

Stockard Coffee School Safety Plan

Contents

Major Responses	
Action Plan	Pages 1-3
General Lockdown Procedures	Page 4
Plan Review	Page 4
District Office Coordination	
Crisis Response	Page 5
Crisis Team for Student and Staff/Counseling and Support	Page 5
Damage Assessment Team	Page 5
School Preparation	
Assessment of Current State of School Crime	Page 6
Custodial Security Check	Page 6
Board Policy and Crisis Situations	Page 6
Crisis Situations and After School Events	Page 6
Students	
Child Abuse Reporting	Page 7
School Discipline	Page 7
Suspension, Expulsion, Mandatory Expulsion	Page 7
Weapons	Page 7
Dress Code	Page 8
Environment Conducive to Learning	Page 8
Suicide Prevention	Page 8
Notification of Potentially Dangerous Student	Page 8
Threat Assessment of Potentially Dangerous Student	Page 8
Bullying	Page 9
Bus Safety	Page 10
School Pedestrian Safety	Page 10
Students-Staff-Community	
Visitors on Campus/Dealing with Strangers	Page 11
Discrimination and Harassment	Page 11
Americans with Disabilities Act (ADA)	Page 11
Hate Crimes	Page 11
Environmental Issues, Health and Safety	Page 12

School Site Council Approval Date	February 1, 2017
SUSD Board Approval Date	

MAJOR RESPONSES

Action Plan

- A. Evacuate building
 - 1. Signal
 - a. Primary = fire alarm horn and/or verbal
 - b. Secondary = verbal and/or alarm signal
 - 2. Classroom
 - a. Take folder
 - b. Take Classroom Safety Kit
 - c. Staff put on ID card
 - d. Report to assigned area
 - e. Take attendance and display card
 - (1) Green – all present and OK
 - (2) Red – not all students accounted for or other issue needing attention
 - f. Communicate problems via “Emergency Communication Form”
 - g. Communicate extra students via “Emergency Communication Form”
 - h. Await further directions, return to room signal – bells
 - 3. Office
 - a. Take Registration Cards
 - b. Take Site Safety Kit
 - 4. Command Center
 - a. Determine need – short term or long term (take Site Kit)
 - b. Signal
 - c. Contact 911 and Sylvan Union District Office if appropriate
 - d. Attendance – institute search if student is determined to be missing
 - e. Determine if remain, move farther away from building, return to classrooms, or evacuate site
 - (1) Return to classrooms – bells
 - (2) Remain or move farther away – communicate verbally, “Emergency Communication Form,” or intercom as appropriate
 - (3) Evacuate site – refer to procedure
 - f. Evaluate need to disconnect utilities
- B. Evacuate site – (evacuate building procedure first)
 - 1. Signal
 - a. Primary = verbal
 - b. Secondary = “Emergency Communication Form”
 - 2. Classroom
 - a. Confirm for “Primary” or “Secondary” evacuation
 - b. Keep class together
 - c. Take Classroom Safety Kit
 - d. Await further directions

3. Command Center
 - a. Determine primary or secondary route and give signal
 - b. Contact
 - (1) 911
 - (2) Sylvan Union District Office
 - (3) Evacuation site
 - c. Evacuate with Site Kit
 - d. Set up Student Release Center
 - (1) Post sign
 - (2) Use registration materials to reunite students with families
 - e. Communicate with staff on their reporting location and facilities
- C. Lockdown when students are in the buildings

DETERMINE WHETHER A COMPLETE OR MODIFIED LOCKDOWN WILL BE INSTITUTED.
SEE ATTACHED GENERAL LOCKDOWN PROCEDURES.

 1. Signal
 - a. Primary = Verbal using “Lockdown” with directions as appropriate and/or Alarm Signal and or Written
 - b. Secondary = Verbal and/or Alarm Signal and or Written
 2. Classrooms
 - a. Lock door
 - b. Staff monitor door to let students in as appropriate
 - c. Students on floor near interior wall
 - d. Do not use telephone or cell phone to call office – keep lines open
 - e. Do not turn TV or radio on in classrooms – misinformation or fear – unless directed to
 - f. Take attendance – slip appropriate card under door
 - (1) Green – all present and OK
 - (2) Red – Not all students accounted for or other issue needing attention
 - (3) No card – will lead to assumption of crisis and investigation instituted
 - g. Access Classroom Safety Kit for first aid, restroom (bucket and tarp for privacy), emergency water, etc.
 - h. Communication
 - (1) Command Center will telephone the classroom if appropriate
 - (2) District E-Mail – boot up computer to E-mail for directions/information – Wait for contact from Central Command. Failure of classrooms to respond will lead to assumption of crisis and investigation instituted. Use only “Reply” button to communicate.
 - (3) Intercom if appropriate.
 3. Office
 - a. Lock doors
 - b. Move to Nurse’s Room and Custodial Office with Site Kit if office is vulnerable

4. Command Center
 - a. Determine need – gather as much information as possible for authorities
 - b. Signal
 - c. Contact 911 and Sylvan District Office with situation and Central Command location
 - d. Set up Primary Center = Office or Secondary Center= Room 21 or Multi-purpose room
 - e. Communication
 - (1) District E-Mail – use “Code 1 Staff” on address line
 - (2) Telephone rooms only if it is known no intruder is present
 - (3) Seek attendance and emergency situations
 - (4) Only supply information as directed by police and/or District Office
 - (5) Seek information on other rooms they may be able to see
 - f. Disable cable service and telephone if possible after consultation with law enforcement
 - g. Announce procedure when lockdown is no longer in effect
- D. Lockdown when students are not in buildings
 1. Signal
 - a. Primary = verbal and/or written notice to gather students indoors
 - b. Secondary = verbal for specific directions to go to nearest door(s)
 2. Classrooms (follow lockdown procedure)
 - a. Staff report to nearest classroom and remain near door
 - b. Students report to nearest classroom
- E. Duck and Cover
 1. Signal
 - a. Primary = Verbal and/or Alarm Signal
 - b. Secondary = Verbal and/or Written Notice
 2. Classrooms
 - a. Students/staff move away from windows
 - b. Take cover under tables and desks with back to windows
 - c. Move outside when instructions are given – staff takes emergency folder and emergency bucket
 3. Outside
 - a. Move away from buildings, power poles, etc.
 - b. Sit on the ground
 - c. Await instructions
 4. Command Center
 - a. Give signal
 - b. Determine when/if to evacuate buildings
 - c. Institute Evacuate Building procedure

General Lockdown Procedures

A decision will be made on whether it will be a COMPLETE Lockdown or MODIFIED Lockdown. An announcement will be made to the level of lockdown--if no announcement is made assume COMPLETE Lockdown is in place.

COMPLETE LOCKDOWN

- AA Look outside window for immediate danger.
- AA If clear—lock door.
- AA Turn lights off and pull blinds (if possible)
- AA Students away from door and windows
 - Exception: if shooting incident crowd students close under the windows or move to an interior windowless room (if possible).
- AA Locate Classroom Safety Kit (Room 2) or first aid supplies in classroom
- AA *Office*: Shut down cable TV and telephone after consultation with law enforcement
- AA *Classroom*: Maintain quiet and wait for communication

MODIFIED LOCKDOWN

- AA Lights can remain on
- AA Schoolwork as usual with students at desks and teacher instructing
- AA Office will contact classrooms with procedures for escorting students to lunch and/or restroom.
- AA Office will contact classrooms with procedure for giving adults a break.
- AA Recess in classroom (rainy day schedule)

Updates using school communication will be given periodically to classrooms if possible.

Lockdown remains in effect until the all clear is given verbally.

PLAN REVIEW

Each school safety plan will be reviewed yearly by the School Site Council (or a site committee made up of the principal, parents, teachers, and classified staff members) by February of each school year. The plans will be taken to the Sylvan Union School District Board of Trustees in March of each school year for review.

Twice per year the school will conduct a safety/crisis drill to cover lockdown and duck and cover procedures. Fire drills are held monthly and are a practice of evacuation.

DISTRICT OFFICE COORDINATION

Crisis Response

As soon as possible, the site administrator or designee will contact the Superintendent/Child Welfare to report the crisis situation and seek assistance and support. It is the site administrator's judgment to make this contact (after law enforcement and/or emergency services have been called if appropriate). The Superintendent/Child Welfare will:

1. Coordinate and communicate with law enforcement and emergency services to serve as a liaison with the school site. Open lines of communication are the priority.
2. Work cooperatively with the site administrator on response and communication.
3. Contact the Superintendent and Assistant Superintendents to involve them as appropriate in decision making and planning for the use of District and community resources.
4. With the Superintendent and Assistant Superintendents designate a spokesperson to deal with media relations in conjunction with a site person. This applies during the crisis and post-crisis.
5. Contact the Supervisor of Transportation if there is to be an evacuation or other transportation implications.
6. Contact the Director of Food Service if an alternate or extended process for feeding of students is necessary.
7. Contact the Supervisor of Maintenance and Operations if there are issues with site safety (safety/structural assessment) or manpower is needed for securing the buildings or site.
8. District Office secretarial personnel to assist with telephone answering and managing parent contact such as when releasing students.

Crisis Team For Student and Staff Counseling and Support Services

The site administrator or designee will contact the Superintendent/Child Welfare if one of the following issues should arise so that a Crisis Team can be brought to the site to provide counseling and support services to deal with an event or the aftermath. Examples of reasons to contact are suicide, death of a student, death of a staff member, post-crisis recovery, etc. The Director will then choose from the following incomplete list the appropriate responder to support students and staff emotionally and protect the safety of all physically during and after the event:

1. District counselors and psychologists
2. Stanislaus County Mental Health Department
3. Center for Human Services
4. Hospice
5. Sierra Vista Children's Center
6. American Red Cross
7. Salvation Army
8. Stanislaus County Disaster Preparedness—Emergency Services

Damage Assessment Team

Post-crisis, the Damage Assessment Team will conduct a preliminary damage assessment of the school site grounds, structures, and infrastructure to gather information for the Administration to make the decisions necessary to protect the safety of all adults and students. This assessment will be undertaken with emergency personnel (law enforcement, fire department, Stanislaus county Disaster Preparedness and Emergency Services, Modesto Public Works Department, Modesto City Forestry, Modesto Irrigation District for water and electricity, Pacific Gas and Electric, etc). District members of the team will include the site administrator, site head custodian, Supervisor of Maintenance and Operations, and anyone else deemed necessary to assess the situation

SCHOOL PREPARATION

Assessment of Current Status of School Crime

Yearly, the school administration will share the status of school crime with the School Site Council. This report will contain a report on suspension/expulsion, vandalism, and theft. The purpose of the report will be to gather information to use in the yearly review of the School Safety Plan. Trends will be studied with multiple year records of the three areas listed here as well as incidents compared with student population size. Studying data from school hours and incidents during non-school hours, will allow the Site Council to make recommendations on interventions and adjustments to the Safety Plan. Board Policy 5131.5 addresses vandalism, theft, and graffiti.

Custodial Security Checks

The Head Custodian at each site makes daily rounds in the morning prior to the start of school. During this time to open the site for staff and students, the Head Custodian looks for any vandalism, graffiti, or anything out of the ordinary. If a dangerous condition exists, the Supervisor of Maintenance and Operations and Site Administrator may be contacted for a plan to address the situation prior to staff and students entering campus. If the issue can be addressed by the custodian and district staff, the school day may proceed as normal. If a dangerous situation will persist, the Supervisor of Maintenance and Site Administrator will contact the Superintendent/Child Welfare or other District Office Administrator for a decision on contacting law enforcement, emergency services, or decision to not occupy the building until the issue is addressed.

The night custodial staff at each site conducts a security check at the end of their shift in the evening. At this time the same process of looking for anything out of the ordinary and alerting the appropriate person is practiced.

Board Policy and Crisis Situations

Additional board policies and administrative regulations that apply to crisis situations contained in the school safety plan:

BP/AR 3516	Emergencies and Disaster Preparedness Plan
AR 3516.1	Fire Drills and Fires
AR 3516.2	Bomb Threats
AR 3516.3	Earthquake Emergency Procedure System
BP 3516.5	Emergency Schedules

Crisis Situations and Afterschool Events

If a crisis situation arises after school, events/activities are considered in communication and insuring the safety of all people involved. It is the discretion of the administrator in consultation with District Office to decide on canceling an after school event. After school events considered include sporting events, school clubs, child care, etc. These events/activities will receive information/instructions on how to address the situation as the Safety Plan is implemented as outlined with site specific adaptations. If an after school event is cancelled phone calls, written notices, and signs posted in front of the school will be used to communicate with parents and the community.

STUDENTS

Child Abuse Reporting

All new teachers are trained in the requirements of mandatory reporting of suspected child abuse prior to beginning classes with teachers. Additionally, a yearly training is conducted at each school site to review the requirements for mandatory reporting and the process for contacting the authorities. Board Policy and Administrative Regulation 5141.4 addresses the specifics of Child Abuse Reporting Procedures.

Child Protective Services:

251 East Hackett Road
Modesto, CA 95358
1-800-558-3665
558-3268 FAX

School Discipline

As outlined in other parts of this safety plan, the integration of all communication (using a variety of methods) and reinforcement concerning student discipline through the use of the Code of Conduct, School Handbook, and classroom and school recognition programs is important to assist students with growth in positive behavior. Consistent implementation and communication with all students and adults makes the discipline plan a learning process. The school discipline plan is reviewed yearly and adjustments are made and published for parents and students. In addition to the sections in this document on suspension/expulsion, harassment and discrimination, and dress code, Board Policy/Administrative Regulation 5144 addresses the issues of discipline.

Suspension, Expulsion, Mandatory Expulsion

The school community is informed in numerous ways as to the acts in Education Code leading to suspension/expulsion. Parents are informed so they can assist their student with making choices to promote their success in school. Staff reviews the discipline process and acts that can lead to suspension/expulsion with students to promote appropriate behavior choices. Board Policies and Administrative Regulations 5144.1 and 5144.2 address all of the acts that lead to suspension and expulsion and the process for conducting expulsion hearings. Elementary schools each have a “school handbook” that lists the student acts leading to suspension/expulsion; additionally the school discipline plan outlines positive behaviors and the progressive plan to correct negative behaviors. The Middle School Code of Conduct thoroughly outlines the acts contained in code with the progressive system to correct negative behaviors. Each family also receives a “Parent Information Handbook” with all legal references to suspension/expulsion. Differentiation is made between mandatory reasons for recommending expulsion in addition to the acts leading to suspension and/or discretionary recommendation for expulsion.

Weapons

If a staff member believes a student or any person on campus is in possession of a weapon without prior administrative approval (law enforcement professional) the administration should be contacted immediately. The administration will then take appropriate action that may include calling a lock-down, contacting law enforcement, etc. All schools in the Sylvan Union School District are Gun Free Zones. Students in possession of weapons are additionally subject to suspension/expulsion Education Code, policies, and administrative regulations. BP/AR 3515.2 address Gun-Free Schools. BP/AR 5131.7 address Weapons and Dangerous Instruments.

Dress Code

Each school's dress code is contained in the Middle School Code of Conduct or an elementary school's Student Handbook. Uniformity across the Sylvan Union School District is promoted by the use of these handbooks so that students moving between schools are aware of universal expectations. Board Policy/Administrative Regulation 5132 addresses student dress and grooming. Board Policy/Administrative Regulation 5136 addresses gangs in general with specific actions on gang dress and the ability to have students change clothing immediately.

Environment Conducive to Learning

Teachers and all staff members promote a positive school climate that involves activities in the classroom and school at large. Teachers work with the students to create a climate for the classroom that involve positive recognition for individual and group behavior. The Sylvan Union School District LifeSkills program promotes character traits that involve respect and attention to academic effort. Systems are in place to recognize and reward students for academic effort (Honor Roll and Renaissance) and proper behaviors (outlined in the Student Handbook) to promote a serious academic focus. The student discipline plan and behavior expectations are consistently implemented to give students a model for their behavior. Student discipline is approached as a teaching/learning process with adjustments made to adapt to needs of the individual and school. The reinforcement of the Code of Conduct, School Handbook, and the Parent Information Handbook promote the proper educational environment. Board Policy 5137 addresses positive school climate.

Suicide Prevention

If a staff member believes there is reason to believe a student is contemplating suicide or a rumor/statement comes to attention, the administration and/or school counselor should be contacted immediately. Staff members should be cognizant of signs that a student's behavior has changed, an interest in death or suicide has emerged, or other warning signs manifest themselves and report their concerns immediately. The counselor(s) will immediately conduct a threat assessment and contact the parent, administration, law enforcement, mental health services, emergency medical services, etc.

Should a student at a school commit suicide, the administration should immediately contact a counselor or psychologist at the school or district. This professional will then call for a team of counselors/mental health professionals from the school district and/or community to be available for students and staff.

BP/AR 5141.52 addresses suicide prevention.

Notifying Teachers of Potentially Dangerous Students

The Sylvan Union School District and each school site are committed to the safety of all students and staff. As part of that process Board Policies and Administrative Regulations 4158, 4258, and 4358 outline a process to inform teachers of potentially dangerous students. Students who have been suspended/expelled or students determined to be potentially dangerous based upon the receipt of additional information will be made known to teachers by the administration and the list updated each trimester except in the case of extraordinary issues. The information contained in this notification process is confidential and for the use of each individual teacher and not to be shared.

Threat Assessment for Potentially Dangerous Student

The principal or designee may contact the school counselor, school psychologist, Director of Special Education, and/or Superintendent/Child Welfare for assistance in determining the threat of any student on campus. Securing the cooperation of the parent is vital in creating a plan to assist the student and maintain the safety of all on campus; a behavior support plan may be created as part of the process.

Bullying

At the beginning of each school year, the school principal, designee and or appropriate area/District administrator shall provide awareness of this policy, as well as the process for reporting incidents, investigation and appeal, to students, school staff, parents, or other persons responsible for the welfare of a pupil through appropriate references in the Student Code of Conduct, School Discipline Plan, Employee Handbooks, the school website, and/or through other reasonable means.

Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances, followed by the determination of disciplinary sanctions appropriate to the perpetrator's position within the District.

Consequences and appropriate interventions for students who commit acts of bullying may range from positive behavioral interventions up to, but not limited to suspension, as outlined in the Student code of Conduct, School Discipline Plan, and this Policy.

All steps necessary to protect the victim from further violations of this policy will be taken, and may include, but are not limited to, assignment of the perpetrator to a different school from that where the offense occurred. Only the Superintendent/designee may make such a reassignment. In such cases of reassignment, transportation will be provided by the District.

- Consequences and appropriate interventions for a school/District employee found to have committed an act of bullying will be instituted in accordance with District policies, procedures, and the collective bargaining agreement.
- Consequences and appropriate intervention for a visitor, volunteer, or parent/guardian found to have committed an act of bullying shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.
- These same actions will apply to persons, whether they are students, school employees, parents/guardians, or visitors/volunteer/independent contractors, who are found to have made wrongful and intentional accusations of another as a means of bullying.

At each school, the principal/designee is responsible for receiving oral or written complaints alleging violations of this policy, as with all infractions from the Student Code of Conduct and/or School Discipline Plan.

Students may report complaints of bullying to any school District employee, faculty or staff. All District employees, faculty and staff are required and must report, in writing, any allegations of bullying or violations of this Policy involving students to the principal/designee or appropriate area/District administrator. Failure to report will result in actions(s) or discipline, consistent with the collective bargaining agreement provisions. Any District faculty or staff who suspects adult-on-adult bullying is strongly encouraged to report any concerns.

Any other members of the school community who have credible information that an act of bullying has taken place may file a report of bullying, whether a victim or witness. Any student (and/or the parent on that complainant's behalf) who believes he/she is a victim of bullying (or any individual, including any students who has knowledge of any incident(s) involving bullying of students) is strongly encouraged to report the incident(s) in writing to a school official. Complaints should be filed as soon as possible after the alleged incident and noted on the specified data system, but must be filed within ninety (90) school days after the alleged incident. Failure on the part of the victim to initiate and/or follow up on the complaint within this period may result in the complaint being deemed abandoned.

The principal of each school in the District shall establish, and prominently publicize to students, staff, volunteers, and parents, how a report of bullying may be filed and what actions may be taken.

Administrators/principal/designee(s) shall document in writing and/or via the specified data system all complaints regarding bullying, as with all infractions of the Student Conduct of Conduct and/or School Discipline Plan, to ensure that problems are appropriately addressed in a timely manner, whether the report is made verbally or in writing.

Anonymous reports may be made utilizing the Sylvan Union School District Anonymous Bullying Report Form. This reporting form can be found on the School District's website www.sylvan.k12.ca.us, at each school's front office, or at each area/District/department site. Anonymous reports may be delivered to the school administration's front office, put in the school's Anonymous Reporting Box, or through the U.S. Mail.

Board Policy 5131.2 (a)(b)(c) and Board Exhibit 5131.2

Bus Safety

A system is in place to promote safety on the bus by addressing student behavior is in place. Students are encouraged to practice appropriate behavior on the bus and face a progressive system of sanctions to encourage proper behavior. Parents are contacted to become part of the solution in addressing student behavior on the bus. Yearly bus evacuation drills are held for students to practice responses to emergencies. Administrative Regulation 3543 addresses transportation safety and emergencies.

If a crisis situation arises near a District School Bus, the driver is to immediately contact the Transportation Department via radio for immediate contact of law enforcement or emergency services. The priority is to get the students to a safe location and then respond to other issues. The Transportation Department will then contact the Superintendent/Child Welfare.

School Pedestrian Safety

In order to insure a safe walk to and from school/bus stop for students, parents and school staff should review the following guidelines with students:

1. Cooperate with school safety patrol officers.
2. Parent should establish a route for your children to follow when walking to and from school. Decide which streets are the safest for your children to use as their daily route.
3. Parents should walk the route you have chosen with your child.
4. Students should walk in groups rather than alone.
5. Students should not approach or talk to strangers.
6. Rehearse with your students what to do if approached by someone they do not recognize whether the person is in a car or on foot. Students should run to a place they feel safe or to a person they feel safe with.
7. Parent should call the school if your child encounters a problems walking to or from school.
8. Students should obey all traffic laws.
9. Students should not walk in alleys.
10. Parents driving their child to school should let their child out of the vehicle on the same side of the street as the school. If letting the child off in another place, the student should be instructed to use crosswalks, obey traffic laws, and be alert to traffic congestion.

STUDENTS-STAFF-COMMUNITY

Visitors on Campus/Dealing with Strangers on Campus

A sign is posted at entrances to the school that states that visitors are to report to the office to check in before entering the campus. Campus entrances are controlled during the school day and after school hours and opened for arrival and dismissal. Fences enclose the school to control access. In the school office visitors sign in and out and are given a badge/tag to wear to identify them to all personnel and students on campus. Adults without badges and students who are not recognized are contacted by school personnel to check whether they should be on campus. If any school staff member feels uncomfortable with a person on campus and does not feel comfortable with contacting them personally they are to contact the school office to make a report. A stranger on campus will be addressed by personal contact or enlisting law enforcement as conditions warrant. BP/AR 3515.2 gives a process for asking persons to leave campus.

Campus security is addressed in Administrative Regulation 3515. Processes for securing a campus or building, addressing vandalism, maintaining key control, and addressing crime prevention are important considerations and the basis for cooperative efforts between district and site personnel.

Discrimination and Harassment

Treating all students and staff with respect is an important aspect of the program at each school site. Staff may report incidents of discrimination or harassment through contact with administration or by using the Uniform Complaint Policy (BP/AR 1312.3) which is available at each site or at District Office. Students may report incidents to any staff member that may include teachers, administrators, and counselors. The Sylvan Union School District LifeSkills program provides information/training on important social skills that deal with personal interactions. Preventing discrimination and harassment of all students and staff is addressed in several areas of Board Policy and Administrative Regulation. The following is a listing of the specific references:

BP 0410	Policy of Nondiscrimination in Programs and Activities
BP/AR 4119.11, 4219.11, 4319.11	Personnel Policy on Sexual Harassment
BP/AR 5145.7	Student Policy on Sexual Harassment
BP/AR 4119.1, 4219.1, 4319.1	Personnel Policy on Civil and Legal Rights
BP 5145.3	Student Policy on Non- Discrimination/Harassment
BP 5145.9	Student Policy on Hate- Motivated Behavior

Americans with Disabilities Act (ADA) Compliance

All facilities meet the requirements of ADA regulations. Any new construction or remodeling includes this aspect as a consideration. Regular inspections for safety and maintenance issues also view this issue.

Hate Crime

Hate crimes are not tolerated at school and can be addressed through the suspension/expulsion process. Specifically, Board Policy 5145.9 addresses the issue of hate motivated behavior.

Environmental Issues, Health, and Safety

Conditions on campus that may affect the health of students and staff is monitored and controlled through various means with site staff and district personnel. Pest management, hazardous substances, tobacco, and steroids are some of the areas managed to insure the safety of all persons on campus. The Stanislaus County Environmental Resources Department—Hazardous Materials (525-6700) is available for consultation or assistance on hazardous materials response. The following notations address this area:

BP/AR 3511.1	Integrated Waste Management
BP/AR 3513.3	Tobacco-Free Schools
BP/AR 3514	Environmental Safety
BP/AR 3514.1	Hazardous Substances
AR 3514.2	Integrated Pest Management
BP/AR 5131.6	Alcohol and Other Drugs
BP/AR 5131.62	Tobacco
BP/AR 5131.63	Anabolic Steroids
AR 5141.32	Child Health and Disability Prevention Program
BP/AR 5141	Health Care and Emergencies
BP 5141.1	Accidents
BP/AR 5141.21	Administering Medication and Monitoring Health Conditions