

# ***Palm Crest Elementary School***

## ***PCR Comprehensive School Safety Plan***

***2017-2018***

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## **1. Summary of Changes**

### **Updates and revisions:**

- Section 2: School Site Council Assurances Page: Updated with New Personnel
- Section 3: LCUSD School Crime Report: Updated
- Section 5: Disaster Procedures: Updated Drill Schedule
- Section 5: Disaster Procedures: Updated Buddy Class
- Section 5: Disaster Procedures: Updated Organizational Chart
- Section 5: Disaster Procedures: Updated Color Groups
- Section 5: Disaster Procedures: Updated Personnel List
- Section 5: Disaster Procedures: Updated Emergency Attendance Form
- Section 5: Disaster Procedures: Updated List of Safety Rooms
- Section 6: LCUSD Suspension Data Form: Updated
- Section 11: Safe School Environment: Updated Developmental Asset Schedule

### **Additions:**

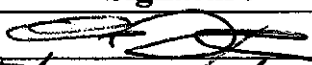
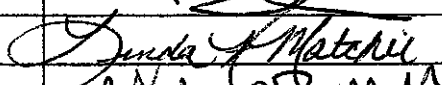

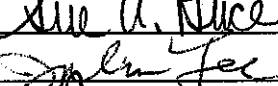
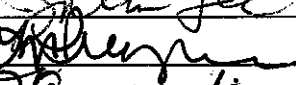
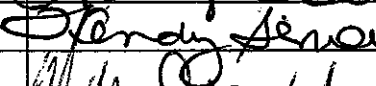

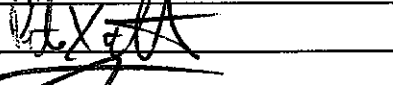

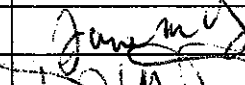
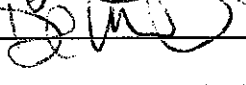
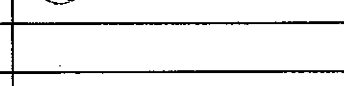
- Section 11: Safe School Environment: Developmental Assets/Anti-Bullying/Self-Esteem Classroom Lessons
- Section 11: Safe School Environment: MPR Lunch Program
- Section 11: Safe School Environment: MPR Capacity
- Section 11: Safe School Environment: Class Dojo
- Section 11: Safe School Environment: Cool Tools Program
- Section 11: Safe School Environment: School Incident Report Form
- Section 11: Safe School Environment: Cool Tools Form
- Section 12: Policies and Procedures: Board Policies
- Section 12: Policies and Procedures: Administrative Regulations

## 2. Assurances

### Palm Crest Elementary School Comprehensive School Safety Plan 2017-2018

The undersigned assure that the School Safety Plan includes the following elements:

- An assessment of the current status of school or school-related crimes
- Child abuse reporting procedures
- Disaster procedures, routine, and emergency
- Policies related to suspension, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion
- Procedures regarding teacher notification of dangerous students pursuant to EC 49079
- Sexual harassment policy pursuant to EC 212.5
- Provisions of any school wide dress code, established pursuant to EC 35183
- Procedures for safe ingress and egress to and from school
- A safe and orderly environment conducive to learning
- Rules and procedures on school discipline adopted pursuant to EC 35291 and 35291.5
- Hate crime reporting procedures pursuant to Chapter 1.2 of Title 15 of the Penal Code
- The plan was reviewed by members of the School Site Council pursuant to EC 52012
- The La Canada Public Safety Coordinator, the PTA Disaster Preparedness Volunteer, the LCTA representative, the CSEA representative, and this year's Safety Committee staff members and LCAP committee members were invited to review the plan.

| Position                              | Name                | Signature  |
|---------------------------------------|---------------------|--|
| Principal                             | Karen Hurley        |  |
| Counselor                             | Linda Matchie       |  |
| Secretary                             | Kerry Russell       |  |
| Health Clerk                          | Sue Price           |  |
| Upper Grade Teacher                   | Julia Lee           |  |
| 2/3 Grade Teacher                     | Leslie Provenzano   |  |
| Primary Grade Teacher                 | Wendy Senour        |  |
| Parent/ School Site Council President | Elizabeth Landswick |  |
| Parent                                | Peter Xayspareuth   |  |
| City of La Canada Flintridge          | Peter Castro        |  |
| LCTA Representative                   | Jane Chang          |  |
| CSEA Representative                   | Dina Loftus         |  |
|                                       |                     |  |
|                                       |                     |  |
|                                       |                     |  |
|                                       |                     |  |

### **3. Assessment of current status of school crime:**

PCR documents crimes committed on the school campus or at school-related functions on-site. If applicable, reports are sent to the Sheriff and LCUSD's Maintenance Office. To follow is an overview of crimes committed on campus.

[illegible]

#### **4. Child abuse reporting procedures:**

Child abuse reporting procedures are made pursuant to PC 11164 et. Seq. All district employees sign a district form indicating their awareness and responsibilities to report any suspected child abuse observations and notifying appropriate authorities. Additionally, employees are given a handbook clarifying their obligations.

In the beginning of the school year, all classroom teachers and school staff are given an online training by the California Department of Social Services through the following link <http://www.mandatedreporter.ca.com/>. During this training, the responsibilities of a mandated reporter are reviewed. At the end of the training, a test is given to each employee.

When a report is made, site forms are kept in a confidential file in the PCR office. At the end of each year a report is filed regarding grade level and category of abuse. The information is then forwarded to the District Office where it is combined with reports from other district school sites and then filed with the LACOE.

See Board Policy BP 5141.4 to follow.

## **5. Disaster procedures, routine, and emergency:**

PCR, in combination with staff and parents, has a comprehensive site disaster plan, which is revised and updated annually. Additionally, there are numerous emergency supplies that are kept locked in the disaster bin. These include first aid supplies, emergency water and short term food items, tools for the sweep and security teams, tent canopies, sanitation supplies, etc.

There are monthly scheduled school evacuation drills, including at least one full mock disaster drill per year. Staff and parents break into teams, practice their assigned duties, then review and revise the plan as needed. PTA has taken a major portion of the responsibility for maintaining and increasing the purchasing of disaster supplies.

See site disaster plan and schedule of disaster drills to follow.

# **Palm Crest Elementary School**

## **Fire/Disaster Drills**

### **2016-2017**

|                    |                 |   |
|--------------------|-----------------|---|
| <b>August 25</b>   | <b>9:45 AM</b>  | <b>Fire Drill</b>                                       |
| <b>September 9</b> | <b>9:45 AM</b>  | <b>Lockdown Drill</b>                                   |
| <b>October 20</b>  | <b>10:20 AM</b> | <b>Full-Scale Earthquake Drill--California Shakeout</b> |
| <b>November 5</b>  | <b>9:45 AM</b>  | <b>Lockdown Drill</b>                                   |
| <b>December 14</b> | <b>9:45 AM</b>  | <b>Fire Drill</b>                                       |
| <b>January 20</b>  | <b>2:30 PM</b>  | <b>Fire Drill</b>                                       |
| <b>February 10</b> | <b>12:15 PM</b> | <b>Lockdown Drill</b>                                   |
| <b>March 9</b>     | <b>1:30 PM</b>  | <b>Lockdown Drill</b>                                   |
| <b>April 7</b>     | <b>1:30 PM</b>  | <b>Fire Drill</b>                                       |
| <b>May 10</b>      | <b>11:45 AM</b> | <b>Lockdown</b>   |



### **BUDDY CLASSES 2016-17**

#### **FIRST GRADE**

HARTER  
HORNE  
PATTERSON  
SENOUR

#### **SECOND GRADE**

HAMRICK-MORAVEC  
LEE  
BEYERS

#### **SIXTH GRADE**

CHANG HUR  
BEDELL-AU

#### **SIXTH GRADE**

OKLAND  
HEALEY

#### **FIFTH GRADE**

HARTMAN  
HU  
TSAI  
ROBERTS

#### **THIRD GRADE**

MCDANIEL  
PROVENZANO  
CAIRE  
MIZAH

#### **FOURTH GRADE**

LEE HWANG  
BERDAHL  
WALSH

#### **SECOND GRADE**

GASKA  
AM – SALMI – TWO BUDDIES

#### **KINDERGARTEN**

PM – BRAR  
PM – SALMI – TWO BUDDIES

#### **KINDERGARTEN**

AM – RANJBAR – TWO BUDDIES  
AM – SALMI – TWO BUDDIES  
PM – SALMI – TWO BUDDIES  
AM -- RANJBAR – TWO BUDDIES

In the event of a fast moving forest fire or mudslide, a "Shelter in Place" may be called. In this case, the "bungalow" classes (upper campus) will join their "buddy" class on the lower campus. The procedure is similar to a "lockdown" but classrooms do not need to be locked. The rooms on the lower campus will email "pcrstaff" to notify the office that students in both classes are all present. In the event of a locked classroom, classes are to proceed to the MPR. PE classes are to proceed to the MPR.

# PALM CREST DISASTER ORGANIZATIONAL CHART

## 2016-2017

| Operations  |  | Logistics  | Planning/Intelligence  |
|---|--|--|--|
| Search & Rescue                                       | Student Supervision                                  | Logistics Coordinator  | Incident Commander   |
| 1. Jeanine Bentz                                      | <b>Blue Group (A-D)</b>                              | 1. Christina Okland <i>*supply bin and student helper leader</i> | 1. Dina Loftus/Linda Matchie/<br>Kerry Russell<br>Karen Hurley & Beth Mumper<br><i>*table set up on blacktop</i> |
| 2. Kim Hardash  | 1. Wendy Senour (Lead)                               |  |  |
| 3. Raissa Choi  | 2. Kelly Hu  | <b>Building Engineer</b>   |  |
| 4. Kerri Walsh  | 3. Meredith Beyer                                    | Campus Safety  |  |
| 5. Chris Rizzo  | 4. Jeanette Arellano                                 | 1. Abel Torres <i>* Lead</i>                                     |  |
| 6. Katie Roberts                                      | 5. Terese Caire                                      | 2. Alfonso   |  |
| 7. Eric Sun   |  | 3. Tony Villavicencio  |  |
| 8. Victor Castano                                     |  |  |  |
| 9. Brandon Norman                                     | <b>White Group (E-K)</b>                             |  |  |
| 10. Lauren Cuilla                                     | 1. Jane Chang (Lead)                                 |  |  |
|   | 2. Julia Lee   |  |  |
| <b>Search &amp; Rescue Chief</b>                      | 3. Rachel Harter                                     |  |  |
| 1. Debbie Au <i>*bin door</i>                         | 4. Joan Patterson                                    |  |  |
| 2. Lara Berdahl                                       | 5. Kathleen Salmi                                    |  |  |
|   | 6. Marissa Reynaga                                   |  |  |
|   |  |  |  |
|   | <b>Orange Group (L-P)</b>                            |  |  |
|   | 1. Grace Lee (Lead)                                  |  |  |
|   | 2. Linda Hamrick                                     | <b>Unassigned Staff &amp; Volunteers</b>                         |  |
|   | 3. Kristin McDaniel                                  | Check in @ Command Post  |  |
| <b>First Aid Lead</b>                                 | 4. Marie Harbabikian                                 | Jennifer Logan, Amani<br>Krischel, Barbara Pahk                  |  |
| Sue Price/Chris Henry                                 | 5. Camilla Hartman<br>(Becca McLarty)                | All Para 2s not assigned to<br>students                          |  |
|   | 6. Ravi Brar   | Katherine Hurley   |  |
|   | 7. Melinda Lima                                      | Caroline Vartan  |  |
| <b>Medical Team</b>                                   | <b>Gray Group (Q-Z)</b>                              |  |  |
| 1. Leslie Provenzano                                  | 1. Judi Healey (Lead)                                |  |  |
| 2. Mariana Valderhaug                                 | 2. Susanne Horne                                     |  |  |
| 4. Tonya Mizrahi                                      | 3. Elizabeth Ranjbar                                 |  |  |
| 5. Linda Matchie -- if released<br>from command table | 4. Puja Gaska  |  |  |
|   |  |  |  |
| <b>Psych Response</b>                                 | <b>Dark Blue Group<br/>(Rm 23 &amp; 19 students)</b> |  |  |
| Lori Geuvjehizian                                     | 1. Odessa Esquivel (Lead)                            |  |  |
| Kristen Angelica                                      | All Para II in Rm 19                                 |  |  |

Color group breakdown of students for 2016-17

**PALM CREST DISASTER FAMILY PLAN**

|                 |         |
|-----------------|---------|
| BLUE GROUP      | A – D   |
| WHITE GROUP     | E – K   |
| ORANGE GROUP    | L – P   |
| GRAY GROUP      | Q – Z   |
| DARK BLUE GROUP | RM – 19 |

**EMERGENCY DISASTER CHECK-IN  
2016-2017**

|                                 |                    |                    |                     |
|---------------------------------|--------------------|--------------------|---------------------|
| <b><u>KINDERGARTEN</u></b>      |                    |                    |                     |
| <b><u>NAME</u></b>              | <b><u>ROOM</u></b> | <b><u>FORM</u></b> | <b><u>NOTES</u></b> |
| Elizabeth Ranjbar (La Joice)    | 17                 |                    |                     |
| Kathleen Salmi                  | 18                 |                    |                     |
| Salmi/Ranjbar PM                | 17                 |                    |                     |
| Ravi Brar PM                    | 17                 |                    |                     |
|                                 |                    |                    |                     |
| <b><u>FIRST GRADE</u></b>       |                    |                    |                     |
| Rachel Harter                   | 13                 |                    |                     |
| Susanne Horne                   | 14                 |                    |                     |
| Joan Patterson                  | 15                 |                    |                     |
| Wendy Senour                    | 16                 |                    |                     |
|                                 |                    |                    |                     |
| <b><u>SECOND GRADE</u></b>      |                    |                    |                     |
| Grace Lee                       | 9                  |                    |                     |
| Meredith Beyer                  | 10                 |                    |                     |
| Puja Gaska                      | 11                 |                    |                     |
| Linda Hamrick-Moravec           | 12                 |                    |                     |
|                                 |                    |                    |                     |
| <b><u>THIRD GRADE</u></b>       |                    |                    |                     |
| Terese Caire                    | 20                 |                    |                     |
| Kristin McDaniel                | 26                 |                    |                     |
| Leslie Provenzano               | 27                 |                    |                     |
| Tonya Mizrahi                   | 28                 |                    |                     |
|                                 |                    |                    |                     |
| <b><u>FOURTH GRADE</u></b>      |                    |                    |                     |
| Kerri Walsh                     | 30                 |                    |                     |
| Lara Berdahl                    | 31                 |                    |                     |
| Julia Lee Hwang                 | 33                 |                    |                     |
|                                 |                    |                    |                     |
| <b><u>FIFTH GRADE</u></b>       |                    |                    |                     |
| Amy Tsai (Kim Hardash)          | 1                  |                    |                     |
| Kelly Hu                        | 2                  |                    |                     |
| Camilla Hartman (Becca McLarty) | 3                  |                    |                     |
| Katy Roberts                    | 4                  |                    |                     |
|                                 |                    |                    |                     |
| <b><u>SIXTH GRADE</u></b>       |                    |                    |                     |
| Judi Healey                     | 5                  |                    |                     |
| Debbie Bedell-Au                | 6                  |                    |                     |
| Jane Chang Hur                  | 7                  |                    |                     |
| Christina Okland                | 8                  |                    |                     |
|                                 |                    |                    |                     |
| <b><u>SPECIAL EDUCATION</u></b> |                    |                    |                     |
| Odessa Esquivel                 | 19                 |                    |                     |
| Lauren Ciulla                   | 32                 |                    |                     |
| Mariana Valderhaug K-3          | 21                 |                    |                     |
|                                 |                    |                    |                     |
| <b><u>CEC</u></b>               |                    |                    |                     |

**EMERGENCY DISASTER CHECK-IN PCR STAFF  
2016-2017**

| <b>TEACHERS</b>           | <b>TITLE</b>             | <b>FORM</b> | <b>NOTES</b> |
|---------------------------|--------------------------|-------------|--------------|
| Angelica, Kristen         | Speech                   |             |              |
| Bentz, Jeanine            | Computer Lab             |             |              |
| Choi, Raissa              | Art Room 22              |             |              |
| Fike, Katelyn             | Drama                    |             |              |
| Freidman, Judy            | PT Room 4                |             |              |
| Geuvjehizian, Lori        | School Psy – Library (B) |             |              |
| Gregg, Hilary             | GATE Rm 24               |             |              |
| Pieri, Erika              | Reading Room 24          |             |              |
| Hurley, Karen             | Principal                |             |              |
| Hurley, Katherine         | Spanish Room 24          |             |              |
| Krischel, Amani           | ELL Room 04              |             |              |
| Matchie, Linda            | Counselor                |             |              |
| Pahk, Barbara             | Librarian                |             |              |
| Prehn, Tracy              | OT Room 34               |             |              |
| Voelker, Jessica          | OT Room 34               |             |              |
| Jennifer Logan            | Music Room 25            |             |              |
|                           |                          |             |              |
|                           |                          |             |              |
| <b>INSTRUMENTAL MUSIC</b> |                          |             |              |
| Barrett, Stephainie Doell | Room 25                  |             |              |
| Davis, Michael            |                          |             |              |
| Munday, Jennifer          |                          |             |              |
| Tegmeyer, John            |                          |             |              |
|                           |                          |             |              |
|                           |                          |             |              |
| <b>OFFICE STAFF</b>       |                          |             |              |
| Henry, Chris              | District Nurse           |             |              |
| Price, Sue                | Health Clerk             |             |              |
| Russell, Kerry            | Secretary                |             |              |
| Vartan, Caroline          | Attendance               |             |              |
|                           |                          |             |              |
|                           |                          |             |              |
| <b>CUSTODIANS</b>         |                          |             |              |
| Ruiz, Alfonso             |                          |             |              |
| Torres, Abel              |                          |             |              |
| Villavicencio, Antonio    |                          |             |              |
|                           |                          |             |              |
|                           |                          |             |              |
| <b>FOOD SERVICES</b>      |                          |             |              |
| Lattouf, Soha             |                          |             |              |
| Tatarian, Liousi          |                          |             |              |
|                           |                          |             |              |
|                           |                          |             |              |
| <b>PARAPROFESSIONAL I</b> |                          |             |              |
| Arellano, Janette         | Kinder                   |             |              |
| Blackwell, Jamal          |                          |             |              |
| Cabrerra, Violet          |                          |             |              |
| Ghambari, Adrienne        | Kinder                   |             |              |
| Lima, Melinda             | Kinder                   |             |              |
| Norman, Brandon           |                          |             |              |
| Rabe, Jacqueline          |                          |             |              |
| Rey, Marissa              | Kinder                   |             |              |
| Sun, Eric                 |                          |             |              |

| <b>PARAPROFESSIONAL II</b> | <b>TITLE</b>  | <b>FORM</b> | <b>NOTES</b> |
|----------------------------|---------------|-------------|--------------|
| Borjas, Madeline (Maddie)  |               |             |              |
| P.J. Fink                  |               |             |              |
| Harbabikian, Marie         |               |             |              |
| Harnden, Sheri             |               |             |              |
| Hatter, Nash               |               |             |              |
| Johnston, Laura            |               |             |              |
| Lamb, David                |               |             |              |
| Loftus, Dina               |               |             |              |
| Ly, Sanna                  |               |             |              |
| Mumper, Beth               |               |             |              |
| Neubrand, Jill             |               |             |              |
| Nobles, Chris              |               |             |              |
| Oliver, Jill               |               |             |              |
| Ovaspian, Armineh          |               |             |              |
| Perez, Lizbeth             |               |             |              |
| Reyes, Jessica             |               |             |              |
| Rivera, Mryna (Raquel)     |               |             |              |
| Sanders, Karen             |               |             |              |
| Sarabria, Pilar            |               |             |              |
| Villareal, Juanita         |               |             |              |
| <b>CEC</b>                 |               |             |              |
| Laura Navarette            | Site Director |             |              |
| Gina Lopez                 |               |             |              |
| Clara Ghottas              | PM staff      |             |              |
| Blanca Jimenez             |               |             |              |
| Silvia Cordova             |               |             |              |
| Stephanie Rosas            |               |             |              |
| Garine Kiroian             |               |             |              |

EMERGENCY DISASTER ATTENDANCE FORM

ROOM #

Teacher: \_\_\_\_\_ Number of students attending class today: \_\_\_\_\_

List Absent Students: \_\_\_\_\_

Are all the students who attended class before the disaster accounted for and with you now? \_\_\_\_ Yes \_\_\_\_ No

If no, please fill in below.

Number of students missing from my class line: \_\_\_\_\_

**\*\*Location of missing students:** OFFICE COMPUTER LIBRARY RSP MPR ART MUSIC SPANISH GATE

Number of students injured and left in room: \_\_\_\_\_ Please list their name(s)

\_\_\_\_\_

Number of students whereabouts unknown: \_\_\_\_\_ Please list their name(s)

\_\_\_\_\_

Additional information helpful to Search & Rescue and/or First Aid

\_\_\_\_\_

\_\_\_\_\_

EMERGENCY DISASTER ATTENDANCE FORM

ROOM #

Teacher: \_\_\_\_\_ Number of students attending class today: \_\_\_\_\_

List Absent Students: \_\_\_\_\_

Are all the students who attended class before the disaster accounted for and with you now? \_\_\_\_ Yes \_\_\_\_ No

If no, please fill in below.

Number of students missing from my class line: \_\_\_\_\_

**\*\*Location of missing students:** OFFICE COMPUTER LIBRARY RSP MPR ART MUSIC SPANISH GATE

Number of students injured and left in room: \_\_\_\_\_ Please list their name(s)

\_\_\_\_\_

Number of students whereabouts unknown: \_\_\_\_\_ Please list their name(s)

\_\_\_\_\_

Additional information helpful to Search & Rescue and/or First Aid

\_\_\_\_\_

\_\_\_\_\_

# Safety Rooms at PCR

The following rooms are safety rooms at PCR.

These rooms are programed to be unlocked during the day: 8:00 AM – 3:30 PM

The room numbers on the doors of these rooms have been painted ■ indicating that they safety rooms. The new rooms that have been added this year still need their numbers painted green and room 32 needs to be painted a cream color since it is no longer a safety room.

Rooms:

1, 2, 3, ■ 5, 6, 7, 8

20, ■, 24, 26, 27, 28, 30, 31, ■ (not room ■)

Rooms highlighted in green were rooms that were added this year – 2016-2017.

Room highlighted in red, is no longer a safety room for 2016-2017.



**6. Policies related to suspension, expulsion or mandatory expulsion, and other school-designated serious acts which would lead to suspension or expulsion:**

The district Governing Board has established policies and standards of behavior in order to promote learning and the safety and well-being of all students as reflected in the Policy Handbook BP 5144.1 (a) and 5144.1 (b). Grounds for suspension and expulsion and procedures for considering, recommending, and/or implementing suspension and expulsion are specified in the administration regulation AR 5144.1 (a) (b) and (c).

At the beginning of every school year, each student and parent is given a copy of the PCR Student Handbook that details the discipline policy and list of school rules, including grounds for suspension and expulsion. Teachers are also given copies of the handbook and encouraged to cover the information with their students. Additionally, in September of every year, the principal conducts grade-level assemblies to review the school rules and discipline policies.

See Board Policy BP 5144.1 and Administrative Regulation AR 5144.1 and 5144.2 to follow.

| <b>Suspension Data</b><br><b>Pan Creek Elementary</b><br><b>Grades K-6 48300</b>   | <b>2012</b> | <b>2013</b> | <b>2014</b> | <b>2015</b> | <b>2016</b> | <b>2017</b> |
|--|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>Total Number of suspendable incidents for each school year:</b>   | <b>6</b>    | <b>5</b>    | <b>6</b>    | <b>0</b>    | <b>1</b>    |             |
| <b>Pupil who is the subject of Code violation(s) that makes each suspendable incident per year:</b>  |             |             |             |             |             |             |
| <b>(A-1) Caused, attempted to cause, or threatened to cause physical injury to another person.</b>   | <b>5</b>    | <b>4</b>    | <b>2</b>    |             | <b>1</b>    |             |
| <b>(A-2) Willfully used force or violence upon the other person of another, except in self-defense.</b>  |             |             |             |             |             |             |
| <b>(B) 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 pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.</b>  |             |             |             |             |             |             |
| <b>(C) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.</b>   |             |             |             |             |             |             |
| <b>(D) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.</b> |             |             |             |             |             |             |
| <b>(E) Committed or attempted to commit robbery or extortion.</b>  |             |             |             |             |             |             |
| <b>(F) Caused or attempted to cause damage to school property or private property.</b>   |             |             |             |             |             |             |
| <b>(G) Stolen or attempted to steal school property or private property.</b>   |             |             |             |             |             |             |
| <b>(H) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.</b>  |             |             |             |             |             |             |
| <b>(I) Committed an obscene act or engaged in habitual profanity or vulgarity.</b>   |             |             | <b>2</b>    |             |             |             |
| <b>(J) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.</b>  |             |             |             |             |             |             |
| <b>(K) Alone Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in their performance of their duties.</b>   |             | <b>1</b>    | <b>2</b>    |             |             |             |
| <b>(K) Combined with other codes</b>   |             | <b>1</b>    | <b>1</b>    |             |             |             |
| <b>(K) Total</b>   |             |             | <b>3</b>    |             |             |             |

|  |   |  |  |  |  |  |
|--|---|--|--|--|--|--|
| (L) Knowingly received stolen school property or private property.   |   |  |  |  |  |  |
| (M) Possessed an imitation firearm. As used in this section, "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. |   |  |  |  |  |  |
| (N) Committed or attempted to commit a sexual assault.   |   |  |  |  |  |  |
| (O) Harassed, threatened, or intimidated a pupil who is a complaining witness.   |   |  |  |  |  |  |
| (P) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.  |   |  |  |  |  |  |
| (Q) Engaged in, or attempted to engage in, hazing.   |   |  |  |  |  |  |
| (R) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.                                 |   |  |  |  |  |  |
| (S) Aids or abets the infliction or attempted infliction of physical injury to another person  |   |  |  |  |  |  |
| (0.2) Engaged in Sexual Harassment.  |   |  |  |  |  |  |
| (0.3) Engaged in hate violence.  |   |  |  |  |  |  |
| (0.4) Engaged in harassment, threats, or intimidation.   | 1 |  |  |  |  |  |
| (0.7) A pupil making a terrorist threat against school officials or school property or both.   |   |  |  |  |  |  |

**7. Notification of teachers pursuant to EC 49079.**

The school office maintains a file on all students who have been suspended or expelled. Teachers are promptly informed of any student in which such disciplinary action was necessary. At the beginning of the year, teachers are also informed of students who have been suspended or expelled the previous three school years (EC 48900).

See Education Code EC 49079 to follow.

#### **8. Sexual Harassment policy (EC 212.5).**

The district Governing Board has established policies and standards of behavior regarding sexual harassment and is cited in the Policy Handbook (BP 4119.1, 4219.11, 4319.11). The policy is posted in the school office, and employees are required to sign a statement indicating their awareness and responsibilities. Students and parents also receive the information in the PCR Student Handbook. Additionally, all students attend the beginning of the year assembly which reviews the school rules and includes information related to the harassment policy. Sixth graders review the policy also during their bullying prevention skills lessons.

See Education Code EC 212.5, Board Policy BP 4119.11, Administrative Regulation AR 5145.7 to follow.

**9. School wide dress code provisions (EC 35183):**

School dress code for "safe and appropriate attire" is outlined in the PCR Student Handbook that is given to all students at the beginning of the school year.

See Education Code EC 35183 to follow.

#### **10. Safe ingress and egress of pupils, parents, and school employees to and from school:**

This year to date there are no reported injuries to students in the process of arriving to or departing from school.

Campus security provides daily supervision when arriving on campus at 7:55 a.m. and 9:10 a.m., and a teacher as well as paraprofessionals supervise students on the playground until they transition into the classrooms. Parents are informed of safe arrival and dismissal procedures with posted signs and reminders throughout the year in the weekly e-mailed newsletter or school websites. The city of La Cañada also provides one walking guard who is present during school arrival and dismissal periods. Officers from the local police department periodically station themselves near campus before and after school to help enforce traffic and other safety laws.

Additionally, reported incidents of a suspicious nature that involve strangers loitering around the school area are responded to promptly. Campus Security has the responsibility of monitoring areas directly surrounding the campus when such a report is made. More substantial reports of significant concern trigger informing all staff and parents by memo or email of the nature of the concern. The school has established a lock-down procedure, which is practiced multiple times each year as a drill.

## **11. Safe and orderly school environment (EC 32282 a):**

This plan addresses the major guidelines, policies, and procedures used to maintain a safe school environment conducive to learning. PCR's safe and orderly school environment is furthermore a result of diligent prevention, intervention and communication of rules and expectations. The PCR community supports and reinforces high expectations for all students to do their part in maintaining a safe and caring school climate. All staff members work together to implement a discipline system that holds students accountable for their choices. Our school community promotes character education (i.e. Developmental Asset promotion, conflict resolution practices and a bullying prevention program) which teaches students to adhere to a high standard of citizenship. The local Sheriff's Department conducts a "Success Through Awareness and Resistance (STAR)" Program provided through classroom instruction with our Resource Officer. Our monthly student recognition celebrations, spirit rallies, "caught being good" and "panther point" rewards also help support positive behavior at school. Additionally, we appreciate the support from our PTA who extend the opportunities for students to interact with caring adults and our Campus Aides who actively supervise students during ingress/egress, recesses and throughout the day.



## SCHEDULE FOR THE DEVELOPMENTAL ASSETS PROGRAM

| <u>MONTH</u>     | <u>DEVELOPMENTAL ASSET</u> | <u>FOCUS WORD</u>            |
|------------------|----------------------------|------------------------------|
| August/September | Support                    | Caring (no awards in August) |
| October          | Empowerment                | Responsible                  |
| November         | Boundaries & Expectations  | Respectful                   |
| December         | Constructive Use of Time   | Leadership                   |
| January          | Commitment to Learning     | Enthusiastic Learner         |
| February         | Positive Values            | Positive Influence           |
| March            | Social Competencies        | Good Role Model              |
| April            | Positive Identity          | Positive Contribution        |

# **DEVELOPMENT ASSET LESSONS**

## **2016-2017**

Counseling lessons are presented to all grade levels –K-6—supporting the Developmental Asset Program as well as the Anti-Bullying Program. Self-esteem and character lessons are also presented. Each class receives a scheduled counseling lessons approximately once a month. In addition classes receive specially designed lessons, as requested by the teacher, addressing specific situations or behaviors.

# PLAN FOR MPR

2016-2017

To improve the climate as well as set a calm and relaxed tone, classical music is softly playing in the background in the MPR as students enter. They are also greeted at the door, welcoming them to lunch. The students are also expected to adhere to the following lunchroom expectations:

- 1. Polite Talking**--defined as talking with the person across the table or next to you or on either side--no yelling.
- 2. Bottoms on Bench**--defined as staying seated--not getting up and running around.
- 3. Clean Area**--all trash picked up and disposed of after eating. Students are also expected to clean up any spills that occur during lunch.

Classroom Dojo is used as an incentive and to monitor each class' progress. The Dojo website is projected on the large screen and students can see immediately when their class earns a point since it pops up on the screen. Points are given to classes that are successful in achieving the three above mentioned goals. Activities such as: lunch on the playground and open seating are examples of rewards that classes are working toward. In addition to points there are other activities/incentives and ways to earn points.

**Monday**-- is jeopardy day for the upper grades--4<sup>th</sup> grade vs 5<sup>th</sup> grade on various topics:

Riddles, Science, Social Science, Math, Grammar, Movies, Books are examples of the different categories. Each class on the winning team earns points toward their goal/reward.

**Monday**-- is film day for the lower grades. Various clips are played from YouTube:

Cute Kittens, Smart Dogs, Cute Kids, Rescue Dogs, Trick Dogs, SeaWorld Shows, Zoo Animals, African Plains are some examples.

**Tuesday**--regular day

**Wednesday**-- is double point day for both lunches.

**Thursday** -- regular day

**Friday**-- is reward day. Classes with the highest points earn rewards/privileges.

**For the lower grades (grades 1-3)** one class per grade level receives an award; therefore, there are three winners -- that means that three classes will earn the privilege of eating lunch at the "blue benches" on the playground. The remaining classes in the MPR earn a Panther Point for the highest score per grade level--again, three classes earn a Panther Point on Friday.

**For upper grades (grades 4-5)** the entire grade needs to earn the designated total (25 points). This encourages team building and working together for a common goal. Their reward is *Open Seating* which is often earned twice a month.

## CAPACITY SEATING

Overcrowding in the MPR has been a concern this year. To improve the seating during second lunch, 6<sup>th</sup> graders were moved to the blue benches located on the playground. The Fire Marshall came to the site and checked the MPR. A capacity sign stating the **two** different capacity numbers—one for seating and one for assembly—still needs to be posted.

< Your classes

Classroom

Stories

Messages

Settings

Students

Groups

View reports

|                 |                  |                   |                 |                 |
|-----------------|------------------|-------------------|-----------------|-----------------|
| Whole Class 103 | Mrs. Beyer 7     | Mrs. Caire 8      | Mrs. Esquivel 7 | Mrs. Gaska 8    |
| Mrs. Hamrick 9  | Ms. Harter 7     | Mrs. Horne 9      | Ms. Lee 9       | Mrs. McDaniel 8 |
| Mrs. Mizrahi 9  | Mrs. Patterson 7 | Mrs. Provenzano 8 | Mrs. Senour 7   | +               |

< Your classes

Classroom

Stories

Messages

Settings

Students

Groups

View reports

|                 |                 |                  |                 |            |
|-----------------|-----------------|------------------|-----------------|------------|
| Whole Class 199 | Ms. Berdahl 25  | Mrs. Esquivel 20 | Mrs. Hartman 27 | Mrs. Hu 25 |
| Mrs. Lee 25     | Mrs. Roberts 27 | Mrs. Teal 25     | Mrs. Walsh 25   | +          |

## **STUDENT CONFLICT FORM**

### **COOL TOOLS**

When a student breaks a rule or is involved in a problem situation, the adult who observed the situation or who intervened fills out a "School Incident Report". This report is given to the office and the classroom teacher. This aids in the communication process between the playground supervisors, the teachers, and the office. The teachers first assist and encourage students to solve incident that occurred. If the situation is of a serious nature and requires a counselor/principal intervention, the student is sent to the office. When the student comes to the office for intervention, the student is asked to fill out a "Cool Tools" form. This form helps the student express their side of the story as well as help them think of better alternatives for handling the situation should it arise again in the future.

## School Incident Report

Student \_\_\_\_\_

Teacher \_\_\_\_\_ Room \_\_\_\_\_ Date \_\_\_\_\_

Incident \_\_\_\_\_

### Action Taken:

- |  |  |
|--|--|
| <input type="checkbox"/> Ask for student explanation             | <input type="checkbox"/> Warning   |
| <input type="checkbox"/> Remind student of safety concerns       | <input type="checkbox"/> Redirected to _____ game                        |
| <input type="checkbox"/> Refer to Teacher                        | <input type="checkbox"/> Time out for _____ min (gr 1-2)                 |
| <input type="checkbox"/> Refer to Office (repeated level 2 or 3) | <input type="checkbox"/> Time out to complete "Cool Tools" form (gr 3-6) |

Staff person: \_\_\_\_\_

## School Incident Report

Student \_\_\_\_\_

Teacher \_\_\_\_\_ Room \_\_\_\_\_ Date \_\_\_\_\_

Incident \_\_\_\_\_

### Action Taken:

- |  |  |
|--|--|
| <input type="checkbox"/> Ask for student explanation             | <input type="checkbox"/> Warning   |
| <input type="checkbox"/> Remind student of safety concerns       | <input type="checkbox"/> Redirected to _____ game                        |
| <input type="checkbox"/> Refer to Teacher                        | <input type="checkbox"/> Time out for _____ min (gr 1-2)                 |
| <input type="checkbox"/> Refer to Office (repeated level 2 or 3) | <input type="checkbox"/> Time out to complete "Cool Tools" form (gr 3-6) |

Staff person: \_\_\_\_\_

# Cool Tools

## PCR's Sort-It-Out Form

My name: \_\_\_\_\_ My classroom teacher: \_\_\_\_\_

Today's date: \_\_\_\_\_ Other students involved: \_\_\_\_\_

I am here to give truthful information about a problem that happened today in:

☐ the classroom ☐ the lunchroom ☐ PE ☐ recess ☐ walking to/from

**What happened?**

---

---

---

---

---

---

**How did my actions make the other person feel?**

---

---

**What are two different things I can do to help solve the problem now:**

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_

**What are two different things I will do to help stop the problem from happening again in the future:**

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_

When completed, take this form to your teacher

Staff dealing with the situation: \_\_\_\_\_

Action taken: \_\_\_\_\_  
\_\_\_\_\_

Does this incident involve behavior that could fit the district's policy of bullying (see flow chart on the back of this form)?  
If so, complete the steps for documentation and follow up for a bullying incident.

Date: \_\_\_\_\_

## Bullying Assessment

Name of victim: \_\_\_\_\_ Name of reporter: \_\_\_\_\_

### 1. Interview all students involved in the incident (attach notes):

#### Victim Interview:

1. What happened between you two?
2. How did it start?
3. Did you tell him/her to stop?
4. Is there anything you did that might have contributed to this happening?

#### Accused Student Interview (Name: \_\_\_\_\_):

1. What happened between you two?
2. How did it start?
3. Did he/she tell you to stop?

#### Witness Interview (Name: \_\_\_\_\_):

1. What did you see?
2. What did you hear?

#### Was this possibly a crime?

Was there physical contact or injury, use of a weapon, serious threat of injury, stalking, kidnapping or detainment, loss of property, or damage to property?

YES →

#### Contact the police.

Let them investigate and decide whether a crime has occurred.

#### Notify parents.

Let parents of the victim know that you have contacted the police.

NO  
↓

#### A. Was there aggression?

Physical aggression such as hitting, shoving or threatening injury; verbal aggression such as teasing or name-calling; social aggression such as spreading rumors and shunning.

NO  
↓

#### B. Was there dominance?

Was the aggressor stronger or dominant over the other? Was one side outnumbered?

NO  
↓

#### C. Was there persistence?

Was there more than one incident or did the aggressor fail to stop when asked?

NO  
↓

#### Not bullying

Consider another infraction.  
(Could be bullying if behavior continues)

↓ If YES to A, B, or C:

#### Respond to bullying.

1. Discipline aggressor for bullying, based on the seriousness and persistence of the behavior.
2. Educate and counsel all students, including bystanders, about bullying.
3. Encourage the aggressor to apologize and promise not to do it again.
4. Ask all students, "What could you do that would keep this from happening again?"
5. Ask all students, "Would you let me know if anything like this happens again?"
6. Monitor and follow-up to make sure that bullying does not recur.

Site Administrator signature: \_\_\_\_\_



**12. Policies and procedures pursuant to School Discipline EC 35291 and 35291.5:**

School rules and discipline policies are provided to students and parents on an annual basis through the PCR Student Handbook. The handbook is revised periodically. Parents are requested to review specific discipline sections with their children and return a signed page from the handbook to the classroom teacher. The page states "I have read the Palm Crest Elementary School student handbook. I have reviewed and agree with the school rules and behavior standards my child will be held accountable for." In addition to district policies and school rules, the handbook lists "Good Student Qualities." We conduct an annual review with yard supervisors and teachers to maintain consistency with handling student discipline and bullying reports.

# **La Canada USD**

## **Board Policy**

### **Discipline**

**BP 5144**

**Students**

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Board believes in rules that are effective in maintaining safety and order on campus and in correcting student misbehavior without unnecessarily excluding students from school or participation in instruction.

The district shall adopt alternative disciplinary measures that provide students with appropriate interventions and supports as a means for preventing and addressing student misbehavior, communicating clear, appropriate and consistent expectations and consequences for student conduct; and ensuring equity and continued improvement in the implementation of district policies and practices. Positive interventions and alternative disciplinary measures shall be preferred over exclusionary discipline measures as a means for correcting student misbehavior. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. The administrative staff at each school shall develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules as described in the comprehensive safety plan, for consistency with Board policy and state law. Pursuant to Education Code 32282 and 35291.5 any adopted site-level discipline rules must be included in the comprehensive safety plan.

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly and consistently, in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for district schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

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

(cf. 4158/4258/4358 - Employee Security)  
(cf. 5131 - Conduct)  
(cf. 5142 - Safety)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))  
(cf. 6159.4 - Behavioral Interventions for Special Education Students)  
(cf. 6164.5 - Student Study Teams)  
(cf. 0450 - Comprehensive Safety Plan)  
(cf. 5145.7 - Sexual harassment)  
(cf. 4131/4331 - Staff Development)  
(cf. 0460 - Local Control and Accountability Plan)  
(cf. 5020 - Parent Rights and Responsibilities)

Legal Reference:

EDUCATION CODE

32280-32288 School safety plans  
35146 Closed sessions  
35291 Rules  
35291.5 School-adopted discipline rules  
35291.7 School-adopted discipline rules: additional employees  
37223 Weekend classes  
44807.5 Restriction from recess for disciplinary purposes  
48900-48925 Suspension and expulsion  
48980-48985 Notification of parents or guardians

49000-49001 Prohibition of corporal punishment  
49330-49334 Injurious objects  
52060-52077 Local control and accountability plan

#### CIVIL CODE

1714.1 Parental liability for child's misconduct

#### CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus  
353 Detention after school

#### 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  
Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009

#### CDE PROGRAM ADVISORIES

1023.88 Corporal Punishment, CIL: 88/9-5  
1110.89 Physical Exercise as Corporal Punishment, CIL 89/9-3

#### STATE BOARD OF EDUCATION POLICIES

01-02 School Safety, Discipline, and Attendance, March 2001

#### WEB SITES

CSBA: <http://www.csba.org>  
California Department of Education: <http://www.cde.ca.gov>  
Public Counsel: <http://www.fixschooldiscipline.org>  
U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

#### Policy LA CANADA UNIFIED SCHOOL DISTRICT

adopted: January 16, 1996

revised: September 6, 2016 La Canada Flintridge, California

00354-00002/3302926.1

# **La Canada USD**

## **Administrative Regulation**

### **Discipline**

AR 5144

#### **Students**

##### **Site-Level Rules**

Rules for student discipline shall be developed at each school site and filed with the district office. These rules shall be adopted jointly by a panel comprised, at a minimum, of the principal or designee and a representative selected by classroom teachers employed at the school. The views of administrators, teachers, security personnel, parents/guardians and secondary school students shall be obtained when the rules are developed. Site-level rules shall be consistent with law, Governing Board policy and district regulations (Education Code 35291.5). Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in district discipline policies or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291)

##### **Disciplinary Strategies**

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when a student's presence causes a danger to himself/herself or others or he/she commits a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and his/her parents/guardians

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

2. Referral of the student to the school counselor or other school support service personnel

for case management and counseling

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

3. Convening of a Student Study Team (SST) or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians
4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

(cf. 6159 - Individualized Education Program)

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

5. Enrollment in a program for teaching prosocial behavior or anger management
6. Participation in a restorative justice program
7. A positive behavior support plan with tiered interventions that occur during the school day on campus
8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

(cf. 5148.2 - Before/After School Programs)

11. Recess restriction as provided in the section below entitled "Recess Restriction"
12. Detention after school hours as provided in the section below entitled "Detention After School"
13. Community service as provided in the section below entitled "Community Service"
14. In accordance with Board policy and administrative regulation, restriction or

disqualification from participation in extracurricular activities

(cf. 6145 - Extracurricular/Curricular Activities)

15. Reassignment to an alternative educational environment

(cf. 6158 - Independent Study)

16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

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

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

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

(cf. 5125 - Student Records)

Recess Restriction

A teacher may restrict a student's recess time only when he/she believes that this action is the most effective way to bring about improved behavior. When recess restriction may involve the withholding of physical activity from a student, the teacher shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. Teachers shall inform the principal of any recess restrictions they impose.

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education and Activity)

Detention After School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day. (5 CCR 353)

If a student will miss his/her after school transportation on account of being detained after school, the teacher, principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student

shall not be detained unless the teacher, principal or designee has notified the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students attending junior or high school may be offered the choice of serving their detention on Saturday rather than after school.

(cf. 6176 - Weekend/Saturday Classes)

#### Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may, at his/her discretion, require a student to perform community service during non-school hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

#### Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment in the district.

AdministrativeLA CANADA UNIFIED SCHOOL DISTRICT

approval: May 13, 2003

revised: September 6, 2016 La Canada Flintridge, California

00354-00002/3302902.1



## Conduct

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. To maintain such an environment, students, parents/guardians, staff and the Board all must understand and fulfill their responsibilities related to student conduct. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or from school, at school activities, or using district transportation.

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats;

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5142 - Safety)

2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption;

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Conduct that disrupts the orderly classroom or school environment;

(cf. 5131.4 - Student Disturbances)

4. Willful defiance of staff's authority;

5. Damage to or theft of property belonging to students, staff, or the district.

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

(cf. 5131.5 - Vandalism and Graffiti)

The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 5145.2 - Freedom of Speech/Expression)

7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs;

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

(cf. 5131.63 - Steroids)

8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose; (Penal Code 417.27)

Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time;

Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5)

10. Plagiarism or dishonesty on school work or tests;

(cf. 5131.9 - Academic Honesty)

(cf. 6162.54 - Test Integrity/Test Preparation)

(cf. 6162.6 - Use of Copyrighted Materials)

11. Inappropriate attire;

(cf. 5132 - Dress and Grooming)

12. Tardiness or unexcused absence from school;

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

13. Failure to remain on school premises in accordance with school rules.

(cf. 5112.5 - Open/Closed Campus)

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

(cf. 5145.12 - Search and Seizure)

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, a district employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time consistent with student safety.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

(cf. 1020 - Youth Services)

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

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

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

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

(cf. 6020 - Parent Involvement)

6145 - Extracurricular and Cocurricular Activities)

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

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32280-32289 Comprehensive safety plan

181 Governing board authority to set policy on responsibilities of students

35291-35291.5 Rules

44807 Duty concerning conduct of students

48900-48925 Suspension and expulsion

51512 Prohibition against electronic listening or recording device in classroom without permission

☐ CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

PENAL CODE

288.2 Harmful matter with intent to seduce

313 Harmful matter

417.25-417.27 Laser scope or laser pointer

647 Use of camera or other instrument to invade person's privacy; misdemeanor

653.2 Electronic communication devices, threats to safety

VEHICLE CODE

23123-23124 Prohibitions against use of electronic devices while driving

CODE OF REGULATIONS, TITLE 5

300-307 Duties of students

☐ UNITED STATES CODE, TITLE 42

2000h-2000h6 Title IX, 1972 Education Act Amendments

COURT DECISIONS

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

LaVine v. Blaine School District, (2000, 9th Cir.) 257 F.3d 981

Emmett v. Kent School District No. 415, (2000) 92 F.Supp. 1088

Bethel School District No. 403 v. Fraser, (1986) 478 U.S. 675

New Jersey v. T.L.O., (1985) 469 U.S. 325

Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

Management Resources:

CSBA PUBLICATIONS

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

☐ Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

WEB SITES

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

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

Center for Safe and Responsible Internet Use: <http://cyberbully.org>

National School Boards Association: <http://www.nsba.org>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education: <http://www.ed.gov>

Policy LA CA-ADA UNIFIED SCHOOL DISTRICT

adopted: July 10, 2012 La Cañada Flintridge, California

## **Bullying**

The Governing Board 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. The district and its employees shall establish student safety as one of its highest priorities and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1220 - Citizen Advisory Committees)

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

(cf. 6020 - Parent Involvement)

## **Bullying Prevention**

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

(cf. 5137 - Positive School Climate)

(cf. 6164.2 - Guidance/Counseling Services)

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

(cf. 6163.4 - Student Use of Technology)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.94 - History-Social Science Instruction)

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

#### Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so.  
(Education Code 234.1)

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

#### Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level procedures.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

#### Discipline

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

f. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

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

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

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

48900-48925 Suspension or expulsion

985 Translation of notices

PENAL CODE

647 Use of camera or other instrument to invade person's privacy; misdemeanor

647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices, threats to safety

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

COURT DECISIONS

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:

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Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007



CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

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

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

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

California Cybersafety for Children: <http://www.cybersafety.ca.gov>

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

Center for Safe and Responsible Internet Use: <http://cyberbully.org>

National School Boards Association: <http://www.nsba.org>

National School Safety Center: <http://www.schoolsafety.us>

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

Policy LA CA-ADA UNIFIED SCHOOL DISTRICT

Adopted: July 10, 2012 La Cañada Flintridge, California

### **13. Hate crime reporting procedures pursuant to Chapter 1.2 of Title 15 of the Penal Code**

The district Governing Board has established policies and standards of behavior regarding Hate Crimes (BP 5145.9). The policy is addressed through our school-wide prevention programs (Developmental Assets, bullying prevention and character education), and intervention programs (individual or small group counseling with school counselor).

In response to an incidence of a hate crime, school personnel shall conduct an investigation and an interview. Personnel shall then contact the Sheriff's Department and complete the district mandated forms to notify the Superintendent's office according to BP 5145.9.