step 1: Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in accordance with the following:

1. A written complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs may be filed by any individual, public agency, or organization. (5 CCR 4630)
2. Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)
3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges that he/she personally suffered the unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
5. When the complainant or alleged victim of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.
6. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

### Step 2: Mediation (Alternative Dispute Resolution - ADR)

Within three business days after the compliance officer receives the complaint, he/she may informally discuss with all the parties the possibility of using mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed to through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

### Step 3: Investigation of Complaint

Within five (5) business day of initiating the investigation, the compliance officer shall provide the complainant and/or his/her representative with the opportunity to meet to present the information contained in the complaint orally to the compliance officer and shall notify the complainant and/or his/her representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

Within ten (10) business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. He/she shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)

In accordance with law, the District shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the District to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

### Step 4: Report of Findings

Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Final Written Decision" below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five business days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

### Step 5: Final Written Decision

The district's decision on how it will resolve the complaint shall be in writing and shall be sent to the complainant. (5 CCR 4631)

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties that may be involved in implementing the decision or affected by the complaint, as long as the privacy of the parties is protected.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited

English proficiency.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:
  - a. Statements made by any witnesses
  - b. The relative credibility of the individuals involved
  - c. How the complaining individual reacted to the incident
  - d. Any documentary or other evidence relating to the alleged conduct
  - e. Past instances of similar conduct by any alleged offenders
  - f. Past false allegations made by the complainant
2. The conclusion(s) of law
3. Disposition of the complaint
4. Rationale for such disposition

For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

- a. How the misconduct affected one or more students' education
  - b. The type, frequency, and duration of the misconduct
  - c. The relationship between the alleged victim(s) and offender(s)
  - d. The number of persons engaged in the conduct and at whom the conduct 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 individuals
5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the notice may, as required by law, include:

- a. The corrective actions imposed on the individual found to have engaged in the conduct that relate directly to the subject of the complaint
  - b. Individual remedies offered or provided to the subject of the complaint
  - c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence
6. Notice of the complainant's right to appeal the district's decision within 15 calendar days to the CDE and procedures to be followed for initiating such an appeal

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

1. He/she may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with the CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at [www.ed.gov/ocr](http://www.ed.gov/ocr) within 180 days of the alleged discrimination.

#### Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate

corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on the victim may include, but are not limited to, the following:

1. Counseling
2. Academic support
3. Health services
4. Information regarding available resources and how to report similar incidents or retaliation
5. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
6. Restorative justice
7. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation
8. Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

The District may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

#### Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's final written decision may file an appeal in writing with the CDE within 15 calendar days of receiving the district's decision. (Education Code 49013, 52075; 5 CCR 4632)

The complainant shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the written decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's uniform complaint procedures

7. Other relevant information requested by the CDE

The CDE may directly intervene in a complaint without waiting for action by the district when certain conditions exist, including the following: (1) the complaint alleges failure to comply with the UCP, including failure to follow the required timelines and failure to implement the final written decision; (2) the complainant requires anonymity due to the possibility of retaliation and would suffer immediate and irreparable harm if a complaint was filed and the complainant was named; (3) the complainant alleges that he/she would suffer immediate and irreparable harm as a result of an application of a districtwide policy that is in conflict with state or federal law and that filing a complaint would be futile; (4) the complainant alleges failure to comply with the due process procedures established pursuant to special education law and regulation to implement a due process hearing order; (5) the complainant alleges facts that indicate that one or more students may be in immediate physical danger or that the health, safety, or welfare of one or more students is threatened; or (6) the complainant alleges failure to follow a student's individualized education program.

Regulation SEQUOIA UNION HIGH SCHOOL DISTRICT

approved: September 17, 1997 Redwood City, California

revised: November 19, 2014

approved: February 3, 2016

**SEXUAL HARASSMENT**

**BP 4119.11**

The District is committed to providing a work and educational environment free of unlawful harassment. The District maintains a strict personnel policy prohibiting sexual harassment and harassment of employees because of race, religious creed, color, national origin, ancestry, physical handicap, medical conditions, marital status, sexual orientation, age or any other basis protected by federal, state or local law, ordinance or regulation. All such harassment is unlawful. Irrespective of law, the District believes that all such harassment is offensive. The District's anti-harassment policy applies to all persons involved in the operations of the District and prohibits unlawful harassment by any District student or any employee of the District, including management, supervisors, certificated employees, classified employees, and co-workers. Unlawful harassment in any form, including verbal, physical and visual conduct, threats, demands and retaliation, is prohibited. Sexual harassment is defined in Education Code Section 212.5.

The Board of Trustees prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

Violation of this policy may result in discipline, which may include discharge, depending on the seriousness of the violation.

Employees or job applicants who believe they are being harassed because of their gender, race, ancestry or other protected basis, or who have knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, should follow the procedure outlined in administrative regulation.

Policy SEQUOIA UNION HIGH SCHOOL DISTRICT

adopted: December 10, 1997 Redwood City, California

revised: December 9, 2009

**UNLAWFUL HARASSMENT OF EMPLOYEES**

**AR 4119.11**

Employee Complaint Procedure

Employees have a right to redress for unlawful harassment. In order to secure this right, affected employees should provide a complaint, preferably but not necessarily in writing, to the Assistant Superintendent, or to the Superintendent, both located at 480 James Avenue, Redwood City, CA, telephone 369-1411, as soon as possible, but at least within six months of the date the alleged harassment occurred or within six months of the date the employee first obtained knowledge regarding the alleged harassment. Any supervisor who receives a harassment complaint shall notify the Superintendent or designee, who will ensure that the complaint is appropriately investigated. Employee's complaints should include the details of the incident or incidents, the names of the individuals involved and the names of any witnesses. The District will immediately undertake an effective, thorough and objective investigation of the harassment allegations. The investigation will be conducted in a manner that protects the confidentiality of the parties and the facts. This investigation will be completed and a determination regarding the alleged harassment will be made and communicated to the employee within 60 days after the District receives the complaint.

If the District determines that unlawful harassment as occurred, it will take effective remedial action commensurate with the severity of the offense. Appropriate action will also be taken to deter any future harassment. The District will take appropriate action to remedy any employment-related loss to the victim resulting from harassment. The District will not retaliate against the employee for filing a complaint

and will not knowingly permit retaliation by management or supervisory employees or co-workers.

The District encourages all employees to report any incidents of harassment forbidden by this policy immediately so that complaints can be resolved quickly and fairly. A complaint may be filed directly with the State Superintendent of Public Instruction in a variety of circumstances. More information on this complaint process may be obtained from the Assistant Superintendent, or the Superintendent, both located at 480 James Avenue, Redwood City, CA, telephone 369-1411.

Employees should be aware that the California Department of Fair Employment and Housing (DFEH) also investigates and prosecutes complaints of prohibited harassment in employment. If employees think they have been harassed or retaliated against for resisting or complaining about harassment, employees may file a complaint with DFEH. The nearest DFEH office is listed in the telephone book. DFEH will investigate the complaint. If the complaint has merit, DFEH will attempt to resolve it. If no resolution is possible, DFEH may prosecute the case with its own attorney before the Fair Employment and Housing Commission. The Commission may order the harassment stopped and can require the employer to pay money damages and reinstate the employee or give other appropriate relief. Employees should also be aware that the U.S. Office of Civil Rights investigates complaints of harassment on the basis of sex, race, color, national origin, marital status, sexual orientation, blindness or severely impaired vision or other protected basis in education programs that receive federal financial assistance. If employees think they have been harassed or retaliated against for resisting or complaining about harassment, an employee may file a complaint with the Office. Information on beginning this complaint process may be obtained from the Assistant Superintendent, or by calling the U.S. Office of Civil Rights directly.

Regulation SEQUOIA UNION HIGH SCHOOL DISTRICT

approved: December 10, 1997 Redwood City, California

### **UNLAWFUL HARASSMENT OF EMPLOYEES**

**BP 4219.11**

The District is committed to providing a work and educational environment free of unlawful harassment. The District maintains a strict personnel policy prohibiting sexual harassment and harassment of employees because of race, religious creed, color, national origin, ancestry, physical handicap, medical conditions, marital status, sexual orientation, age or any other basis protected by federal, state or local law, ordinance or regulation. All such harassment is unlawful. Irrespective of law, the District believes that all such harassment is offensive. The District's anti-harassment policy applies to all persons involved in the operations of the District and prohibits unlawful harassment by any District student or any employee of the District, including management, supervisors, certificated employees, classified employees, and co-workers. Unlawful harassment in any form, including verbal, physical and visual conduct, threats, demands and retaliation, is prohibited. Sexual harassment is defined in Education Code Section 212.5.

The Board of Trustees prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

Violation of this policy may result in discipline, which may include discharge, depending on the seriousness of the violation.

Employees or job applicants who believe they are being harassed because of their gender, race, ancestry or other protected basis, or who have knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, should follow the procedure outlined in administrative regulation.

Policy SEQUOIA UNION HIGH SCHOOL DISTRICT

adopted: December 10, 1997 Redwood City, California

revised: December 9, 2009

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**AR 4219.11**

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The District encourages all employees to report any incidents of harassment forbidden by this policy immediately so that complaints can be resolved quickly and fairly. A complaint may be filed directly with the State Superintendent of Public Instruction in a variety of circumstances. More information on this complaint process may be obtained from the Assistant Superintendent, or the Superintendent, both located at 480 James Avenue, Redwood City, CA, telephone 369-1411.

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Regulation SEQUOIA UNION HIGH SCHOOL DISTRICT

approved: December 10, 1997 Redwood City, California

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Policy SEQUOIA UNION HIGH SCHOOL DISTRICT

adopted: December 10, 1997 Redwood City, California

revised: December 9, 2009

#### **UNLAWFUL HARASSMENT OF EMPLOYEES**

**AR 4319.11**

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witnesses. The District will immediately undertake an effective, thorough and objective investigation of the harassment allegations. The investigation will be conducted in a manner that protects the confidentiality of the parties and the facts. This investigation will be completed and a determination regarding the alleged harassment will be made and communicated to the employee within 60 days after the District receives the complaint.

If the District determines that unlawful harassment has occurred, it will take effective remedial action commensurate with the severity of the offense. Appropriate action will also be taken to deter any future harassment. The District will take appropriate action to remedy any employment-related loss to the victim resulting from harassment. The District will not retaliate against the employee for filing a complaint and will not knowingly permit retaliation by management or supervisory employees or co-workers.

The District encourages all employees to report any incidents of harassment forbidden by this policy immediately so that complaints can be resolved quickly and fairly. A complaint may be filed directly with the State Superintendent of Public Instruction in a variety of circumstances. More information on this complaint process may be obtained from the Assistant Superintendent, or the Superintendent, both located at 480 James Avenue, Redwood City, CA, telephone 369-1411.

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Regulation SEQUOIA UNION HIGH SCHOOL DISTRICT

approved: December 10, 1997 Redwood City, California

## **BULLYING**

**BP 5131.2**

The Sequoia Union High School District Board of Education prohibits bullying, harassment, discrimination, intimidation, or cyberbullying of any student or school personnel by a student or group of students. Prohibited behavior includes physical, verbal, nonverbal, or written conduct.

(cf. 5131.2 - Freedom of Speech/Expression)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance Services)

The Board affirms the right of all students and staff to be free from harassment or any activity that degrades the unique actual or perceived qualities of an individual, such as race, gender, gender identity, gender expression, physical appearance, ethnic group identification, national origin, age, sex, color, sexual orientation, physical/mental/intellectual disability, or religion, or association with a person or group with one or more of those actual or perceived characteristics. Such verbal or physical acts are abusive and will not be tolerated in any manner related to school activity or school attendance occurring within a school under the jurisdiction of the Superintendent of the District.

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

(cf. 6164.6 - Multicultural/Human Relations Education)

The Board encourages the Superintendent and staff to develop programs on campus and/or through the use of technology that enhance self-esteem, raise awareness and sensitivity, and foster respect for individuals and their unique qualities. The Board recognizes that bullying, harassment, discrimination, and intimidation are inflammatory to those victimized by such acts and jeopardizes the safety and well being of students and staff.

(cf. 4119.21, 4219.21, 4319.21 - Professional Standards/Codes of Ethics)

(cf. 5131 - Bus Conduct)

(cf. 5144 - Discipline)

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

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

School personnel who witness an act of discrimination, harassment, intimidation, or bullying, shall take immediate steps to intervene when safe to do so. (Education Code 234.1)

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be in violation of this policy. Complaints of bullying shall be investigated and resolved in accordance with the District's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Notice of this policy shall be posted in all schools and offices, including staff lounges and pupil government meeting rooms. (Education Code 234.1)

Documentation of complaints and their resolution shall be maintained by the District for a minimum of one review cycle. (Education Code 234.1)

All individuals making a complaint under this policy shall be protected from retaliation, and their identity shall remain confidential, as appropriate. (Education Code 234.1)

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

The Assistant Superintendent Human Resources shall be responsible for overseeing District compliance with this Policy.

(cf. 5144 - Discipline)

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

Policy SEQUOIA UNION HIGH SCHOOL DISTRICT

adopted: May 2, 2012 Redwood City, California

revised: November 19, 2014

## **BULLYING**

**AR 5131.2**

### Definition of Terms

Bullying, harassment, cyberbullying and related terms are defined as follows:

1. Bullying means inflicting physical hurt or psychological distress on one or more students or employees. The term "bullying" is further defined as follows:

Unwanted purposeful written verbal, nonverbal, or physical behavior, including but not limited to any threatening, insulting, or dehumanizing gesture that causes an intimidating, hostile, or offensive educational environment or causes long term damage; causes discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation, and is often characterized by an imbalance of power.

Bullying may involve, but is not limited to these non-verbal and verbal behaviors:

- a. Unwanted teasing
- b. Threatening
- c. Intimidating
- d. Stalking
- e. Cyberstalking
- f. Cyberbullying
- g. Disseminating inappropriate images

- h. Physical violence
- i. Theft
- j. Sexual, religious, or racial harassment
- k. Public humiliation
- l. Destruction of school or personal property
- m. Social exclusion, including incitement and/or coercion
- n. Rumor or spreading of falsehoods

2. Harassment means any threatening, insulting, or dehumanizing gesture or written, verbal or physical conduct directed against a student that does the following:

- a. Places a student in reasonable fear of harm to his or her person or damage to his or her property;
- b. Has the effect of substantially interfering with a student's educational performance, or either's opportunities, or benefits;
- c. Has the effect of substantially negatively impacting a student's emotional or mental well-being; or
- d. Has the effect of substantially disrupting the orderly operation of a school and/or school district work environment.

3. Cyberbullying is defined as the willful bullying, harassment, discrimination, or intimidation of a person through the use of digital technologies, including, but not limited to these: email, blogs, texting on cell phones, social websites (e.g., MySpace, Facebook, Twitter, etc.), chat rooms, sexting, images, instant messaging, or video voyeurism.

4. Cyberstalking means to engage in a course of conduct to communicate or to cause to be communicated the following: words, images, or language by or through the use of electronic communication, directed at or about a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

5. Bullying, Harassment and/or Cyberbullying also encompass:

- a. Retaliation against a student by another student or school employee for asserting or alleging an act of bullying, harassment, discrimination or intimidation.
- b. Retaliation also includes reporting a baseless act of bullying, harassment, discrimination or intimidation that is not made in good faith.
- c. Perpetuation of conduct listed in the definition of bullying, harassment, discrimination and/or intimidation by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student by:
  - (1) Incitement or coercion;
  - (2) Accessing or reading other users mail or files or attempting to interfere with other users' ability to send or receive electronic mail; or
  - (3) Acting in a manner that has an effect substantially similar to the effect of bullying, harassment, or discrimination.

6. Bullying, Harassment, Cyberbullying, Discrimination, and Intimidation also encompass, but are not limited to, unwanted harm towards a student or employee in regard to their actual or perceived: sex, race, color, religion, national origin, age, disability (physical, mental, or educational), marital status, socio-economic background, physical appearance, ancestry, ethnicity, gender, gender identity or expression, linguistic preference, political beliefs, sexual orientation, or social/family background or being viewed as different in its education programs or admissions to education programs.

7. Accused is defined as any student who is reported to have committed an act of discrimination, harassment, intimidation, or bullying.

8. Complainant is defined as any district employee, student, or other person who formally or informally makes a report of bullying or harassment, whether orally or in writing.

9. Victim is defined as any district employee or student who is reported to have been the target of an act of discrimination, harassment, intimidation, or bullying.

The Sequoia Union High School District prohibits bullying, harassment, discrimination, intimidation, cyberbullying, and cyberstalking of or toward any student or employee by any student or group of students.

BP 5131.2 and this administrative regulation constitute a focused, coordinated effort designed to support school staff in their efforts to provide awareness, training, and intervention steps when bullying and harassment incidents are reported and/or occur.

Because acts of bullying, harassment, discrimination, intimidation or cyberbullying are not tolerated on any SUHSD school campus or related to school activity or attendance, students and/or staff are expected to immediately report incidents to the principal or designee. Each complaint will be promptly investigated.

The Principal or administrative designee will respond and intervene to reports of bullying, harassment, discrimination, intimidation, and

cyberbullying and follow procedures established at each school site.

The District's prohibition of bullying, harassment, discrimination, intimidation, and cyberbullying applies to incidents related to school activity or school attendance occurring within a school under the jurisdiction of the Superintendent of the District. This includes activity on school grounds, on transportation provided by the district, during lunch period, during a school-sponsored activity on or off campus, and to all activity likely to cause a substantial disruption of a school activity or school attendance (including electronic activity). The consequences of bullying, harassing, discriminatory, intimidating, or cyberbullying activity may include a broad range of disciplinary measures, but can include student suspension and recommendation for expulsion in accordance with District policy.

#### Initial Response and Reporting Expectations

The District requires all employees, if they observe or become aware of an act of bullying, harassment, discrimination, or intimidation to take immediate, appropriate steps to intervene when safe to do so.

The situation must be reported to an administrator for further investigation in writing within (2) two working days.

#### Investigation and Response

Investigations of discrimination complaints shall follow Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Any incident reported to administration, which may constitute an act of bullying, harassment, discrimination, intimidation or any other behavior under BP 5131.2 and this regulation, shall be thoroughly investigated.

As part of the investigation process the parent/guardians of all students involved in any incident shall be contacted and may be asked to attend a conference with school officials. Staff will develop a supervision plan with the parents as appropriate. If a parent/guardian does not attend the conference, the site administrator shall send a letter informing the parent/guardian of the action under consideration and notifying parent/guardian of all data pertinent to the action.

The process and timeline for investigation shall be as set forth under the District's Uniform Complaint Procedures, and if the complainant or victim is dissatisfied with the conclusion of the investigation they may appeal following the established procedure.

Consequences for the accused shall be commensurate with the results of the investigation. This may include, but is not limited to, counseling, parent conference, detention, the involvement of law enforcement, involuntary transfer, a formal suspension and/or expulsion. Students may also be required to attend a site program designed to teach anti-bullying behavior or other appropriate intervention.

If the act of bullying, harassment, discrimination, or intimidation is deemed serious enough to warrant a suspension, expulsion, or involuntary transfer to another school, then the matter will be processed in accordance with Education Code 48900, et.seq.

Depending on the severity of the incident, the administrator shall take appropriate steps to ensure campus safety.

The Board prohibits any form of retaliation against any complainant or victim in the complaint process.

The Principal's office or designee will maintain documentation of complaints and their resolution for a minimum of one year.

The school site administration will ensure that appropriate resources will be offered to the victim and victim's family who have been subjected to bullying, harassment discrimination, intimidation, cyberbullying and cyberstalking. These resources may include but are not limited to on-site counseling or therapeutic services if available, peer mediation and referrals to San Mateo County Victim's Service.

#### Education and Prevention

To ensure harassment and bullying behavior does not occur the District and school sites shall offer training and intervention programs for students and staff, which will enhance self-esteem, raise student awareness and sensitivity, and foster respect for individuals and their unique qualities. These programs reinforce the school's capacity to maintain a safe and healthy learning environment.

Teachers should discuss this BP 5131.2 and this regulation with their students and should assure them that they need not endure any form of harassment.

Each school will adhere to the anti -bullying/anti-harassment procedures to be followed by every student and staff member.

#### Notification

BP 5131.2 and this administrative regulation shall be posted in English and Spanish in all schools and offices, including staff lounges and pupil government meeting rooms.

At the beginning of each school year, all students and their parents will be notified of BP 5131.2 and this administrative regulation through the school site student handbook.

Regulation SEQUOIA UNION HIGH SCHOOL DISTRICT

approved: May 2, 2012 Redwood City, California

revised: November 19, 2014

**NONDISCRIMINATION/HARASSMENT**

**BP5145.3**

District programs and activities shall be free from discrimination, including harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

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

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

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

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 6164.6 - Identification and Education under Section 504)

The Board of Trustees shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

(cf. 1240 - Volunteer Assistance)

(cf. 6145.2 - Athletic Competition)

(cf. 6162.5 - Student Assessment)

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the District. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

(cf. 5145.2 - Freedom of Speech/Expression: Publications Code)

(cf. 5145.7 - Sexual Harassment)

The principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.

Students who engage in discrimination, harassment, intimidation, bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate counseling and discipline, up to and including suspension and/or expulsion. An employee who permits or engages prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)

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

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

The following position is designated Coordinator for Nondiscrimination to handle complaints regarding discrimination, harassment, intimidation, or bullying, and to answer inquiries regarding the district's nondiscrimination policies: Assistant Superintendent Human Resources.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the Coordinator, the principal or designee, or any other staff member. In addition, any student who observes any such incident should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying or to whom such an incident is reported shall report the incident to the Coordinator or principal, whether or not the victim files a complaint.

In addition, the employee shall immediately intervene when safe to do so. (Education Code 234.1)

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the Coordinator shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

The Superintendent or designee shall ensure that the student handbook clearly describes the district's nondiscrimination policy, procedures for filing a complaint regarding discrimination, harassment, intimidation, or bullying, and the resources that are available to students who feel that they have been the victim of any such behavior. The district's policy shall also be posted on the district web site or any other location that is easily accessible to students.

When required pursuant to Education Code 48985, complaint forms shall be translated into the student's primary language.

Policy SEQUOIA UNION HIGH SCHOOL DISTRICT

adopted: December 10, 1997 Redwood City, California

revised: November 19, 2014

## **SEXUAL HARASSMENT**

**AR 5145.7**

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when: (Education Code 212.5)

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

Other types of conduct which are prohibited in the District and which may constitute sexual harassment include:

- 1.Unwelcome sexual flirtations or propositions
- 2.Sexual slurs, leering, 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, stories, drawings, pictures or gestures
- 5.Spreading sexual rumors
- 6.Teasing or sexual remarks about students enrolled in a predominantly single-sex class
- 7.Touching an individual's body or clothes in a sexual way
- 8.Purposefully cornering or blocking normal movements
- 9.Limiting a student's access to educational tools
- 10.Displaying sexually suggestive objects

## Notifications

A copy of the District's sexual harassment policy shall:

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

(cf. 5145.6 - Parental Notifications)

2. Be displayed in a prominent location near each school principal's office. (Education Code 212.6)
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 212.6)
4. Appear in any school or district publication that sets forth the school or District's comprehensive rules, regulations, procedures and standards of conduct. (Education Code 212.6)
5. Be provided to employees and employee organizations.

## Enforcement

The Superintendent 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
2. Providing staff inservice and student instruction or counseling
3. Notifying parents/guardians
4. Notifying child protective services
5. Taking appropriate disciplinary action

The Superintendent or designee shall investigate all complaints of sexual harassment thoroughly in accordance with board policy and regulation. This investigation shall include talking with the complainant, the alleged harasser, any other witnesses, and any other persons who may be mentioned as possessing information. The Superintendent or designee shall document all investigations and shall inform the complainant, as well as the alleged harasser, of the decision regarding any complaint.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

Persons found to have knowingly made false allegations of sexual harassment shall be subject to disciplinary action. Persons submitting an unsubstantiated good faith complaint or report of sexual harassment shall not be subject to disciplinary action.

Regulation SEQUOIA UNION HIGH SCHOOL DISTRICT

approved: December 10, 1997 Redwood City, California

## **DRESS AND GROOMING/SCHOOL UNIFORMS**

**BP 5132**

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

(cf. 4119.22 - Dress and Grooming )

(cf. 5145.2 - Freedom of Speech/Expression: Publications Code)

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

(cf. 5144 - Discipline)

When gangs constitute a danger to students, the Superintendent or designee may restrict student dress and grooming as necessary to comply with board policy related to gang activity.

## Uniforms



The Board recognizes that, in order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a district school may wish to establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval.

The Board shall approve such dress codes when it determines they are necessary for the health and safety of the school's students.

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their students exempted from an adopted school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide.

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

Policy SEQUOIA UNION HIGH SCHOOL DISTRICT

adopted: December 10, 1997 Redwood City, California

### **STAFF HEALTH AND SAFETY**

**BP 4157**

The Board of Trustees believes that safety is every employee's responsibility. The Board expects all employees to use safe work practices and to report and correct any unsafe conditions which may occur. If an employee is unable to correct an unsafe condition, he/she shall immediately report the problem to the Superintendent or designee.

Supervisors shall promote safety, and correct unsafe work practices through education, training, and enforcement.

Employees shall not be required to work under unsafe conditions or to perform tasks which endanger their health or safety. Working conditions and equipment shall be maintained in compliance with standards required by federal, state, and local laws and regulations.

#### **Injury and Illness Prevention Program**

The Superintendent or designee shall establish and implement a written injury and illness prevention program in accordance with law. (Labor Code 6401.7)

The District's Injury and Illness Prevention Program shall include the identification of the position responsible for implementing the program, the method of identifying and evaluating hazards, and the methods for correcting unhealthy conditions and work practices in a timely manner. A training program complying with Labor Code Section 6401.7 and Title 8, General Industry Safety Orders (GISO) Section 3203 will be implemented.

Appropriate records shall be maintained to ensure there is documentation of District compliance with the applicable code sections.

The Superintendent or designee shall ensure the ready availability of first aid materials at district workplaces and shall make effective provisions, in advance, for prompt medical treatment in the event of an employee's serious injury or illness. (8 CCR 3400)

No employee shall be discharged or discriminated against for making complaints, instituting proceedings, or testifying with regard to employee safety or health or for participating in any occupational health and safety committee established pursuant to Labor Code 6401.7. (Labor Code 6310)

#### **Bloodborne Pathogens**

The Superintendent or designee shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in a workplace. The Superintendent or designee shall establish a written Exposure Control Plan designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials and in accordance with the District's Exposure Control Plan, employees having occupational exposure shall be offered the hepatitis B vaccination.

Any employee not identified as having occupational exposure in the District's exposure determination may be included in the District's Hepatitis pre-exposure Vaccination Program at his/her own cost.

## Inservice Physical Examinations For Certificated And Classified Employees

The Superintendent may require any employee to obtain complete physical and/or psychiatric examinations within a reasonable time period. The Superintendent will notify the employee in writing that the examination is required. The Superintendent shall be allowed wide discretion in determining the reasons for said examination, but in any case the reasons (which must be included in the written notice) must be related to job performance and the examination itself shall be primarily for the purpose of initiating employee rehabilitation.

### Tuberculosis Examination

Employees new to the District must present evidence of having submitted to an examination within the past 60 days to determine that they are free from active tuberculosis. Thereafter the employee must present such evidence in the even-numbered years known as leap year.

### Fingerprints

All employees, including those assigned on a temporary or substitute basis, shall be fingerprinted and cleared prior to employment.

(cf. 4112.5/4312.5 - Criminal Record Check)

(cf. 4212.5 - Criminal Record Check)

## Policy SEQUOIA UNION HIGH SCHOOL DISTRICT

adopted: December 10, 1997      Redwood City, California  
revised: June 9, 2010

## **STAFF HEALTH AND SAFETY**

**AR 4157**

This Injury and Illness Prevention Program document is the District's program to fully comply with Labor Section 5401.7 and Title 8, General Industry Safety Orders (GISO), Section 3203.

The Sequoia Union High School District is a public educational agency providing educational services to students grades 9-12 and adult school.

### Responsibility for Implementing the Program (GISO 3203 (a) (1))

The following have the authority and responsibility for implementing the District's Injury and Illness Prevention Program:

1. Director of Maintenance and Operations--Districtwide coordinator and the District office complex.
2. Administrative Vice Principal at Carlmont, Menlo-Atherton, Sequoia and Woodside High Schools.
3. Principal at Redwood High School.
4. Director, Adult Education at Middlefield Adult Education Center.

### Ensuring that Employees Comply with Safe and Healthy Work Practices (GISO 3203 (a) (2))

Employees are to be notified of their responsibilities regarding safe work practices and personal protective equipment by monthly safety meetings, safety workshops and safety handouts. Employees are accountable to exercise safe work practices. These safe work practices will be enforced through normal supervisory and disciplinary procedures.

### Communicating with Employees (GISO 3203 (a) (3))

Communication of safe working conditions, safe work practices and required personal protection equipment is to be included in initial training and all subsequent training. Other forms of employer-to-employee communications on safety topics will include posters, letters, and staff meetings.

Employees are encouraged to report safety problems or hazards and are to be advised that there will be no reprisals or other job discrimination for expressing any concern, comment, suggestion or complaint about a safety related matter.

### Procedure for Identifying and Evaluating Workplace Hazards (GISO 3203 (a) (4))

The District will use the following system for identifying, evaluating, and preventing occupational safety and health hazards:

1. Investigation of lost time, on-the-job accidents, injuries, or illnesses; and all other potentially hazardous events that occur inside or

on the premises of any school facility or in any other specific school operated area.

2. Periodic safety inspection of classrooms and other District grounds and work stations. Frequency of inspections will be based on need.
3. Review of industry and general safety information related to occupational safety and health hazards found in school environments.
4. Evaluation of information or hazards reported by certificated and classified employees.

#### Accident Investigation (GISO 3203 (a) (5))

Investigations of occupational accidents and injury/illness are to be conducted soon as possible after an accident is reported. Investigation reports are to be on file at the District maintenance and operations office.

#### Methods and Procedures for Correcting Unsafe and Unhealthy Conditions and Work Practices (GISO 3203 (a) (6))

The following methods and/or procedures will be used to correct unsafe or unhealthy conditions, work practices and work procedures in a timely manner based on the severity of the hazard:

1. Imminent Hazard -- Personnel not needed for corrective action will be removed from the area.
2. Less severe hazards--Problems will be dealt with in a timely manner.
3. Activities such as training or retraining of employees on safe work practices and hazard problems will be practiced to reduce unsafe or hazardous conditions.
4. Procedures such as a safety work order system, inspection reviews and monitoring of employees will be utilized.

#### Employee Safety Training (GISO 3203 (a) (7))

Employee Safety Training will be provided under the following guidelines:

1. Initial training will be provided for all current employees as soon after the establishment of the District's program as possible.
2. New employees will be provided training.
3. Employees will be provided training when assigned a new task or job for which training has not been received.
4. Supervisors will be trained on hazards and safe practices in their area of responsibility.
5. Training will include general safety and specific job category safety training (see Job Safety Instruction Topics and Categories).

#### Safety Instruction Topics

##### General

1. General safety awareness
2. Back injury prevention
3. Medical assistance procedures
4. Fire prevention and response
5. Earthquake response
6. Video display/office and clerical safety
7. Use of chemicals, paints and solvents
8. Operating special tools/machinery
9. Cleaning products/custodial supplies
10. Insecticides, pesticides, herbicides
11. Other

#### JOB CATEGORIES

- | General Topic                                    | Special Topic   |
|--|-----------------|
| 1. MANAGEMENT POSITIONS                          |                 |
| All positions                                    | a,b,c,d,e,f     |
| 2. SECRETARIAL/CLERICAL POSITIONS                |                 |
| Secretary/Clerk                                  | a,b,c,d,e,f     |
| Duplicator Equipment Operator                    | a,b,c,d,e,g,h,k |
| 3. CUSTODIAL, GROUNDS, AND MAINTENANCE POSITIONS |                 |
| All positions                                    | a,b g,h,i,j,k   |
| 4. SCIENCE, ART, AND                             |                 |

## INDUSTRIAL ARTS

### DEPARTMENTS

All positions a,b,c,d,e,g,k

5. ALL OTHER

### CERTIFICATED

POSITIONS a,b,c,d,e

### Bloodborne Pathogens

Individuals incur risk of infection and possible illness each time they are subjected to exposure to blood or other potentially infectious materials. This concern caused the Occupational Safety and Health Administration to issue rules on the subject. This plan is developed to address those rules, to identify employees exposed to bloodborne pathogens in the normal scope of duties, and to provide procedural and preventive information to those who may be potentially exposed to bloodborne pathogens.

Blood and body fluid may contain organisms that can cause disease. The two most frequent pathogen-caused diseases are Hepatitis B Virus (HBV) which could lead to a fatal liver disease and Human Immunodeficiency Syndrome (HIV) which could lead to AIDS.

HBV and HIV are usually transmitted when disease organisms enter the body through mucous membranes or through breaks in the skin. Outside the work place HBV and HIV are most commonly transmitted through sexual contact, an infected mother to her unborn child, and intravenous drug users sharing used needles. In the workplace, the most common way exposure can occur is when a worker has an open wound and is in contact with infectious material, or when a worker is not wearing the proper personal protective equipment to protect against contact with infectious material such as blood, human tissue or other body fluids that contain blood.

### Exposure Determination

Performance of the following tasks may result in occupation exposure to blood:

- 1.treating of student injuries
- 2.cleaning, disinfecting and sterilizing of appliances, equipment and areas used to treat injuries, areas where injuries have taken place, and restrooms
- 3.handling of contaminated laundry used in health care

Custodians and grounds workers have the potential to come in contact with contaminated materials but have limited potential occupational exposure. This can be controlled by using proper safety procedures. They will be given training on proper handling of materials.

### Universal Precautions

The term "universal precautions" refers to a method of infection control in which all human blood and other potentially infectious materials are treated as if known to be infectious for HIV and HBV. Universal precautions will be observed at all Sequoia Union High School District facilities. Under circumstances in which differentiation of body fluid types is difficult or impossible, all body fluids shall be considered potentially infectious materials.

### Engineering Controls

An engineering control is the use of available technology and devices to isolate or remove hazards from the worker. Engineering controls are used to eliminate or minimize worker to blood or other infectious materials. Examples of engineering controls include puncture-resistant sharps containers and use of "red bags" for disposal of contaminated material. "Red bags" for the storage of contaminated materials will be kept in a covered container located in the nurse's office at each school site and at the principal's office at Redwood High School. When bag disposal is needed, the district warehouse will be contacted for the district delivery truck to collect the bags and deliver them to a designated disposal site.

### Work Practice Controls

Work practice controls are alterations in the way tasks are performed in an effort to reduce the potential of a worker's exposure to blood or other infectious materials. For example, when handling bloody or other potentially infectious materials, care should be taken to minimize contact with these materials. Hands should be washed with soap and water immediately after contact with bloody or potentially infectious materials. Any personal protective equipment should be removed immediately and place in appropriate containers for washing, decontamination, or disposal.

### Personal Protective Equipment (PPE)

Personal protective equipment is specialized clothing or equipment used by individuals to protect themselves from direct exposure to blood or other potentially infectious materials. PPE which must be worn will be purchased by the District. The District will also provide for the repair, replacement, cleaning, laundering or disposal of PPE. An example of protective equipment would be the use of gloves. Gloves must

be worn when there is a chance of exposure to blood or body fluids and discarded after use.

#### Risk Controls

In addition to the PPE and disposal procedures outlined above, other risk control measures are to be followed. They are:

- 1.The workplace will be maintained in a clean and sanitary condition.
- 2.Equipment and working surfaces, after contact with blood or other potentially infectious material, will be cleaned by nurses and custodians with an appropriate disinfectant solution that is anti-bacterial, anti-fungal, and anti-viral.
- 3.Containers and receptacles used for holding contaminated materials will be red bagged and disposed of as noted in the Personal Protective Equipment section of this plan.
- 4.Broken glass and other items which may be contaminated will be cleaned up with a brush and dust pan.
- 5.Any eating, drinking, or storage of food will be isolated from the immediate first aid areas.
- 6.Good personal hygiene, like washing hands with soap and water before breaks and lunch and after using the restrooms required.

#### Exposure to Bloodborne Pathogens

OSHA regulations state that an exposure incident is parenteral contact with blood or other potentially infectious material i.e. through specific eye, mouth or other mucous membrane, and/or nonintact skin that results from the performance of an employee's duties.

If an exposure incident occurs:

- 1.The affected employee must immediately use soap and water to wash the part of the body that have been contaminated.
- 2.The affected employee must immediately report the incident to the school nurse and/or the school principal or designee or to the director of student personnel services at the District office. Immediate action can prevent the development of Hepatitis B and enable the tracking of potential HIV infection.
- 3.The person receiving the report will make preliminary determination whether or not the incident should be classified as an "exposure."

If consultation is needed call Sequoia Hospital Occupational Health Services, 364-1565.

If the affected employee is in doubt and desires a consultation with Sequoia Hospital Occupational Health Services, he/she will be immediately referred.

If it is determined that there has been exposure, complete the Bloodborne Pathogens Referral form and refer the employee to Sequoia Hospital Occupational Health Services, 633 Veterans Blvd., Redwood City, 94063, 364-1565. If that facility is closed, refer the employee Sequoia Hospital Emergency Room, 2900 Whipple Avenue, Redwood City, 94062, 367-5541. The employee should take a copy of the Bloodborne Pathogens Referral form to the hospital.

- 4.The employee will complete the Workers' Compensation information form.
- 5.The person receiving the report will call the benefits clerk in the district personnel office (extension 226) to notify that office of the exposure and the referral.
- 6.If there has been a "non-exposure incident" a notation of the incident will be kept in the school nurse's log. If the employee involved in the "non-exposure incident" is uncomfortable with that determination, the individual will be referred to the resources listed above for further evaluation and treatment. In such a case, Workers' Compensation forms must be completed.

#### Hepatitis B Vaccination

Employees who perform first aid as part of their primary duties will be offered the Hepatitis B vaccination in advance of exposure. Those employees have been notified as:

- 1.School nurses
- 2.Special services aides
- 3.Athletic coaches

Other employees will be offered the Hepatitis B vaccination when they are exposed to blood or other potentially infectious materials.

#### Training

All employees shall receive training on these regulations. Initial training will be offered by September, 1993. Follow-up training, including training for newly hired staff, will be offered near the beginning of each semester. Training may include written information as well as workshops or classes. All newly hired staff will be given preliminary written information.

The contents of the training will include:

1. Overview of the regulations
2. Explanation of exposure and precautions to take in performing tasks
3. Review of the Bloodborne Pathogens Exposure Control Plan
4. Treatment of exposure including vaccination and medical follow-up
5. Record keeping requirements including how to report an exposure

Recordkeeping

The school nurse will compile a medical record on individuals who have been determined to have been exposed. The form will include the following information:

1. Employee name and social security number
2. Employee address and phone number
3. Documentation of exposure incidents (dates, brief explanation)
4. Documentation of referral to medical facility for appropriate HBV vaccination and follow-up (date received or explanation of why not received).

Results of medical follow-up procedures regarding an exposure incident will be documented as part of the Workers' Compensation procedures.

After completion the record will be sent to the personnel office for processing and/or filing. The records are confidential and not disclosed to anyone without consent of the employee. Filing for Workers' Compensation is automatic consent for a particular injury/incident. Results of medical follow-up procedures regarding exposure incident are confidential and will be kept by San Mateo County School Insurance Group (SMCSIG), the District's Workers' Compensation administrator. SMCSIG will follow strict guidelines for these records.

Assurances

A copy of this plan shall be available to school employees in the principal's office at each site. A copy of the plan and all records shall be available for inspection by CAL/OSHA staff. The plan will be reviewed each year by a committee composed of appropriate staff convened by the District director of student personnel services in consultation with the employee organizations. If the review results in changes in the plan, such changes will be made and distributed to all locations having a copy of this plan.

Regulation        SEQUOIA UNION HIGH SCHOOL DISTRICT

approved: December 10, 1997 Redwood City, California

**POSITIVE SCHOOL CLIMATE**

**BP 5137**

The Board of Trustees desires to provide an orderly, caring and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

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

(cf. 5132 - Dress and Grooming)

(cf. 5144 - Discipline)

(cf. 5145.2 - Freedom of Speech/Expression: Publications Code)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

All staff are expected to serve as role models for students by demonstrating a positive, professional demeanor and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students, hazing, other violence or threats of violence against students and staff, and drug,

alcohol, and tobacco use.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 4020 - Drug and Alcohol-Free Workplace)

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.6 - Alcohol and Drugs)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144 - Discipline)

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

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

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 5145.7 - Sexual Harassment)

The Board encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds. The district shall provide instruction and counseling designed to promote positive racial and ethnic identity, help students understand diverse cultures, teach them to think critically about racial bias, and show them how to deal with discriminatory behavior in appropriate ways.

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6141.6 - Multicultural Education)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Thus, the Board encourages student participation in district and school committees and councils. The Superintendent or designee may initiate student courts, campus beautification projects, buddy systems, vandalism prevention campaigns, and other similar programs. Staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct.

(cf. 5131.4 - Campus Disturbances)

(cf. 6142.4 - Learning through Community Service)

Policy SEQUOIA UNION HIGH SCHOOL DISTRICT

adopted: December 10, 1997 Redwood City, California

revised: November 19, 2014

## **DISCIPLINE**

**BP 5144**

The Board of Trustees desires to prepare youth for responsible citizenship by fostering self-discipline and personal responsibility. The Board perceives that good planning, a good understanding of each child, and parent involvement can minimize the need for discipline. Teachers shall use positive conflict resolution techniques and avoid unnecessary confrontations. When misconduct occurs, staff shall make every effort to identify and correct the causes of the student's behavior.

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules in accordance with law to meet the school's individual needs.

Staff shall enforce disciplinary rules fairly and consistently, without regard to race, creed, sexual orientation, color or gender.

In order to maintain safe and orderly environments, the Board shall give employees all reasonable support with respect to student discipline. If a disciplinary strategy is ineffective, another strategy shall be employed. Continually disruptive students may be assigned to alternative programs or removed from school.

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

(cf. 5131 - Conduct)

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

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.5 - Student Study Teams)

Policy SEQUOIA UNION HIGH SCHOOL DISTRICT

adopted: December 10, 1997 Redwood City, California

## **DISCIPLINE**

**AR 5144**

### Site-Level Rules

Rules for student discipline shall be developed at each school site and filed with the District office. These rules shall be adopted jointly by the principal or designee and a representative selected by classroom teachers employed at the school. The views of administrators, teachers, security personnel, parents/guardians and secondary school students shall be obtained when the rules are developed. The rules shall be consistent with law, Board of Trustees policy and District regulations; they shall be revised as necessary and shall undergo the site-level review and adoption process at least every four years. (Education Code 35291.5)

All avenues of discipline provided in policy, regulation and law may be used in developing site-level rules. These include but are not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, and the use of alternative educational environments, suspension and expulsion.

### Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49000, 49001)

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to district property. (Education Code 49001)

### Community Service

Except when suspension or expulsion is required by law, the Superintendent, principal or principal's designee, at his/her discretion, may require a student to perform community service on school grounds during nonschool hours instead of imposing other disciplinary action. Such service may include, but is not limited to, outdoor beautification, campus betterment, and teacher or peer assistance programs. (Education Code 48900.6)

### Detention After School

Students may be detained for up to one hour after the close of the maximum school day under the following conditions:

1. A student who is transported by school bus shall be detained only until the time when the bus departs. (Code of Regulations, Title 5, Section 307, 353)
2. A student who is not transported by school bus shall be detained only after his/her parent/guardian has been notified of the day and amount of time involved.
3. The student shall remain under the supervision of a certificated employee during the period of detention.

If the school is offering a Saturday program, students may be offered the choice of serving their detention on Saturday rather than after



school.

(cf. 6176 - Weekend/Saturday Classes)

Notice to Parents/Guardians and Students

The principal of each school shall ensure that students and parents/guardians are notified in writing of all board policies, administrative regulations and individual school rules related to discipline at the beginning of each school year. Transfer students and their parents/guardians shall be so advised upon enrollment.

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

(cf. 5145.6 - Parental Notifications)

Regulation        SEQUOIA UNION HIGH SCHOOL DISTRICT

approved: December 10, 1997 Redwood City, California

## V. Appendix 2: School Emergency Response Guide

# IMMEDIATE ACTION RESPONSE: THE BIG FIVE

An **IMMEDIATE ACTION RESPONSE** is a protocol that can be implemented in a variety of different emergency situations. When an emergency occurs, it is critical that staff members take *immediate* steps to protect themselves, their students, and other people on campus.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must be taught what to do in the event that any of these response actions is implemented.

### IMMEDIATE ACTION RESPONSE: THE BIG FIVE

ACTION	DESCRIPTION
<b>SHELTER IN PLACE</b>	Implement to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildlife. Close windows and air vents and shut down air conditioning/heating units.
<b>DROP, COVER AND HOLD ON</b>	Implement during an earthquake or explosion to protect building occupants from flying and falling debris.
<b>SECURE CAMPUS</b>	Initiate for a potential threat of danger in the surrounding community. All classroom/office doors are closed and locked and all students and staff remain inside until otherwise directed. Instruction continues as planned.
<b>LOCKDOWN/ BARRICADE</b>	Initiate for an immediate threat of danger to occupants of a campus or school building and when any movement will put students and staff in jeopardy. Once implemented, no one is allowed to enter or exit rooms for any reason unless directed by law enforcement.
<b>EVACUATION</b>	Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a pre-determined safe location.

# CALLING 911

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize the necessary resources to address the emergency at hand.

When calling 911 be prepared to remain on the phone and answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response.

## WHEN REPORTING AN EMERGENCY:

- Remain calm and speak slowly and clearly
- Be prepared to provide name, location of the incident, and caller's location, if different from the scene of the emergency
- Although caller ID information may transfer immediately to the 911 Dispatcher, it is *not* available in all locations. The 911 Dispatcher will confirm and verify the phone number and address for *every* call received
- Answer *all* questions asked by the 911 Dispatcher, even those that seem repetitious
- Do not hang up until the Dispatcher says to do so

## CALLING 911 FROM A CELL PHONE:

- Cell phone calls to 911 are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match city boundaries
- Know your cell phone number and be prepared to give the dispatcher an exact address

When calling 911, time is of the essence. Remain calm; speak slowly and clearly. The 911 Dispatcher needs to gather the correct information the first time he/she asks for it.

# DRILLS AND EXERCISES

It is essential to practice the site emergency response periodically to test its effectiveness. Exercises that include key school personnel and local emergency responders should occur on a regular basis. A NIMS-compliant emergency management plan utilizes a graduated approach to drills. Begin simply with orientation activities then increase to more complex and sophisticated drills and exercises. Use drills and exercises to:

- Reveal gaps in preparedness
- Identify resource and supply needs
- Improve coordination between the school and community
- Clarify roles and responsibilities
- Increase overall level of emergency readiness, including response capacity of all staff and students

## PLANNING FOR DRILLS:

Use a trauma-informed approach to drills. Announce drills in advance and prepare all participants. “Surprise” drills can cause unnecessary panic. The drill plan should:

- Prioritize the most serious gaps
- Match the readiness to the exercise type
- Cover only what’s reasonable in the time allotted
- Focus on the aspects of the plan identified in the drill’s objectives
- Gradually increase sophistication of exercise, but do not add unnecessary complications
- Evaluate every exercise and debrief with staff

## TYPES OF DRILLS AND EXERCISES:

- Orientation Seminar: Introduces emergency policies and procedures to new staff and students, allows for discussion and clarifying questions
- Drill: Simulates an incident in a limited scope, tests function of emergency plan, initiates informal discussion of simulated emergencies
- Tabletop Exercises: Simulates an emergency situation in an informal, stress-free environment, elicits discussion and clarifying questions
- Functional Exercise: Simulates a real emergency under time-sensitive conditions, tests and measures seldom-used resources
- Full-Scale Exercise: Tests an entire community’s response capability, uses real equipment, takes place in “real time”

# THINK ON YOUR FEET

In the event of an emergency, quick thinking is imperative for survival. During a crisis situation, an individual will have to think on his/her feet to determine the best course of action. These choices may include getting off campus, hiding, implementing Lockdown/Barricade or even, in the most extreme of situations, fighting an assailant. Understanding and practicing these options can help an individual respond decisively and in so doing, best ensure the safety and survival of self, and others.

In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions and shouting. It is not uncommon for people experiencing a dangerous situation to first deny or rationalize the possible danger rather than respond. Quality training can help individuals think clearly in the midst of a chaotic scene. Proper training should include helping staff recognize the sounds of danger, and training staff and students to act decisively and remain flexible with a "think on your feet" approach.

## **LOOK, LISTEN AND LEAVE:**

The **LOOK, LISTEN AND LEAVE** protocol is a new response as part of thinking on your feet. At the sound of a fire alarm, staff and other leaders should take a moment to assess the scene before evacuating. The three steps of **LOOK, LISTEN AND LEAVE** are:

- **LOOK** - open the classroom door and look out. Do you see smoke or fire? Is the path to your pre-planned evacuation spot clear of obstacles? Do you notice anything out of the ordinary?
- **LISTEN** - in addition to the alarm, are there other sounds? Do you hear anything that would indicate it is unsafe to leave the room (explosions, panicked voices, the discharge of a weapon)?
- **LEAVE** - having determined it is safe to do so, direct students to leave the room toward the pre-determined evacuation spot.

# DISASTER SERVICE WORKER

California Government Code, Section 3100, Title 1, Division 4, Chapter 4 states that public employees are Disaster Service Workers and are subject to such disaster service activities as may be assigned by their superiors or emergency service commanders. The term “public employees” includes all persons employed by the state or any county, city, city and county, state agency or public district. The law applies in the following cases:

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

## WHAT DOES A DISASTER SERVICE WORKER DO?

- Public employees serving in the role of Disaster Service Workers may be asked to do jobs other than their usual duties for periods exceeding normal work hours
- Employees may be scheduled in shifts and asked to return to the work site at hours outside the normal work day
- Disaster Service Workers will be deployed within the Incident Command System and may perform a variety of duties including oversight of shelter care, communications, logistics, first aid and comfort, or community support and safety
- When pressed into disaster service, employees’ Workers Compensation coverage becomes the responsibility of state government (OES), but the employer pays the overtime. These circumstances apply only when a local or state emergency is declared.

To provide effective support as a Disaster Service Worker, employees must have the confidence they have prepared their own families to deal with emergencies in their absence. The time and energy a staff member commits to being prepared at home will provide the best assurance that they are capable of dealing with the emergency situation at the school/work site.

# SHELTER IN PLACE



**SHELTER IN PLACE** is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards. The procedures include closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

**SHELTER IN PLACE** is considered appropriate for, but is not limited to, the following types of emergencies:

- External Chemical Release
- Fire in the Community
- Hazardous Material Spills

A Shelter-in-Place response that is a result of air contamination requires that the HVAC systems must be shut down to provide protection from outside air. Students and staff may freely move about inside the buildings, but no one should leave the protected space until directed by fire officials, law enforcement, or site administration.

## **SHELTER IN PLACE:**

- Requires an understanding that all heating, air conditioning, and ventilation systems may need to be shut down immediately
- Requires an understanding that all pilot lights and sources of flame may need to be extinguished
- Requires an understanding that any gaps around doors and windows may need to be sealed
- Allows for free movement within classrooms or offices



## DROP, COVER AND HOLD ON

**DROP, COVER AND HOLD ON** is the immediate action taken in the event of an earthquake or explosion and protects students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies:

- Earthquake
- Explosion

In the event of an explosion, earthquake, or other event causing falling debris, immediately “DROP, COVER, and HOLD ON.” Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can remain in the chair if mobility is limited. Move wheelchair against an interior wall and lock the wheels. Protect head by covering with arms if possible.

### **DROP, COVER AND HOLD ON:**

- Must be practiced for immediate and automatic response
- Is the single most useful action to protect from injury in an earthquake
- In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
- Requires an awareness that most injury in earthquakes is caused by breaking glass or falling objects
- Requires an awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- Requires alert attention to aftershocks
- Requires that staff and students assist those with special needs to ensure safe cover for all
- Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone





## SECURE CAMPUS

**SECURE CAMPUS** is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside *through the duration of the event*. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

This response is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Law enforcement activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN / BARRICADE** in which case instruction immediately ceases and students and staff follow **LOCKDOWN / BARRICADE** procedures.

Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a threat at large in the community from coming onto campus. Secure Campus differs from Lockdown/Barricade in that it allows classroom instruction to continue.

### **SECURE CAMPUS:**

- Is intended to prevent a potential threat present in the community from entering campus
- Heightens school safety while honoring instructional time
- Requires that all exterior classroom / office doors are locked and remain locked
- Is intended to prevent intruders from entering occupied areas of the building
- Requires that students and staff remain in **SECURE CAMPUS** status until **ALL CLEAR** is issued by School Incident Commander



## LOCKDOWN / BARRICADE

**LOCKDOWN / BARRICADE** is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During **LOCKDOWN / BARRICADE**, students are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or site administration. This response is considered appropriate for, but not limited to, the following types of emergencies:

- Gunfire
- Threat of extreme violence outside the classroom
- Immediate danger in the surrounding community

**Lockdown/Barricade requires closing and locking doors and barricading with heavy objects. No one is allowed to enter or exit until door-to-door release by Law Enforcement or School Incident Commander.**

### **LOCKDOWN / BARRICADE:**

- Is a response to an immediate danger; it is not preceded by any warning
- Demands quick action; an active shooter, for example, can fire one round per second
- Requires common sense thinking under duress; do what must be done to best ensure survival of students and staff
- If it is possible to safely get off campus with students, take that action immediately (Run)
- If it is not possible to get off campus, quickly lockdown inside a safe room and barricade the entrance (Hide)
- Once a room is secured, no one is allowed to enter or exit under any circumstances
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)

# EVACUATION



**EVACUATION** is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

**EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Fire
- Earthquake

In the event of an explosion, earthquake, or other event causing falling debris, **EVACUATION** will be preceded by a “**DROP, COVER and HOLD ON**” protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.

## THINK ON YOUR FEET: LOOK, LISTEN AND LEAVE

Before evacuation, take a moment to look outside the door for any potential dangers. Listen for anything unusual that might pose a safety risk. Once it's determined the path is safe, evacuate the office or classroom to a designated safe area.

### EVACUATION:

- Requires exit from the building to a designated safe site, on-campus or off-site
- May require that students and staff rely on district bus transportation
- May require staff to exit via alternate routes based on circumstances
- Requires that students remain with assigned teachers unless circumstances prohibit it
- Requires that staff and students assist those with special needs to ensure for safe egress of all

## HAZARDS: CHEMICALS AND GAS

Knowledge of the location of existing pipelines near or on school property is essential for preparedness in the event of a hazardous chemical or gas leak. Pipeline markers are generally yellow, black, and red and can vary in shape and size. Excavation is a leading cause of pipeline damage, so it is important to follow strict on-site protocol prior to digging on school property. The facilities supervisor should call **811** to confirm the planned dig location is safe.

All school personnel, including cafeteria managers and custodians, shall immediately report any hazardous chemical or gas odor or leak to the School Incident Commander.

Design school bus routes and student pick-up/drop off locations to avoid contact with pipelines and pipeline rights-of-way. This helps to ensure evacuation routes are safe in a pipeline emergency.

### HOW TO DETECT A GAS LEAK:

A gas leak can be detected by a sulfur-like odor, a hissing, whistling, or roaring sound coming from underground or a gas appliance, dirt spraying into the air, or the appearance of dead vegetation in an otherwise moist area.

# FIRST AID: TRIAGE

First Aid response is an important part of any emergency response plan and should be developed in cooperation with partner agencies including local Emergency Medical Services, local hospitals, and the health department. All employees should be trained, and staff roles should be clearly defined and integrated into the site's written plan.

## THE BASICS OF FIRST AID RESPONSE:

- Remain calm and assess the situation
- Be sure the situation is safe for the responder
- In the case of serious injury involving difficulty breathing, loss of consciousness, uncontrolled bleeding, head injury, or possible poisoning, call **911** immediately
- Do NOT move a severely injured or ill person unless absolutely necessary for immediate safety
- If moving is necessary, protect the neck by keeping it straight to prevent further injury

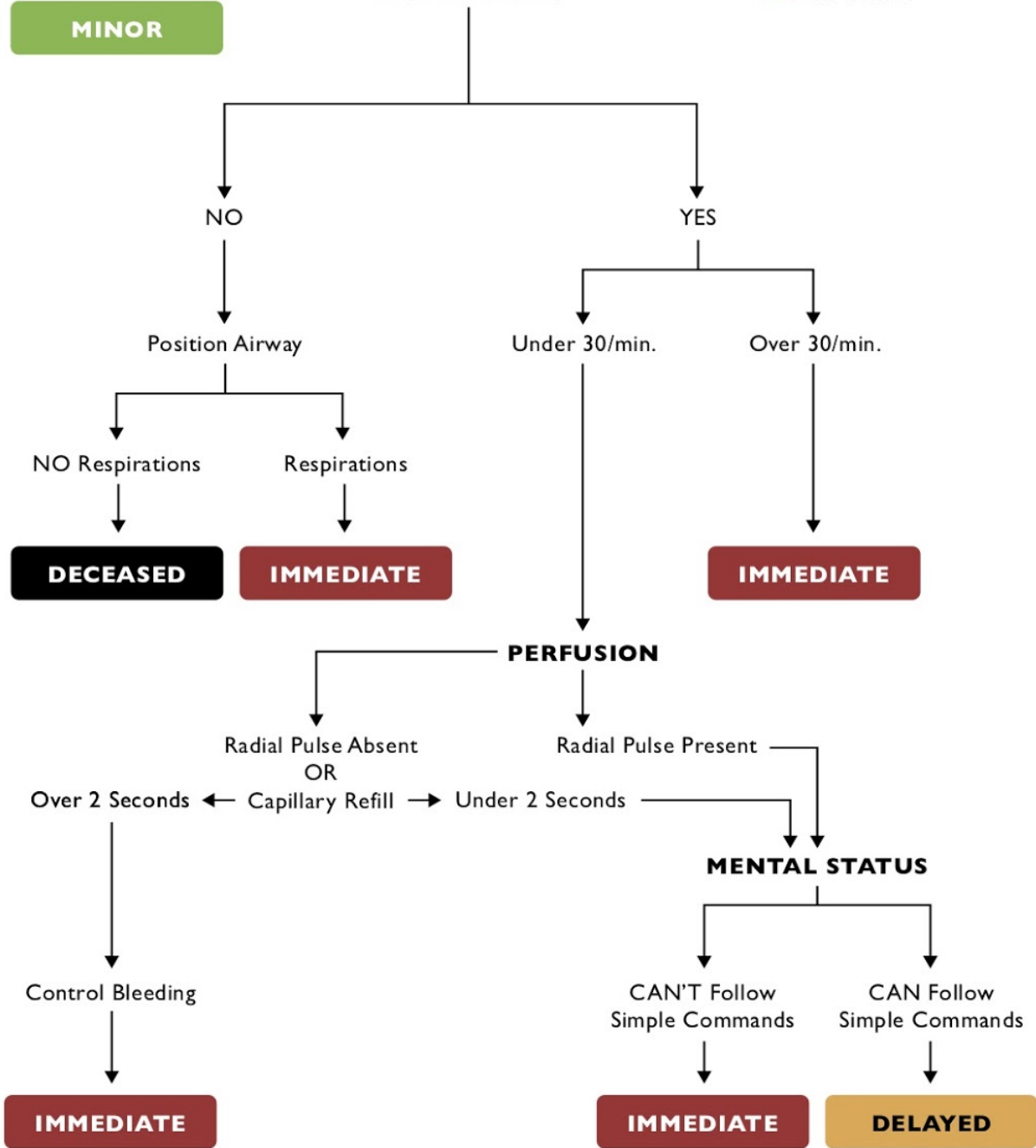
## RECOMMENDED FIRST AID EQUIPMENT AND SUPPLIES FOR SCHOOLS:

1. Portable stretcher and cot with waterproof cover
2. Ten Triage Tags
3. Blankets, sheets/pillows/pillow cases (disposable covers are suitable)
4. Wash cloths, hand towels, and small portable basin
5. Covered waste receptacle with disposable liners
6. Bandage scissors, tweezers
7. Disposable thermometer
8. Pocket mask/face shield for CPR
9. Disposable latex free gloves
10. Cotton-tipped applicators, individually packaged
11. Assorted Band-Aids (1" x 3")
12. Gauze squares (2" x 2"; 4" x 4"), individually packaged
13. Adhesive tape (1" width)
14. Gauze bandage (2" and 4" widths) rolls
15. Ace bandage (2" and 4" widths)
16. Splints (long and short)
17. Cold packs
18. Triangular bandages for sling and safety pins
19. Tongue blades
20. Disposable facial tissues, paper towels, sanitary napkins
21. One flashlight with spare bulb and batteries

# FIRST AID: TRIAGE

Remember:  
**R**espirations  
**P**erfusion  
**M**ental Status

All Walking Wounded  
**MINOR**



# SCHOOL INCIDENT COMMAND CHART

