

COMPREHENSIVE SCHOOL SAFETY PLAN

2021-2022



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ADMINISTRATION

Shondra Walker
Principal

Walter Fontejon
Learning Director

Albino Duran
Assistant Principal

Jesse Flores
Assistant Principal

DJUHSD BOARD OF TRUSTEES

Art Armendariz
Board President

Eloise Carillo
Board Clerk

Arnold Morrison
Board Member

Lionel Reyna
Board Member

Ray Arvizu
Board Member

DISCIPLINE LIAISON

Josh Rivas

SAFE SCHOOL COMMITTEE

Shondra Walker
Principal

Albino Duran
Assistant Principal

Walter Fontejon
Learning Director

Jesse Flores
Assistant Principal

Officer Ochoa
School Resource Officer

Josh Rivas
Discipline Liaison

Laura DeLira
Attendance Secretary

Richard Watson
Teacher

Rob Whitbey
Teacher

Tammy McMahon
Teacher

Cheryl Gonzalez
Counselor

Ernesto Marcial
Teacher

Lynnette Mello
Teacher

Glenda Muldrow
Librarian

Isabel Garza
Principals Secretary

Rudy Arellano
School Psychologist

Marisol Espinoza
District Nurse

Jose Lopez
Utility

Andrea Popoy
Food Service Director

Frank Pasillas
Director of Custodial Service

Robert Avila
Director of Grounds

Luz Maria Garay
Marriage and Family Therapist



THE COMPREHENSIVE SCHOOL SAFETY PLAN OVERVIEW

Delano High School (DHS) Comprehensive School Safety Plan (CSSP) is required by Education Code 3228 to be reviewed and updated by March 1st annually and subsequently, submitted for approval to the School Site Council as well as to the District's Governing Board or County Office of Education. The contents of the CSSP should include at a minimum, information assessing the current status of school crime committed on school campus and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. For additional information on school safety programs, policies, or procedures and how you may become involved locally, please contact:

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Prepared by:
School Site Council
Leadership Team
Teachers & Staff

Reviewed and approved by:

Delano High School Administration: _____ Date: _____

School Site Council President: _____ Date: _____

DJUHSd Governing Board: _____ Date: _____

An evaluation of the CSSP took place on January 27, 2022 EC 32288

A hearing was held on February 2, 2022 via Zoom meeting to obtain public input pursuant of EC 32288

School staff will be advised of the updated CSSP on March 16, 2022 during a Staff Meeting (EC 32288)

The most current copy CSSP is available in the school Office for public review



GENERAL SCHOOL INFORMATION



MISSION STATEMENT

DHS is committed to providing every student an uplifting and orderly environment, which will foster maximum academic achievement.

DAILY SUPERVISION PLAN

The following is a plan representing how the DHS Student Discipline and Safety Office will coordinate Campus Supervisors, Discipline Liaisons, Teachers, and the Delano Police Department, as we endeavor to establish and maintain a safe school environment.

THE ROLE AND DUTIES OF DHS CAMPUS SUPERVISORS

DHS will benefit from the supervisory services of three Campus Supervisors. These supervisors will work together with the Administrators, Discipline Liaisons, and Teachers to provide supervision for the security of our learning community. Each will be assigned a daily schedule of duties and coverage zones according to the Campus Supervisor Daily Schedule and Campus Supervisor Rotation Schedule. These schedules chart their respective times of service and coverage zones covering the full scope of our campus and instructional day.

DISCIPLINE LIAISONS

The DHS Student Discipline and Safety Office will provide intervention/remediation services through the Assistant Principal and two Discipline Liaisons. The Discipline Liaisons team will work collaboratively with School Administration under the direct supervision of the Assistant Principal to provide discipline, attendance and other intervention services to DHS students during parent/teacher/student conferences. These conferences or interventions may include, but are not limited to: conflict resolution meetings, student assistance team conferences, IEP's, home visits, district transfer committee meetings, student expulsion hearings, and attendance/behavior remediation conferences. Discipline Liaisons will also provide supervisory assistance during early morning arrival time, passing periods, and lunch, as well as after school events.

TEACHER SUPERVISION

DHS teachers are to stand at the door to their classroom and supervise the conduct of students passing between classes as well as those going into or leaving classrooms. Teachers that are in even numbered classrooms are required to stand at their classroom door and supervise that area before the beginning of an even numbered period, and teachers that are in odd numbered classrooms are required to do the same during odd numbered periods. The teacher supervision schedule calls for teachers to assist and compliment the efforts of Campus Supervisors, Discipline Liaisons, and Administrators as they supervise the DHS campus during the instructional day.

DELANO POLICE DEPARTMENT – DHS SCHOOL RESOURCE OFFICER

Under the direction of the Delano Police Chief and the DHS Administration, the School Resource Officer will assist Campus Supervisors, Discipline Liaisons and Administrators providing coverage at specific populous times and supervising the full scope of our campus. Duties may include, but are not limited to:

- Patrolling the campus before school begins and at lunchtime, directing stragglers or truants to the Student Discipline and Safety Office:



- Providing high visibility and vigilance during highly active lunch hour and passing periods.
- Assisting Administration during classroom, locker room, and parking lot searches.
- Assisting the Student Discipline and Safety Office with gang intervention, truancies, and home visits.
- Directing traffic when necessary.
- Presenting testimony at expulsion hearings.
- Offering anti-gang strategies or intervention.
- Providing enforcement and assistance with any incident involving penal and education code violations.

DUTY SCHEDULE FOR DHS CAMPUS SUPERVISORS

Delano High School Campus Supervisors will work in cooperation with the Administrators, Discipline Liaisons and the Teachers to provide for the security of our learning community. The Assistant Principal will assign each Campus Supervisor a security zone according to the Campus Supervisor Schedule. The Discipline Liaisons will further assist and coordinate the Campus Supervisors as daily security needs arise.

TIME/SUPERVISORY DUTIES

6:30 AM - Start Time Campus #1

Campus #1 Supervisor will be responsible for opening all the perimeter gates, classrooms and assist substitute teachers in accessing classrooms. Supervisor will be responsible for supervising the Bus Stop. At the conclusion of Bus Stop supervision, Supervisor locks and secure Bus Stop gate and transitions to the front gate. Supervisor will supervise Front gate until 8:00 AM. At the conclusion of the Front gate supervision, supervisor will lock and secure Front gate and transition to Northwest side of campus.

7:15AM - Buses Arrive Campus #2

Supervisor will be responsible for supervising the students entering through the Norwalk gate of the campus. Supervisor will remain at post until 8:00 AM. At the conclusion of Norwalk gate supervision, supervisor will lock and secure Norwalk gate and transition to Southeast side of campus.

7:30AM - Buses Arrive Campus #3

Supervisor will be responsible for supervising the students on the Southeast side of campus. Supervisor will supervise students until the warning bell then transition to the Southwest side of campus to monitor students transitioning to class.

7:00AM - Buses Arrive Campus #4

Supervisor will be responsible for supervising the Front gate. When Campus 1 arrives, supervisor will transition to Cafeteria. Supervisor is to report to the Cafeteria by 7:20 AM. Supervisor will be responsible for the safety, cleanness, assistance, and clearing the Cafeteria by the warning bell.

7:50AM - Warning Bell

Campus #1, Campus #2, Campus #3, and Campus #4



Supervisors will usher students toward their classes, enforcing the dress code and all other school rules in their respective Zones:

Campus 1 – Zone 1 – IA, CTEC, Music, Ag

Campus 2 – Zone 2 – South Gym, Sci, HM and R's

Campus 3 – Zone 3 – North Gym and CH

Campus 4 – Zone 4 – BE, L, LA, and Quad

8:00AM - Late Bell

Campus #1, Campus #2, Campus #3, and Campus #4

Supervisors will send late students to the Cafeteria for the issuing of detention.

8:00AM - Morning Classes

Campus #1, Campus #2, Campus #3, Campus #4

Supervisors will continue to monitor their assigned zone and assist in the enforcement of all school rules; communicating all clears of respective zone areas; responsible for the monitoring and supervision of zone restrooms; monitoring of students out of class and requesting hall passes; maintaining appropriate two-way radio communication; patrol campus parking lots; and, pulling students from class per Administration, Discipline Liaisons and Office directive.

Passing Periods

Campus #1, Campus #2, Campus #3, Campus #4

Supervisors will usher students toward their classes, enforcing the dress code and all other school rules in their respective zones:

Campus 1 – Zone 1 – IA, CTEC, Music, Ag

Campus 2 – Zone 2 – South Gym, Sci, HM and R's

Campus 3 – Zone 3 – BE, L, LA and Quad

Campus 4 – Zone 4 – North Gym and CH

Supervisors will continue to monitor their assigned zone and assist in the enforcement of all school rules; communicating all clears of respective zone areas; responsible for the monitoring and supervision of zone restrooms; monitoring of students out of class and requesting hall passes; maintaining appropriate two-way radio communication; patrol campus parking lots; and, pulling students from class per Administration, Discipline Liaisons and Office directive.

1st Lunch & 2nd Lunch

Campus #1, Campus #2, Campus #3, Campus #4

Patrol and monitor campus lunch areas, hallways, walkways, classrooms, restrooms and parking lots; maintain order and safety of campus.

Campus #1

Supervisor will be responsible for off campus designated area gate (Norwalk Entrance Gate near Industrial Arts Building) and North Gym student eating areas.



Campus #2

Supervisor will be responsible for supervising blacktop, HM and Science Building restrooms.

Campus #3

Supervisor will be responsible for supervising the Center Quad and L building boy's restroom.
Patrol and monitor students attending and leaving lunch detention.

Campus #4

Supervisor will be responsible for supervising the Cafeteria.

End of First and Second Lunch Warning Bell**Campus #1, Campus #2, Campus #3, and Campus #4**

Supervisors will monitor and usher students as they return to classes enforcing the dress code and all other school rules as Supervisors make way to respective zones:

Campus 1 – Zone 1 – Off Campus Designated Gate (IA, Music, and Ag)

Campus 2 – Zone 2 – South Gym, HM, and Sci

Campus 3 – Zone 3 – North Gym, CH, and R's

Campus 4 – Zone 4 – Quad, L, LA, and BE

2:45 PM – After School Detention**Campus #1, Campus #2, Campus #3, Campus #4**

Supervisors will assist in the pickup and escort of students who need to serve After School Detention.

3:00 PM - Early dismissal**Campus #1, Campus #2, Campus #3, and Campus 4**

Supervisors will usher students off campus maintaining order and safety on and off campus.

Campus 1 – Bus Stop**Campus 2 – Norwalk Gate****Campus 3 – Front Gate****Campus 4 – Norwalk Gate****3:49PM - End Time/7th Period Dismissal****Campus #2, Campus #3, and Campus #4**

Supervisors will monitor remaining students as they exit our campus.

Campus Supervisor | Daily Schedule

The following is the expected daily work schedule for the Delano High School Campus Supervisors. The schedule is subject to change as circumstances dictate. All individuals should be on duty at the designated "Start" time. Campus Supervisors must communicate via two-way radio building, walkways, hallways, and restroom all clears, whenever breaks and lunch are taken, and when going off duty. Campus Supervisors should inform other security staff, in the same manner, of the area left uncovered when breaks are taken.



Campus #1

Start | 6:45 AM

Lunch | 12:45 PM - 1:45 PM Off | 3:00 PM

Campus #2

Start | 7:00 AM

Lunch | 10:00 AM-2:30 AM Off | 4:00 PM

Campus #3

Start | 7:15AM

Lunch | 1:30 PM - 2:30 PM Off | 4:00 PM

Campus #4

Start | 7:00 AM

Lunch | 10:15 AM-11:15 AM

Off | 4:00 PM

DISCIPLINE LIAISON SUPERVISION SCHEDULE DUTIES

Delano High School Discipline Liaisons will work collaboratively with school administration, under the direct supervision of the Assistant Principal, to provide discipline, attendance, and other intervention services to Delano High School students. In addition, the Discipline Liaisons will assist the Assistant Principal in the coordination of Campus Supervisors. Discipline Liaisons will also provide supervisory assistance during early morning arrival time, passing periods, lunch, as well as after school events.

7:15AM – 8:00AM

The Discipline Liaison provides center quad supervision

8:00AM

The Discipline Liaison facilitates a Late Sweep in the Cafeteria. The Discipline Liaison is responsible for the monitoring the center quad and Administration building.

Passing Periods/Lunch/Early Dismissal/7th Period Dismissal

Discipline Liaison provides center quad supervision and assist campus supervisors.

2:45 PM – After School Detention

The Discipline Liaison will assist in the pickup and escorting of students who are required to serve After School Detention.

TEACHER SUPERVISION SCHEDULE DUTIES

Teacher supervision is a vital component of the Delano High School's Safe School Plan. All teachers should be on duty at the designated starting time and areas of coverage. If for some compelling reason teachers are not able to supervise at any given time, they will notify the Student Discipline and Safety Office (ext. 4123) in advance.

In conjunction with this supervision schedule, Campus Supervisors, Discipline Liaisons, and Administrators will be expected to compliment all supervision efforts daily.



1. Teachers are to stand at the door of their classroom and supervise the conduct of students passing between classes as well as those going to or leaving classrooms.
2. Teachers that are in even numbered classrooms will be required to stand at their classroom door and supervise that area before the beginning of an even numbered period (2nd, 4th and 6th periods).
3. Teachers that are in odd numbered classrooms will be required to stand at their classroom door and supervise that area before the beginning of an odd numbered period (1st, 3rd and 5th periods).



SAFE SCHOOLS REPORTS AND ASSESSMENT



School Crime Status

DHS does not experience high incidents of crime on campus or during school-related functions. The crime rate in surrounding areas is minimal. There are no major safety hazards on campus or nearby at this time.

2020-2021 Summary Data	
Suspensions	0 (0%)
Expulsions	0 (0%)
Chronic Absenteeism	7% (3% decrease)

Safe School Assessment Resources

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

- Student Voices Survey Results
- Suspension, Attendance, and Expulsion Data
- Discipline Referral Statistics
- Parent Input/Observations

Safe Schools Needs Assessment

Assure a Safe Physical Environment

- Improve safety of school grounds
- Improve ingress/egress routes
- Improve safety of buildings/classrooms
- Improve safety of field/equipment
- Improve internal security
- Prepare students and staff for crisis emergencies
- Improve exterior and/or perimeter security
- Prevent and reduce vandalism and graffiti
- Improve dropping off/picking up students
- Prevent weapons on campus

Provide each Student with Resiliency Skills (Expectations, Caring and Participation) by enhancing:

- Community service opportunities
- Problem solving skills
- Parent involvement
- Autonomy (sense of self/identity)
- Alternatives to violence sense of purpose and future
- Good communication skills
- Participation in academic activities
- Character/value education
- High academic self-expectations
- Social competence
- Asset Building



Assure a Safe, Respectful Accepting, and Emotionally Nurturing Environment by promoting:

- Positive structure in classroom
- Prevention and intervention strategies
- Fair, consistent discipline and consequences
- Anti-bullying/hazing
- Acceptance of diversity
- Ongoing staff development
- Drug-Free school
- Attendance enhancement
- Character/values education
- Gang suppression
- Parent Involvement
- Effective teacher/student relationships
- Nurture positive self-esteem
- Suicide prevention/response plans
- High behavior expectations
- Extracurricular activities
- Conflict resolution skills
- Student recognition
- Personal and social responsibility
- Student support
- Collaboration among agencies, law enforcement and judicial system
- Participation in and collaboration of parents/students/community



A SAFE AND ORDERLY SCHOOL ENVIRONMENT CONDUCIVE TO LEARNING (EC 35294.2)



**ACTION PLAN ITEMS REVIEWED BY SAFE SCHOOL
COMMITTEE**

AREA	PROBLEM	SOLUTION	ASSESSMENT	COST	TIMELINE
PHYSICAL ENVIRONMENT	<u>PERIPHERAL FENCING</u> The campus needs to be secured to protect our students from leaving campus and to prevent unwanted visitors from entering campus. The area between the District and the DHS campus at the bus road entrance has been a source of some of our truancy problems and unwanted visitors.	The Campus has been fenced according to safe school committee recommendations. There has been unlimited access going through the blue electronic gate. 1. A key will be required to open the electronic gate between District Office & DHS at bus road entrance. 2. A door will be installed at the entrance of the Administration building so all guests entering are approved.	As per the Safe Schools Committee recommendations, the Maintenance Dept. will receive a list of any areas needing attention.		School Year
	<u>CLOSED CAMPUS</u> To ensure that all students remain safe and that every student is maximizing the instructional time available to them, it is essential that the district keep students on campus and in class	The current lunch plan has been effective. The site administration has received positive feedback from the community.	Evaluate the following to help determine the effects of closed campus: <ul style="list-style-type: none"> Site data pertaining to truancy. Student Discipline and Safety data pertaining to discipline. 	Lunch Decals	Annually
	<u>VISITORS:</u> Visitors come to DHS for a variety of reasons including presentations, Cap and Gown sales, and special events.	Our contract for Raptor Technologies has been renewed for the 2021-2022 school year. All visitors will need to check-in in the attendance area and be screened using the Raptor system. The system will cross reference the visitor with the national database for sex offenders and violent crimes. We also can flag visitors who have given the school issues in the past.	We will annually review the use of the Raptor systems and come up with an action plan for improvement if necessary.		Annually
CRISIS PREVENTION	<u>COMMAND CENTER</u> In the event of a natural disaster or other crisis, there is a central location in which the safety committee and outside agencies can meet to organize and provide feedback.	A flow chart of responsibilities has been created in SEMS format. Accordingly, a command center has been established on campus to direct the different components of the crisis.	The Safe Schools Committee and local agencies such as the police department, fire department, and other emergency crews will test and evaluate the command center as to its effectiveness.		Annually
	<u>CRISIS DRILL</u> The staff and students need to know what to do and where to go in the event of a crisis. The emergency agencies also need to know where to go on campus and respond accordingly.	* County drills have been conducted with the students, staff and the local emergency agencies. * Simulations will be planned and conducted by Safe Schools Committee and site administration annually. *Safe Schools Committee will review plan annually	Safe School Committee will review feedback from the Administration, Police Department, Fire Department Student Body, and the community. Debrief after the drill, to see what worked and what did not		Annually

STAFF DEVELOPMENT	<u>TEACHER IN-SERVICE</u> Teachers will be in-serviced each school year on topics such as Gang Intervention and identification, Discipline Policies, and Crisis Response Procedures.	The Safe School Committee recommends that the Student Discipline and Safety Department and SRO will schedule individual departmental meetings to ensure that staff receive all necessary information through smaller more active workshops throughout the year. Teachers will be in service on topics such as Gang Intervention and identification, Discipline Policies, and Crisis Response Procedures.	Documentation that each staff member will attend an appropriate in-service and receive written procedures and information. Annual Surveys		Annually
COMMUNITY RESOURCES	<u>COMMUNITY RESOURCE LIST</u> In the event of a crisis, the school has a list of community resources.	A list is compiled of resources to assist in a time of crisis to help staff and students.	Documentation of the list and the location will form part of the Safe School Plan and be accessible to the staff.		Annually
CRISIS RESPONSE	<u>EVACUATION CHARTS/MAPS</u> All staff members have a quick, accessible way to know what to do in the event of a crisis.	Charts have been provided for staff outlining evacuation steps to follow for each plan.	Teachers will post these in the classroom in a conspicuous location. SSC will review feedback from administration, staff, school resource officer, and students at each meeting. Debrief after		Annually

PREVENTION MEASURES	<u>NAME TAGS</u> Our student body is rapidly growing, and identification is difficult for bus drivers, teachers, and security personnel.	* Safe Schools Committee has established a plan that will require students/staff to possess an ID card daily. *Every student and staff member will possess his or her ID card at all times. Special stickers will be attached to the student body cards of those students riding the bus, those leaving campus during lunch, and those students that do not have a 7 th period.	* The Student Discipline and Safety Office will implement the Safe Schools Committee proposal to require all students and staff to possess an id card daily.	ID cards	Annually
TRAFFIC SAFETY	<u>PARENT DROP-OFF AND PICK-UP</u> There are designated areas for parents to pull in and drop off students at the school. This has caused traffic congestion problems before school and after school. The Cecil Ave. parking lot has served as a drop-off for students before school. Parents have been encouraged to pick up students on Princeton Street and Madison Street after school.	To decrease the backflow traffic in the Cecil Ave parking lot, District Admin and city officials collaborated to add cement pylons on Cecil Ave to enforce one way exiting from the parking lot. Blocked off parking lots at Norwalk and Cecil	District Administration will compare traffic safety as compared with previous years. Review feedback from Delano P.D. traffic committee, Fire Dept.		Annually
	<u>CRISIS TRAFFIC RESPONSE</u> In the event of an evacuation or a crisis, a traffic plan for parents would need to be devised.	*The Safe Schools Committee and DPD will research and determine the most efficient method of controlling traffic, advice SSC and facilitate completion of the plan. * Heed direction from fire department	The Safe Schools Committee, SRO and law enforcement agencies will analyze the plan annually to determine the plans effectiveness given the schools increasing population.		Annually
FIRST AID	<u>FIRST AID SUPPLIES</u> Currently there are few first aid supplies around campus. There are no first aid kits in the classrooms.	Continue to replenish and restock the existing first aid supplies on campus as needed.	The first aid supplies are distributed at the beginning of the year. Staff inform the nurse if the supplies need to be replenished. Student Discipline and Safety Department and/or Safe Schools Committee will verify annually.	Kits Tags Containers	Annually
	<u>Defibrillator</u>	The district nurse will equip DHS with 8 defibrillators to be used in case of an emergency. In addition, key staff members will receive appropriate training.			By the end of the school year.

PREVENTION	<p><u>PREVENTION PLAN</u></p> <p>A Student Discipline and Safety Department must be in place to promote good behavior, attendance and participation, as well as to prevent violence on campus.</p>	<p>Students exhibiting poor attendance during distance learning will be placed on a Re-engagement plan. The tiered system of interventions is as follows:</p> <ul style="list-style-type: none"> • Attendance calls from support staff • Home Visits for students with poor attendance • Mental Health Team services • Alternative Placement 	<p>Detailed records of student referrals, suspensions, and expulsions will be kept tracking the decline or rise of offenses of students who have been involved in the prevention plan. Attendance reports will be utilized to identify students in need of intervention.</p>		Annually
	<p><u>DRESS CODE</u></p> <p>What students wear signifies who they are and can indicate gang affiliation. To help ensure the Safety of the Student Body it is imperative that the Safe Schools Committee and DHS administration take a proactive approach against gang violence.</p> <p>There is a need for an alternative discipline for dress code violators other than Saturday School and noon detention. Many students have tutorials or club activities during lunch or work on Saturdays.</p>	<p>The School Safety Committee will examine the dress code for any changes annually.</p> <p>Many teachers are unaware of the signs pertaining to gang involvement (graffiti, clothing, signs, etc.) It is important that staff be in-service each school year.</p>	<p>The dress code will be reviewed each year for effectiveness and adjustments made for the following school year.</p>		Annually
	<p><u>PSYCHOLOGICAL/EMOTIONAL NEEDS</u></p> <p>In the event of a crisis, the psychological/emotional needs of the students would need to be assessed.</p>	<p>A plan has been devised to involve psychologists, counselors, and community agencies trained in assisting students in times of crisis.</p>	<p>Safe Schools Committee will solicit reactions, directions and advice from psychologists, counselors and community agencies as to the effectiveness of the plan.</p>		Annually
SECURITY PERSONNEL	<p><u>SECURITY/COVERAGE</u></p> <p>During lunch and after school, the potential for outsiders to get on campus is strong. The Campus Supervisor-to-student ratio must be continually assessed annually.</p>	<p>Safe Schools Committee and Site Administration will review the effects of the closed campus and will provide opportunities for parents, students, and the public to express their opinions and ideas on the topic of closed campus.</p>	<p>Continue to compare the security officer ratio from other county schools.</p>		Annually
POLICIES	<p><u>POST-CRISIS POLICIES</u></p> <p>In checking with other schools who have experienced a crisis, certain policies should be set up ahead of time to deal with the death of a student or a staff member.</p>	<p>Policies will be set up to deal with what the school site will allow on campus, i.e. funeral services, memorials, etc.</p> <p>* Safe School Plan</p>	<p>Safe Schools Committee and Administration will evaluate annually.</p>		Annually

POST-CRISIS	<u>PLAN FOR THE DAYS FOLLOWING A CRISIS</u> Many times, during the days following a crisis, needs of students and staff will arise.	Plans to have community agencies and counselors to handle needs of students and staff, will be devised.	SSC and Administration will design and evaluate.		Annually
PREVENTION	<u>PRO-ACTIVE STRATEGIES</u> The suspension/expulsion data shows sustained student interest in drug activity. This issue remains a priority.	An Intervention Counselor has been hired to work with at risk students by providing school wide interventions and counseling services. A School Resource Officer has been hired. He is currently helping to make students aware of the consequences of drug use.	Analyze whether these are true preventative measures. Review/Analyze student discipline records.		Annually
	<u>KEYS/GATES</u> Gates will need to be opened if evacuation of campus is necessary.	Make certain that selected staff members have access to keys that open emergency gates.	All staff members will be encouraged to obtain keys that open exterior gates and their individual buildings.		Annually
	<u>EMERGENCY CARDS</u> The lack of information for staff in case of an emergency.	Provide staff with an emergency card/information via copy of Safe Schools plan that is placed in Teacher Handbook at the beginning of each year; maintained by the school site.	Teachers that have received their handbooks must sign for handbook. Copy of signatures will be stored in Principal's office.		Annually

Bully Prevention

“The Delano Joint Union High School District’s Board of Governors recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm”. No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliates, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

School administration at Delano High School enforces Board Policy and combats bullying via formal anti-bullying programs-Link Crew and HEAR.

Link Crew

Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. The program is designed to promote a positive environment, school safety, and anti-bullying. At Delano High School, our Freshman are paired with an upper classman who helps guide them through the transition from middle school to high school. Link Crew's goal is to provide schools with a structure in which students make real connections with each other thus increasing school safety and reducing incidence of bullying with anti-bullying education.

Helping Everyone Achieve Respect (H.E.A.R.)

HEAR for High Schools is a proactive, research-based bullying prevention program that positively impacts the views and behavior of high school students. Founded on extensive academic research conducted by nationally renowned subject matter experts at Making Caring Common, a project of the Harvard Graduate School of Education, and the University of Nebraska—Lincoln, HEAR informs and educates today’s high school students on the fundamental principles of respectful behavior.

The National Guard comes to campus and teaches the Helping Everyone Achieve Respect (H.E.A.R) curriculum. The (H.E.A.R) program takes class sizes of 30 to 50 students grades 9-12 and works them through a 50-minute interactive classroom presentation, 16-page student workbook, training manual, PowerPoint slides with live examples and situations. Topics covered in detail include how to recognize bullying, how to understand its consequences, and strategies for minimizing bullying and enhancing respectful behavior. HEAR features a special focus on the expanding epidemic of cyber bullying – its growth, impact and specific strategies to prevent and respond to cyber bullying in and outside of the school environment.

StopIt!

StopIt! is the formal process at Delano High School for anonymous reporting of safety threats and bullying incidents. Student may report incidents via the StopIt application or online at our website.



EMERGENCY DISASTER PLAN



EMERGENCY PROCEDURES

EARTHQUAKE

- Remain calm! Take cover under a table, desk, or sturdy object. If this is not possible, place your back against an interior wall
- After shaking stops, check yourself and others for injuries and notify emergency response personnel Follow emergency response personnel instructions. Evacuate the classroom or office, if instructed to do so.
- Evacuate the classroom or office using the nearest exit and proceed to the assembly area. Emergency response personnel will ensure everyone is accounted for.

FIRE | EXPLOSION

- Activate the nearest fire alarm
- Explosion: Give the command to duck cover and hold
- Minor fire that appears controllable will be controlled by custodian or other staff using fire extinguisher
- For a larger fire that is not controllable, close all doors to confine the fire and reduce oxygen. Then evacuate the classroom or office quickly walking to the nearest exit, alerting people as you go, and assisting those with disabilities necessary.
- Once outside, move to a clear area at least 50 feet away from the affected building. Do not return to the affected building

POWER OUTAGE

- Remain calm! Provide assistance to others if necessary.
- Move cautiously and proceed to a lighted area. Exits may be indicated by lighted signs if the emergency power is operating.
- Turn off or unplug any voltage sensitive equipment
- For information about a prolonged outage, tune into radio or contact PG&E at 800.743.5000



EMERGENCY EVACUATION

- Evacuate the building, classroom, or office using the nearest exit (routes to designated assembly are posted in each classroom and office)
- Proceed in a safe and orderly manner Assist persons with disabilities or special needs
- Remain at the assembly areas so that head count can be conducted
- Do not leave the assembly area or reenter the building until directed to do so by emergency response personnel

SHELTER IN PLACE | LOCKDOWN

- If you are in a classroom or office, stay there and secure the door
- If you are in a corridor or outside go into the closest office or classroom not already secured and lock and barricade the door and windows
- Do not open the door once it has been secured until you are officially advised "all clear" or are certain it is emergency response personnel at the door
- Do not hide in the bathrooms or gather in large open areas
- Stay away from windows and doors Stay low and quiet
- Cell phones should be put on quite or vibrate mode. Do not make non-essential calls
- Following the shelter-in place or lockdown event, cooperate with emergency personnel to assist in an orderly evacuation
- If threat or disturbance is off campus, emergency response personnel will call precautionary lockdown. Teachers will lock room and continue lessons

BOMB THREAT

- Take caller seriously but remain calm
- Ask a lot of questions. Use the checklist from the school safety plan.
- Take notes on everything said and on your observations about background noise, voice characteristics, etc.
- If possible, have someone call 911 while you continue talking to caller Evacuate the involved classroom or office using the nearest exit and proceed to the assembly area.

SUSPICIOUS PERSON | INTRUDER

- Do not physically confront the person Do not let anyone into a locked classroom or office
- Do not block the persons access to an exit
- Contact emergency response personnel and provide as much as possible about the person and their direction of travel
- Contact 911 from classroom or office phone only if necessary

ACTIVE SHOOTER

- In response to shooting on campus, drive-by shooting, or hostage
- Get everyone to lie down away from windows and turn off all lights. Lock doors and secure classroom or office. Do not evacuate if you are safely secured unless told to do so by Police or emergency response personnel
- If you must flee the immediate gunfire, run in a zigzag pattern and try to utilize any obstructions between you and the gunfire. Try not to run down a long hallway.
- If you are in an open area, move swiftly away from the sound of gunfire and find a safe cover position. Try to get inside or behind a building

HAZARDOUS MATERIAL RELEASE

- If an emergency occurs or if anyone is in danger, call 911 from classroom or office phone
- Move away from hazard site to safe location. Follow the instructions of emergency response personnel.
- Gas Leak: If you smell gas, and if personal safety allows, turn off the source and evacuate the immediate area.
- Do not turn on off electrical equipment
- Alert the others to stay clear of area Notify emergency response personnel if you've been exposed



Delano High School
Emergency Procedures
1331 Cecil Avenue
Delano CA 93215
661.720.4120
www.djuhsd.org

WHEN A CRISIS ARISES

It will be announced to follow plan A, B, or C for staff assignments.

PLAN “A” – LOCKDOWN

1. GREEN LOCKDOWN

- a. Perimeter of campus is locked down.
- b. Only Authorized personnel allowed onto campus.
- c. Business as usual on campus.

2. YELLOW LOCKDOWN

- a. Students and Teachers are to remain in their classrooms. Teachers lock doors and wait for further instructions. Do not leave the classroom until you receive an ALL CLEAR announcement.
- b. Teachers and other staff members (instructional assistants) who have free periods, are to report to the nearest accessible classroom or office and await further instructions/assignments.
- c. Business as usual inside the classrooms.

3. RED LOCKDOWN

- a. IMMINENT DANGER-Terrorist attack, drive-by shooting, weapon on campus; etc.
- b. Teachers, staff, and students are to remain in their classrooms. Teachers lock doors, close curtains or other window coverings, turn off lights and get away from the windows and doors.
- c. Stand by for directions, possible evacuation or relocation.

PLAN “B” – (THE EVACUATION OF ALL SCHOOL BUILDINGS)

1. If it becomes necessary to evacuate all school buildings, those personnel assigned to key areas will report to the assigned location and assume control. They will be responsible to sweep their assigned areas and see that their area is clear of people. They should report to the E.O.C. the condition of the buildings, report any injuries to people, and request any assistance necessary.
2. When the announcement is made to follow Plan “B” (by the intercom system or by messengers), teachers must lead their classes to the assigned evacuation area. They should take the shortest, safest available route. When arriving at the evacuation area, report to the person in charge. Teachers should take roll, determine class status, and report any injuries and any people who need assistance. Students should remain with their teachers at all times.
3. If it becomes necessary to evacuate the campus because of a life-threatening situation, Plan “B” would be put into operation. The campus evacuation areas will be subject to change based on the circumstance.
 - a. The decision for a new location would be based on the following criteria or information: the recommendation of the Delano Police or Fire Departments, location and nature of the accident or situation, presence of fire, smoke, fumes, or the potential for and explosion, direction and approximate speed of the wind, and the conditions that would be encountered on evacuation route and evacuation area.
 - b. When the announcement is made to evacuate (by the intercom or by messengers) teachers must lead their classes to the announced evacuation area. When arriving at the evacuation area, teachers should take roll, determine their class status and report any injuries or information about people who need assistance to the person in charge in your area.
 - c. Attempt to keep your class together as a group as additional information and decisions are made. You will be informed as to what you are to do.

THE EVACUATION OF ALL SCHOOL BUILDINGS:

1. Take Evacuation Clipboards and Attendance documentation (roll sheets) with you.
2. Check that all students are out of the classroom.
3. Close classroom door. LOCK DOORS.



4. Teachers with prep during an Evacuation must report to their designated area.
5. Students:
 - a. Exit the classroom with all personal belongings and follow your teacher to the designated area (see map).
 - b. Walk in orderly lines. No talking.
6. Teachers:
 - a. Line up students in alphabetical order in your designated area and take roll.
 - b. Report missing students to your Area Supervisor and/or Safety Officer using the Evacuation Attendance Form.
 - i. Everyone is accounted for; or
 - ii. Identify missing students (i.e. students who were in class prior to the drill who are now missing – do not include students who were absent from school).
7. Students remain in orderly and silent lines until the “All Clear” signal is given.

PLAN “C” – (LARGE GROUP ASSIGNMENT OF STUDENTS)

If it becomes necessary to assign students to large groups, the following groups of students would go to an assigned location.

1. AUDITORIUM	2. NORTH GYM
Business Building (BE)	Home Making Building (HM)
Library Annex (LA)	Science Building
Library Building	Relocatables (R’s)
Administration Building	CHC
Music Building	North Gym
Agriculture Building	South Gym
Industrial Arts	Auto Body

THE EMERGENCY DISASTER AND SPECIAL CIRCUMSTANCE PLAN PERSONNEL ASSIGNMENTS

The following personnel shall report to the assigned areas and assume the assigned responsibilities for implementing any of the emergency plans.

The Administration Building (ext. 4121) will act as the Emergency Operations Center (E.O.C.).

1. Jesse Flores, Assistant Principal
2. Shondra Walker, Principal
3. Isabel Garza, Principal Secretary

The Custodial Office (Ext. 4309) will act as Damage and Fire Control Center and will evaluate damage to various areas and attempt to correct the problems.

1. Matt Carter
2. Frank Pasillas, Grounds Supervisor
3. All custodians and grounds men will be assigned as needed

The Health Services Office (Ext. 4128) and Staff Lounge, if needed, will act as the First Aid Center.

1. Marisol Espinoza, School Nurse



The Cafeteria will provide food and water to personnel, if necessary (Ext.4305)

1. Cafeteria Supervisor, Andrea Popoy
2. Cafeteria staff will be assigned as needed.

The following personnel will report to the assigned areas and assume authority to carry out the respective plan in operation.

Administration Building

1. Walter Fontejon
2. Laura DeLira

Industrial Arts and North Kern Building

1. Joanna Campbell

Agriculture and Music Buildings

1. Lily Nguyen
2. Ernesto Marcial

North Gym Area

1. Aaron Estrada
2. Sergio Barajas

Claire Hoster Building

1. Giselli Garcia Cruz

South Gym

1. Shauna Gravelle

Relocatables (R's)

1. Victor Duran
2. Elias Gonzalez

Science Building

1. Julius Achere
2. Rob Whitbey

Home Making/Mathematics Building

1. Salvador Ocampo
2. Eulogio Rodriguez

Business Education Building

1. Craig Nieblas
2. Steve Kennelly

Language Art Building

1. Lynnette Mello
2. Yvonne Rodriquez



Library Building

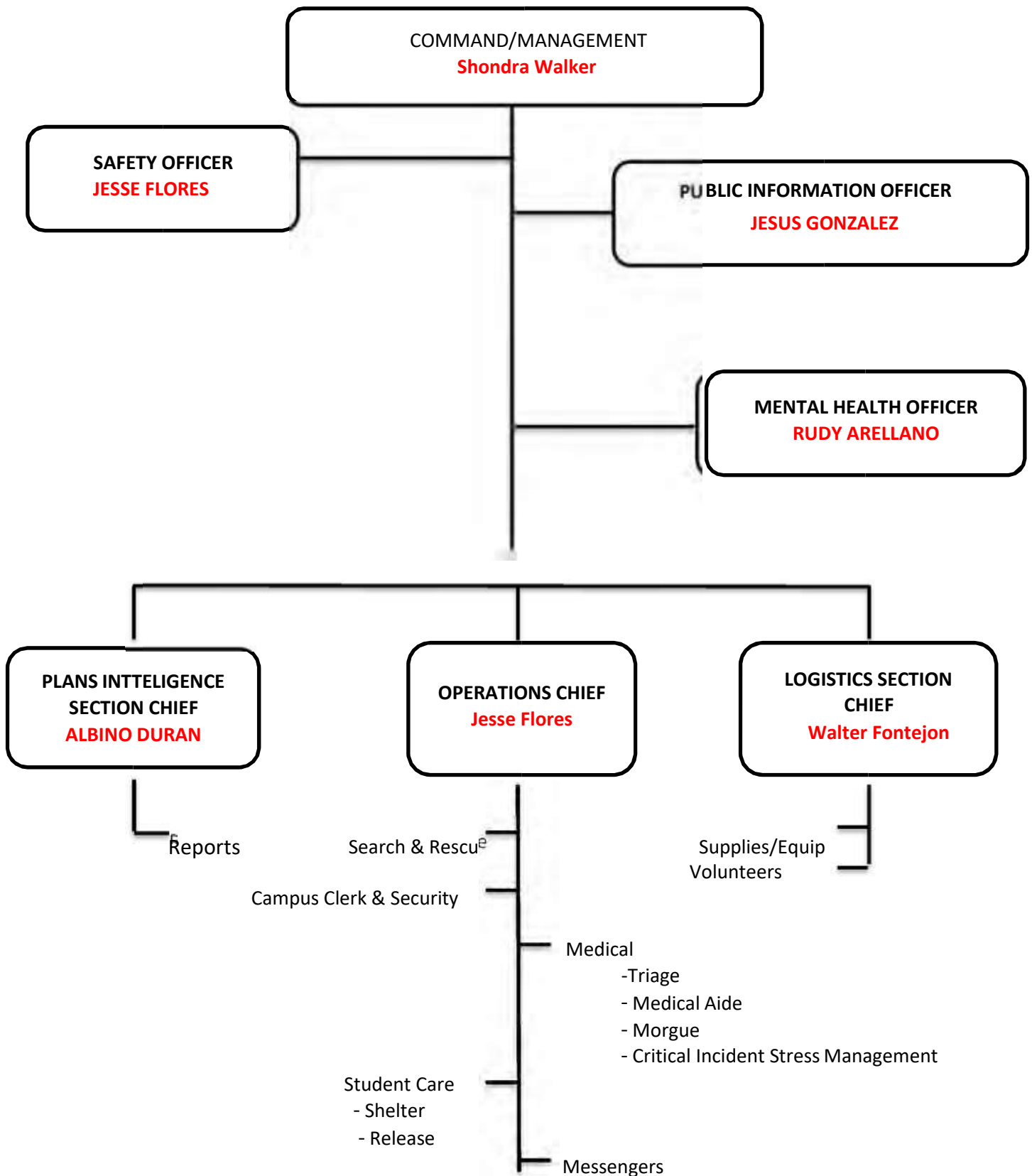
1. Richard Watson
2. Kevin Allred

Quad Area | Cafeteria | Auditorium

1. Giselli Cruz
2. Albino Duran
3. Maria Villaruz



EMERGENCY DISASTER | SPECIAL CIRCUMSTANCE PLAN



ADMINISTRATIVE ASSIGNMENTS



ACCORDING TO THE FIVE SEMS FUNCTIONS

Command (Management): At the school site level, this function provides a centralized point for direction and coordination of the emergency response. This function also includes activities related to the overall management of the emergency response (i.e., public information, liaison, etc.) The Incident Commander is the “decision-maker” for the school. At the district level, this function includes setting policy.

Operations: At the school site level, this function includes all activities related to meeting immediate response needs (i.e., search and rescue, medical aid, student release). At the district level, this function is responsible for the coordination of resources to meet immediate response needs. Individuals assigned to this function are the “doers”.

Planning and Intelligence: This function gathers information, assesses the situation and anticipates changes. Individuals assigned to this function are the “thinkers”. They prepare situation reports and provide them to staff, organize periodic briefings, develop action plans (for managing incident and addressing issues) and manage status boards. A status board may be a flip chart, chalk/white board or a piece of paper that gives a visual summary of what is occurring.

Logistics: This function includes everything involved in supporting the “doers”. Persons assigned to logistics are the “getters”. They will secure supplies, personnel, and equipment as well as take care of the necessary transportation, staging and lodging of resources.

Finance and Administration: At the school site level, this function is responsible for keeping comprehensive financial records and tracking the cost of the emergency. At the district level, this function oversees purchases and payments. Persons assigned to this function are the “payers”. This function may also be responsible for managing recovery records.

JOB DESCRIPTIONS

Incident Commander (Principal- Shondra Walker)

Job Description: Responsible for emergency operations to ensure safety of students, staff and others who are on campus.

Public Information Officer (Jesus Gonzalez)

Job Description: Acts as the official spokesperson for the school site in an emergency situation. (Note: Incident Commander (Principal) may also perform this job)

Safety Officer (Jesse Flores)

Job Description: Manages and directs emergency response activities on campus.
(Note: Incident Commander (Principal) may also perform this job)

Planning and Intelligence Chief (Albino Duran)

Job Description: Keep current on situation at all times. Analyze information, prepare necessary reports, and manage status boards.

Operations Chief (Jesse Flores)

Job Description: Manages the direct response to the disaster, which can include the following:

- Site Facility Check/Security
- Search & Rescue



- Medical
- Student Care
- Student Release

Logistics Chief (Walter Fontejon)

Job Description: Secure supplies, personnel and equipment and arrange for transportation and lodging of resources.



FUNCTIONS OF THE SCHOOL CRISIS TEAM

Preparedness

Preparing Delano High School for a possible crisis

Management

Providing Services during a crisis

Resolution

Providing debriefing and support until a return to normal



GENERAL PRINCIPLES OF CRISIS INTERVENTION

- 1. Intervene immediately: Be direct, active, and authoritative.**
 - a. The sooner the student is assisted in coping with the crisis, the better the chances are of restoring equilibrium. The longer the student remains in a state of confusion or unable to take some sort of action to address the situation, the more difficult it will be to intervene.
- 2. Keep the focus of the intervention on the precipitating situation.**
 - a. Help the student to accept that the crisis has occurred, by encouraging the student to express the facts of the situation as well as expressing feelings.
- 3. Provide accurate information about the situation.**
 - a. Give realistic assessment of what has occurred, and what might be the expected outcome.
- 4. Do not give false reassurance. Always remain truthful and realistic.**
 - a. Recognize the anxiety, depression, or tension, but at the same time, provide some sense of hope and expectation that the person will ultimately overcome the crisis. Do, however, let the student know that things may never be the same as they were before the crisis.
- 5. Recognize the primacy of taking action.**
 - a. Every crisis-counseling interview should have an ultimate outcome of some action that the student can take. Restoring the student to the position of actor rather than victim is critical to success.
- 6. Provide emotional support for the student.**
 - a. Find a group of peers, a group of school staff members, or a family member who can provide both support and temporary assistance to the student during the crisis. Implement a buddy system so that the student isn't left alone.
- 7. Focus on self-concept.**
 - a. Emphasize how the student has coped with the situation so far and how he or she has already used strategies for moving forward. Encourage the student to implement solutions or strategies that have a high probability of success.

GUIDELINES FOR NATURAL DISASTERS

Immediate responsibilities (as appropriate):

1. Notify the district office.
2. Activate the school crisis team and implement plan.
3. Evacuate school and attend to immediate first aid needs.
4. Obtain accurate information about the total situation.
5. Implement a plan to provide information to all school personnel.
6. Notify all parents of involved students regarding the disaster.
7. Provide current information regarding student status and provide directions to site, if necessary. Establish release center.
8. Establish an information center for the community, including the press. Use the media to assist in providing information to parents if appropriate.
9. Mobilize individual and group counseling support; involve community agencies, as necessary and appropriate.
10. Hold staff meetings to discuss intervention and emergency plan assignments.



Crisis Team Tasks

1. Assist teachers who have asked for help in talking with students.
2. Staff a safe room for students to go to if needed.
3. Staff a safe room or area for staff.
4. Roam the halls, lunchroom, and other campus areas: be visible and ready to assist, if necessary.
5. Discuss the needs of the identified at-risk students and staff; plan possible intervention.
6. Plan the communication with parents, if appropriate.
7. Decide if any athletic or other event should be canceled.
8. Obtain pertinent information from the family contact person.
9. Discuss a school memorial, if appropriate.
10. Plan support groups for at-risk students, if needed.
11. Plan for the debriefing meeting for staff, to be held at the end of the day.
12. Check in with one another for support.
13. Decide if more support personnel are needed. If so, make arrangements to get them on site.



CRISIS MANAGEMENT



KEY POINTS FOR CRISIS MANAGEMENT

1. Confirm the facts.
2. Notify district or key people.
3. Convene the DHS School Crisis Team.
4. Deal with the immediate situation.
5. Communicate with students, staff, community leaders, and parent leaders.
6. Activate the accountability system for students & staff.
7. Set up the Command Center.
8. Implement the media relations plan.
9. Inform parents and the community.
10. Interact with various agencies.
11. Provide staff support.
12. Communicate with students, staff, and parents as the incident develops.

CONFIRMATION OF A CRISIS OR DEATH

Steps to Take:

1. Contact the school principal or designee who notifies the Superintendent or his/her designee.
2. The principal or designated school crisis team member confirms with:
 - a. Law enforcement, and
 - b. The family of student(s) involved.

A Possible Script for Family Contact:

“We’ve heard some distressing news involving your student. We are calling to find out how we can best help you & your family decide what information to give to the students & staff”.

Points to Remember:

1. Make an effort to honor the family’s wishes about what information should be shared with others. At the same time, point out the advantages of sharing factual information.
2. Ask a member or friend of the family to be the ongoing contact person, with whom the school can stay in touch.
3. Request information about the funeral arrangements, memorial service, and so.
4. Remember that families usually appreciate such a call and don’t see it as intrusive.
5. Call the district crisis team leader to inform that person about the crisis and/or death. Consult with the crisis team leader about the crisis/death and decide whether he/she needs to call in other district crisis team members or resources.

Decisions:

The DHS School Crisis Team Leader (Principal/Superintendent) decides the following:

1. Whether to call a crisis team meeting to plan for the next school day or the remainder of this one, and
2. Whether to call an “all-staff” meeting before school the next day. (A phone tree is set up to tell the staff about the crisis and any meeting information, see below.)



TELEPHONE TREE

NAME	TELEPHONE NUMBER	ORDER CALLED
District: Jason Garcia	Day: (661) 720-4100 Night: Other: (661) 543-7445	1st
Principal: Shondra Walker	Day: (661) 720-4137 Night: Other: (661) 709-9202	2nd
On-Site Coordinator: Jesse Flores	Day: (661) 720-4122 Night: Other: (661) 709-9276	3rd
Law Enforcement: DPD Dispatch	Day: (661) 720-2275	4th
Media: Rene Ayon	Day: (661) 720-4113 Night: Other: (661) 709-9213	5th

WHEN WORKING WITH THE MEDIA

1. Be as honest and timely as you can when working with the media. Provide them with updates as often as possible.
2. Remember that the media representatives are, like everyone else, just doing their jobs. They are in a highly competitive business and must report a story, so give them the real one.
3. You have the right to determine who will be on your campus and where they will be. Use this right proactively by setting limits for the media. Remember that no one needs to talk to the media unless he or she wants to. Designate a place for all media interaction that is out of the mainstream of activity.
4. Prepare a written statement before the press arrives. Simply state the facts and avoid any subjective or speculative statements. The statement must be truthful. The principal or spokesperson reads the statement to the press and gives a written copy to everyone present.
5. The superintendent usually determines the spokesperson that addresses the media.
6. Keep your staff informed throughout the crisis. This acts as rumor control and gives the staff the most up-to-date information.
7. Include other community agencies. If you hold a parent meeting, invite representatives from law enforcement, mental health, the state attorney general's office, and other agencies to share the agenda. Arrange a press conference with all the agency representatives present to answer questions.

SAMPLE CRISIS MANAGEMENT CHECKLIST

1. School Site Initial Crisis Screening
 - a. Identify event and determine its degree of impact on school
 - b. Determine if additional support is needed. The school crisis team may request assistance from district crisis team.
 - c. Review facts and determine that information is to be shared with the following:



- i. Faculty
- ii. Students
- iii. Parents and community iv. Media
 - 1. Determine how the information is to be shared with staff, students, and parents in order to control rumors and provide factual information:
 - a. Written bulletins
 - b. Classroom presentations and discussions
 - c. Assemblies
 - d. Initiate a referral process
 - i. Provide a referral process, including procedures for self-referral
 - ii. Maintain a student referral list. Designate where list will be maintained and by whom:
 - iii. Designate interview locations:
- e. Establish a sign-in and message center for support service personnel on campus
- f. Identify high-risk students. Initiate contacts and appropriate interventions g.
 - Interventions:
 - i. Individual interviews
 - ii. Group counseling
 - iii. Teacher led activities (guided discussions, journal writing, artwork, pair and share conversations, etc.)
 - iv. Support groups, including trained peers
 - v. Parent meetings
 - vi. Staff meetings vii. Referrals to community agencies
- 2. Debriefing (On a Daily Basis)
 - a. Review process and status of referred students.
 - b. Prioritize needs
 - c. Plan follow-up actions
 - d. Provide support to crisis team members
 - e. Provide support to staff

SYMPTOMS AND FIRST AID

Somatic Reactions

- 1. Headaches.
- 2. Vague complaints of pains.
- 3. Overeating or loss of appetite.
- 4. Bowel irregularities.
- 5. Sleep disturbances, nightmares, night terrors.

Emotional and Behavior Reactions

- 1. Antisocial behavior, aggression, rebellion, withdrawal, seeking attention.
- 2. Use of alcohol, drugs, sexual acting out.
- 3. Sibling rivalry.
- 4. Drop in school performance.
- 5. Sadness, depression, apathy.



6. Guilt about survival.
7. Self-conscious about fears and sadness.
8. Enters prematurely into adulthood (leaves school, gets married).

Suggested First Aid

1. Provide the young person with reassurance that his or her feelings and fears are normal.
2. Encourage group discussion about the crisis.
3. Initiate resumption of routine activities.
4. Discuss the relationship between acting out and the impact of the crisis.
5. Rehearse safety measures to be taken in future disasters.
6. Encourage physical activity.
7. Encourage the young person to take part in home or community recovery efforts.
8. Encourage unstructured art or writing projects.
9. Contact parents/guardians.

A Death by Homicide is Three Crisis in One:

- The death and the subsequent grief caused by the death
- The violence and the necessity of addressing the violence in our culture,
- The desire to retaliate, especially in the case of drive-by or gang related homicides

Many parents and teachers report that they grieve the loss of their image as protector in the eyes of their children or their students, who may be seeing for the first time that life may not always be safe.

Safety

Teach the students about the structures we do have in place to ensure our safety:

- Police
- Judicial system
- Locks for the doors and windows of their school and their homes
- Emergency phone service (911)
- School crisis team and student assistance team

Do not promise a student that he or she is safe but state your care and your intention to create an environment as safe as you can make it. Then follow through.

Anger and Revenge

It is important to address feelings of intense anger and revenge, and to discuss acceptable outlets for these feelings.

Younger students may play reenactments of the murder; older ones may act out in violence. Ask to enter into the play of young students and help them develop alternative outcomes. Use proper discipline with older students and also talk with them about how violent crimes affect our angry behavior. Provide a safe place, such as support groups, to talk about feelings and develop alternatives to acting them out.

The family and friends of the perpetrator may be in the school. They grieve, too. Make sure they also receive appropriate support and resources.



COMMUNICATING WITH STUDENTS IN THE TIME OF CRISIS

Students

The crisis team decides what information is to be shared and with which students:

- the entire student body
- a specific class or group
- the students' involved with a particular person

The crisis team also decides how the information is to be shared:

- a personal discussion with individuals
- a personal announcement in the first period class

(Rarely is it appropriate to make an announcement over the public address system).

Script

The crisis team may decide to write a script for the teachers.

A Day Plan

The crisis team makes a plan for the day. They designate, if necessary, a safe room for students and staff to go to if they need emotional support. They also develop a plan for staffing the safe room.

Crisis Team Member Support

The crisis team members share their own reactions and feelings with one another, taking time to give one another mutual support. This is critical in alleviating crisis team members' emotional overload.

Special Considerations in the Event of a Death by Homicide

Facts Are the First Priority

After a homicide, the survivors have an urgent need to know what happened. Be forthcoming in providing whatever information is available to students, staff, and parents. Information is an antidote to the overwhelming feeling of fear and uncertainty that comes with a violent crime.

Fear is the Primary Experience of Survivors:

- Fear for their own lives
- Feelings of being younger and wanting protection (staff included)
- Aggressiveness
- Perfectionism

Honor This Anxiety and Offer Ways to Strengthen Security:

- Carpools
- Neighborhood watches
- Extra security police
- Buddy systems walking home or to the car
- Whistles
- Walkie-talkies on the playground



The Crisis of a Violent Crime is Extended

The school community is under pressure during the entire time of crisis, which may include the homicide, the apprehension of the criminal, and the trial. There may be media coverage throughout. Encourage extended support, as discussed by the school crisis team.



CRISIS RESOLUTION



The DHS School Crisis Management Team will take the following measures in order to hold: the Staff Debriefing Meeting

It is recommended that all staff be required to attend the debriefing meeting:

- The most critical element in successful crisis resolution/intervention is the strength of the school community. The staff must have the ability and opportunity to lend one another support, so that they do not carry their burdens alone.
- A debriefing of the day provides an excellent opportunity to build a strong community. Keep in mind that although some staff members may be in obvious need of support, others may be less obvious about it, but still need support.
- Remember that there are as many reactions to grief as there are people. Some staff members may still be in shock and not fully aware of their feelings.
- Most people who have been in education have already experienced other crises, other losses. They have to deal with that accumulation of loss. They cannot help but be reminded of other experiences and perhaps relive some of those situations as well. Be particularly aware of this dynamic.

What to Include in the Debriefing Meeting?

The staff may need to review their interactions with students during the day in order to:

- Find out if they did well and get reassurance.
- Talk to other teachers to find out what they did and get some new ideas for their own classrooms. □ Express feelings of their own about the crisis □ Discuss 'at-risk' students.

THE DHS POST-CRISIS RESOLUTION PLAN WILL INCLUDE THE FOLLOWING:

Post-Crisis Day Plan

The Delano High School crisis team plans for the day. The team will designate two safe rooms—one for students and one for staff—to use when emotional support is needed. A plan for staffing the two safe rooms is also developed.

Student Safe Room:

- In addition to adult staff, peer helpers may be utilized. Peer helpers 'never' staff the safe room without an adult present.
- A box of tissue in the safe room is essential.
- A pass system works well to record student use of the safe room. Passes may be kept on the corner of each classroom teacher's desk with a sign-out sheet. A student wishing to use the student safe room, signs out of their classroom, takes the pass to the safe room and signs in there. Safe room attendance sheets are to be returned to the attendance office at the end of each day by the safe room staff.

Staff Safe Room (staff lounge):

- The staff safe room should be staffed by a person or persons with whom the entire staff feels comfortable with. It is important to consider how this person (or persons) interacts with the entire staff. Someone from a community mental health agency might work well here.
- Coffee, tea, soda, and cookies are a nice touch.
- A box of tissue in the staff safe room is essential.



The DHS School Crisis Management Team will consider the following key points:

Key Points

1. The Day After: What Next?
2. Assessing Psychological Needs
3. Ongoing Support
4. Providing a Safe Room (students & staff)
5. Crisis Response Team & Staff Debriefing
6. Funerals and Memorials
7. Acknowledgments and Thanks
8. Follow-up Resources
9. Preparing for Later Reactions
10. Reflections for Future Planning

POST-CRISIS RESOLUTION

Assessing Psychological Needs

The School Psychologist at will be responsible for facilitating the psychological needs of both DHS students and staff.

Students:

- Who?
 - County Mental Health Professionals
- How? ○ By providing individual and group counseling/interventions/debriefings.

Staff:

- Who
 - County Mental Health Professionals
- How? ○ By providing individual and group counseling/interventions/debriefings.

Note: Pre-assessment and referral assessment can be done by a trained staff member(s), but in-depth assessment must be done by mental health professionals. DHS administration will check to see if the insurance of staff will cover this and give this information to staff during their debriefing meeting.



INTERVENTION AND PREVENTION STRATEGIES



The DHS School Crisis Team will consider the following Intervention and Prevention Strategies for Parents, Teachers and Students:

Counseling Department and School Psychologist at DHS have helped to put the following Elements of a Positive Culture in place.

1. Value-setting and academic leadership from the principal.
2. School wide discipline that models, promotes, and upholds the school's values in all school environments.
3. A school wide sense of community.
4. Student government that involves students in democratic self-government and fosters the feeling:

“This is our school, and we’re responsible for making it the best school it can be.”

5. An atmosphere of mutual respect, fairness and cooperation that pervades all relationships – those among the adults in the school as well as those between adults and students.
6. Elevating the importance of a positive value-system by spending school time on value-system issues.

Guidelines for Teachers on How to Tell Students About a Death

Which Students Need to Be Told?

- The ones directly affected by the crisis. We can’t always predict who these may be: friends, rivals or acquaintances.

Information is a powerful tool during a crisis. Our fear of “stirring things up” by giving students information is unfounded. Students will discuss critical events among themselves anyway; it is our duty to provide them with the facts. It is the best method of controlling rumors and misinformation.

What Will You Tell Them?

- The truth!

The truth is the foundation of a student’s ability to deal with the unknown. You need to provide true information so they can begin to build their own understanding of meaning.

Who Will Tell the Students?

- The classroom, homeroom or first period teacher can give the information at the beginning of the day to help control rumors.
- Alternatively, the staff closest to the students can tell them.
- A script prepared by the school crisis team may be used.

If a teacher is not comfortable making the announcement, he or she can ask for help from a crisis team member. This supports the teacher and models asking for help in a crisis. Stress the importance of asking for help in a crisis.

How to Tell the Students?

- An informal setting is best: perhaps in a circle or on the floor depending on the age of the students.
- Take enough time. Allow for silence, questions, and personal sharing.
- A student’s need for details is a natural part of the grieving process.
- Answer the questions honestly. Say, “I don’t know” when that is the truth.



How Students May React?

- There are as many reactions as there are people.
- Students may appear quiet, withdrawn, talkative, crying, laughing, curious, belligerent, rowdy, thoughtful, cooperative, cruel, or any combination of these or other behaviors.
- Be accepting of a student's response as long as the student is not hurting himself or herself or someone else. Each response is valid and sensible to the student.
- Let students know that feelings are neither good nor bad—they just are. Explain that it is how we act on those feelings that can be positive or negative for ourselves and others.

Students Who May Be at Particularly High Risk

- Students who are friends or siblings of someone who has died may be at highest risk.
- Students who may be unrelated to the present crisis, but who are recovering from a recent tragedy in their own family or community may also be at high risk.
- Students who are under stress because of accumulated losses may also be at high risk.

Regardless of the situation, any student could be at-risk. Observe students, listen to students, and ask others, including peer helpers, to help you find students who might need some extra help.

At-Risk Behavior May Appear in Any of Three Categories:

1. Persistent withdrawal
2. Persistent acting out
3. Excessive obedience or achievement

Whenever a student's behavior places that student or others in a dangerous situation, the staff must seek professional help for the student.

Things a Teacher Can Say or Do to Help a Student Coming Back to School After a Death

1. Talk to the student about what he/she may want the class to know about the death and who should tell them.
2. Make a plan with the student so that he/she may leave the room if upset.
3. Find a safe place where the student can go during the school day, at lunch, or during class-if he/she wants some time alone.
4. Find a safe person to whom the student can go during the day if he/she is upset, (for example, student assistance team member, counselor, principal, or nurse).
5. Encourage the student to answer questions about the death only when he/she feels like it. If the student does not want to answer, suggest that they say, "I'd rather not talk about that right now."
6. Offer the student a journal as a gift. Encourage the student to write down his/her thoughts in the journal during the school day needed, especially during the times he/she is not able to concentrate on schoolwork. Offer crayons and a blank drawing book to a younger student.
7. Negotiate, on an ongoing basis, homework and classroom assignment expectations. Grief takes tremendous physical and emotional energy. It will take time for the student to return to his/her previous standards of performance.
8. Offer yourself as a listener or friend to the student if you want to do so. Designate times when you are available (for example, lunch, recess, or after school).
9. Work with the student assistance team to support the student.



WORKING WITH PARENTS

- Expect traffic jam in front of your school –and significant confusion inside—if it is a major crisis. Inform parents that you will let them know everything important as soon as you can.
- Use community mental health staff to field questions. Let the police take some of the anger and blame that parents may feel as a natural response to a crisis.
- Use the media to assist you in communicating with parents. If you use a neighboring school as a staging area, have the local radio stations advise parents to go there. The media can be your ally if you work with them. The media can also advise parents of upcoming meetings.
- Use a voice mail system to give updated information; direct parents and others to use it.

PARENT INFORMATIONAL EVENING GUIDELINES

Invite	Send a note home to inform parents of the parent informational night.
Facilitate	Have enough trained support people there to facilitate, so that there is one support person for every fifteen parents that you estimate will attend.
Introduce	Introduce the evening as a time for parents to express their concerns and ask questions of the school and counseling personnel regarding the crisis that has affected their children and families.
Share	<div>Divide into circles of no more than fifteen participants, with a trained facilitator for each group.</div> <ul style="list-style-type: none">• Go around the circle, one at a time, starting with the facilitator.• Ask that each person share his or her concerns, questions, and experiences with regard to the crisis.• Do not encourage discussion at this time. The facilitator takes notes about issues to be addressed at the end of the sharing circle.
Break	Take a break after the sharing circle.
Rejoin	Rejoin as one group for the feedback session.
Feedback	<div>A designated facilitator addresses the questions and concerns raised by the parents. This may be material about:</div> <ul style="list-style-type: none">• Family dynamics during the grieving process• Adult grief• Neighborhood and school safety• Suicide intervention• Information on how the school is responding• Other topics
Encourage	The facilitator closes the evening with a statement of encouragement and belief in the families' ability to respond to the individual needs of their family members, and with appreciation for the great difficulties facing the families.

COPING WITH CHILDREN'S REACTIONS TO EARTHQUAKES AND OTHER DISASTERS

1. Fear and Anxiety
 - a. Fear is a normal reaction to any danger that threatens one's life or well-being.
 - b. What are children afraid of after a disaster?
 - i They are afraid of recurrence, or injury, or death.
 - ii They are afraid of being separated from their family.



- iii. They are afraid of being left alone.
 - c. One must recognize that children who are afraid are very frightened human beings!
 - d. A first step for parents is to understand the kinds of fears and anxieties children experience.
- 2. Advice to Parents
 - a. It is of great importance for the family to remain together.
 - b. Children need reassurance by their parents' words as well as by their actions
 - c. Listen to what children tell you about their fears.
 - d. Listen when they tell you about how they feel and what they think of what was happened, and validate them.
 - e. Explain the disaster and the known facts to the children; listen to them.
 - f. Encourage them to talk.
 - g. Children's fears do not need to completely disrupt their own and the family's activities.
 - h. Communicate and work cooperatively with the crisis team or student assistance team at your children's school.
- 3. Settling Down
 - a. Parents should indicate to the children that they are maintaining control; they should be understanding but firm, be supportive, and make decisions for the children.
 - b. Bedtime problems
 - c. Children may refuse to go to their room to sleep by themselves.
 - d. When they do go to bed, they may have difficulty falling asleep.
 - e. They may wake up often during the night; they may have nightmares.
 - f. It is natural for children to want to be close to their parents, and for parents to want to have their children near them.
 - g. Parents should also be aware of their own fears, their own uncertainty, and of the affect these have upon children.
 - h. Demonstrate regressive behavior such as:
 - i. Clinging to parents
 - i. Children respond to praise, and parents should make a deliberate effort not to focus upon the child's immature behavior.
 - j. Specific fears:
 - i. Refusal to go to school
 - ii. Fear of the dark
 - iii. iii. Fear of going to bed
- 4. How Can Parents Recognize When To Seek Professional Help?
 - a. If a sleeping problem continues for more than a few weeks, if the clinging behavior does not diminish, or if the fears become worse, it is time to ask for professional advice.
 - b. Mental health professionals are specially trained to help people in distress. They can help parents cope with and understand the unusual reactions of the child. By talking to the parents and child, either individually or in a group, a therapist can help a child overcome his fears more easily.
 - c. By working with the student assistance team at their child's school, parents can gain access to resources and obtain recommendations.



APPENDIX



EMERGENCY PROCEDURES

EARTHQUAKE

- Remain calm! Take cover under a table, desk, or sturdy object. If this is not possible, place your back against an interior wall
- After shaking stops, check yourself and others for injuries and notify emergency response personnel
- Follow emergency response personnel instructions. Evacuate the classroom or office, if instructed to do so.
- Evacuate the classroom or office using the nearest exit and proceed to the assembly area. Emergency response personnel will ensure everyone is accounted for.

FIRE | EXPLOSION

- Activate the nearest fire alarm
- Explosion: Give the command to duck cover and hold
- Minor fire that appears controllable will be controlled by custodian or other staff using fire extinguisher. For a larger fire that is not controllable, close all doors to confine the fire and reduce oxygen. Then evacuate the classroom or office quickly walking to the nearest exit, alerting people as you go, and assisting those with disabilities necessary.
- Once outside, move to a clear area at least 50 feet away from the affected building. Do not return to the affected building

POWER OUTAGE

- Remain calm! Provide assistance to others if necessary.
- Move cautiously and proceed to a lighted area. Exits may be indicated by lighted signs if the emergency power is operating.
- Turn off or unplug any voltage sensitive equipment
- For information about a prolonged outage, tune into radio or contact PG&E at 800.743.5000

EMERGENCY EVACUATION

- Evacuate the building, classroom, or office using the nearest exit (routes to designated assembly are posted in each classroom and office)
- Proceed in a safe and orderly manner
- Assist persons with disabilities or special needs
- Remain at the assembly areas so that head count can be conducted
- Do not leave the assembly area or re enter the building until directed to do so by emergency response personnel

SHELTER IN PLACE | LOCKDOWN

- If you are in a classroom or office, stay there and secure the door
- If you are in a corridor or outside go into the closest office or classroom not already secured and lock and barricade the door and windows
- Do not open the door once it has been secured until you are officially advised "all clear" or are certain it is emergency response personnel at the door
- Do not hide in the bathrooms or gather in large open areas
- Stay away from windows and doors Stay low and quiet
- Cell phones should be put on quiet or vibrate mode. Do not make non-essential calls
- Following the shelter-in place or lockdown event, cooperate with emergency personnel to assist in an orderly evacuation

BOMB THREAT

- Take caller seriously, but remain calm
- Ask a lot of questions. Use the checklist from the school safety plan
- Take notes on everything said and on your observations about background noise, voice characteristics, etc.
- If possible, have someone call 911 while you continue talking to caller
- Evacuate the involved classroom or office using the nearest exit and proceed to the assembly area.

SUSPICIOUS PERSON | INTRUDER

- Do not physically confront the person
- Do not let anyone into a locked classroom or office
- Do not block the persons access to an exit
- Contact emergency response personnel and provide as much as possible about the person and their direction of travel
- Contact 911 from classroom or office phone only if necessary

ACTIVE SHOOTER

- In response to shooting on campus, drive-by shooting, or hostage
- Get everyone to lie down away from windows and turn off all lights. Lock doors and secure classroom or office. Do not evacuate if you are safely secured unless told to do so by Police or emergency response personnel
- If you must flee the immediate gunfire, run in a zigzag pattern and try to utilize any obstructions between you and the gunfire. Try not to run down a long hallway.
- If you are in an open area, move swiftly away from the sound of gunfire and find a safe cover position. Try to get inside or behind a building.

HAZARDOUS MATERIAL RELEASE

- If an emergency occurs or if anyone is in danger, call 911 from classroom or office phone
- Move away from hazard site to safe location. Follow the instructions of emergency response personnel.
- Gas Leak: If you smell gas, and if personal safety allows, turn off the source and evacuate the immediate area.
- Do not turn on off electrical equipment
- Alert the others to stay clear of area Notify emergency response personnel if you've been exposed



Delano High School
Emergency Procedures
1331 Cecil Avenue
Delano CA 93215
661.720.4120
www.djuhsd.org



CODE GREEN

ADMINISTRATION

Business as usual

TEACHER

**Secure the perimeter only
Business as usual**

STUDENT

Business as usual

VISITORS

Business as usual

CODE YELLOW

**Call code via
intercom or email
Notify DO****Secure the perimeter only
Increase situational
awareness
Bring students into
building
Take roll
Business as usual****Rainy Day Schedule
Business as usual in the
classroom
May exit classroom with
teacher permission
Use alternative location
for arrival/exit for kinder****Admin discretion**

CODE BLUE

**Medical Emergency
Page Code Blue
overhead
Give Location
Bring AED****Assess for breathing
& Responsiveness
Call 911/Front Office
If not breathing start CPR
Clear students as needed
Apply AED follow prompts
Unresponsive &
Not breathing****Follow teacher's directions
May not use cell phones****Only authorized
visitors allowed**

CODE RED

**Multi-Agency response
Delano PD
Fire Department
Notify DO
Send parent notification****Lock classroom door - do
not open door for anyone
Turn off lights/maintain
silence/barricade
doorways/prepare to fight
Move away from sight
Take roll
Wait for 'all clear'****Report to alternative site
or building if your class
is locked
Move away from sight
Maintain silence
May not use cell phones
Use bucket as commode****No visitors allowed**

EVACUATE

**Evacuate building
using fire routes
Notify DO****Lead evacuation to
assembly area
Take roll
Notify admin for missing,
extra, injured students****Take your stuff with you
Form a line
No talking****No visitors allowed**

SHELTER

**Call shelter in place
Maintain
communication
Notify DO****Return to classroom
Take roll
Report missing student's
Closed doors & windows
Don't allow students to
leave classroom
Seal doors & windows if
instructed****Report to classroom
Drop, cover, &
hold in silence
Seal****No visitors allowed**

INSTRUCTIONS & USE OF THIS GUIDE

DELANO HIGH SCHOOL

EMERGENCY PROCEDURES

Delano High School

Incident Commander | Mr. Luna, Assistant Principal

Incident Command Post | Administration (Outside of Main Entrance)

Release of Students | Gene Beck Stadium

Alternative Location | District Office

Alternative Location | Track

In this guide you will find reference to specific needed items. You will find access to these items through designated crisis response personnel. All staff members should use this guide in an emergency. For additional information regarding emergency procedures, please make reference to school comprehensive safety plan. Whenever we have any type of crisis, emergency, or disaster, the first

concern is the safety of the students. 

THE MUST KNOWS

1. All emergencies must be communicated to front office immediately at extension 4123, 4121, 4138, or 4131
2. Front office will call 911 with details
3. Email will be the primary method of communication between classrooms and front office (creyes1@djuhsd.org or igarza1@djuhsd.org) during any type emergency that will require lock down
4. Communication with substitute teachers will be via phone
5. Restroom breaks will be monitored by crisis response personnel during any emergency. These breaks will be escorted by crisis response personnel assigned staff.
6. All pre-approved visitors, before any emergency, will be escorted on and off campus
7. Parents will not be allowed to go to the classroom to pick up a student



CONTACTS

911 | Emergency
(661)720-2369 | Delano Police Department
(661)725-1000 | Delano Fire Department
(661)725-3499 | Delano Ambulance
(661)635-1300 | Kern County Sheriff Substation
(661)864-4444 | California Highway Patrol
(661)725-4800 | Delano Regional Medical Center (Hospital)
(800)222-1222 | Poison Control Center
(800)427-7623 | Road Conditions
211 KC County Health & Human Services

Natl. Weather Service | www.wrh.noaa.gov
Kern County Sheriff | www.kernsheriff.com
Kern County Emergency Operations | KUZZ107.9 FM 55 AM
(800)743-5000 | Electricity (PG&E)
(800)427-2200 | Gas (SoCal Gas)
(661)721-3315 | Delano Water
Ayon | (661)709-9213
Flores | (661)709-9276
Duran | (661)543-6549
Walker | (661)709-9202

Staff w/Radios

School Resource Officer
Administration
Discipline Liaisons
Campus Supervisors
School Psychologist
School Secretaries
School Nurse

Emergency Supplies

School Nurse Office
Discipline Office

Teachers | Watson, Gonzalez, Barajas, Whitbey, Marcial, Estrada, Gravelle, Fontejon, J. Gutierrez, Nieblas, Abundez, Hammelmann



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PROCEDURE FOR USE OF AED

1. If someone collapses – tap the victim and shout “Are you OK?”
2. If no response & the victim is not breathing or not breathing normally
3. Call 9-1-1 state it is Medical Emergency and get the AED
4. If someone else is present, send them to call 9-1-1 and tell them it is a Medical Emergency and get the AED
5. Begin CPR – Push hard and fast in the center of the chest
6. Use the AED as soon as it arrives
 - Open the lid and turn on the AED
 - Follow the voice prompts
 - Expose the patient’s chest – if wet, wipe dry
 - Apply the electrode pads to the patient’s exposed chest, as shown in the pictures
 - Listen to the voice prompts – Clear (do not touch) the patient when instructed to do so
 - Prepare for AED to deliver SHOCK or voice prompt to continue CPR
7. Restart compressions on chest
8. Continue to follow the voice prompts
9. If the patient starts moving or breathing normally, stop compressions and place the patient in the recovery position (on left side)

KEEP AED ATTACHED UNTIL EMS ARRIVES



Delano High School
Emergency Procedures
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SAFETY & SECURITY CALL TREE

Superintendent
Jason Garcia 543-7445

Chief Business Officer
Adrian Maduena 709-9309

Associate Superintendent HR
Jesus Gonzalez 709-9112

Associate Superintendent Ed. Services
Adelaida Ramos 709-9091

MOT Director
Matt Carter 543-9033

School Resource Officers
Cpl. Madrigal 720-5527
SRO Perez DHS 709-6728

Special Ed. Director
Kenneth Moore 543-9884

MOT Supervisors
Ts: Les Lucas 709-9275
Ct: Frank Pasillas 709-9236
Gs: Robert Avila 709-9198

Technology Director
Cesar Ramirez 709-9315

Migrant Director
Benjamin DeLeon 709-9187

Director of Student Supports
Rene Ayon 709-4113

Food Service Director
Andrea Popoy 709-9301

CTE Director
Paul Chavez 709-9371

Cesar Chavez High School
Justin Derrick 709-4501
Shirden Prince 709-9356

Delano High School
Shondra Walker 709-4137
Jesse Flores 709-9276

Robert F. Kennedy High School
Dolores Rodriguez 586-2418
Les Lucas Jr. 709-9375

Delano Adult School
Julio Segura 586-2307

Valley High School
Uriel Robles 709-4180

Public Information Officer:

1. Jason Garcia
2. Jesus Gonzalez
3. Rene Ayon

All phone numbers are in 661 area code unless otherwise noted.



Delano High School

1331 Cecil Ave. Delano, CA 93215

661.720.4121 | www.djuhsd.org/Domain/8



North



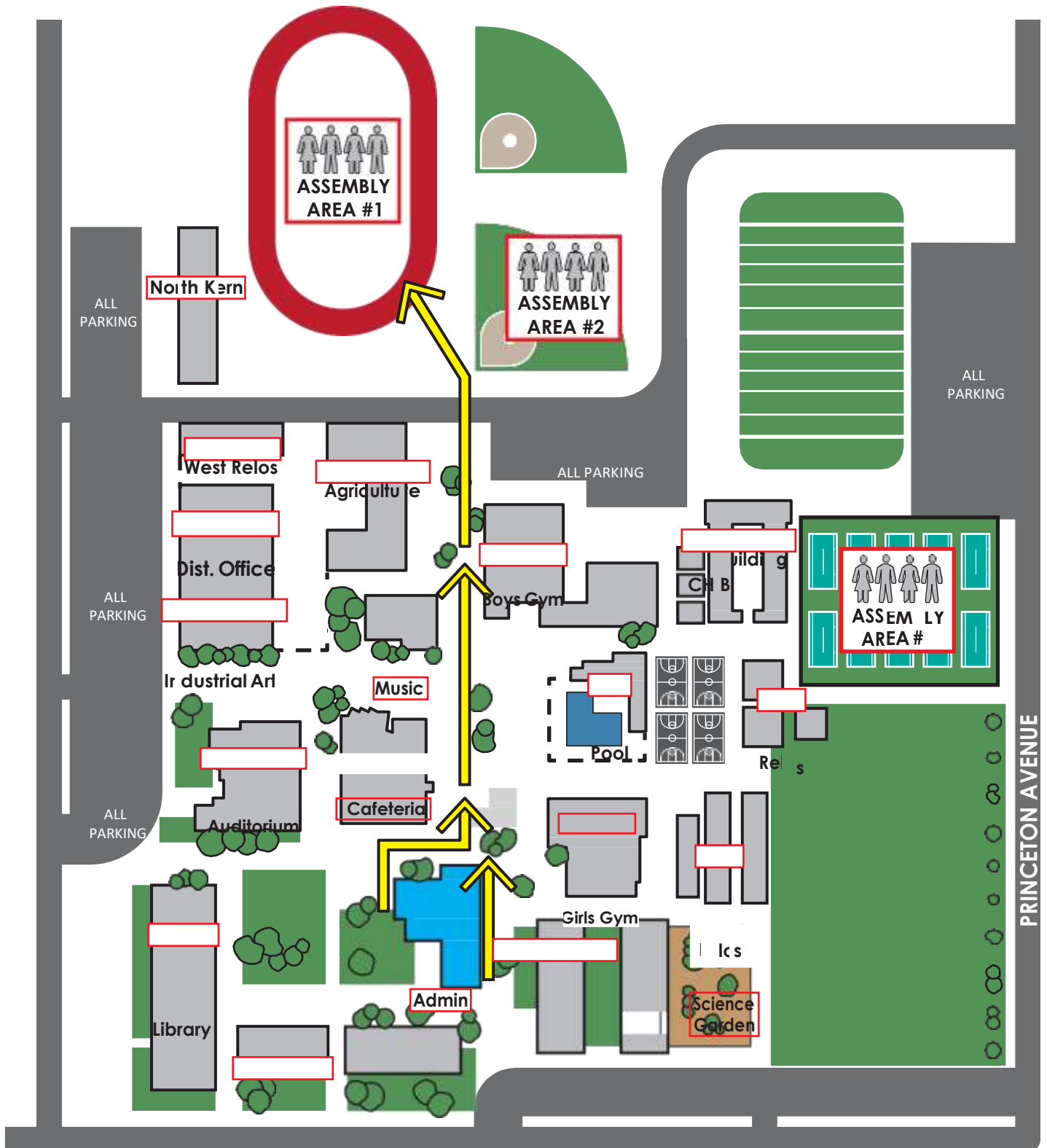
ASSEMBLY INFORMATION



Admin Building
Delano High School
1331 Cecil Ave. Delano, CA



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Homemaking

Science

Lang. Arts

Business



EMERGENCY INFORMATION

Admin Building

1331 Cecil Ave
Delano, CA



Primary
Exit Route



Secondary
Exit Route



You Are
Here

EXIT

Exit Location



Fire Extinguisher



Fire Pull

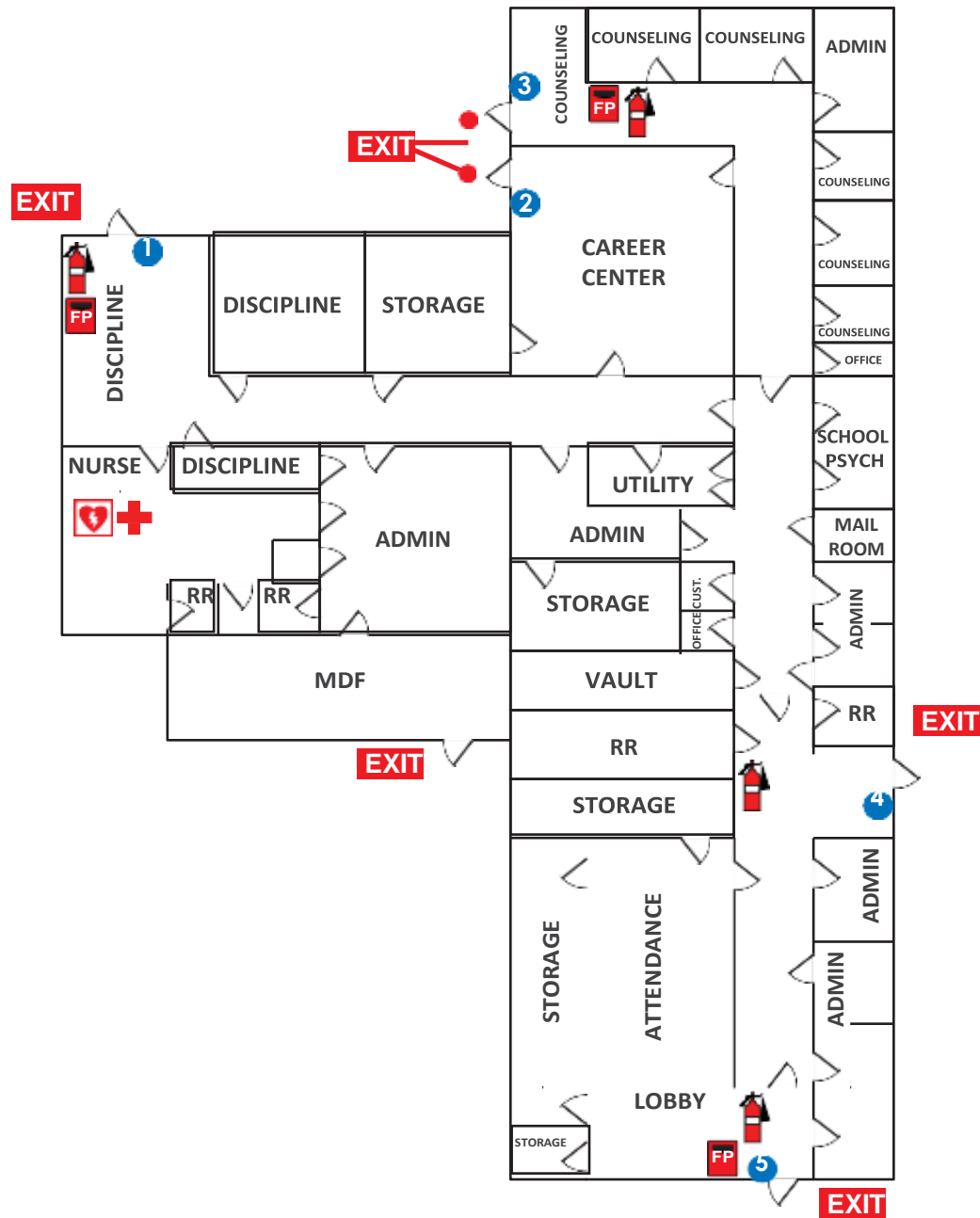


First Aid



Automated
External
Defibrillator

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EMERGENCY INFORMATION

Agriculture Building

1331 Cecil Ave
Delano, CA



Primary
Exit Route



Secondary
Exit Route



You Are
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EXIT

Exit Location



Fire Extinguisher

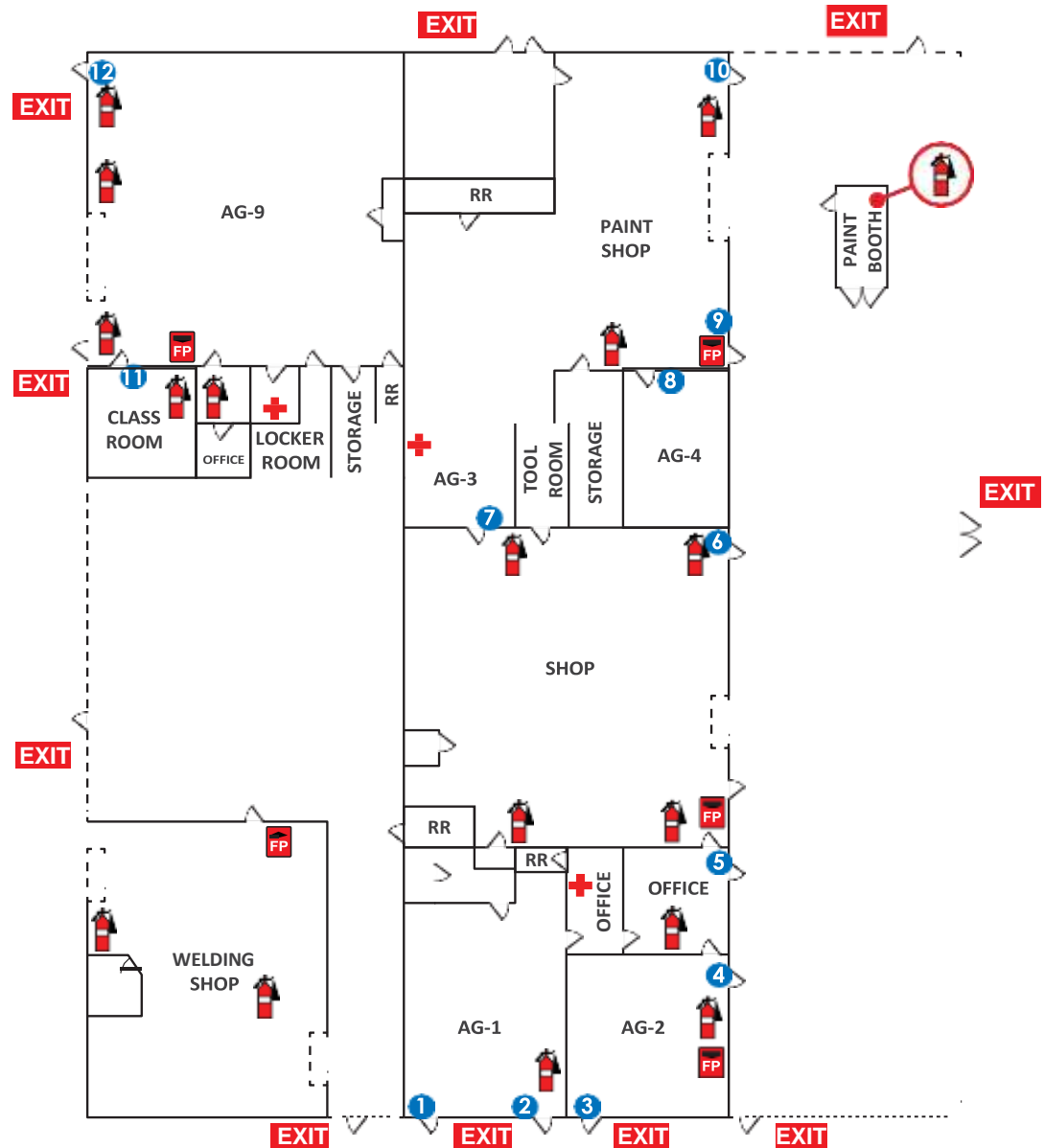


Fire Pull



First Aid

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EMERGENCY INFORMATION

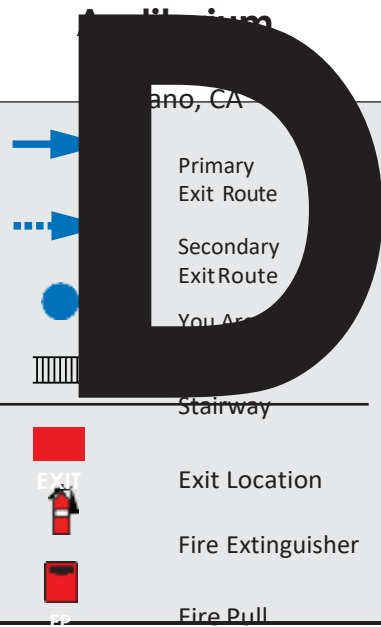
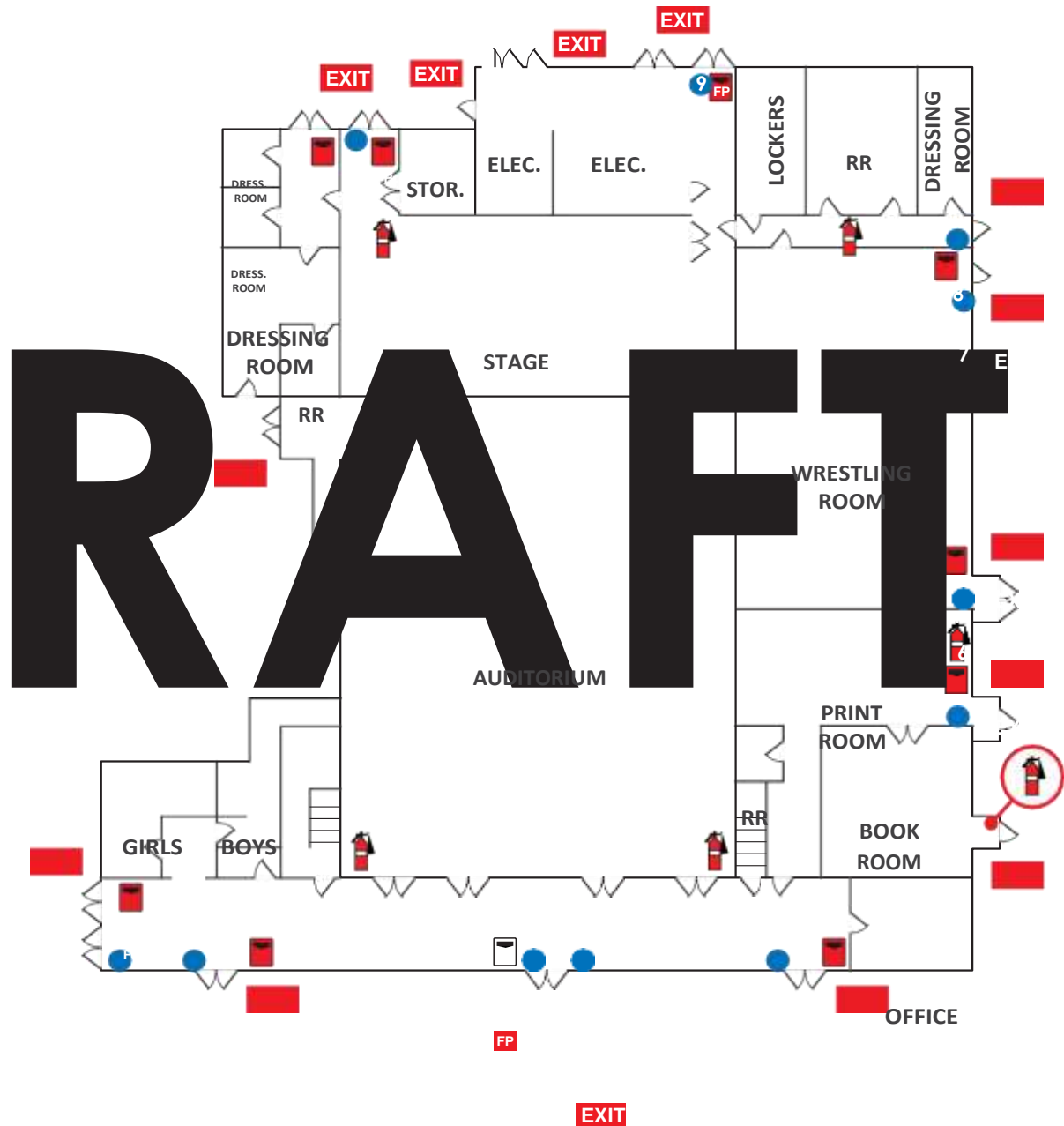


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DelanoHS_Auditorium_MM_FL1_Rev1



EMERGENCY INFORMATION

BE Building
1331 Cecil Ave
Delano, CA



Primary
Exit Route



Secondary
Exit Route



You Are
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Exit Location



Fire Extinguisher

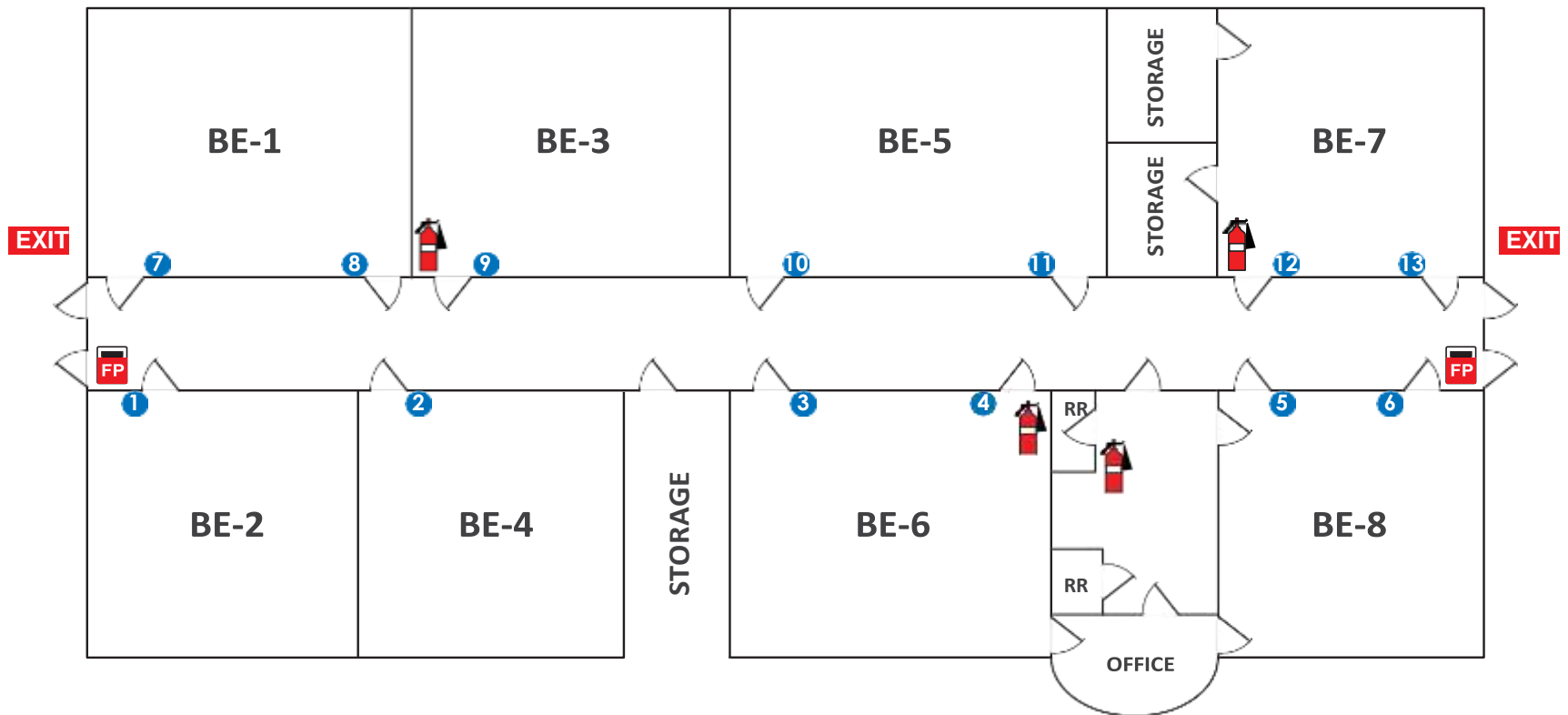


Fire Pull



North

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EMERGENCY INFORMATION

Cafeteria

1331 Cecil Ave
Delano, CA



Primary
Exit Route



Secondary
Exit Route



You Are
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EXIT

Exit Location



Fire Extinguisher

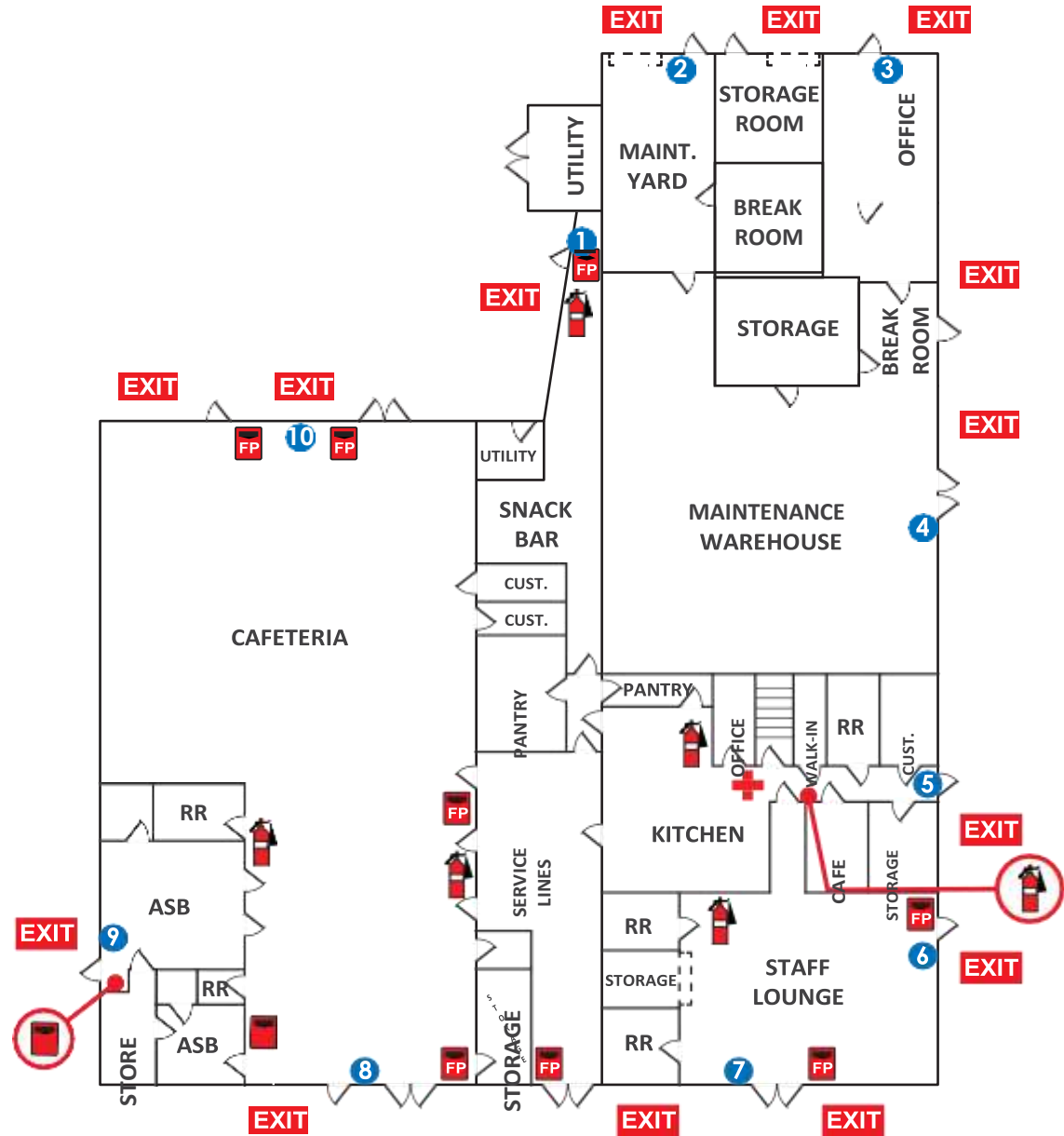


Fire Pull



First Aid

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EMERGENCY INFORMATION

CH Building

1331 Cecil Ave
Delano, CA



Primary
Exit Route



Secondary
Exit Route



You Are
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EXIT

Exit Location

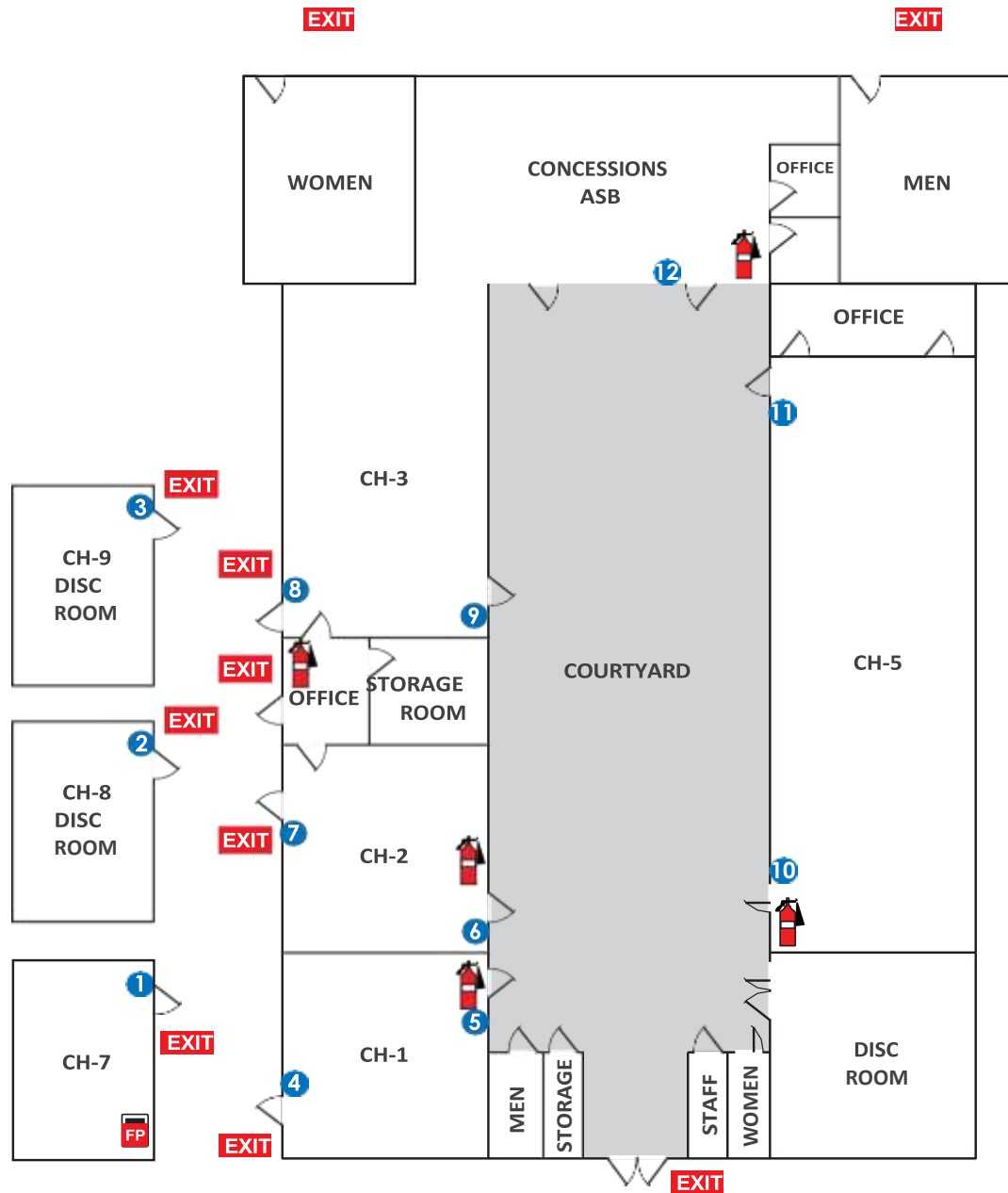


Fire Extinguisher



Fire Pull

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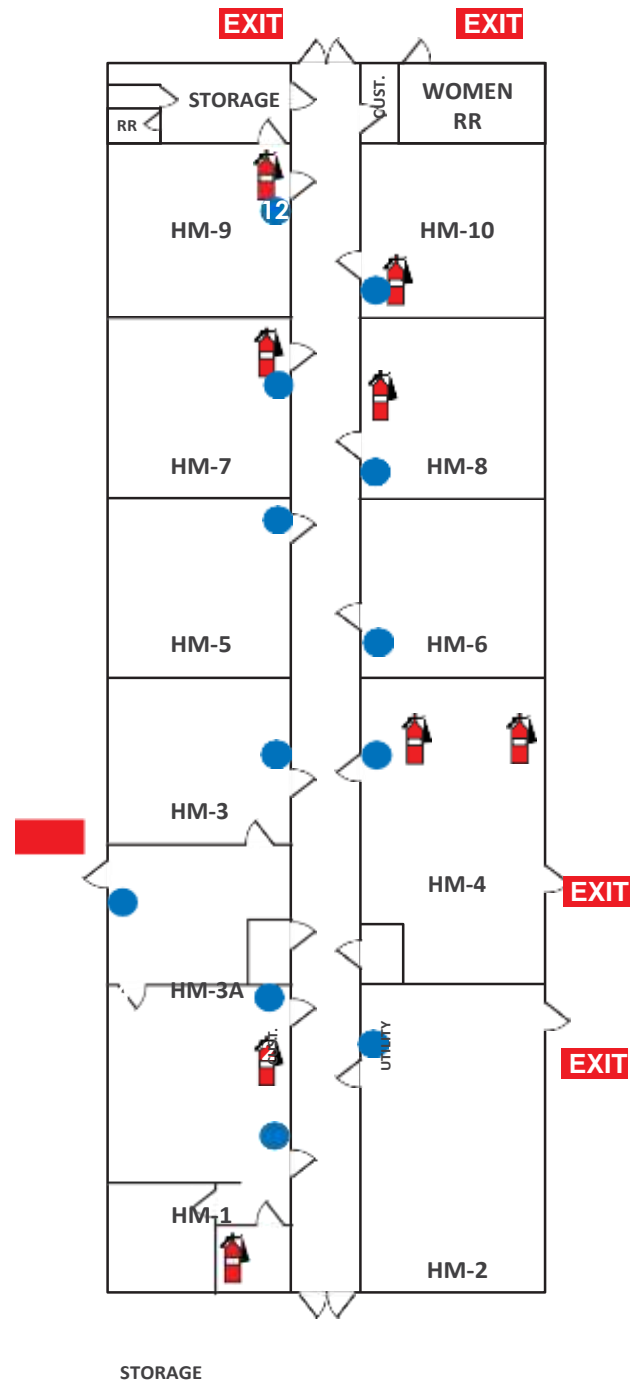


EMERGENCY INFORMATION

HM Building
1331 Cecil Ave
Delano, CA

-  Primary Exit Route
-  Secondary Exit Route
-  You Are Here
-
-  Exit Location
-  Fire Extinguisher

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STORAGE

EXIT



North

EMERGENCY INFORMATION

HM Building

1331 Cecil Ave
Delano, CA



Primary
Exit Route



Secondary
Exit Route



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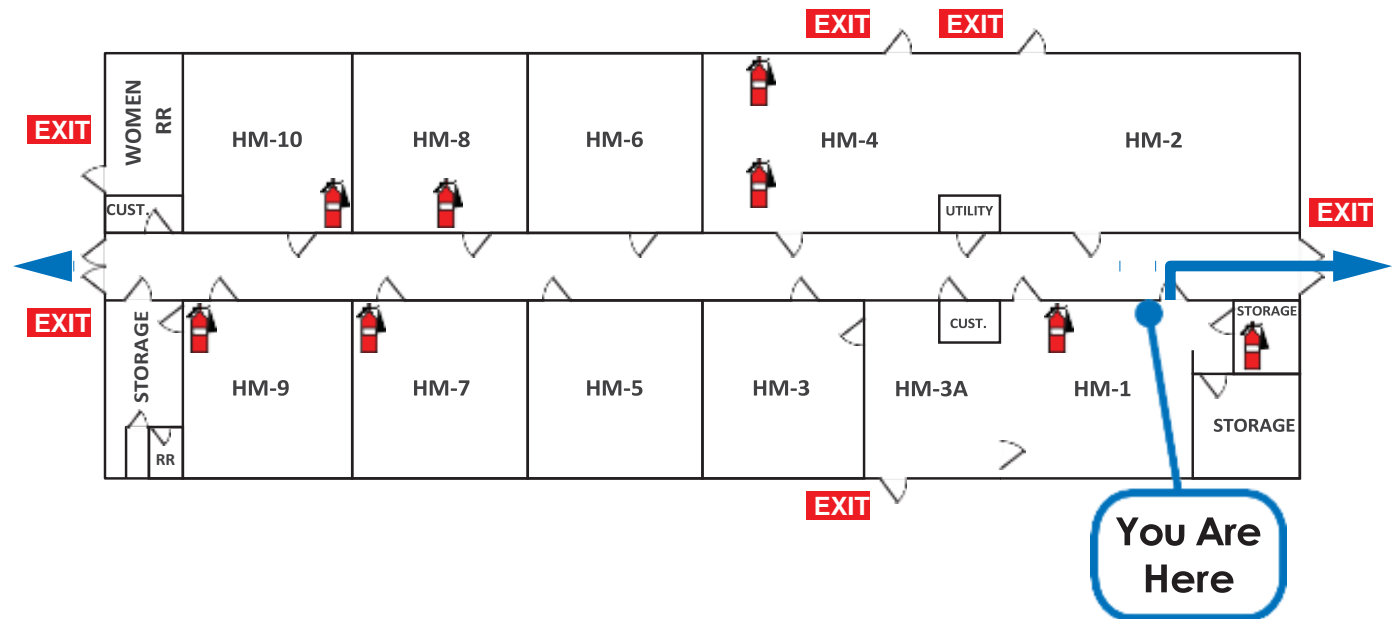
EXIT

Exit Location



Fire Extinguisher

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North

EMERGENCY INFORMATION

HM Building
1331 Cecil Ave
Delano, CA



Primary
Exit Route



Secondary
Exit Route



You Are
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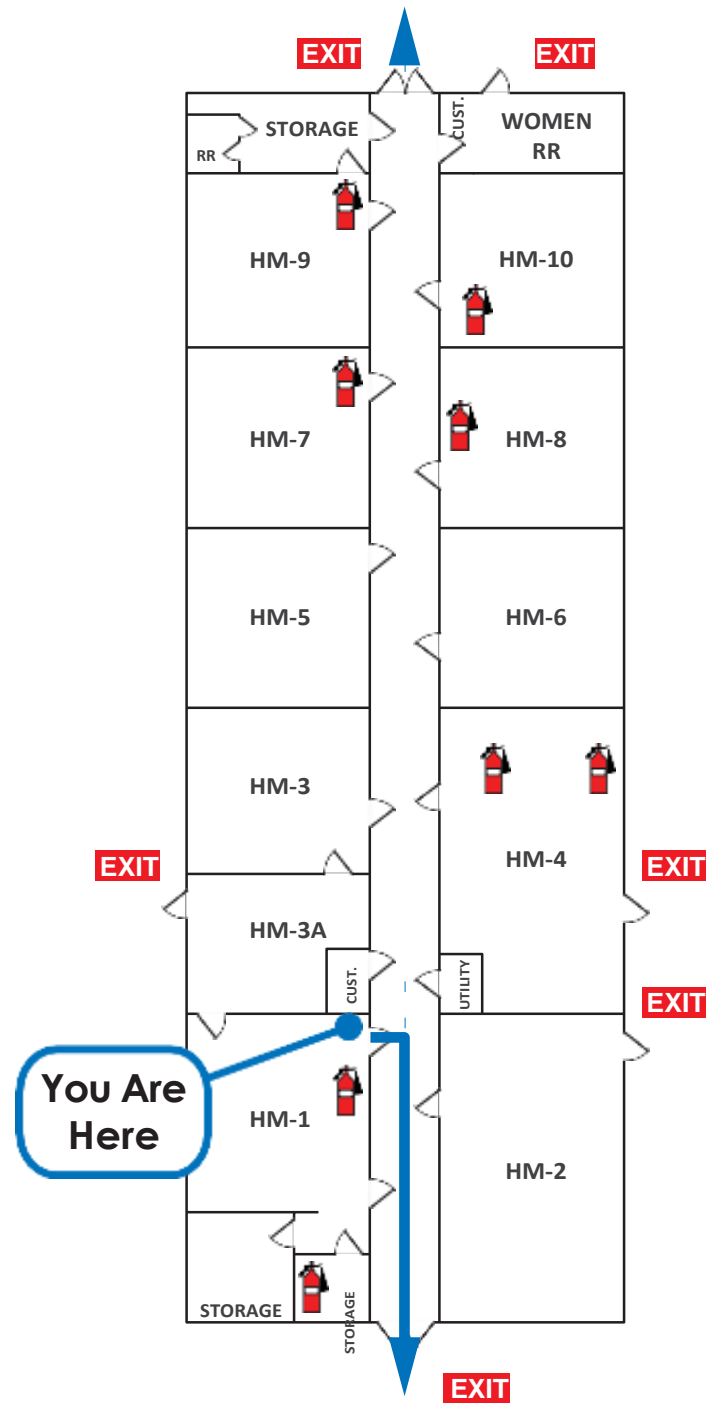
EXIT

Exit Location



Fire Extinguisher

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EMERGENCY INFORMATION

HM Building

1331 Cecil Ave
Delano, CA



Primary
Exit Route



Secondary
Exit Route



You Are
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EXIT

Exit Location



Fire Extinguisher

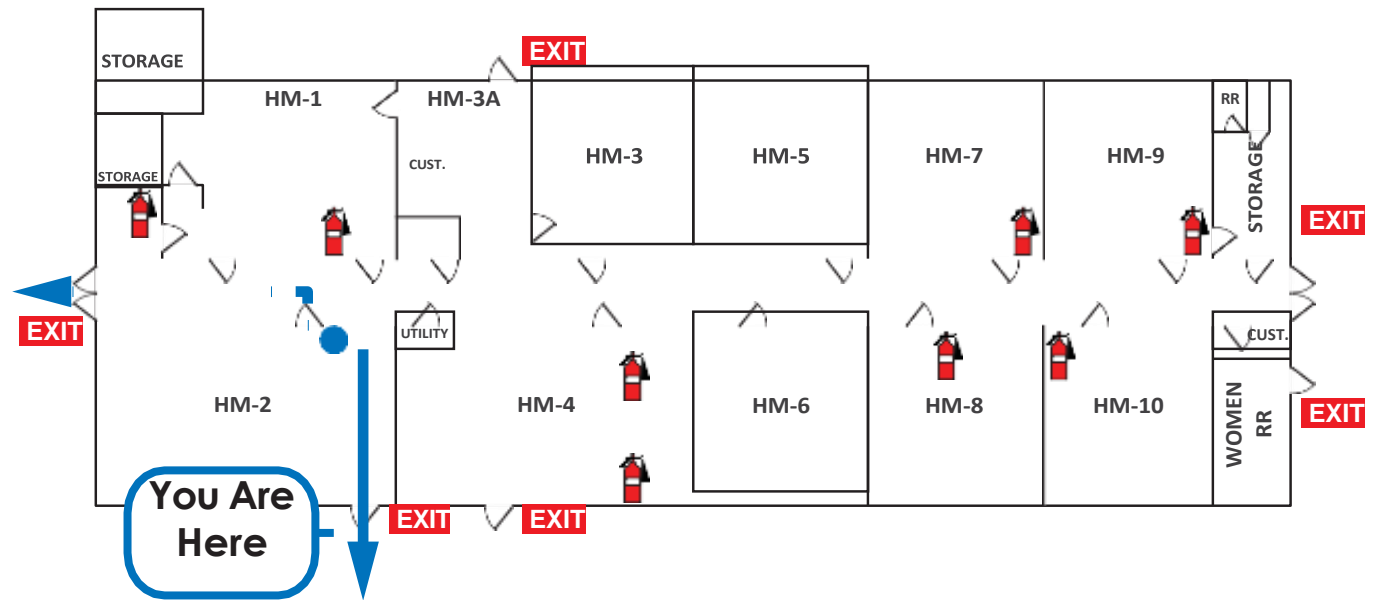


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North

EMERGENCY INFORMATION

HM Building

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Primary
Exit Route



Secondary
Exit Route



You Are
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EXIT

Exit Location



Fire Extinguisher

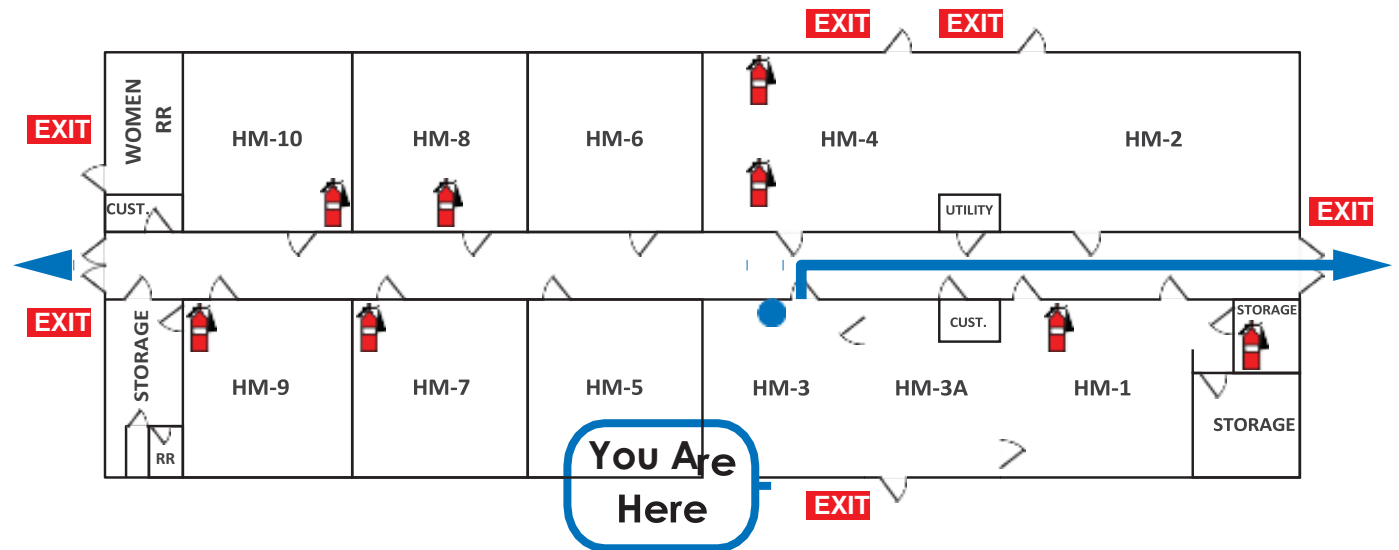


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EMERGENCY INFORMATION

Industrial Arts

1331 Cecil Ave
Delano, CA



Primary
Exit Route



Secondary
Exit Route



You Are
Here

EXIT

Exit Location



Fire Extinguisher



Fire Pull

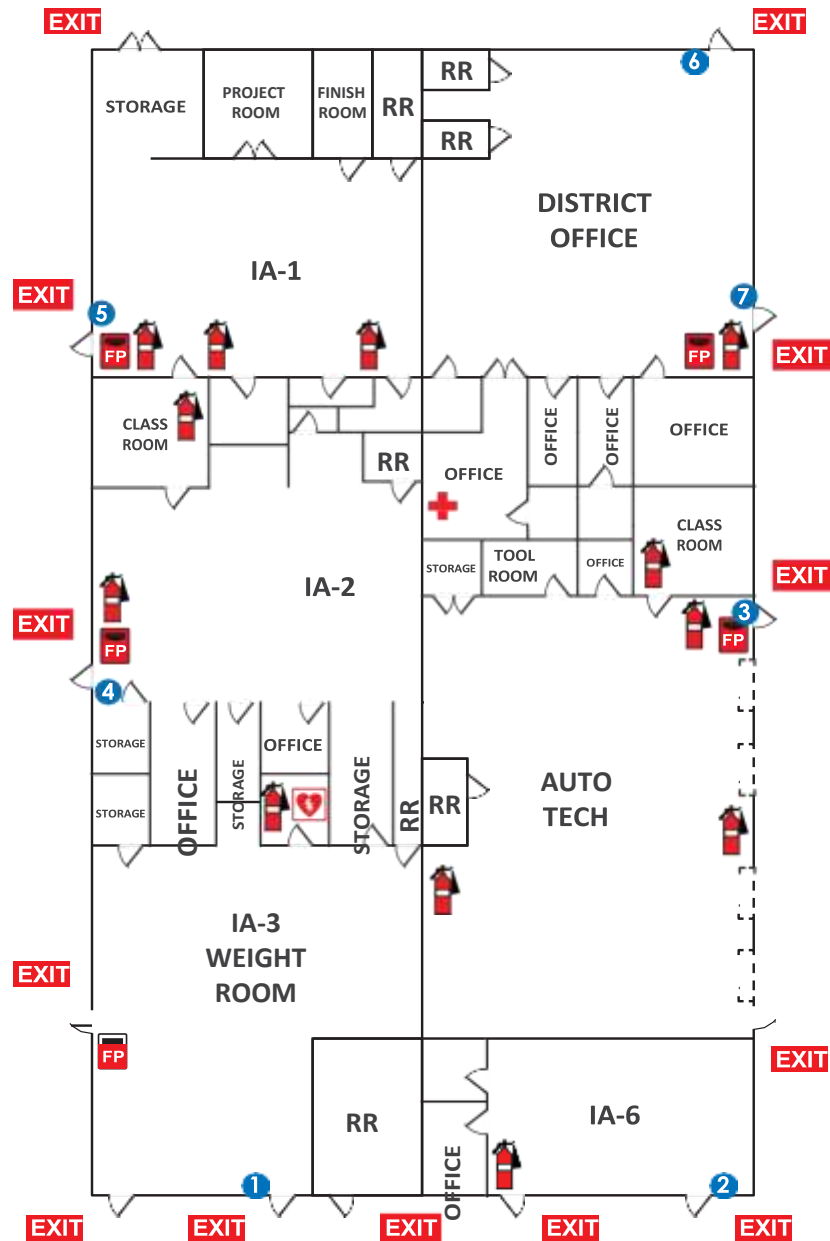


First Aid



Automated
External
Defibrillator




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EMERGENCY INFORMATION

LA Building
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Delano, CA

-  Primary Exit Route
-  Secondary Exit Route
-  You Are Here



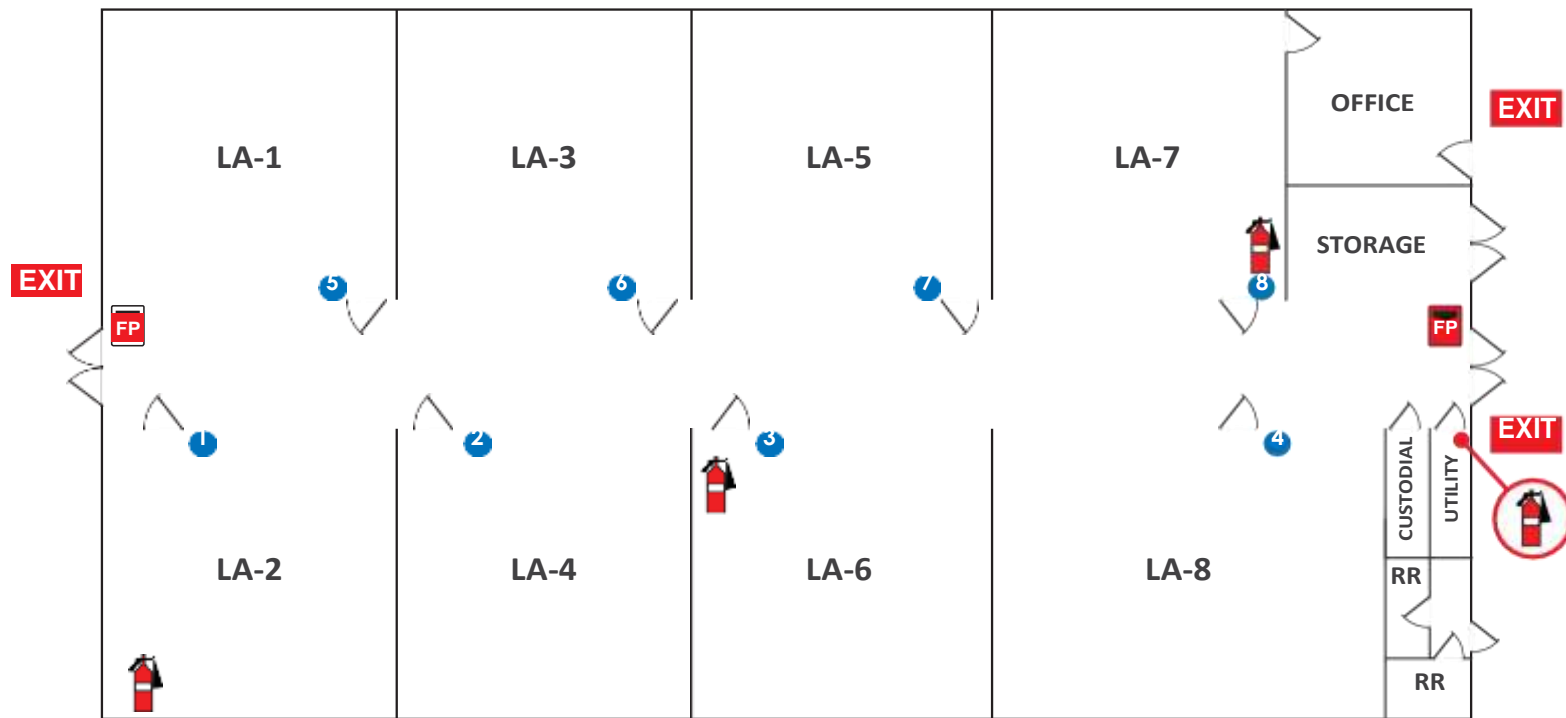
-  Exit Location
-  Fire Extinguisher
-  Fire Pull



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North

EMERGENCY INFORMATION

Library

1331 Cecil Ave
Delano, CA



Primary
Exit Route



Secondary
Exit Route



You Are
Here



Exit Location



Fire Extinguisher

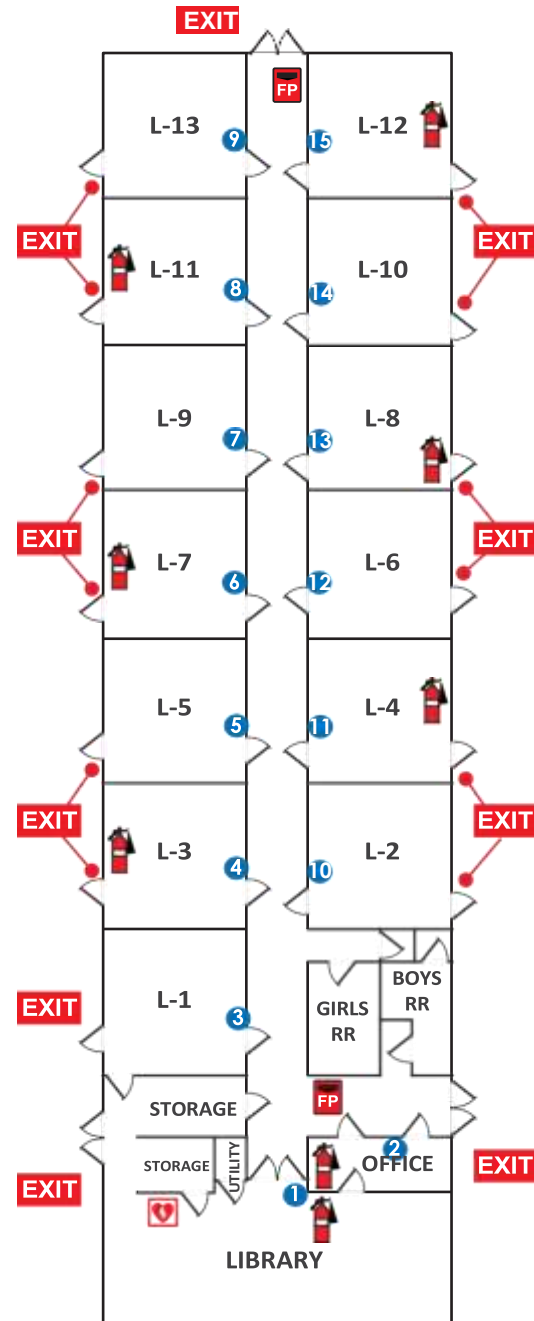


Fire Pull



Automated
External
Defibrillator

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EMERGENCY INFORMATION

Music Building

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Primary
Exit Route



Secondary
Exit Route



You Are
Here

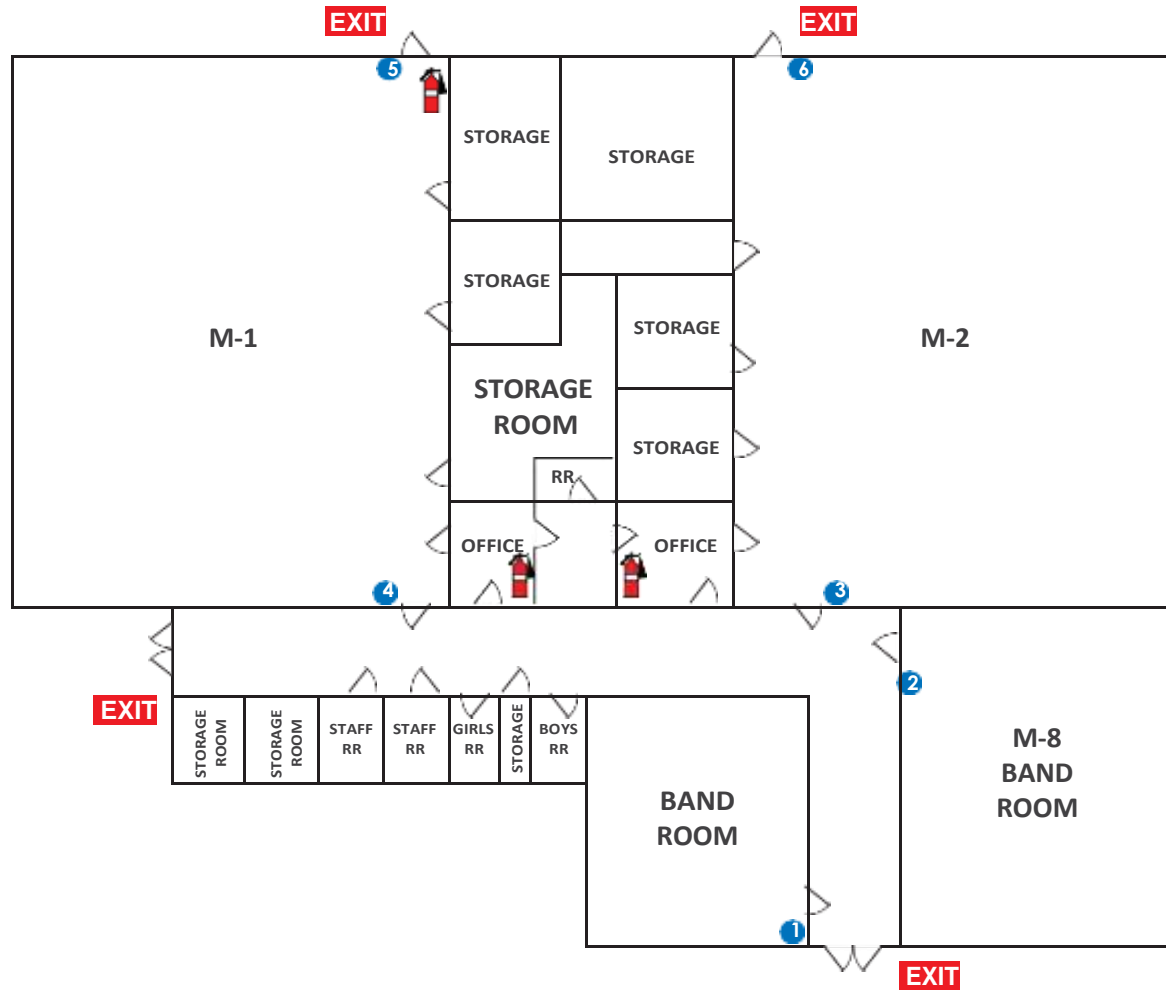
EXIT

Exit Location



Fire Extinguisher

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EMERGENCY INFORMATION

North Gym
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Primary
Exit Route



Secondary
Exit Route



You Are
Here



Exit Location



Fire Extinguisher

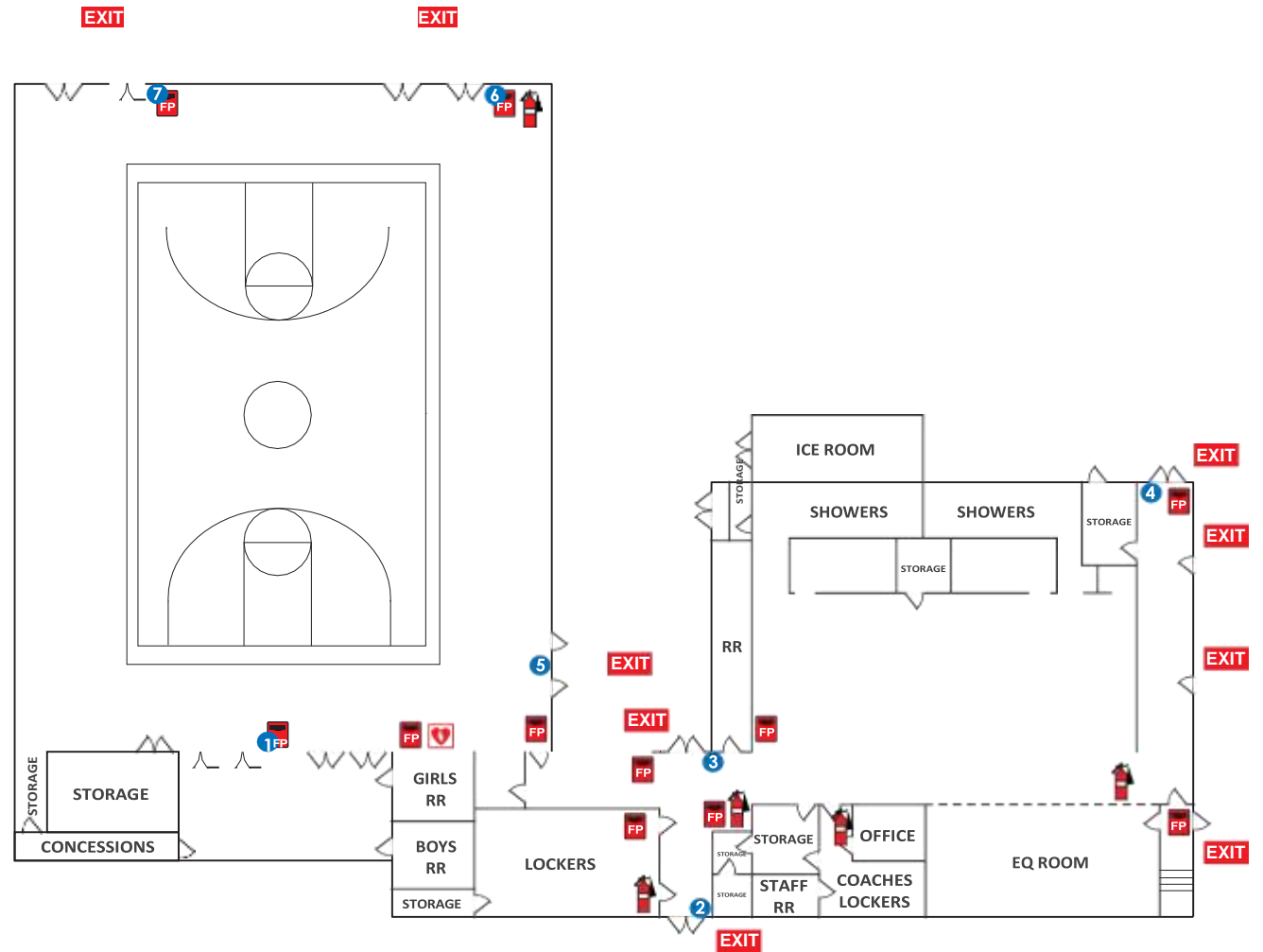


Fire Pull



Automated
External
Defibrillator

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EMERGENCY INFORMATION

North Kern

1331 Cecil Ave
Delano, CA



Primary
Exit Route



Secondary
Exit Route



You Are
Here



Exit Location

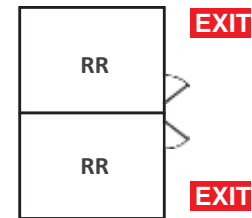


Fire Extinguisher



Fire Pull




Illustration by: www.building-maps.com©





EMERGENCY INFORMATION

Pool
1331 Cecil Ave
Delano, CA

-  Primary Exit Route
-  Secondary Exit Route
-  You Are Here




-  Exit Location
-  Fire Extinguisher
-  Automated External Defibrillator

Illustration by: www.building-maps.com©





EMERGENCY INFORMATION

Relos

1331 Cecil Ave
Delano, CA



Primary
Exit Route



Secondary
Exit Route



You Are
Here

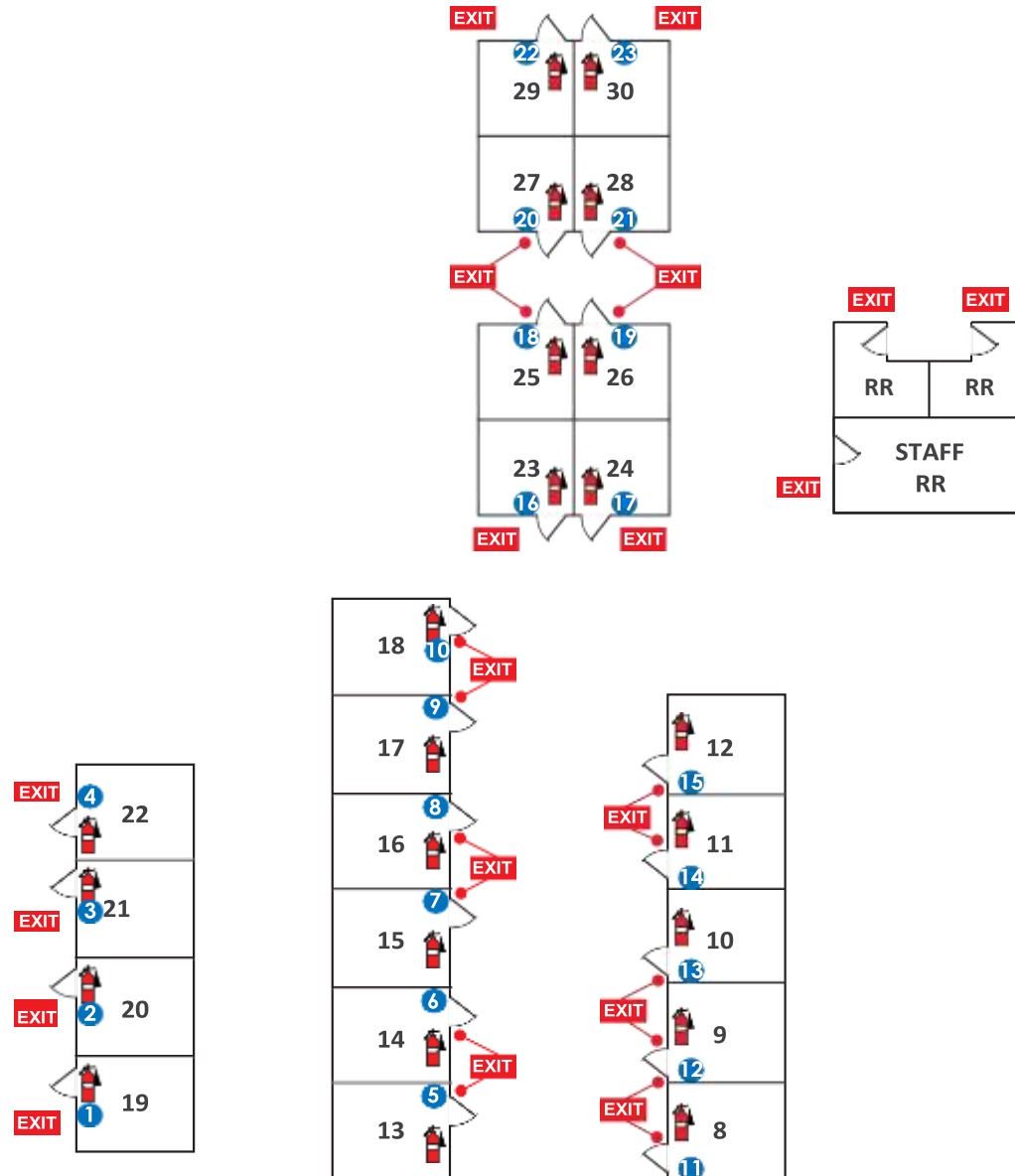
EXIT

Exit Location



Fire Extinguisher

Illustration by: www.building-maps.com©



ARTICLE 5. School Safety Plans [32280 - 32289.5]

(Heading of Article 5 renumbered from Article 10.3 by Stats. 2003, Ch. 828, Sec. 11.)

32282.

(a) The comprehensive school safety plan shall include, but not be limited to, both of the following:

(1) Assessing the current status of school crime committed on school campuses and at school-related functions.

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:

(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:

(I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff. The department shall provide general direction to school districts and county offices of education on what to include in the school building disaster plan.

(II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

(III) Protective measures to be taken before, during, and following an earthquake.

(IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.

(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.

(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.

(F) The provisions of any schoolwide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.

(H) A safe and orderly environment conducive to learning at the school.

(I) The rules and procedures on school discipline adopted pursuant to Sections 35291, 35291.5, 47605, and 47605.6.

(J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

(b) It is the intent of the Legislature that schools develop comprehensive school safety plans using existing resources, including the materials and services of the partnership, pursuant to this chapter. It is also the intent of the Legislature that schools use the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled "Safe Schools: A Planning Guide for Action" in conjunction with developing their plan for school safety.

(c) Each schoolsite council or school safety planning committee, in developing and updating a comprehensive school safety plan, shall, where practical, consult, cooperate, and coordinate with other schoolsite councils or school safety planning committees.

(d) The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

(e) As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include policies and procedures aimed at the prevention of bullying.

(f) The comprehensive school safety plan, as written and updated by the schoolsite council or school safety planning committee, shall be submitted for approval pursuant to subdivision (a) of Section 3228.

Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC

11166) BP 5141.4 Students | Child Abuse Prevention and Reporting

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

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

(cf. 1020 - Youth Services)

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

Child Abuse Prevention

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse. (cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

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

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

Child Abuse Reporting

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

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

(cf. 5145.7 - Sexual Harassment)

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



(cf. 0450 - Comprehensive Safety Plan)

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

The Superintendent or designee shall provide training regarding the duties of mandated reporters. Legal Reference:

EDUCATION CODE

32280-32288 Comprehensive school safety plans

33195 Heritage schools, mandated reporters

33308.1 Guidelines on procedure for filing child abuse complaints

44252 Teacher credentialing

44691 Staff development in the detection of child abuse and neglect

44807 Duty concerning conduct of students

48906 Notification when student released to peace officer

48987 Dissemination of reporting guidelines to parents

49001 Prohibition of corporal punishment

51220.5 Parenting skills education

51900.6 Sexual abuse and sexual assault awareness and prevention

PENAL CODE

152.3 Duty to report murder, rape, or lewd or lascivious act

273a Willful cruelty or unjustifiable punishment of child; endangering life or health

288 Definition of lewd or lascivious act requiring reporting

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

UNITED STATES CODE, TITLE 42



11434a McKinney-Vento Homeless Assistance Act; definitions

COURT DECISIONS

Camreta v. Greene (2011) 131 S.Ct. 2020

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve

Health Framework for California Public Schools, Kindergarten Through Grade Twelve

WEB SITES

California Attorney General's Office, Suspected Child Abuse Report Form:

http://www.ag.ca.gov/childabuse/pdf/ss_8572.pdf

California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss/ap>

California Department of Social Services, Children and Family Services Division: <http://www.childsworld.ca.gov>

U.S. Department of Health and Human Services, Child Welfare Information Gateway:

<https://www.childwelfare.gov/can> Policy DELANO JOINT UNION HIGH SCHOOL DISTRICT adopted: April 14,
2015 Delano, California

AR 5141.4 Students | Child Abuse Prevention And Reporting

Definitions

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

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

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



(cf. 5145.7 - Sexual Harassment)

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

(cf. 3515.3 - District Police/Security Department)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144 - Discipline)

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

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145.2 - Athletic Competition)

6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

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

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

Reportable Offenses



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

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

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

Responsibility for Reporting

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

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

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

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

(cf. 1240 - Volunteer Assistance)

Reporting Procedures

1. Initial Telephone Report

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

Delano Police Department

2330 High Street

Delano, CA 93215

(661) 721-3377

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



2. Written Report

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

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

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

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

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

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

3. Internal Reporting

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

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

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

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

Training

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any



school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

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

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

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

Victim Interviews by Social Services

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

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

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

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

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906) (cf. 5145.11 - Questioning and Apprehension by Law Enforcement)



Parent/Guardian Complaints

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

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

(cf. 1312.1 - Complaints Concerning District Employees)

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

(cf. 1312.3 - Uniform Complaint Procedures)

Notifications

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

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

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

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

The Superintendent or designee also shall notify all employees that:

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

(Penal Code 11172)

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



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

Regulation DELANO JOINT UNION HIGH SCHOOL DISTRICT

approved: April 14, 2015 Delano, California

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

BP 1330 Community Relations | Use Of School Facilities

The Governing Board believes that school facilities and grounds are a vital community resource which should be used to foster community involvement and development. Therefore, the Board authorizes the use of school facilities by district residents and community groups for purposes specified in the Civic Center Act, to the extent that such use does not interfere with school activities or other school-related uses.

(cf. 6145.5 - Student Organizations and Equal Access)

The Superintendent or designee shall give priority to school-related activities in the use of school facilities and grounds. Other uses authorized under the Civic Center Act shall be on a first-come, first-served basis.

For the effective management and control of school facilities and grounds, the Superintendent or designee shall maintain procedures and regulations that: (Education Code 38133)

1. Aid, encourage, and assist groups desiring to use school facilities for approved activities
2. Preserve order in school facilities and on school grounds and protect school facilities, designating a person to supervise this task, if necessary

(cf. 0450 - Comprehensive School Safety Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

3. Ensure that the use of school facilities or grounds is not inconsistent with their use for school purposes and does not interfere with the regular conduct of school work

Subject to prior approval by the Board, the Superintendent or designee may grant the use of school facilities or grounds on those days on which district schools are closed. (Education Code 37220)

(cf. 6115 - Ceremonies and Observances)

There shall be no advertising on school facilities and grounds except as allowed by district policy specified in BP 1325 - Advertising and Promotion.

(cf. 1325 - Advertising and Promotion)

As necessary to ensure efficient use of school facilities, the Superintendent or designee may, with the Board's approval, enter into an agreement for the joint use of any school facilities or grounds. The Board shall approve any such



agreement only if it determines that it is in the best interest of the district and the community. (cf. 1330.1 - Joint Use Agreements)

Fees

The Board shall adopt a comprehensive schedule of fees to be charged for community use of school facilities and grounds, including, but not limited to, the multipurpose room(s), playing or athletic field(s), track and field venue(s), tennis court(s), and outdoor basketball court(s). The schedule of fees shall be prepared in accordance with 5 CCR 14037-14041. (5 CCR 14041)

(cf. 9320 - Meetings and Notices)

The Board shall grant the use of school facilities or grounds without charge to school-related organizations whose activities are directly related to or for the benefit of district schools. All other groups requesting the use of school facilities under the Civic Center Act shall be charged an amount not exceeding direct costs determined in accordance with 5 CCR 14037-14041.

Additionally, when any use of school facilities or grounds is for religious services, the district shall charge an amount at least equal to the district's direct costs. (Education Code 38134)

In determining direct costs to be charged for community use of each, or each type of, school facility or grounds, the Superintendent or designee shall calculate, in accordance with 5 CCR 14038, the community's proportionate share of the following costs: (Education Code 38134; 5 CCR 14038-14041)

1. Capital direct costs calculated in accordance with 5 CCR 14039, including the estimated costs of maintenance, repair, restoration, and refurbishment of non-classroom space school facilities or grounds

However, capital direct costs shall not be charged to organizations retained by the district or school to provide instruction or instructional activities to students during school hours or for classroom-based programs that operate after school hours, including, but not limited to, after-school, tutoring, and child care programs. (5 CCR 14037)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

2. Operational direct costs calculated in accordance with 5 CCR 14040, including estimated costs of supplies, utilities, janitorial services, other services of district employees and/or contracted workers, and salaries and benefits paid to district employees directly associated with the administration of the Civic Center Act to operate and maintain school facilities and grounds

Direct cost fees shall not be discounted to any group or organization except when the discount is specifically authorized in the adopted fee schedule. (5 CCR 14041)

Groups shall be charged fair rental value when using school facilities or grounds for entertainment or meetings where admission is charged or contributions solicited and net receipts are not to be expended for charitable purposes or for the welfare of the district's students. (Education Code 38134)

Expending Funds Collected as Capital Direct Costs



Any funds collected as capital direct costs shall be deposited into a special fund to be used only for capital maintenance, repair, restoration, and refurbishment of school facilities and grounds. (5 CCR 14042) Legal Reference:

EDUCATION CODE

10900-10914.5 Community recreation programs

32282 School safety plan

37220 School holidays

38130-38138 Civic Center Act, use of school property for public purposes

BUSINESS AND PROFESSIONS CODE

25608 Alcoholic beverage on school premises

GOVERNMENT CODE

54950-54963 The Ralph M. Brown Act

MILITARY AND VETERANS CODE

1800 Definitions

CODE OF REGULATIONS, TITLE 5

14037-14042 Proportionate direct costs for use of school facilities and grounds

UNITED STATES CODE, TITLE 20

7905 Equal access to public school facilities

COURT DECISIONS

Good News Club v. Milford Central School, (2001) 533 U.S. 98

Lamb's Chapel v. Center Moriches Union Free School District, (1993) 508 U.S. 384

Cole v. Richardson, (1972) 405 U.S. 676

Connell v. Higgenbotham, (1971) 403 U.S. 207

ACLU v. Board of Education of Los Angeles, (1961) 55 Cal .2d 167

Ellis v. Board of Education, (1945) 27 Cal.2d 322

ATTORNEY GENERAL OPINIONS

82 Ops.Cal.Atty.Gen. 90 (1999)



79 Ops.Cal.Atty.Gen. 248 (1996)

Management Resources:

CSBA PUBLICATIONS

Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, February 2010

Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov> Policy

DELANO JOINT UNION HIGH SCHOOL DISTRICT

adopted: November 18, 2014 Delano, California



School Suspension, Expulsion and Mandatory Expulsion Guidelines

BP 5144.1 Students | Suspension And Expulsion/Due Process

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

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

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

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

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

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

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

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

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades 9-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 1020 - Youth Services)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)



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

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

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

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

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

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

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

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

Authority to Expel

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

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

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4



6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades 9-12" and "Additional Grounds for Suspension and Expulsion: Grades 9-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e)) 1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in a public session.

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

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

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918) (cf. 5119 - Students Expelled from Other Districts)

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

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

233 Hate violence



1981-1981.5 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (regarding suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-48666 Community day schools

48853.5 Foster youth

48900-48927 Suspension and expulsion

48950 Speech and other communication

48980 Parental notifications 49073-

49079 Privacy of student records

52060-52077 Local control and accountability plan

CIVIL CODE

47 Privileged communication

48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt 54950-

54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia 11053-

11058 Standards and schedules



LABOR CODE

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

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

417.27 Laser pointers

422.55 Hate crime defined

422.6 Interference with exercise of civil rights

422.7 Aggravating factors for punishment

422.75 Enhanced penalties for hate crimes

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors, or stun guns

868.5 Supporting person; attendance during testimony of witness



WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

1415(K) Placement in alternative educational setting

7151 Gun-free schools

UNITED STATES CODE, TITLE 42

11432-11435 Education of homeless children and youths

COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321

Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182 John

A. v. San Bernardino School District (1982) 33 Cal. 3d 301

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84 Ops.Cal.Atty.Gen. 146 (2001)

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Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

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



WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-datasummary.pdf>

U.S. Department of Education, Office of Safe and Drug-Free Schools: <http://www.ed.gov/about/offices/list/osdfs>

Policy DELANO JOINT UNION HIGH SCHOOL DISTRICT

AR 5144.1 Students | Suspension And Expulsion/Due Process

Definitions

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

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

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

Notice of Regulations

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

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)



Grounds for Suspension and Expulsion: Grades 9-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in 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 such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))

(cf. 5131.62 - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(l))



12. Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

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

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

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 9-12," that has any of the effects described above on a reasonable student.

Electronic act means the creation or transmission of a communication originated on or off school site, 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. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 6163.4 - Student Use of Technology)



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

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

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

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

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

Additional Grounds for Suspension and Expulsion: Grades 9-12

Any student in grades 9-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying 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. 5131.4 - Student Disturbances)

A student in grades 9-12 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

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

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

(cf. 5145.7 - Sexual Harassment)

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

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

(cf. 5145.9 - Hate-Motivated Behavior)

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

(cf. 5145.3 - Nondiscrimination/Harassment)



Suspension from Class by a Teacher

A teacher may suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades 9-12" above. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. (Education Code 48910)

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

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

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

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

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades 9-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, 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)



Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912) (cf. 6184 - Continuation Education)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the available 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 Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and 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 a case, the conference shall 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. 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. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school.

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

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for



the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (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, provided the following requirements are followed: (Education Code 48911)

a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

b. 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)

c. 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)

(cf. 6173.1 - Education for Foster Youth)

d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

(cf. 6173 - Education for Homeless Children)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct 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 under "Grounds for Suspension and Expulsion: Grades 9-12" and "Additional Grounds for Suspension and Expulsion: Grades 9-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

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

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice.



However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification may be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

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

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, 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 Penal Code 240 and 242, 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)

Student's Right to Expulsion Hearing



Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

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

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

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of

Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

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

Stipulated Expulsion

After a determination that a student has committed an expellable offense, the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board.

Rights of Complaining Witness

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

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, 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 expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

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

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

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

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

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

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)



Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether 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 also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to 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 and complete written transcription of the proceedings can be made. (Education Code 48918(g))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 19851985.2 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: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades 9-12" and "Additional Grounds for Suspension and Expulsion: Grades 9-12" above. (Education Code 48918(h))

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



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

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
- a. Any complaining witness shall be given five days' notice before being called to testify.
 - b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during 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: The Board's decision as to 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. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

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

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any 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 summer session



or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

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

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

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

Written Notice to Expel

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

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades 9-12" or "Additional Grounds for Suspension and Expulsion: Grades 9-12" (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 (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

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

The suspension of the enforcement of an expulsion shall be governed by the following:



1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades 9-12" or "Additional Grounds for Suspension and Expulsion: Grades 9-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

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

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

Notification to Law Enforcement Authorities

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

The principal or designee 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 regarding the possession, sale, or furnishing of firearms,



explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate 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)

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

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

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades 9-12" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 9-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

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

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the 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.
2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.



4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and 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 court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

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

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

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

(cf. 5119 - Students Expelled from Other Districts)

Regulation DELANO JOINT UNION HIGH SCHOOL DISTRICT approved:

April 14, 2015 Delano, California

AR 5144.2 Students | Suspension And Expulsion/Due Process (Students With Disabilities)

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation. (cf. 5144.1 - Suspension and Expulsion/Due Process)

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.



(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year.
 - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the

student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

(cf. 3541.2 - Transportation for Students with Disabilities)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)



On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the

goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

(cf. 5145.6 - Parental Notifications)

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

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)



The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

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

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities



Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

(cf. 5131.7 - Weapons and Dangerous Instruments)

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.

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

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Legal Reference:



EDUCATION CODE

35146 Closed sessions re: suspensions

35291 Rules of governing board

48203 Reports of severance of attendance of disabled students

48900-48925 Suspension and expulsion

49076 Access to student records

56000 Special education; legislative findings and declarations

56320 Educational needs; requirements

56321 Development or revision of individualized education program

56329 Independent educational assessment

56340-56347 Individualized education program teams

56505 State hearing

PENAL CODE

245 Assault with deadly weapon

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act

626.10 Dirks, daggers, knives, razors, or stun guns

UNITED STATES CODE, TITLE 18

930 Weapons

1365 Serious bodily injury

UNITED STATES CODE, TITLE 20

1412 State eligibility

1415 Procedural safeguards

UNITED STATES CODE, TITLE 21

812 Controlled substances

UNITED STATES CODE, TITLE 29



706 Definitions

794 Rehabilitation Act of 1973, Section 504

CODE OF FEDERAL REGULATIONS, TITLE 34

104.35 Evaluation and placement

104.36 Procedural safeguards

300.1-300.818 Assistance to states for the education of students with disabilities, especially:

300.530-300.537 Discipline procedures

COURT DECISIONS

Schaffer v. Weast, (2005) 546 U.S. 549

Parents of Student W. v. Puyallup School District, (1994 9th Cir.) 31 F.3d 1489

M.P. v. Governing Board of Grossmont Union High School District, (1994) 858 F.Supp. 1044

Honig v. Doe, (1988) 484 U.S. 305

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845 WEB

SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs: <http://www.ed.gov/about/offices/list/osep>

Regulation DELANO JOINT UNIFIED HIGH SCHOOL DISTRICT

approved: July 17, 2012 Delano, California adopted: April 14, 2015 Delano, California



Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

SSA Date on Aeries Teacher Portal informs the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts.

A Dot Code is used on the attendance verification sheets when inserting information pertaining to possibly dangerous students on campus.

A dot will appear on the “white” verification attendance sheet “which indicates a violation of Ed. Code Section 48900...” based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency...”

A report is generated for S-Codes on a weekly or bi-weekly basis to keep accurate information up to date.

The report is kept in a binder at all times and available to teachers to follow up for more information on the student. This report indicates the violation in question and further details pertaining to the student. (A student’s Discipline file is available for teachers to review if needed in the Student Discipline and Safety Office.)



BP 5145.7 Students | Sexual Harassment

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

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

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

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

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

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

(cf. 1312.3 - Uniform Complaint Procedures)

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

Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance



3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable

Disciplinary Actions

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

(cf. 5144 - Discipline)

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

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

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

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

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

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

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. (cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE



200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX, discrimination

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.71 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567



Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

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

Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Sexual Violence, April 4, 2011

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy DELANO JOINT UNION HIGH SCHOOL DISTRICT adopted: December 9, 2014

Delano, California

AR 5145.7 Students | Sexual Harassment



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

1720 Norwalk Street

Delano, CA 93215

(661) 720-4125

(cf. 1312.3 - Uniform Complaint Procedures)

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

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity. (cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

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

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

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation



4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion

Reporting Process and Complaint Investigation and Resolution

Any student who believes that he/she has been subjected to sexual harassment or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted the Superintendent or designee.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

When a report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures.

If a complaint of sexual harassment is initially submitted to the principal, he/she shall, within two school days, forward the report to the compliance officer to initiate investigation of the complaint. The compliance officer shall contact the complainant and investigate and resolve the complaint in accordance with law and district procedures specified in AR 1312.3.

Confidentiality

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

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



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

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

(cf. 5125 - Student Records)

Response Pending Investigation

When an incident of sexual harassment is reported, the principal or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. Such measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy. The school should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

Notifications

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

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

(cf. 5145.6 - Parental Notifications)

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

(cf. 1113 - District and School Web Sites)

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
5. Be included in the student handbook
6. Be provided to employees and employee organizations

Regulation DELANO JOINT UNION HIGH SCHOOL DISTRICT



approved: December 9, 2014 Delano, California

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

BP 5132 Students | Dress And Grooming

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

(cf. 4119.22 - Dress and Grooming)

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

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

Uniforms



In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

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

Legal Reference:

EDUCATION CODE

35183 School dress codes; uniforms

35183.5 Sun-protective clothing

35294.1 School safety plans

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

CODE OF REGULATIONS, TITLE 5

302 Pupils to be neat and clean on entering school

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

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

Marvin H. Jeglin et al v. San Jacinto Unified School District et al 827 F.Supp. 1459 (C.D. Cal.1993) Policy DELANO JOINT

UNION HIGH SCHOOL DISTRICT adopted: February 11, 1997 Delano, California



