DESERT SANDS UNIFIED SCHOOL DISTRICT

COMPREHENSIVE SCHOOL SAFETY PLAN

Truman Elementary
78-870 Avenue 50
La Quinta, Ca 92253

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I. THE COMPREHENSIVE SCHOOL SAFETY PLAN OVERVIEW

The Comprehensive School Safety Plan (CSSP) is required by Education Code 32282-32289 to be reviewed and updated by March 1 annually and subsequently submitted for approval to the School Site Council (or School Safety Planning Committee) as well as to the district's governing board or county office of education. The contents of the CSSP should include at a minimum, information assessing the current status of school crime committed on school campus and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. For additional information on school safety programs, policies, or procedures please contact:

A. Contact Information School Site Safety Planner:

Name	Carol Bishop
Title	Principal
School	Harry Truman Elementary
Address	78870 Avenue 50, La Quinta CA 92253
Phone	760-777-4230
Email	Carol.bishop@desertsands.us

B. Prepared by:

Title: Principal Name: Carol Bishop

C. Reviewed and Approved by:

	Date Approved	Authorized Representative Signature
School Site Council	01/24/2022	Lili Cs Hts
Law Enforcement or School Security	02/22/2022	Edward Nacua
DSUSD Governing Board		

D. Evaluation of CSSP

An evaluation of Truman School Safety Plan goals took place on 01/24/2022.

E. Date of Public Hearing

A hearing was held on 01/24/2022 at the School Site Council Meeting to obtain public input pursuant to EC 32288.

F. Staff Notification

School staff was advised of the updated school safety plan on 01/11/2022 during a SAST/PLC Staff Meeting to collect comments. (EC 3594.2 (e)).

G. CSSP for Public View

The most current copy of the school plan is available in the school office for public review.

H. Consulted with First Responder Agencies

On 8/24/2021 a meeting was held at the Online with public safety, law enforcement, fire departments, and emergency management in which these agencies were consulted regarding the CSSP.

II. GENERAL SCHOOL INFORMATION

A. School Profile

Truman Elementary School is located in the city of La Quinta, California.
Student Enrollment is over 670 from July 1, 2021 to June 30, 2022
Ages: 4 -11
Total Staff (teaching and support)**:** 61

Optional additional information such as School Awards or Recognition:

Truman is a two time California Distinguished School winner in both 2006 & 2012 and been recognized by Business and Education Excellence for top scores in 2014, 2015, 2016 and 2018.

B. Safe School Mission

Clear Example

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior and respect for others.

C. Description of School Facilities

Truman Elementary is located on a DSUSD campus.

Clear Example

The school is bordered by gated communities . Most housing is comprised of single family dwellings. The East side of the campus is bordered by a sports facility which is approximately 1 acre in size. The school shares a parking lot with LQ Middle School, YMCA , Boys and GIrls Club and sports facility. The campus is fully enclosed with aluminum perimeter fencing. There is a single point of entry for students at arrival located at the gate next to the front office. Wen the initial school bell rings for instruction to begin, all gates are checked and closed, and locked where appropriate. During instruction, there is a clear path leading visitors to the main office where they must sign in before entering any area of the campus. Visitors are required to sign in at the office before visiting any of the classrooms.

D. Schoolsite Council Membership

Education Code Section 32280 requires that the Comprehensive School Safety Plan be reviewed and updated at least annually by the school site council. The Truman Schoolsite Safety Council for Truman Elementary is comprised of the following individuals (EC 32281).

Schoolsite Council Members	
Name / Title	**Name / Title**
Carol Bishop / Principal	Liliana Castellanos / Site Council President
Connie Vargas / Administrative Assistant	Magali Sierra / Site Council Vice President
Norma Smothermon / Librarian	Leticia Gomez / Site Council Secretary
Lauren Streeter / Kinder Teacher	Alfredo Velasco / Council Member
Suzzane Huber / Kinder Teacher	Mayra Beltran / Council Member
Kenna Walker / Kinder Teacher	
Neelam Moorjani / Kinder Teacher	
Bridget Zappia / Kinder Teacher	
Kathy Olearnick / 4th Grade Teacher	

E. Schoolsite Council Membership

SSC Elementary and Secondary School Requirements:

- 1 principal or his or her designee,
- 1 other school personnel,
- 3 classroom teachers, and
- 5 parent/community members

An employee of a school who is also a parent or guardian of a pupil who attends a school other than the school of the parent's or guardian's employment is not disqualified by this employment from serving as a parent representative on the SSC established for the school that his or her child or ward attends (EC Section 65000[d]). Therefore, the parent or guardian is allowed to serve as a parent representative on the SSC for the school that his or her child or ward attends, if selected.

Schoolsite Council Composition for Schools with Fewer than 300 Pupils

A school with a population of fewer than 300 pupils may operate a SSC that has the representation of at least one member of each group (as described above), as long as it maintains parity with the representation of the groups, and the local governing board or body of the LEA has obtained approval from its local bargaining unit, if applicable (EC Section 65001[d]).

Shared Schoolsite Council

Schools with a common site administration may operate a shared SSC if the school site has a pupil population of less than 300 (EC Section 65001[a]); or Up to three schools with a combined pupil population of less than 1,000 may operate a shared SSC if the schools have at least one of the following characteristics: a shared campus or geographic proximity to one another with similar pupil populations (EC Section 65001[b]).

F. Required Notifications of Hearing

The following persons and entities were notified in writing of the public hearing concerning input on the Comprehensive School Safety Plan in accordance with California Education Code 32288. Check the boxes below to indicate who was notified.

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

Notice to Public (EC 32288 (b) (1))

The Comprehensive School Safety Plan was shared with:

- ☑ Parents
- ☑ School staff
- ☑ Communicated to the general public through the district website
- ☑ Communicated to law enforcement agencies

G. Assurances

The school site council may include the following three essential components and/or strategies into this plan (AR 0450):

- Assuring each student a safe physical environment
- Assuring each student a safe, respectful, accepting and emotionally nurturing environment
- Providing each student resiliency skills

Evidence of these assurances is embedded throughout this school safety plan.

III. ANNUAL SCHOOL SAFETY ASSESSMENT & GOALS

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 32282)

While the School Safety Planning Committee reviews school, district and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data may include:

- Mental Health Data
- State, District or Site Surveys (such as the Youth Risk Behavior Survey)
- Disciplinary Data
- Community Police Data

Data may be more valuable if disaggregated by gender, age, zip code, ethnicity, etc. Current trends should be reviewed as well.

Based on data analysis, the School Safety Planning Committee identifies one or two safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate.

The goals are reported, with the Safety Plan, to the Board of Trustees and are shared with the school staff and community. In order to keep the goals as a safety focus for the school year, it is recommended that meetings be held to review data and progress. The progress can be reported to the School Site Council, staff, parent groups and the Board of Trustees. The year-end assessment should be completed in May and reported upon.

A. Safety Plan Annual Assessment Goals

21 22

Truman Elementary

After analyzing data, resources, and desired areas of change, the following priorities for action are necessary to create a safe, secure campus and a positive learning environment emphasizing responsible and respectful behavior

GOAL 1:
(framed in measurable terms: for example, reduce fights by 10%)

To continue to work on MTSS Strategies with staff, students and parents to ensure that all stakeholders are aware of the specific, consistent strategies and implement them with true fidelity! Our goal is to reduce voice levels in classrooms from 3 to level 0 as permitted by teacher in order to maintain a safe and academic environment conducive to learning. Teachers will reward compliant students with "Tiger Bucks" for appropriate noise level responses. Each month, "Tiger Bucks" are turned into the office so that numbers per class can be counted, recorded and shared. Best practices are shared during SAST/PLC time to ensure that all are on track for Voice Level compliance in classrooms. Daily "Shout Outs" for students are also utilized to ensure that all students feel proud of their efforts and are recognized for their positive behavior choices.

GOAL 2:

To continue to work on MTSS Strategies with staff, students and parents to ensure that all stakeholders are aware of the specific, consistent strategies and implement them with true fidelity! Our goal is to reduce voice levels in bathrooms from 1 to level 0 as permitted by School Site Monitors in order to maintain a safe and academic environment conducive to listening, learning and making good choices. School Site Monitors will reward compliant students with "Tiger Bucks" for appropriate noise level responses. Each month, "Tiger Bucks" are turned into the office so that numbers per class can be counted, recorded and shared. Best practices are shared during SAST/PLC time to ensure that all are on track for Voice Level compliance in classrooms. Daily "Shout Outs" for students are also utilized to ensure that all students feel proud of their efforts and are recognized for their positive behavior choices.

IV. SCHOOL SAFETY PRACTICES, POLICIES AND PROCEDURES

A. Child Abuse Reporting Procedures

Desert Sands Unified School District Board Policy 5141.4

Child Abuse Reporting

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. DSUSD has establish procedures for identification and reporting of such incidents in accordance with law.

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

- Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.
- The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.
- In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided.

Board Policy 5141.4 DESERT SANDS UNIFIED SCHOOL DISTRICT
Adopted: November 17, 1998 La Quinta, California
Revised: September 18, 2001
Revised: October 5, 2004
Revised: July 19, 2005

Desert Sands Unified School District Administrative Regulation 5141.4 – Child Abuse Prevention and Reporting

Child abuse or neglect includes the following:

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

Child abuse or neglect does not include:

1. A mutual affray between minors

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment.
3. An injury resulting from the exercise by a teacher, vice principal, principal or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student

Who is a Mandated Reporter

Mandated reporters include but are not limited to

- teachers
- instructional aides
- teacher's aides or assistants
- classified employee
- certificated pupil personnel employees
- administrative officers
- supervisors of child attendance
- administrators and employees of a licensed day care facility;
- Head Start teachers
- district police or security officers and
- administrators.

Reasonable Suspicion Define

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect.

Reportable Offenses

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

Any mandated reporter who has knowledge of or who reasonably suspects that a child is;

- suffering serious emotional damage or

- is at a substantial risk of suffering serious emotional damage based on evidence of severe anxiety,
- depression,
- withdrawal,
- or untoward aggressive behavior toward self or others,

may make a report to the appropriate agency.

Notification of Law Enforcement

Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14.

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person.

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

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report.

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

Reporting Procedures

1. Initial Telephone Report

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

Child Protective Services
48-113 Jackson Street
Indio, CA 92201
(760) 863-7210

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

2. Written Report

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form.

Mandated reporters may obtain copies of the above form from either the district or the appropriate agency.

Reports of suspected child abuse or neglect shall include, if known:

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

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

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case.

3. Internal Reporting

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

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

4. Anonymous Reporting

The mandated reporter shall not be required to disclose his/her identity to the principal. He/she may provide or mail a copy of the written report to the principal, Superintendent or designee without his/her signature or name.

5. Mandated Report to Appropriate Agency

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

Mandated Reporter Training

Training of mandated reporters shall include child abuse identification and reporting.

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

Victim Interviews in Private or in Presence of an Adult School Employee

Whenever a representative of an agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child.

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

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

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

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form.

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures that describe how to report suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is other than English, such procedures shall be in the primary language of the parent/guardian and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person or in writing

with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint to any district employee, that employee shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

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

Notifications

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

Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the Superintendent or designee.

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

The Superintendent or designee shall also notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report.
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she is guilty of a misdemeanor punishable by a fine and/or imprisonment.
3. No employee shall be subject to any sanction by the district for making a report.

Board Policy DESERT SANDS UNIFIED SCHOOL DISTRICT
Approved: November 17, 1998 La Quinta, California
Revised: September 18, 2001
Revised: October 5, 2004
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B. Notification of Dangerous Pupils to Teachers

(Pursuant to Education Code 49079)

A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the below listed acts as described in any of these subdivisions:

- Education Code 48900 subdivision [except subdivision (h)]
- Education Code 48900.2 (sexual harassment)
- Education Code 48900.3 (hate violence)
- Education Code 48900.4 (harassment of school/district personnel or pupil; threats/intimidation)
- Education Code 48900.7 (terrorist threat)

The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

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

Confidential Information

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

C. Employee Security

An employee may use reasonable and necessary force when necessary for self-defense, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects on or within the control of a student.

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

In addition, employees shall promptly report to their principal or supervisor, and may report to law enforcement, any attack, assault or threat made against them on school grounds by any other individual.

Reports of attack, assault or threat also shall be forwarded immediately to the Superintendent or designee. An employee whose person or property is injured or damaged by willful misconduct of a student may ask the district to pursue legal action against the student or the student's parent/guardian.

D. Bully Prevention

The DSUSD 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. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall through physical, written, verbal, or other means:

- harass,
- sexually harass,
- threaten,
- intimidate,
- retaliate,
- cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying

Cyberbullying includes the creation or 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.

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote 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 engaging in bullying.

As appropriate, the district shall 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.

Campus Supervision and Security

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, and 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 an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

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

Alternates Forms of Discipline

The Superintendent, principal, or principal's designee may refer a victim, witness, or other student affected by an act of bullying to

- a school counselor,
- school psychologist,
- social worker,
- child welfare attendance personnel,
- school nurse,
- or other school support service personnel

for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

A pupil who has engaged in an act of bullying may also be referred to the school counselor, school psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling, or for participation in a restorative justice program

Reporting and Filing of Complaints

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

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

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

Evidence Collection

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

Social Media Bullying

When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Victim Right to Formal Written Complaint

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

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

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

School Sites Bullying Policy:

We are a community that cares. Students feel they belong to something important. We take care of our school and everyone in it. We are safe, respectful and responsible. This policy has been created to support those values and to support our students in learning together as a community. This policy applies to all students, parents, faculty and adults on our campus, whether employed by Harry S Truman Elementary School or the Desert Sands School District, working as contractors or volunteers.

In any school community, there will be occasions when members of the community do not get along. Sometimes members attempt to hurt, exclude or take power from each other. Sometimes these behaviors are motivated by anger, jealousy, insecurity, attention seeking or lack of skill in dealing with conflict. This policy is designed to guide Truman Elementary School in how to respond to conflict and bullying, so that we move past these behaviors and develop the skills to learn and play together.

Conflict is part of life and shows up in communities such as schools, where we work and play with the same group of people day in and day out during the school year. Sometimes conflicts arise between our students that they find too big or persistent to resolve by themselves. Unless we help them resolve such conflicts, students can lose focus in the classroom and divisions occur within the peer group that can travel up the grades and may affect peer dynamics years after the event. At Truman Elementary School we use TALK, a quick and effective protocol that parents and teachers can follow to facilitate the resolution of persistent or disruptive conflicts between two students. We encourage our parents to follow this protocol at home to reinforce what we teach at school. We encourage students to follow this same protocol when talking through a peer conflict without the help of an adult.

The following information provides the protocol for Talking it through.

There is a difference between:
Peer Conflict
Mean Behavior
and Bullying!!

***Include anonymous tip program (PSST World).**

E. Hate Crime Reporting Procedures

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources.

The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

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

Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Principal. Upon receiving such a complaint, the Coordinator/Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

F. Safe Ingress/Egress Procedures

Supervision of Students

Document how your school provides supervision for ingress and egress at your school site.

Each morning as students arrive on campus, site monitors, teachers, administrators and staff are strategically assigned to designated areas to monitor activities; staff circulate around the campus greeting and supervising students. The front gate next to the main office is used as a single point of entry for students and is supervised by school site monitors. During the lunch period,school site monitors, teachers and staff provide student supervision. At the end of the day, site monitors, administrators and assigned teachers share supervision of the bus loading area and designated zones on campus to ensure students leave campus in a safe and orderly manner. A crossing guard is positioned in the parking lot to assist students with crossing the parking lot safely. Students have safe paths to the Boys and Girls Club and the YMCA.

■ **On-Campus Evacuation/Assembly Location**
Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

■ **Off-Campus Evacuation/Assembly Location**
Determine if there is a facility close to your school that can potentially house your staff and student body.

■ **Memorandum of Agreement**
Establish a memorandum of agreement with the evacuation site(s).

■ **Evacuation Routes**
Include maps of evacuation routes for classrooms and all other buildings on campus.

■ **Document**
Document the Evacuation/Assembly locations in your School Emergency Response Plan.

G. Visitor Management

Visitors Registration

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure.

Each school must post at the entrance of each school and school grounds a notice setting forth visitor registration requirements, hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements. (Penal Code 627.6)

Unless otherwise directed by the principal or designee, a staff member shall accompany visitors while they are on school grounds.

Registration Procedure

In order to register, visitors shall, upon request, furnish the principal or designee with the following information: (Penal Code 627.3)

- His/her name, address and occupation
- His/her age, if less than 21
- His/her purpose for entering school grounds
- Proof of identity
- Other information consistent with the provisions of law

Denial of Registration

1. The principal or designee may refuse to register any visitor if he/she reasonably concludes that the visitor's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance. The principal or designee or school security officer may revoke an visitor's registration if he/she has a reasonable basis for concluding that the visitor's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students or staff.

2. The principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the principal or designee shall inform the visitor that if he/she reenters the school within seven days he/she can be guilty of a misdemeanor subject to a fine and/or imprisonment.

Appeal Procedure

Any person who is denied registration or whose registration is revoked may appeal to the superintendent or principal by submitting, within five days after the person's departure from school, a written request for a hearing. A hearing before the Superintendent or principal shall be held within seven days after receipt of the request. (Penal Code 627.5, AR 1250)

H. Procedures Safe and Orderly School Environment Conducive to Learning

Safe/Orderly School Environment

Clear Example

School staff is committed to the safety and an orderly school environment. It is our priority. School recognizes that deeper learning cannot take place if behavior is inappropriate for a school setting. School has taken many steps to develop a positive school climate that promotes respect for diversity, social responsibility, and effective interpersonal and communication skills.

The following steps have been taken to promote a safe and orderly learning environment on campus:

Parent & Student Handbook is shared at the beginning of the school year digitally with families. The Handbook addresses student behavior expectations and consequences. Additionally, all staff members receive instruction on the schools Handbook.

Campus Supervision: Staff members are assigned to supervise students at arrival, dismissal and class breaks. In addition, Teachers and administrators monitor various areas and the hallways of the school before, during, and after school.

Visitor Management: The School uses a single point of entry for visitors and all visitors are required to register immediately upon entering the campus.

Classrooms: The classrooms are monitored for safety by the individual teacher and administration. Prior to each school year teachers conduct a Classroom Safety Assessment and report potential hazards.

Emergency Response Protocols: Our school uses the Standard Response Protocols which includes: Lockdown, Lockout, Evacuation, and Shelter In-Place. The utilization of Standard Response Protocols enables staff and students to learn and to follow specific directions without having to be familiar with extensive protocols for multiple emergency situations.

Site Administrators: Site administrators contribute to a positive school climate, promote positive student behavior, and help reduce inappropriate conduct. The principal/designee uses available options to include counseling, interventions, and school discipline to create a safe school environment.

Safe/Orderly School Environment (cont)



Safe and Orderly Environment on School Buses: Rules of Conduct for School Bus Passengers

All pupils of the Desert Sands Unified School District shall behave in a proper manner while on the bus showing courteous consideration for the rights of other students. All passengers shall obey the following rules:

1. Follow bus driver's instructions at all times.
2. Board and leave the bus only at your assigned bus stop.
3. Arrive at the bus stop 5 minutes before, but not more than 10 minutes before, the bus is scheduled to leave. Stand in line and wait for the bus. (The bus will not wait for students at any stop.)
4. Fill seats as directed by the driver and remain in your seat while on the bus. If bus is equipped with seat belts they must be used.
5. Report to bus driver, vandalism or damage to the bus.
6. Report lost or found articles to the bus driver.
7. When getting off the bus, cross the street in the crosswalk. Follow bus driver's instructions. Never cross the street behind the bus.
8. Do not smoke on the bus.
9. Do not use profanity or abusive language.
10. Do not talk to the driver except when necessary.
11. Do not speak loudly while on the bus. Speak quietly or not at all.
12. Do not eat or drink while on the bus. Water is permitted.
13. Do not put your head, arms or any part of your body outside the bus at any time.
14. Do not litter or damage the bus. Parents/Guardians must pay for damage caused by vandalism.
15. Do not throw anything within the bus or out of the bus.
16. Do not open or use the emergency exits except in an emergency, as directed by the bus driver.

Pupils who violate any of the above rules of conduct will be given a bus citation. Written citations will be given by the bus driver to the Principal. The Principal will notify the parent/guardian and the pupil. Each citation will be investigated to determine facts and a parent/guardian-pupil conference will be held if necessary.

The consequences for receiving a citation are as follows:
- **First and second citation** - meet with the student and issue a warning.
- **Third citation** - suspended from AM-PM bus for 3 days.
- **Fourth citation** - suspended from AM-PM bus for 1 week.
- **Fifth citation** - suspended from AM-PM bus for 2 weeks.
- **Sixth citation** - suspended from AM-PM bus for 1 month.
- **Seventh citation** - suspended from AM-PM bus for rest of school year.

I. Nondiscrimination/Harassment

(Pursuant to Education Code 234.1, CCR 4621, and DSUSD Board Policy 5145.3)

Uniform Complaint Procedures

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at:

Donna Salazar, Ed.D. Assistant Superintendent/Personnel Services
47-950 Dune Palms Road
La Quinta, CA 92253
760-771-8687
donna.salazar@desertsands.us

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the 35

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public posting them on the district's web site and other prominent locations and providing easy access to them through district-supported social media, when available.

2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

3. Annually notify all students and parents/guardians of the district's nondiscrimination policy. The notice shall inform students and parents/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs

and/or practices or a violation of his/her right to privacy. In such a case, the compliance officer shall meet with the student and/or parent/guardian who raises the objection to determine how best to accommodate that student. The notice shall inform students and parents/guardians that the district will not typically notify them of individual instances of transgender students participating in a program or activity.

4. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

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

5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

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

3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination

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

5. Taking appropriate disciplinary action against perpetrators and anyone determined to have engaged in wrongdoing, including any student who is found to have made a complaint of discrimination that he/she knew was not true

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When any report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, he/she shall inform the student or parent/guardian of the right to file a formal complaint pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee. Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

Upon receiving a complaint of discrimination, the compliance officer shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3.

Transgender and Gender-Nonconforming Students

Gender identity means a student's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature, where the act has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited under state and federal law. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity

2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to his/her gender identity, or a non-transgender student because his/her mannerisms, hairstyle, or style of dress do not conform to stereotypes for his/her gender or are perceived as indicative of the other sex

3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity because the student is transgender or gender-nonconforming

4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex

5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information

6. Use of gender-specific slurs

7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve

complaints alleging discrimination against transgender and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.

3. Addressing a Student's Transition Needs: The compliance officer shall arrange meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and

desired by the student, the school may form a support team for the student that will meet periodically to assess whether the student's arrangements are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order.

However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

Regulation DESERT SANDS UNIFIED SCHOOL DISTRICT
approved: September 6, 2016 La Quinta, California

School's Nondiscrimination/Harassment Policy

No school employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, color, ancestry, national origin, age, religious creed, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, sex, sexual orientation, gender, gender identity, gender expression, or association with a person or group with one or more of these actual or perceived characteristics.

School employees are assured of full and equal employment access and opportunities, protection from harassment and intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law.

J. Discipline: Suspension & Expulsion Policies

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

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules in accordance with 42consistently, without regard to race, creed, sexual orientation, color or gender.

In order to maintain safe and orderly environments, the Board shall give employees all reasonable support with respect to student discipline. If a disciplinary strategy is ineffective, another strategy shall be employed. Continually disruptive students may be assigned to alternative programs or removed from school (BP 5144).

Site-Level Rules (BP 5144)

Rules for student discipline shall be developed at each school site and filed with the district office. These rules shall be adopted jointly by the principal or designee and a representative selected by classroom teachers employed at the school.

Each school shall solicit the participation, views, and advice of one representative selected by each of the following groups:

- administrators,
- teachers,
- security personnel,
- parents/guardians and
- secondary school students

Schools must solicit participation from these groups when the rules are developed. The rules shall be consistent with law, Governing Board policy and district regulations; they shall be revised as necessary and shall undergo the site-level review and adoption process at least every four years. (Education Code 35291.5)

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

Meetings for the development of the rules and procedures should be developed and held within the school's existing resources, during non-classroom hours, and on normal schooldays.

The final version of the rules and procedures on school discipline with attendant regulations may be adopted by a panel comprised of the principal of the school, or his or her designee, and a representative selected by classroom teachers employed at the school.

It shall be the duty of each employee of the school to enforce the rules and procedures on school discipline adopted under this section.

School Site Specific Rules and Procedures on School Discipline

We, the members of the Harry S Truman Elementary School staff, believe that an effective discipline plan is essential to help guarantee all students the superior learning environment that they deserve.
We believe that all our "Truman Tigers/Cubs" can behave appropriately in the classroom and throughout the school. "Bad" children do not exist at Truman School, but we do have children who make "bad choices". Through our caring and guidance, and the guidance and support of the home environment, we create a safety net for these children and, together, help positively focus them on "good" choices.

School rules are explained and reviewed frequently by teachers. Progressive discipline and consequences are used to bring about the desired behavior (warning, loss of privileges, parent contact and involvement, short term removal from class, counselor/administrator's intervention.) We strive to make our campus a nurturing, safe and loving environment for our "Truman Tigers/Cubs" at all times. The following guidelines will insure teachers their right to teach and students their right to learn without the obstacle of disruptive behavior.

Behavior Rules Playground:

Follow directions of all adults.

Stay in assigned areas.

Use equipment and facilities appropriately.

No chase and/or tag games.

No fighting, intimidation or use of profanity.

Behavior Rules Classroom: Each teacher will post his/her specific discipline plan in the classroom.

Follow directions and listen to adults.

Raise hand before speaking.

Keep hands and feet to self.

Stay in seat, except with permission.

Suspension And Expulsion/Due Process

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

To correct the behavior of any student who is subject to discipline, the Superintendent or designee shall, to the extent allowed by law, first use alternative disciplinary strategies specified in AR 5144.1 - Discipline. (Education Code 48900.5)

Alternatives to suspension or expulsion also shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

Except for single acts of a grave nature or offenses 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, or the student's presence causes a continuing danger to himself/herself or others.

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

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

Due Process

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

Removal from Class by a Teacher and Parental Attendance

When suspending a student from class for committing an obscene act, engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1)

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the teacher and the student and his/her parents/guardians and to improve the student's behavior.

Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom. (Education Code 48900.1)

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

Parental Notifications

A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

At the meeting with the student's parent/guardian, the principal or designee shall explain the district's and school's discipline policies, including the disciplinary strategies that may be used to achieve proper student conduct.

When a parent/guardian does not respond to the request to attend school, the principal or designee shall contact him/her by telephone, mail, or other method that maintains the confidentiality of the student's records.

Student Records

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

Supervised Suspension Classroom

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

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

Decision Not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law and administrative regulation. (Education Code 48917)

Monitoring the Use of Suspension and Expulsion

At the end of each school year, the Superintendent or designee shall present a report to the Board regarding the use of suspension and/or expulsion in district schools. The report shall include, but is not limited to, outcome data which the district is required by law to collect and data related to the effect of suspension and/or expulsion on the district's minority student populations or groupings.

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Definitions

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

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.

2. Referral to a certificated employee designated by the principal to advise students.

3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

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

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

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

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

Principals Designee for School Discipline Procedures

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

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

Notice of Regulations

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

Grounds for Suspension and Expulsion

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

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

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

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

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

5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))

7. Stole or attempted to steal school property or private property (Education Code 48900(g))

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties (Education Code 48900(k))

12. Knowingly received stolen school property or private property (Education Code 48900(l))

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

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

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

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

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

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

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

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

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

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 (items #20-22 below), that has any of the effects described above on a reasonable student.

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

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

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

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

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

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

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

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

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

22. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably

expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

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

1. While on school grounds

2. While going to or coming from school

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

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

Removal from Class by a Teacher and Parental Attendance

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

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

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

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

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

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

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

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

This notice shall also:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date

2. State that if the parent/guardian does not have a means of transportation to school, he/she may ride the school bus with the student

3. Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1

Suspension by Superintendent, Principal, or Designee

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

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

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

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

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

2. Brandishing a knife as defined in Education Code 48915(g)

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

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

5. Possessing an explosive as defined in 18 USC 921

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

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

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

Suspensions shall be initiated according to the following procedures:

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

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

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

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

In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

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

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

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

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

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

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

Supervised Suspension Classroom

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

1. The supervised suspension classroom shall be staffed in accordance with law.

2. The student shall have access to appropriate counseling services.

3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.

4. The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

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

Authority to Expel

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

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion." (Education Code 48915)

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

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

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

Mandatory Recommendation for Expulsion

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

1. Causing serious physical injury to another person, except in self-defense

2. Possession of any knife as defined in Education Code 48915(g), explosive, or other

dangerous object of no reasonable use to the student

3. Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician

4. Robbery or extortion

5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

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

Mandatory Recommendation and Mandatory Expulsion

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

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

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

2. Brandishing a knife as defined in Education Code 48915(g) at another person

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

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

5. Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

Student's Right to Expulsion Hearing
Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed one of the acts listed above under "Grounds for Suspension and Expulsion" (Education Code 48918(a))

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

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for

good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

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

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918) After a determination that one of the grounds listed above under "Grounds for Suspension and Expulsion" has occurred, the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion. The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian.

Rights of Complaining Witness

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

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

1. Receive five days' notice of his/her scheduled testimony at the hearing

2. Have up to two adult support persons of his/her choosing present in the hearing at the time he/she testifies

3. Have a closed hearing during the time he/she testifies

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

Written Notice of the Expulsion Hearing

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

1. The date and place of the hearing.

2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.

3. A copy of district disciplinary rules which relate to the alleged violation.

4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

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

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

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

6. The right to inspect and obtain copies of all documents to be used at the hearing.

7. The opportunity to confront and question all witnesses who testify at the hearing.

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth

At least 10 days prior to a hearing to determine if a student who is a foster youth as defined under Education Code 48853.5 should be expelled for an offense not requiring a mandatory

recommendation for expulsion, the Superintendent or designee shall notify the student's attorney and a representative of an appropriate county child welfare agency. If the hearing is pursuant to an offense requiring a mandatory expulsion recommendation, the Superintendent or designee may provide the same notification. The notice shall be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

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

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

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

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

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

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of

the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion" above. (Education Code 48918(h))

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

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

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

a. Any complaining witness shall be given five days' notice before being called to testify.

b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.

c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.

d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.

e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

(1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

(3) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

(c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

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

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

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

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

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (Education Code 48917, 48918)

Final Action by the Board

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

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

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

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

1. Periodic review, as well as assessment at the time of review, for readmission

2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

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

Written Notice to Expel

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

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion" (Education Code 48900.8)

2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)

3. Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)

4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)

5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

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

1. The student's pattern of behavior

2. The seriousness of the misconduct

3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

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

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)

2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)

3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)

4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)

5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during

the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board (Education Code 48917)

Right to Appeal

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

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

Notification to Law Enforcement Authorities

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

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

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

Post-Expulsion Placements

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

1. Appropriately prepared to accommodate students who exhibit discipline problems

2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site

3. Not housed at the school site attended by the student at the time of suspension (Independent Study / Community Day School)

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

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

Readmission After Expulsion

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)

2. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.

3. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.

4. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.

5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)

6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)

7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

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

Maintenance of Records

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

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

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

In addition, the Superintendent or designee shall disaggregate student data collected based on race, color, nationality, religion, disability, and other categories protected from discrimination under the law.

Regulation DESERT SANDS UNIFIED SCHOOL DISTRICT
adopted: November 17, 1998 La Quinta, California
revised: March 7, 2006
revised: September 1, 2009
revised: June 18, 2013

Community Service

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

Recess Restriction

Certificated staff may restrict a student's recess time under the following conditions when he/she believes that this action is the most effective way to bring about improved behavior:

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 detention.

3. Teachers shall inform the principal of any recess restrictions they impose.

Detention After School

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

1. A student who is transported by school bus shall be detained only until the time when the bus departs. (Code of Regulations, Title 5, Section 307, 353)

2. A student who is not transported by school bus shall be detained only after his/her parent/guardian has been notified of the day and amount of time involved.

3. The student shall remain under the supervision of a certificated employee during the period of detention.

*Students may be offered the choice of serving their detention on Saturday rather than after school.

Parent Notification Requirement

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

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

Regulation DESERT SANDS UNIFIED SCHOOL DISTRICT
approved: November 17, 1998 La Quinta, California

Corporal Punishment

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

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

Notice to Parents/Guardians and Students

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

The notice shall state that these rules and regulations are available on request at the principal's office in all district schools. (cf. 5145.6 - Parental Notifications)

Regulation DESERT SANDS UNIFIED SCHOOL DISTRICT
approved: November 17, 1998 La Quinta, California

K. Search and Seizure

5145.12 BP Search and Seizure

The Governing Board recognizes that incidents may occur which jeopardize the health, safety and welfare of students and staff and which necessitate the search and seizure of students, their property, or their lockers by school officials.

As necessary to protect the health, safety and welfare of students and staff, school officials may search students, their property and/or district property under their control, and may seize illegal, unsafe and prohibited items. The Governing Board requires that discretion, good judgment and common sense be exercised in all cases of search and seizure.

Individual Searches Reasonable Suspicion Requirement

School officials may search individual students, their property, and district property under their control, when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, Board policy, administrative regulation, or other rules of the district or the school. However, students can be detained without reasonable suspicion to question or investigate provided that the detention is not for purposes of harassment, or arbitrary or capricious. The Board urges that discretion, good judgment and common sense be exercised in all cases of search and seizure.

Employees shall not conduct strip searches or body cavity searches of any student. (Education Code 49050)

Searches of individual students shall be conducted in the presence of at least two district employees. Person conducting the search shall be the same gender as the student being searched.

Parent Notification

The parent/guardian of a student subjected to an individualized search shall be notified by the district as soon after the search as possible.

Student Lockers/Desks

Because lockers are under the joint control of the student and the district, school officials shall have the right and ability to open and inspect any school locker or desk without student permission or prior notice when they have reasonable suspicion that the search will disclose evidence of illegal possessions or activity or when odors, smoke, fire and/or other threats to health, welfare or safety emanate from the locker or desk.

For health and safety reasons, a general inspection of school properties such as lockers and desks may be conducted on a regular, announced basis, with students standing by their lockers or desks. Notice of this policy shall be given to all students when lockers are assigned.

Use of Metal Detectors

The Board believes that the presence of weapons in the schools threatens the district's ability to provide the safe and orderly learning environment to which district students and staff are entitled. The Board also believes that metal detector searches offer a reasonable means to keep weapons out of the schools and mitigate the fears of students and staff.

The use of a metal detector for purposes of a search must be conducted in a manner that minimizes or eliminates arbitrary and capricious enforcement by school officials.

Use of Drug-Detection Dogs

In an effort to keep the schools free of drugs, the district may use specially trained nonaggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or district policy. The dogs may sniff the air around lockers, desks, bags, items or vehicles on district property or at district-sponsored events as long as they are not allowed to sniff within the close proximity of any students.

The above inspections may be unannounced and may be made at the discretion of the Superintendent or designee*. Case law requires that these searches are random.*

Students and parents/guardians shall be informed of this policy at the beginning of each school year.

Policy DESERT SANDS UNIFIED SCHOOL DISTRICT
adopted: November 17, 1998 La Quinta, California
revised: May 5, 1999
revised: February 19, 2002

L. Schoolwide Dress Code Prohibiting Gang Related Apparel
(BP 5132)

Dress And Grooming

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

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

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.

2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles, I.D. lanyards, etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice on the basis of disability, gender, gender identity, nationality, race or ethnicity, religion, or sexual orientation.

3. Hats, caps and other head coverings shall not be worn indoors.

4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.

5. Gym shorts may not be worn in classes other than physical education.

6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes. (cf. 3260 - Fees and Charges)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester year and updated whenever related information is received.

Truman School does not have a uniform policy, but does follow the "District Dress Code" mandated for all schools in Desert Sands Unified School District. This dress code indicates that all students shall be required to dress and groom for school with attention to and emphasis upon the following: neatness, cleanliness, modesty, decency, safety, and personal and public health.
Under safety, we strongly emphasize protective footwear and request that parents/guardians be sure to buy school footwear that provides "protection for the feet while the student is in the classroom, out on campus and in any other school activity." Platform/high shoes, shoes with rollers, unlaced shoes and/or open backed shoes should not be worn as they can lead to injury when your child plays at recess, or is at P.E. Open toed shoes should not be worn as they can definitely lead to "Tiger Toe owies"! We all must work together to protect those dear little "Tiger Toes"!
In the areas of modesty and decency, students should NOT wear... caps worn backwards; accessories with spikes or any other unsafe attachments; visible tattoos; sun glasses – unless student has eye issues (please let the office know), any clothing, knapsacks or lunch bags with inappropriate language/pictures (this includes notebooks, etc.). Students will be directed to call home for appropriate clothing/shoes to be brought to school as needed. Thank you for your support!

_____ Marks 2 inches

Shirts – raise arms, torso still covered
Width of each strap at least 2 inches
Width of each strap at least 2 inches

M. Americans with Disabilities Act

The District and Schools must ensure that disaster planning, response, and recovery takes into consideration the students and employees protected by the Americans with Disabilities Act. For people with disabilities, the problems of evacuating a building during an emergency are a major concern. Many people with mobility impairments cannot use stairs and people with hearing and vision impairments may not receive emergency notification and directions unless they are provided in both audible and visual forms. In addition, people with learning, emotional or cognitive disabilities may need to have safety and emergency procedures taught in a language or terms they understand.

Because schools may, at one time or another, have staff, students or visitors who need evacuation assistance, each DSUSD school will make every effort in an emergency to deal with the needs of individuals with disabilities. In the initial hours of a disaster there may be a shortage of resources, and priorities will be on lifesaving operations, not care & sheltering. It may therefore, take additional time to deal with the needs of individuals with disabilities. District and School sites should attempt to pre-identify employees or students with special needs that may need additional assistance in the event of an emergency.

ACTIONS TO TAKE PRIOR TO EMERGENCY SITUATIONS

Organize Evacuation Committee for the Disabled—Identify your in-school team charged with developing your site-specific emergency evacuation plan for students, employees, and/or visitors with disabilities.

Suggested team members include:

- Employees with disabilities;
- Students with disabilities and/or their parents; and
- Staff members trained and/or experienced in working with individuals with disabilities such as:
- Site administrator
- Campus Safety & Security
- School nurse;
- Physical therapist;
- Special education teacher; and
- Guidance counselor.
- Teachers;
- Clerical staff members;
- Students (secondary schools);
- Building service workers;
- Any staff members trained as an EMT or firefighter.

Consult With Experts for Assistance

Consult with the experts from the following agencies for assistance with developing your school's emergency evacuation plan for the disabled:

- Fire and EMS department officials;
- Emergency medical personnel (fire & EMS departments); and
- Police department officials.

N. Mass Care, Welfare, and Shelter Procedures

Desert Sands Unified School District administrative regulation 3516.3 grants the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The District will cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)

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

V. STANDARDIZED EMERGENCY OPERATIONS PLAN

A. Levels of Emergencies

Emergencies are described in terms of the following three levels:

Level 1 - A situation in which the scope is limited to school settings and school-based personnel, and no outside assistance is needed.

Level 2 - A situation at the school where the scope of the emergency necessitates assistance from City emergency response agencies. These events require help from outside resources, but do not reach the scope and gravity of provincial emergencies requiring regional support.

Level 3 - These include large-scale events where coordination of services from local and regional response agencies is warranted. In many of these situations the school's role is to implement protocols until appropriate community agencies (e.g., police, fire and rescue) respond and assume responsibility. Schools must be prepared to rely on their own resources until help arrives.

B. Disaster Service Workers, California Government Code 3100

This code states in part, "All public employees are hereby declared disaster service workers and take an oath of affirmation as such upon hire."

Disaster Service Act, California Government Code 8550-8551

This code ensures preparations within the state will be adequate to deal with emergencies and covers use of all available manpower to be used when necessary as Disaster Service Workers.

C. National Incident Management System (NIMS)

All K-12 schools receiving Federal preparedness monies through the U.S. Department of Education, the U.S. Department of Homeland Security, and/or the U.S. Department of Health and Human Services are required to support the implementation of NIMS.

The NIMS components schools need to implement are:

- Command and Management; the use of the Incident Command System (ICS), Multi-Agency Coordination Systems (MACS), and Public Information Systems.
- Preparedness actions to establish and sustain prescribed levels of capability necessary to execute a full range of incident management operations.

- Resource Management to coordinate the application of tools, processes and systems which provide incident managers with timely and appropriate resources during an incident. Resources include personnel, equipment, and supplies.
- Communication and information Management; the means to develop a common operating picture for communications and system interoperability.

D. FEMA Standardized Training Requirements School Staff

The National incident Management System places requirements for standardized training in courses on NIMS and ICS. School staff should be trained according to their responsibilities during an emergency or disaster. Staff members who may be considered emergency personnel should complete FEMA ICS100, ICS200, and IS700 courses at a minimum.

FEMA REQUIRED TRAINING	
GENERAL ROLE	**CRITICAL ROLE**
Personnel with any role in emergency preparedness, incident management, or response should complete the following TWO course: • IS- /ICS -100 An Intro to the Incident Command System • IS-/ICS- 700 An Intro to the National Incident Management System (NIMS)	Emergency management personnel with a *critical* role in response should complete the following four courses, at a minimum: • IS-/ICS-100 *An Introduction to ICS* • IS-/ICS-700 *NIMS, An Introduction* • IS-/ICS-800.B *National Response Framework, An Introduction* • IS-/ICS-200 *ICS for Single Resources and Initial Action Incidents*
NOTE: Depending on the school and campus, general incident personnel *may* include: • Nurses and Health Officials • School Security Officers • Counselors, Psychologists, Psychiatrists • Technology Specialists • Facilities Staff • Food Preparation Staff • Administrators • Educators/Faculty • Coaches and Athletic Staff • Resource staff, paraprofessionals, and support personnel	NOTE: Depending on the school and campus, this may include the following personnel: • School Emergency Response Team members • Institution President • Superintendents • Senior Security Staff • Public Relations • Principals and Asst. Principals • Facilities Staff

E. Incident Command System Organization

ICS is the standardized management tool for command, control, and coordination of the response to an emergency. ICS provides a means to coordinate the efforts of individual agencies as they work toward the common goal of stabilizing the incident and protecting life, property, and the environment. ICS uses principles that have been proven to improve efficiency and effectiveness and applies those principles to emergency response for any type of situation.

Within the ICS, you can expand the response organization on an as needed basis, activating a functional position when needed, and deactivating positions that are no longer necessary. Typically the school principal or his or her designee assumes the Incident Commander responsibilities and activates the other positions as needed. Staff may be assigned to perform more than one role, depending on the number of school personnel available to respond.

F. Five Major Components of ICS

The five major components of ICS, Management, Operations, Planning, Logistics, and Finance, are the foundation upon which the ICS organization develops. They apply during a routine emergency, when preparing for a major non-emergency event, or when managing a response to a major disaster. In small-scale incidents, all of the components may be managed by one person, the Incident Commander. Large-scale incidents usually require that each component, or section, is set up separately. Each of the primary ICS sections may be divided into smaller functions as needed and customized for the needs that occur in a school environment.

G. The Management Section

Incident Commander: the person in charge at the incident and responsible for the overall response to the emergency. The IC may conduct all of the functions of the sections, or activate positions and units as the incident grows, and de-activate them as the incident stabilizes.

- **Public Information Officer:** handles all media inquiries, writes press releases and coordinates the release of information to the media through the Incident Commander.
- **Safety Officer:** monitors safety conditions and develops measures for ensuring the safety of all assigned staff.
- **School Liaison:** is the on-scene contact for other agencies responding to the incident.

H. The Operations Section

- **Search and Rescue Unit:** conducts search of every room on campus for victims that may be trapped or injured and evacuates them from the building to a triage or safe location.
- **First Aid/Medical Unit:** establishes a medical triage area and provides/oversees care given to the injured.
- **Fire Suppression/Hazmat Unit**: locates and extinguishes small fires as appropriate and evaluates the area for release of any chemicals.
- **Damage Assessment Unit:** performs initial assessment of damage to buildings and structures looking for structural damage, and shuts down utility systems if necessary.
- **Student Release/Reunion Unit:** manages the assembly area for students and ensures proper identification procedures to reunite students with parents or authorized persons.
- **Assembly Area/Shelter Unit:** establishes and sets-up shelter facilities for staff and students required to stay at the site.
- **Crisis Intervention Unit:** provides the immediate mental health assistance needed by staff and students, and assesses long-term mental health requirements.

I. The Planning Section

- **Situation/Resource Status Unit:** the collection, evaluation, dissemination, and use of information about the status of the incident and the resources assigned to it.

- **Documentation Unit:** maintains a log of all emergency developments and response actions and other necessary documentation.

J. The Logistics Section

- **Supplies/Distribution Unit:** acquires and distributes the necessary resources, supplies, equipment and materials for the response to the emergency.

- **Transportation Unit:** provides for the transportation of students and staff to evacuation sites and for trucks/vehicles to deliver equipment.

- **Personnel Unit:** coordinates the assignment of staff and volunteers to fill positions as needed and requested by the Incident Commander.
- **Facilities Unit:** designates facilities for the ICS organization as necessary and ensures that the accommodations fit the requirements of the function.

K. The Finance Section

- **Compensation/Claims Unit:** processes workers compensation claims and claims for damages related to the emergency response.

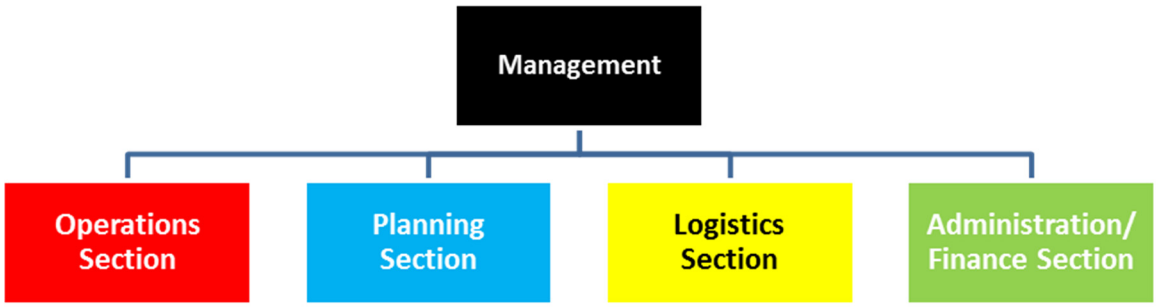
- **Purchasing/Procurement Unit:** arranges for purchases of needed equipment, supplies and materials with vendors or pre-designated contractors.

- **Timekeeping Unit:** maintains a log of all and response actions, including financial expenditures, timekeeping, and other necessary documentation.

L. District Emergency Operation Center

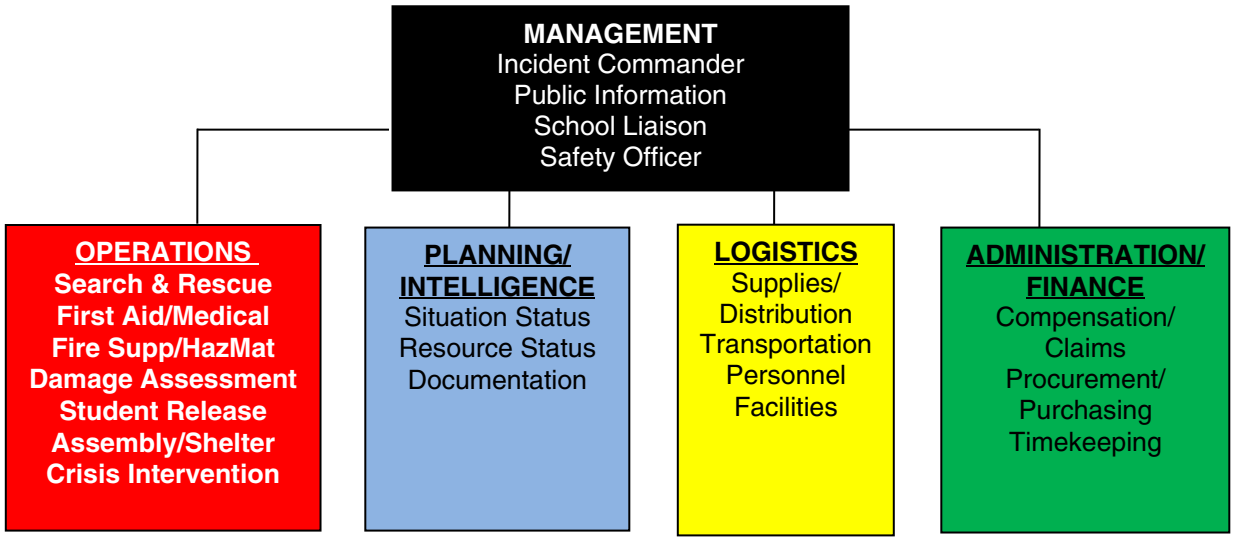
At the District EOC level, all of these positions may be activated as well as additional positions designed for specific needs of the District. Additionally, the Operations, Planning, Logistics and Finance Sections would all have a "Section Chief" assigned to oversee and manage each section.

The following ICS chart shows what an ICS organization could look like at a typical school incident. Note that some staff members perform more than one role.



M. School ICS Organizational Chart

Within the ICS, an emergency response organization consisting of five Sections can be activated, depending on the needs established. The following ICS organizational chart shows an ICS organization, adapted for a typical school site. Each one of the five sections has specific functions that typically occur or need to be conducted during the course of an emergency or disaster. If activated, each functional position has a person or a team tasked with carrying out the responsibilities associated with the position. These positions and their affiliate Sections are outlined as follows:



N. School Coordination with Local Emergency Response Agencies

Public schools are not traditional response organizations and more typically are recipients of first responder services provided by fire and rescue, emergency medical and law enforcement agencies. Individual school participation in local government's emergency preparedness programs is essential to ensure that first responder services are delivered to schools in a timely and effective manner. In case of an emergency that is beyond the capabilities of the school to handle, it is recommended that school personnel coordinate with local emergency response agencies. This may include having a member or members act as liaison with the responding agencies.

R. Unified Command

The control of and response to campus emergencies is the sole responsibility of the school site emergency response teams **(SERT)** until professional first responders arrive. Once they are on scene, incident command transitions to a Unified Command, wherein representatives from each of the agencies present work together to coordinate resources and give direction. The school's Principal/Incident Commander will begin to work closely with the professional Incident Commander to plan and carry out response activities. Other school employees may be asked to participate as well, depending upon the incident at hand and the available staffing of emergency responders. All staff should be prepared to participate if necessary.

VI. STANDARD RESPONSE PROTOCOLS



Standard Response Protocols

Standard Response Protocol is based on best practice responses to emergency situations. It has been subjected to tactical review by hundreds of law enforcement agencies and adopted by thousands of schools. The Standard Response Protocol refers to a set of clear directives that may be implemented across a number of situations. For example, **Evacuation** is a procedure that may apply in emergencies such as a fire, a bomb threat, or an interior gas leak. Building occupants would not necessarily need to know the specifics of the emergency; they simply need to know to *evacuate* immediately upon issuance of an administrative decision.

Other Standard Response Protocols include**: Lockdown, Lockout**, and **Shelter In-Place.** Utilization of Standard Response Protocols enables staff and students to learn and to follow specific directions without having to be familiar with extensive protocols for multiple emergency situations.

The premise is simple and based on four specific actions that can be performed during many different types of incidents which require and emergency response. Students and staff members are trained in the Standard Response Protocols so when an incident occurs the needed action is announced. Students can expect the SRP to be used Districtwide during their education career.

The use of the SRP improves response times of students and staff members because of it's straightforward language and specific lifesaving response actions.

Lockdown: The school is put on lockdown due to perceived danger inside or very near to the campus.

The following are examples when a school might use the Lockdown protocol.

- Intruder
- Angry or violent parent or student
- Active Shooter or Assailant

Staff Actions:

- Announce the protocol at least twice, **"Lockdown: Locks, Lights, Out of Sight."**
- Secure the room (lock doors and barricade entryways)
- Contact law enforcement (911)
- Sweep the hallway for students if possible
- Give no indication of occupancy
- Turn off the lights and computer screens
- Stay out of sight of windows

Safe Zone

- Get students to a safe zone
- Take roll and account for students and staff quietly when possible (note the time).

Lockout: The Lockout protocol is initiated when there is a threat or hazard outside of the building. Whether it's due to violence or criminal activity in the immediate neighborhood, or dangerous animal on the playground. Lockout uses the security of the physical facility to provide protection.

School staff move all students and activities inside and ensure the doors are locked while learning continues inside the school with minimal classroom interruption or distractions.

Staff Actions:

- Announce the protocol at least twice, **"Secure Doors and The Perimeter."**
- Bring students inside of the buildings
- Lock all doors., windows, and other access points
- Take attendance and note time.
- Increase situational awareness
- Secure outer perimeter by locking exterior gates and doors
- Secure campus "Lockout Zones"

Lockdown Post Assignments

Lockout Zones are created by securing campus gates or other access points such as corridor doors. Staff members are assigned "Primary Responsibility"" for "Lockout Zones."
Post assignments should be identified in advance and should be actively used in campus drills.

There should also be a person assigned with "Secondary Responsibility" as a precaution that the person with primary responsibility is absent or unable to perform the protocol.

Evacuate: Evacuation is called when there is a need to move students away from a possible danger.

Staff Actions:

- Announce the protocol at least twice, “Evacuate! To your assembly area.””
- Teachers lead students to evacuation assembly area.
- Take attendance, account for all students and staff
- Notify school Incident Commander of any students or staff members who are unaccounted for.
- Schools should have two evacuation assembly points identified.

Shelter In-Place - Students and staff are instructed to take safe shelter due to a situation in or near the school. Possible situations include:

- *hazmat danger,*
- *inclement weather / lighting,*
- *earthquake or*
- *other natural events.*

Staff Actions

- Announce the hazard twice and the response protocol twice: Example: This is an earthquake, Duck, Cover, and Hold”
- Students and staff are instructed to take safe shelter due to a situation in or near the school.

VII. SAFETY & SECURITY DRILLS AND SCHEDULES

Types of Safety & Security Drills Conducted

Safety of our students is a top priority. DSUSD schools conduct safety and security drills throughout the school year. The following drills are conducted:

- **Drop/Take Cover Drill:** Students practice safety measures to prevent harm during an earthquake. Students protect their heads, take cover under desks and tables, and move away from windows and glass.
- **Fire Drill:** Students learn to evacuate classrooms safely in the event of a fire.
- **Lockdown Drill:** Students move to the safety of a classroom or closest building when there is imminent danger either on campus or in the neighborhood, such as from a loose animal, community incident, or police action.
- **Lockout Drill:** Similar to a Lockdown. All door and windows are locked and the perimeter is secured.
- **Shake Out Drill:** Students evacuate to the P.E. field during the annual Shakeout Drill. In the event of an actual earthquake or on-site emergency

Fire Procedures

Listed below are the procedures, which should be followed in case of a fire or other emergency:

1. Upon notification of any fire or activation of the fire alarm system, the classroom teachers shall see that the evacuation of the children is done in an orderly fashion to the evacuation area(s).
2. The instructor shall remove the roll call book and make sure the classroom door(s) and if possible, windows are closed.
3. Once the evacuation area is reached, the instructor shall call the roll to ensure that everyone is accounted for.
4. The instructor should not leave the evacuation area until the ALL CLEAR bell is sounded.

It is the responsibility of each school principal to:

1. Post the telephone number of the fire department in the office and/or at the main switchboard.
2. Assign a responsible person to call the fire department upon notification of any fire or activation of the alarm system for any reason other than fire drills.
3. A plan showing paths of travel to evacuate the room in case of emergency and including an alternate route should be posted in a conspicuous place in each classroom or assembly area.
4. Assign a person the responsibility for removing student and staff emergency cards/records during a fire/drill.

All students and staff are required to participate in these mandated drills. A record of the drills will be maintained by the principal and a schedule will be done on an annual basis.

Required School Disaster Response Drills

Drill	Elementary	Middle School	High School
Fire Drill Per Ed Code 32001	Once per month, including summer school.	Once each quarter and summer school.	Once per semester, including summer school.
Earthquake (Drop/Cover/ Hold On) **Per Ed Code 35297**	Once each quarter and summer school.	Once each quarter and summer school.	Once per semester, including summer school.
Lockdown	Once per semester, including summer school.		
Lockout	Once per semester, including summer school.		

Fire Drills 32001 Ed Code: Fire drills at must be, "conducted least once every calendar month at the elementary level and at least four times every school year at the intermediate levels. A fire drill shall be held at the secondary level not less than twice every school year."

Earthquake 35297 Ed Code"A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools."

*See sample schedules for grade levels on the following pages.

Sample Elementary School Emergency Drill Schedule

Elementary Schools in the Desert Sands Unified School District will conduct one fire drill per month and one earthquake drill per quarter. Additionally, elementary schools will conduct one lockdown and lockout drill per semester.

August	**Fire Drill** (per Education Code 32001)
September	**Fire Drill** (per Education Code 32001)
September	**Lockdown Drill / Lockout**
October	**Fire Drill** (per Education Code 32001)
October	**DROP/Disaster Drill** (per Education Code 35297)
November	**Fire Drill** (per Education Code 32001)
November	**DROP/Disaster Drill** (per Education Code 35297)
December	**Fire Drill** (per Education Code 32001)
December	**Lockdown Drill / Lockout**
January	**Fire Drill** (per Education Code 32001)
January	**DROP/Disaster Drill** (per Education Code 35297)
February	**Fire Drill** (per Education Code 32001)
March	**Fire Drill** (per Education Code 32001)
March	**DROP/Disaster Drill** (per Education Code 35297)
April	**Fire Drill** (per Education Code 32001)
May	**Fire Drill** (per Education Code 32001)

Sample Middle School Emergency Drill Schedule

Middle Schools in the Desert Sands Unified School District will conduct one fire drill and earthquake drill per quarter. Additionally, middle schools will conduct District mandatory lockdown & lockout drills.

September	**Fire Drill** (per Education Code 32001)
September	**Lockdown Drill / Lockout Drill**
October	**DROP/Disaster Drill** (per Education Code 35297)
November	**Fire Drill** (per Education Code 32001)
December	**Lockdown Drill / Lockout Drill**
January	**Fire Drill** (per Education Code 32001)
February	**Fire Drill** (per Education Code 32001)
March	**DROP/Disaster Drill** (per Education Code 35297)
April	**Fire Drill** (per Education Code 32001)

Sample High School Emergency Drill Schedule

High Schools in the Desert Sands Unified School District will conduct the minimum number of emergency drills as shown below in order to be compliant with state education laws. Additionally, high schools will conduct District mandatory lockdown & lockout drills.

September	**Fire Drill** (per Education Code 32001)
September	**Lockdown Drill / Lockout**
October	**DROP/Disaster Drill** (per Education Code 35297)
January	**Lockdown Drill / Lockout**
February	**Fire Drill** (per Education Code 32001)
March	**DROP/Disaster Drill** (per Education Code 35297)

VIII. SCHOOL EMERGENCY OPERATION PLANS

The District Standardized Emergency Operations Plan is one component of the school site Comprehensive Safety Plan. Other components of the Comprehensive Safety Plan are outlined in the Education Codes (CA. Ed Code 32282-a). The DSUSD Standardized All-Hazards Emergency Operations Plan meets all requirements of the emergency planning and management sections of the Comprehensive Safety Plan.

A. Implementation

The DSUSD Emergency Operations Plan is promulgated by the Superintendent and is implemented at the time of a disaster at the direction of the Superintendent or his/her designated alternate. School site emergency plans are implemented by school Principals upon the occurrence of an emergency under the direction of the Superintendent. In the absence of orders from the Superintendent, each school Principal is authorized and directed to implement their emergency plan, or take such other action as may, in his or her judgment, be necessary to save lives and mitigate the effects of disasters.

B. Lines of Succession

Lines of Succession is the designation of an individual to act for and exercise the powers of an official in the event of that official's absence, death, incapacity, or resignation and until that official is appointed by appropriate authority. Orders of succession enable an orderly and predefined transition of leadership within the organization.

Under normal circumstances, the school Principal would be in charge of making major decisions affecting the school. Immediately following an emergency or disaster the Principal may be displaced, incapacitated, or unavailable for other reasons, however, the school's responsibilities and functions must continue without interruption regardless of the availability of any individual. It is important to appoint a successor to key positions at the school in the event something would happen. The individual who is appointed as the successor shall have the same powers and authority of the person they are succeeding, and will serve in the appointed position until that person is again able to serve or is replaced permanently. Individual school plans will reflect Lines of Succession for their respective campuses. A formal communication to school staff stating who is the Principal's designee should be put out anytime the school Principal is off site for an extended period of time.

The lines of succession for the school sites will be determined by the principal and listed in the chart below in the individualized school site EOP's. This information will be reviewed and updated as needed. Current lists of lines of succession at school sites will be forwarded to the DSUSD Emergency Coordinator for inclusion in the master DSUSD Emergency Operations Plan.

Emergency Response – Aircraft Crash

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

Aircraft crashes into the school

STAFF ACTIONS:

1. Notify Principal.
2. Move students away from immediate vicinity of the crash.
3. EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
4. Check school site to assure that all students have evacuated.
5. Take attendance at the assembly area.
6. Report missing students to the Principal /designee and emergency response personnel.
7. Maintain control of the students a safe distance from the crash site.
8. Care for the injured, if any.
9. Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.
10. Determine if parental reunification or controlled release is needed.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Notify police and fire department (call 911).
2. Determine immediate response procedures, which may include **EVACUATION, OFF-SITE EVACUATION** or **DIRECTED TRANSPORTATION**.
3. Notify District Superintendent, who will contact the Riverside County Office of Education.
4. Set up Incident Command at site and initiate Unified Command with responding agencies.
5. Arrange for first aid treatment and removal of injured occupants from building.
6. Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
7. Account for all building occupants and determine extent of injuries.
8. Do not re-enter building until the authorities provide clearance to do so.

Aircraft Crash Near School

STAFF ACTIONS:

1. Notify Principal.
2. Move students away from immediate vicinity of the crash.
3. Remain inside with students unless subsequent explosions or fire endanger the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Notify police and fire department (call 911).
2. Set up Incident Command and initiate Unified Command with responding agencies if needed.
3. Initiate **SHELTER IN PLACE**, if warranted.
4. Ensure students and staff outside are directed to designated areas until further instructions are received.
5. Ensure that students and staff remain at a safe distance from the crash.
6. Notify District Superintendent.
7. Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do. This may affect student pick up, so prepare for parental communication.
8. Determine if parental reunification or early release is needed.

Emergency Response – Air Pollution

Severe air pollution may affect students and staff who are susceptible to respiratory problems.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
2. Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
3. When notified by the district office or news media of an unhealthy air advisory, inform all staff to stay indoors and minimize physical activity.
4. Cancel all athletic competitions and practices and any other activities that require strenuous physical activity.
5. Instruct employees to minimize strenuous physical activity.
6. Cancel any events that require the use of vehicles.
7. Urge staff and high school students to minimize use of vehicles.

STAFF ACTIONS:

1. Remain indoors with students.
2. Minimize physical activity.
3. Keep windows and doors closed.
4. Resume normal activities after the All Clear signal is given.

Emergency Response – Animal Disturbance

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Isolate the students from the animal. Close doors and keep students inside as a means to isolating the animal.
2. If the animal is outside, keep students inside and institute a LOCK OUT.
3. If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal.
4. Contact the local Animal Control office or law enforcement for assistance in removing the animal.
5. If the animal injures anyone, seek medical assistance.
6. Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

1. If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
2. If the animal is inside, EVACUATE students to a sheltered area away from the animal.
3. Notify the principal if there are any injuries.

Emergency Response – Bomb Threat

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

1. Listen. Do not interrupt caller.
2. Keep the caller on the line with statements such as, *"I am sorry, I did not understand you. What did you say?"*
3. Check for caller I.D. Write down that information.
4. Notify site administrator immediately after completing the call.
5. Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

1. Note the manner in which the threat was delivered, where it was found and who found it.
2. Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
3. Caution students against picking up or touching any strange objects or packages.
4. Notify principal or site administrator.

PRINCIPAL/SITE ADMINISTATOR ACTIONS:

1. Call 911.
2. If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
3. Instruct staff and students in the area to turn off cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
4. Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
5. Not all bomb threats result in evacuation. An unauthored threat with no specific information and no accompanying suspicious circumstances could be a hoax. The principal should examine the totality of the threat before deciding on evacuation.

6. Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
7. If it is necessary to evacuate the entire school, use the fire alarm.
8. Notify the District Superintendent of the situation. Only the Superintendent can order the school to be closed.
9. Set up Incident Command and establish communications with responding emergency agencies. Unified Command should be utilized. Set up the Incident Command Post a safe distance from the area of threat and fill I.C.S. positions as needed.
10. Direct a search team to look for suspicious packages, boxes or foreign objects.
11. Do not return to the school building until it has been inspected and determined safe by proper authorities.
12. Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

1. Use a systematic, rapid and thorough approach to search the building and surrounding areas.
2. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
3. If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

1. If evacuation is ordered, evacuate students as quickly as possible, using primary or alternate routes.
2. Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
3. Do not return to the building until emergency response officials determine it is safe.

Emergency Response – Bomb Threat Checklist

To be completed by person receiving the call

CALL RECEIVED BY: _____ **DATE** _____ **TIME** ___

REMAIN CALM! Notify other staff by prearranged signal while caller is on the line. Listen.

Do not interrupt the caller except to ask:

1. What time is the bomb set for?
2. Where has it been placed?
3. What does it look like?
4. Why are you doing this?
5. Who are your?

Words used by caller:

Description of caller:	❑ Male	❑ Female	❑ Adult	❑ Juvenile
Estimate age of caller:	_____	Other notes: _____		
Voice characteristics:	❑ Loud	❑ Soft	❑ Deep	❑ High Pitched
	❑ Raspy	❑ Pleasant	❑ Intoxicated	❑ Nasal
	Other: _____			
Speech:	❑ Rapid	❑ Slow	❑ Disguised	❑ Normal
	❑ Laughing	❑ Slurred	❑ Lisp	❑ Stutter
	Other: _____			
Manner:	❑ Calm	❑ Angry	❑ Irrational	❑ Excited
	❑ Coherent	❑ Incoherent	❑ Deliberate	❑ Crying
	❑ Emotional	❑ Righteous	❑ Laughing	❑ Foul
Language:	❑ Excellent	❑ Good	❑ Fair	❑ Poor
	Use of certain phrases: _____			
Accent:	❑ Local	❑ Foreign	❑ Regional	
	Other: _____			
Background Noises:	❑ Animals	❑ TV	❑ Industrial Machines	
	❑ Static	❑ Motors	❑ Office Machines	
	❑ Quiet	❑ Music	❑ Party Scene	
	❑ Street Traffic	❑ Voices	❑ Other _____	

Emergency Response – Bus Accident

Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

BUS DRIVER:

1. Turn off power, ignition and headlights. Use safety lights, as appropriate.
2. Evaluate the need for evacuation.
3. Remain with the vehicle. Notify law enforcement per procedure.

STAFF ACTIONS:

1. Call 911, if warranted.
2. Notify principal.
3. Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
4. Move all uninjured students to a safe distance from the accident.
5. Document the names of all injured students and their first aid needs.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Notify law enforcement.
2. Notify parents/guardians of all students on the bus as soon as accurate information is available.
3. Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
4. Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

Earthquake During A Bus Trip

BUS DRIVER ACTIONS:

1. Issue DUCK, COVER and HOLD ON instruction.
2. Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
3. Set brake, turn off ignition and wait for shaking to stop.
4. Check for injuries and provide first aid, as appropriate.
5. Contact the school administrator and bus dispatch to report location and condition of students and the bus.
6. Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
7. If instructed to continue route,
8. En-route to school, continue to pick up students.
9. Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
10. If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
11. Remain with students until further instructions are received from site administrator.
12. Account for all students and staff throughout the emergency

Flood During A Bus Trip

BUS DRIVER ACTIONS:

1. Do not drive through flooded streets and/or roads.
2. Take an alternate route or wait for public safety personnel to determine safe route.
3. If the bus is disabled, stay in place until help arrives
4. Contact the school administrator and bus dispatch to report location and condition of students and the bus.
5. Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
6. Account for all students and staff throughout the emergency.

Emergency Response – Criminal Act

Criminal acts on campus may vary from theft to more serious felony crimes. DSUSD has a mandatory reporting procedure in place for reporting crimes to police immediately upon becoming aware of them. Sexual assaults should be immediately reported to the police, but the victim should be interviewed by trained professionals and not school staff members.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Notify police via 911 if emergency response is needed.
2. Identify all parties involved (if possible). Identify witnesses, if any.
3. Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive. Police officials will coordinate activities within the crime scene and release the area to the school administrator when finished.
4. If an individual is armed with a weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from his/her possession. Allow police to do so.
5. If the incident involves a student, notify the parents or guardians.
6. Question the victim with another staff member present. Focus on the information necessary to pursue disciplinary action against the perpetrators.
7. Let trained police obtain specific details about the crime, following student interview protocols.
8. Follow the district's mandatory police reporting protocols immediately or as soon as possible after a crime has been discovered.

STAFF ACTIONS:

1. Care for the victim. Provide any medical attention needed.
2. Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive.
3. If a suspect is in custody, do not interview until police arrive unless there is a threat to life safety.
4. Make sure the incident is documented.

Emergency Response – Earthquake

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
2. Evacuation may not be necessary in a minor earthquake. If evacuation is ordered, follow procedure and check accountability of students and staff.
3. Send search and rescue team to look for missing or trapped students and staff.
4. Post guards a safe distance away from building entrances to assure no one re-enters.
5. Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.
6. Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
7. Contact superintendent to determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

1. Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
2. Check for injuries, and render First Aid.
3. After shaking stops, evacuate the building if ordered. If there is structural damage, staff may initiate evacuation without an order being given. The principal should be advised.
4. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.

5. Check attendance at the assembly area. Report any missing students to principal/site administrator.
6. Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
7. Stay alert for aftershocks
8. Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

1. Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
2. After shaking stops, check for injuries, and render first aid.
3. Check attendance. Report any missing students to principal/site administrator.
4. Stay alert for aftershocks.
5. Keep a safe distance from any downed power lines
6. Do NOT re-enter building until it is determined to be safe.
7. Follow instructions of principal/site administrator.

During Non-School hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. If on scene, inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
2. If not on scene, do not report to the school without first checking with District Office.
3. Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.
4. Notify fire department and utility company of suspected breaks in utility lines or pipes.
5. If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
6. Notify District Office, who will inform public information media as appropriate.

Emergency Response – Explosion

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL/SITE ADMINISTRATOR:

1. Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings but others may be used for **SHELTER IN PLACE**.
2. Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
3. Secure area to prevent unauthorized access until the Fire Department arrives. Activate Incident Command and set up the Incident Command Post a safe distance from the area of threat. Institute Unified Command when Emergency Services arrive.
4. Advise the District Superintendent of school status.
5. Notify emergency response personnel of any missing students.
6. Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
7. Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
8. Determine if Student Release should be implemented and coordinate with the Superintendent. If so, notify staff, students and parents.
9. If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

1. Initiate **DROP, COVER AND HOLD ON**.
2. If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
3. Check to be sure all students have left the school site. Remain with students throughout evacuation process.
4. Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
5. Render first aid as necessary.
6. Do not return to the building until the emergency response personnel determine it is safe to do so.
7. If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

Emergency Response – Fire

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Sound the fire alarm (activate pull station) to implement **EVACUATION** of the building.
2. Immediately **EVACUATE** the school using the primary or alternate fire routes.
3. Notify the Fire Department (call 911).
4. Direct search and rescue team to be sure all students and personnel have left the building.
5. Ensure that access roads are kept open for emergency vehicles.
6. Notify District Office of situation.
7. Initiate the Incident Command System and prepare to accept emergency response.
8. Notify appropriate utility company of suspected breaks in utility lines or pipes.
9. If needed, notify bus dispatch for **OFF-SITE EVACUATION** by **DIRECTED TRANSPORTATION**.
10. Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

1. **EVACUATE** students from the building using primary or alternate fire routes and take any necessary emergency equipment. Maintain control of the students a safe distance from the fire and firefighting equipment.
2. Take attendance. Report missing students to the Principal/designee and emergency response personnel.
3. Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Near the School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Notify the Fire Department (call 911). Fire Department personnel will direct operations once on site.
2. Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with school routine.
3. If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for **OFF-SITE EVACUATION** and **DIRECTED TRANSPORTATION** by bus.
4. Initiate the Incident Command System and fill positions as needed while monitoring the situation.

Emergency Response – Hazardous Materials

The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. It may be determined that **SHELTER IN PLACE** is a better option than evacuation for the initial response. This procedure also applies to **BIOLOGICAL AGENT RELEASE and CHEMICAL ACCIDENTS**.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Call 911, if necessary.
2. If there is a threat of airborne toxicity, shut-off ventilation system in affected area when necessary. HVAC filters will keep out some toxins, so conferring with emergency responders for air quality information is necessary. If SHELTER IN PLACE is determined to be the course of action, move all students and staff indoors and await information from emergency responders.
3. Initiate EVACUATION if this is the determined course of action. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
4. Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
5. If time is available, initiate DIRECTED TRANSPORTATION. Move students and staff away from the path of the hazardous materials.
6. Notify District Superintendent. Initiate the Incident Command System and set up Unified Command with emergency responders.
7. Wait for instructions from emergency responders. The local fire department, or law enforcement will be lead agency.
8. Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
9. Upon return to school, ensure that all classrooms are adequately aired.

TEACHER ACTIONS:

1. Follow standard student assembly, accounting and reporting procedures.
2. Report names of missing students to office.
3. Do not take unsafe actions such as returning to the building before it has been declared safe.

Emergency Response – Intruder Campus

(Not An Active Assailant Incident)

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement or similar wording should be used on signage:

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Trespassing by unauthorized persons is prohibited by law (CA. PC 626)

To prevent intruders on campus, keep doors secure, use sign-in sheets or computerized visitor monitoring systems for visitors, and cameras and staff to monitor entryways.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS (in situations not involving Active Assailant):

1. Initiate **LOCKDOWN**
2. Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her the opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:

   "What can we do to make this better?'

   "I understand the problem, and I am concerned."

   "We need to work together on this problem."
3. As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
4. Keep subject in view until police or law enforcement arrives.
5. Take measures to keep subject away from students and building.
6. Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
7. When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or a law enforcement officer to be present.
8. Be available to deal with the media and bystanders and keep site clear of visitors.

STAFF ACTIONS:

1. Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
2. Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

Emergency Response – Medical Emergency

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. All staff members should have the authority to call 911 if they determine the need for immediate medical assistance. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator. REMEMBER TO USE UNIVERSAL PRECAUTIONS FOR POTENTIAL EXPOSURE TO ANY BODILY FLUIDS.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Assess the victim (ABC – Airway, Breathing, and Circulation. Call 911, if appropriate. Provide:
    a. School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
    b. Exact location within the building
    c. Nature of the emergency and how it occurred
    d. Approximate age of injured person
    e. Caller's name and phone number
2. Do not hang up until advised to do so by dispatcher.
3. Assign staff member to meet rescue service and show medical responder where the injured person is.
4. Assemble emergency care and contact information of victim
5. Monitor medical status of victim, even if he or she is transported to the hospital.
6. Assign a staff member to remain with individual, even if he or she is transported to the hospital.
7. Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
8. Advise staff of situation (when appropriate). Follow-up with parents.

STAFF ACTIONS:

1. Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
2. Notify Principal/Site Administrator.
3. Stay calm. Keep individual warm with a coat or blanket.
4. Ask trained first aid personnel to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
5. Do not give the individual anything to eat or drink.

Emergency Response – Pandemic Influenza

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and World Health Organization will take the lead in mobilizing a local response to pandemic influenza. Individual schools may be closed temporarily to contain spread of the virus. **REFER TO THE DSUSD PANDEMIC RESPONSE PLAN FOR** further details**.**

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff that are sick at home.
2. Insure that students and staff members who are ill stay home.
3. Send sick students and staff home from school immediately.
4. Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
5. Monitor bulletins and alerts from the Department of Public Health.
6. Keep staff informed of developing issues.
7. Assist the Department of Public Health in monitoring outbreaks.
8. Respond to media inquiries regarding school attendance status.
9. Implement online education, if necessary, so that students can stay home.

STAFF and STUDENT ACTIONS:

1. Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
2. Practice “respiratory hygiene etiquette”.
3. Disinfect surfaces contaminated with infected respiratory secretions with products approved by public health or school district standards.
4. Implement online homework assignments so that students can stay home.

Emergency Response – Poisoning/Contamination

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Call 911.
2. Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
3. Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated the quantity and character of products consumed and other pertinent information.
4. Provide list of potentially affected students and staff to responding authorities.
5. Provide staff with information on possible poisonous materials in the building.
6. Notify District Superintendent of situation and number of students and staff affected.
7. Confer with Riverside County Health Department before the resumption of normal school activities.
8. Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

1. Notify principal/site administrator.
2. Call the Poison Control Center or local hospital emergency number.
3. Administer first aid as directed by poison information center.
4. Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

1. Keep poisonous materials in a locked and secure location.
2. Post the Poison Control Center and local hospital emergency number in the front office, school clinic and on all phones that can call outside.
3. Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

Emergency Response – Active Assailant/Shooter

Immediate response to a rapidly changing incident is critical. In most cases, initiate **LOCKDOWN** procedures to isolate students from danger or send them to a secure area. Safety must always be the foremost consideration. **REFER TO THE DSUSD STANDARD RESPONSE PROTOCOL FOR MORE DETAILED INFORMATION ON RESPONSE AND STAFF ROLES.**

ACTIVE ASSAILANT INCIDENTS:

An Active Assailant incident is described as an immediate and imminent threat to safety posed by person(s) on or near the campus who are armed with weapons and intent on causing death or injury to students or staff. In these incidents, anyone witnessing the threat may order a lockdown by whatever means available. 911 should immediately be called, preferably by someone with knowledge of the incident. The caller should remain on the phone with police if possible in order to give updated information.

Safely locking down students and staff to keep the threat away is the first course of action, but alternatives such as running away from the danger to a safe area or enhancing door and window security by any method available are an option to be considered while waiting for the arrival of law enforcement. The obligation and primary concern for school staff in an Active Assailant situation is to keep as many students and staff members as possible safe during the time it takes for law enforcement to arrive on scene and address the problem.

Once the situation is deemed safe by law enforcement, the principal or his/her designee serves as the school's Incident Commander. Unified Command is established and communications are set up with the Director of Superintendent to address issues such as student/parental reunification, relocation of students, school closure, and other issues related to the continuity of school operations.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Remain calm. Do not confront the assailant(s).
2. Assess the situation:
    a) Is the assailant in the school?
    b) Has assailant been identified?
    c) Has the weapon been found and/or secured?
3. Depending on the situation, initiate **LOCKDOWN** or **EVACUATION**, as appropriate.

Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, injuries/casualties, actions taken by the school

4. Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, injuries/casualties, actions taken by the school (e.g. **LOCKDOWN**). If the school is in lockdown, advise law enforcement where they should enter and have that entrance monitored by staff to let law enforcement into the school if it is safe to do so.
5. Initiate Incident Command and fill positions as needed.

6. Identify command post for police to respond. Assist police in entering the school; provide officers with critical information.
7. Ensure injured students and staff members receive medical attention.
8. If assailant has left, secure all exterior doors to prevent re-entry.
9. If a firearm is known to exist, do not touch it. Allow a law enforcement officer to take possession of the weapon.
10. Keep crime scene secure.
11. Confer with Superintendent to organize **OFF-SITE EVACUATION** or school closure if necessary. (Refer to Student/Parental Reunification Annex).
12. Isolate and separate witnesses.
13. Gather information for police about the incident and everyone involved with it:
    a) Name of suspect(s)
    b) Location of shooting
    c) Number and identification of casualties and injured
    d) Current location of the shooter(s)
14. Prepare written statements for telephone callers and media. Refer media inquiries to designated Public Information Officer (District Media Contact).
15. Prepare letter for students to take home to their families.
16. Arrange for immediate crisis counseling for students and staff.
17. Provide liaison for family members of injured students and staff members.
18. Debrief with staff and law enforcement officers.
19. Provide informational updates to staff, students and their families during the following few days.

STAFF ACTIONS:

1. Remain calm.
2. Alert the principal/site administrator.
3. Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger. Institute **LOCKDOWN** or **EVACUATION**, as appropriate.
4. Provide first aid for victims, if needed.
5. Account for all students if possible. Maintain order in assembly area or shelter and await arrival of law enforcement.

6. Assist police officers – provide identity, location and description of individual and weapons.

Emergency Response – Terrorist Attack/War

Thorough crisis planning will carry the school and district a long way in responding to a terrorist incident during school hours. A terrorist attack may result in the following:

- Damage beyond school boundaries;
- Victims who are contaminated or seriously injured;
- Widespread fear and panic;
- A crime scene to protect.

Department of Defense Warning of Possible Enemy Attack

PRINCIPAL ACTIONS:

1. Move students to closest suitable shelter. Consider initiation of a lock out or a modified security procedure to ensure a heightened state of awareness.
2. Remain in school building as place of shelter until the threat level can be determined.
3. Initiate communications with the District Office of Security for information sharing.
4. Prepare for parents who may be responding to the school to pick up their children based on the warnings of a possible threat.

STAFF ACTIONS:

1. Keep students calm.
2. Close all curtains and blinds.

Enemy Attack Without Warning

PRINCIPAL ACTIONS:

1. Initiate lockdown or lockout if appropriate. Evacuate building if the threat is from fire, explosion, or chemical agent.
2. Initiate communications with District Security for information sharing.
3. Set up Incident Command and prepare for emergency responders.
4. Prepare for parents who may be responding to the school site.

STAFF ACTIONS:

1. Keep students calm.
2. Close all curtains and blinds.
3. Initiate a lockdown unless evacuation has been ordered.
4. Remain in a safe place with students unless ordered to evacuate.
5. Obtain accountability of students if it is safe to do so.

Emergency Response – Utility Failure

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

PRINCIPAL/SITE ADMINISTRATOR:

1. Notify utility company and District Maintenance. Provide the following information:
    a. Affected areas of the school site
    b. Type of problem or outage
    c. Expected duration of the outage, if known
2. Determine length of time service will be interrupted.
3. Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
4. If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
5. Use messengers with oral or written word as an alternate means of faculty notification.
6. Notify District Office and the Office of the Superintendent of loss of service.
7. Implement plan to provide services without utilities or with alternate utilities.
8. During a large scale power outage the District Emergency Operations Center may be activated. Principals should coordinate actions through the EOC Director to ensure effective communications and response efforts.

Recovery Process

Recovery refers to the follow-up measures taken after a disaster to return the affected site back to normal operating conditions. Recovery focuses on restoring the infrastructure of the school (utilities, phones, water) to service, re-establishing a sense of emotional safety and returning to the learning environment as quickly as possible after a crisis. Recovery actions are generally begun as response activities diminish, but some activities (e.g., keeping track of personnel time) must be started simultaneously with response. Recovery measures are designed to assist students and staff impacted by physical, psychological and emotional trauma following sudden tragic events. Students and their families, administrators, teachers and staff will benefit from recovery support at two levels: immediate and ongoing.

Immediate (short-term) support is needed from the first moments of a traumatic event through the first few days following it. Frequently, recent victims of the trauma are in a state of shock, and basic human needs of medical attention, shelter and food are the primary focus. Emergencies affecting a small number of people, or certain district-level emergencies, may be well served by crisis counseling and recovery assistance from other district employees, local community mental health providers, employee assistance programs and similar services.

Ongoing (long-term) recovery refers to support provided to some individuals for weeks, months, or years following a tragic event. Such long-term recovery needs may only become apparent over time.

Recovery Organization

Recovery actions follow the same five NIMS functions as Response, but during the Recovery phase, there will be more work for those performing in the functions of Administration/Finance and less for those in Operations. Below are typical recovery tasks by NIMS function:

Management

- Make policy decisions, e.g., who coordinates returning staff.
- Continue public information activities.
- Manage safety considerations, e.g., assure facility is safe for re-entry.
- Re-establish a sense of safety.
- Support immediate emotional recovery—staff and students.

Operations

- Coordinate damage assessment and debris removal.
- Restore utilities.
- Arrange for building and safety inspections prior to re-entry.
- Arrange for repairs.

Planning/Intelligence

- Document NIMS compliance for use in applying for disaster relief.
- Write recovery after-action reports.
- Develop a post-incident mitigation plan to reduce future hazards.

Logistics

- Provide recovery-related supplies and replenish disaster cache at each site
- Coordinate availability of personnel, equipment and vehicles needed for recovery efforts

Administration/Finance

- Prepare and maintain budget.
- Develop and maintain contracts.
- Apply for financial relief grants.
- Process staff injury claims.
- Handle insurance settlements.
- Document employee time to assure continuity of payroll.

Documenting Emergency Outcomes

Once the safety and status of staff and students have been assured, and emergency conditions have abated, assemble staff to support the restoration of the schools educational programs. Defining district mission-critical operations and staffing will be a starting point for the recovery process.

- ❑ Conduct a comprehensive assessment of the emergency's physical and operational effects. Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- ❑ Perform an impact analysis. Examine critical information technology assets and personnel resources, and determine the impact on the school for each asset and resource that is unavailable.
- ❑ Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance and assistance claims.
- ❑ Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- ❑ Administer Workers' Compensation that claims may arise if there are on-the-job injuries.
- ❑ Arrange for ongoing status reports during the emergency to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will speed resumption of classes.
- ❑ Apprise the DSUSD Board of Education and the Riverside County Office of Education on the recovery status.

District-level Responsibilities
(Individual school site should check with the District to determine the procedures that will be followed)

- Identify record keeping requirements and sources of financial aid for disaster relief.
- Establish absentee policies for teachers/students after a disaster.
- Establish an agreement with the Department of Social Services and County Mental Health agencies to provide counseling to students and their families.
- Develop alternative teaching methods for students unable to return immediately to classes.
- Create a plan for conducting classes when facilities are damaged, e.g., alternative sites, half-day sessions, portable classrooms.

Recovery Reporting

Recovery Strategies for Emergencies

The following information may be useful in the days and weeks after an emergency.

❑ Convene a District Crisis Response Team to assist with debriefing.

- Assess system-wide support needs, and develop planned intervention strategies;
- Schedule and provide student, family and staff Critical Incident Stress Management services;
- Discuss successes and problems;
- Discuss things to do differently next time.

❑ Convene the staff to provide updates on additional information and procedures.

❑ Identify students and staff in need of follow-up support and assign staff members to monitor vulnerable students:

- Coordinate counseling opportunities for students;
- Announce ongoing support for students with place, time, and staff facilitator;
- Provide parents with a list of community resources available to students and their families.

❑ In case of death, provide funeral/visitation information.

❑ Allow staff opportunity to discuss feelings and reactions and provide list of suggested readings to teachers, parents and students.

Resumption of Classes

- ❑ **Re-entry into the facility.** The principal/site administrator, in consultation with the Superintendent, is the individual responsible for authorizing re-entry into the school facility. A damage assessment team should:

  - Survey the school after a disaster;
  - Report findings to the principal/site administrator; and
  - Ensure that timely and accurate data is received. **Only after the principal/site administrator has been assured by public safety officials and/or local contractors that the safety of the school has been restored should re-entry occur.**

- ❑ **Relocation**. In the event the school is damaged to the extent that all or a portion of it is uninhabitable until repairs are made, plans must be developed to address the relocation of educational services and staff to alternate facilities until repairs are made or the school is rebuilt.

Post-Disaster Mitigation

To break the repetitive loss cycle and create a higher level of disaster resistance, a recovery plan should specify mitigation projects that could be completed in the process of incident recovery, repair and restoration. This may mean adapting the facility for seismic retrofitting (e.g., bolting shelves and TVs to walls, file cabinets to each other, security light fixtures, etc). It also may mean changes to the social, economic and environmental factors that can affect a school's vulnerability to the impact of hazards. Damages and injuries that occurred during the most recent crisis should be reviewed to identify preventive measures that could be taken now to mitigate the recurrence of similar damage or injuries in future incidents. Prioritize mitigation measures by degree of life safety, cost, frequency of identified potential hazard and potential number of people exposed.

Post Traumatic Stress:

A disaster is a devastating, catastrophic event that can be life threatening and produce injuries and deaths. Post Traumatic Stress is an anxiety disorder that can develop in children, adolescents or adults when individuals survive disaster-related experiences. The range of human responses to a catastrophic event may include physical, cognitive and emotional symptoms such as nausea, sleep disturbance, slowed thinking, troubled memories, regressed behavior, anxiety, guilt, depression, anger and a host of other responses.

Retraumatization:

Anniversary dates, media coverage, the filing of lawsuits, or similar events in other regions can "retraumatize" a community, contributing to further depression. Some people also have feelings of inadequacy about dealing with the ongoing tragedy. For some trauma victims, these adverse effects fade with emotional support and the passage of time. Others are more deeply affected and experience long-term consequences. These reactions are normal responses to an abnormal event. Although no one can predict who will experience the most severe reaction to trauma, the more direct the exposure to the event, the higher the risk for emotional harm.

Trauma is an acute stress response that an individual experiences when confronted with sudden, unexpected, unusual human experience. Here are some common signals of a stress reaction to trauma:

PHYSICAL	MENTAL	EMOTIONAL	BEHAVIORAL
Chest pain*	Confusion/blaming	Anxiety	Alcohol/drug use
Chills	Disturbed thinking	Depression	Change in speech
Difficulty breathing*	Indecision	Fear	Helplessness
Dizziness	Insomnia	Grief	Increased appetite
Fainting	Loss of time/place	Guilt	Intense startle reflex
Grinding Teeth	Nightmares	Intense anger	Isolation
Headaches	Poor concentration	Irritability	Loss of appetite
Heart races	Poor memory	Mood swings	Misbehavior
Muscle shakes	Poor problem-solving	Nervousness	Outbursts
Nausea	Poor/hyper alertness	Overwhelmed	Pacing
Prolonged staring	Strange images	Panic	Restlessness
Severe sweating	Unable to identify familiar people or things	Shock	Suspicious
Thirst		Uncertainty	Withdrawal
Twitches			
Vomiting			
Weakness			

Effects of Trauma on Children

Emergencies hit children hard. It is difficult for them to understand and accept that there are events in their lives that cannot be predicted or controlled. They learn that adults cannot fix a disaster and cannot keep it from happening again.

As a result of traumatic experiences some children will show a variety of symptoms of distress. The teacher must first know a child's baseline ("usual") behavior and cultural/ethnic responses before he/she can identify "unusual" or problem behavior in a child.

- Unusual complaints of illness, stomach cramps, chest pain
- Difficulty concentrating, cannot focus
- "Feisty" or hyperactive, silly, giddy
- Any emotional display; crying, "regressed" behavior (less than age appropriate)
- Lethargic, apathetic
- Easily startled, jumpy; sense of fear or worry
- Lack of emotional expression
- Cannot tolerate change; cannot move to next task
- Staying isolated from the group

- Child seems so pressured, anxious that he/she somehow dominates, has to distract others, or is otherwise “needy”
- No eye contact (Note: In some cultures, making eye contact with adults is “defiant behavior”)
- Resistance to talking and opening up (however, child might just be shy, may have language or cultural barrier)

Effects of Trauma on Adults

First Reactions May Include:

- Numbness, shock, difficulty believing what has occurred or is in the process of occurring
- Slow or confused physical and mental reactions
- Difficulty in decision making; uncertainty about things; it may be difficult to choose a course of action or to make even small judgment calls

Ongoing Reactions May Include:

- Loss of appetite, difficulty sleeping, loss of interest or pleasure in everyday activities
- Desire to get away from everyone - even family/friends
- Emotional liability; becoming irritable or upset more quickly than usual
- Feelings of fatigue, hopelessness, helplessness
- Digestive problems; headaches or backaches
- Difficulty accepting that the emergency has had an impact or difficulty accepting support from friends and the community

Tips for distressed adults:

- Take time to relax and do things that are pleasant; positive change such as getting away for a few hours with close friends can be helpful
- Get regular exercise or participate in a sport; activity soothes anxiety and helps with relaxation
- Keep days as simple as possible; avoid taking on any additional responsibilities or new projects
- Tap sources of assistance with the workload - ask students, instructional assistants, or volunteers to help grade papers, take care of copying, or help with other time-consuming tasks.

Recovery Action Checklist

Recovery Action Checklist

- ❑ Assemble a Crisis Intervention Team as needed.
- ❑ Strive to return to learning as quickly as possible.
- ❑ Restore the physical school site, as well as the school community.
- ❑ Restore communications systems.
- ❑ Institute data recovery procedures.
- ❑ Make arrangements for alternative housing for classes and offices, if necessary.
- ❑ Monitor how staff members are assessing students for emotional impact of the crisis.
- ❑ Identify what follow up interventions are available to students, staff and first responders.
- ❑ Conduct debriefings with staff and first responders.
- ❑ Assess curricular activities that address the crisis.
- ❑ Allocate appropriate time for recovery.
- ❑ Plan how anniversaries of events will be commemorated.
- ❑ Capture “lessons learned” and incorporate them into revisions and trainings.
- ❑ Complete all paperwork and reports for financial aid for disaster relief if available.
- ❑ Work with local or state emergency services professionals to maximize your cost-recovery efforts.