



Paradise Canyon Elementary School

SB 187

Comprehensive School

Safety Plan

2019-2020

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School Safety Plans

Pursuant to education Code (EC) 32280 every school in California is required to develop a comprehensive school safety plan to address safety concerns identified through a systematic planning process. A school site council or school safety planning committee shall review and update the plan. Each school shall report on the status of its plan in the annual school accountability report card.

I. Purpose

- A. Standardize the safety plans for Board presentation
- B. Include cover sheet noting changes from previous year's plan
- C. Review and revise District Disaster Preparedness Plan

II. Timeline

- A. Site Council approval in January
- B. Board approval at Board meeting in February

III. Components of the plans (as per Ed Code 32282) should include the following:

- 1. Summary of Changes
- 2. Assurances (signature page)
- 3. Assessment of the current status of the school or school-related crimes (attach Vandalism report)
- 4. Child abuse reporting procedures
- 5. Disaster procedure, routine and emergency
- 6. Policies related to suspension, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion
- 7. Procedures regarding teacher notification of dangerous students pursuant to EC 49079
- 8. Sexual harassment policy pursuant to EC 212.5
- 9. Provisions of any school wide dress code, established pursuant to EC 35183
- 10. Procedures for safe ingress and egress to and from school
- 11. A safe and orderly environment conducive to learning
- 12. Rules and procedures on school discipline adopted pursuant to EC 35291 and 35291.5
- 13. Hate crime reporting procedures pursuant to Chapter 1.2 of Title 15 of the Penal Code

Education Code

Education Code

Article 5. School Safety Plans

EC 32280

It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

(Amended by Stats. 2003 and renumbered from 35294, Ch. 828, Sec. 12.)

Education Code

Education Code

School Safety Plans

EC 32281

(a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.

(b) (1) Except as provided in subdivision (d) with regard to a small school district, the school site council established pursuant to Section 52012 or 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.

(2) The school site council may delegate this responsibility to a school safety planning committee made up of the following members:

(A) The principal or the principal's designee.

(B) One teacher who is a representative of the recognized certificated employee organization.

(C) One parent whose child attends the school.

(D) One classified employee who is a representative of the recognized classified employee organization.

(E) Other members, if desired.

(3) The school site council shall consult with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan.

(4) In the absence of a school site council, the members specified in paragraph (2) shall serve as the school safety planning committee.

(c) Nothing in this article shall limit or take away the authority of school boards as guaranteed under this code.

(d) (1) Subdivision (b) shall not apply to a small school district, as defined in paragraph (2), if the small school district develops a districtwide comprehensive school safety plan that is applicable to each school site.

(2) As used in this article, "small school district" means a school district that has fewer than 2,501 units of average daily attendance at the beginning of each fiscal year.

(e) (1) When a principal or his or her designee verifies through local law enforcement officials that a report has been filed of the occurrence of a violent crime on the school site of an elementary or secondary school at which he or she is the principal, the principal or the principal's designee may send to each pupil's parent or legal guardian and each school employee a written notice of the occurrence and general nature of the crime. If the principal

or his or her designee chooses to send the written notice, the Legislature encourages the notice be sent no later than the end of business on the second regular work day after the verification. If, at the time of verification, local law enforcement officials determine that notification of the violent crime would hinder an ongoing investigation, the notification authorized by this subdivision shall be made within a reasonable period of time, to be determined by the local law enforcement agency and the school district. For purposes of this section, an act that is considered a "violent crime" shall meet the definition of Section 67381 and be an act for which a pupil could or would be expelled pursuant to Section 48915.

(2) Nothing in this subdivision shall create any liability in a school district or its employees for complying with paragraph (1).

(Amended by Stats. 2003 and renumbered from 35294.1, Ch. 828, Sec. 13.)

Reference:

Education Code 48915

Education Code 52012 (Repealed)

Education Code 52852

Education Code 67381

Education Code

Education Code

School Safety Plans

EC 32282

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

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

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

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

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

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

(I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.

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

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

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

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

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

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

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

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

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

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

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

(J) Hate crime reporting procedures pursuant to Chapter 1.2 (commencing with Section 628) of Title 15 of Part 1 of the Penal Code.

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

(c) Grants to assist schools in implementing their comprehensive school safety plan shall be made available through the partnership as authorized by Section 32285.

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

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

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

Section 32288.

(Amended by Stats. 2004, Ch. 895, Sec. 1.)

Reference:

42 USC 12101 et seq
Education Code 200
Education Code 32285
Education Code 32288
Education Code 35183
Education Code 35291
Education Code 35291.5
Education Code 48900
Education Code 48915
Education Code 48950
Education Code 49079
Penal Code 628
Penal Code 11164

Education Code

Education Code

School Safety Plans

EC 32286

(a) Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter. A new school campus that begins offering classes to pupils after March 1, 2001, shall adopt a comprehensive school safety plan within one year of initiating operation, and shall review and update its plan by March 1, every year thereafter.

(b) Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Sections 33126 and 35256.

(Amended by Stats. 2003 and renumbered from 35294.6, Ch. 828, Sec. 17.)

Reference:

Education Code 33126

Education Code 35256

1. SUMMARY OF CHANGES

Updates and Revisions

Section 1	Summary of Changes
Section 2	Assurances (Signature) Page
Section 3	LCUSD School Crime Report
Section 4	Child Abuse Report
Section 5	Site Disaster Plan, Lockdown, Assignments, Maps
Section 6	LCUSD Discipline, Suspension, Expulsion Due Process

2. Assurances

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


- An assessment of the current status of school or school-related crimes
- Child abuse reporting procedures
- Disaster procedures, routine and emergency
- Policies related to suspension, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion
- Procedures regarding teacher notification of dangerous students pursuant to EC 49079
- Sexual harassment policy pursuant to EC 212.6 (b)
- Provisions of any schoolwide dress code, established pursuant to EC 35183
- Procedures for safe ingress and egress to and from school
- A safe and orderly environment conducive to learning
- Rules and procedures on school discipline adopted pursuant to EC 35291 and 35291.5
- Hate crime reporting procedures pursuant to chapter 1.2 of Title 15 of the Penal Code

In addition, Paradise Canyon School has met the following requirements of SB 187

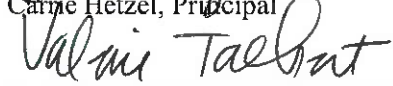
- The plan was written and developed by the LCAP committee pursuant to EC 52012 or 52852
- The LCAP committee consulted with a representative from a law enforcement agency regarding the writing and development of the plan
- A public hearing was held by the LCAP committee on January 23, 2017
- Public input was solicited through the LCAP committee which meets 3 times a year.


Edita Khanlarian, LCAP Representative


Date


Carrie Hetzel, Principal

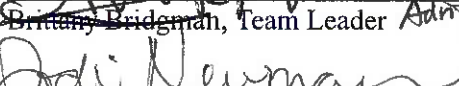

Date


Valerie Talbert, PTA President

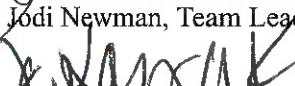

Date


Brittany Bridgman, Team Leader

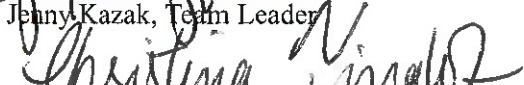

Date


Jodi Newman, Team Leader


Date


Jenny Kazak, Team Leader


Date

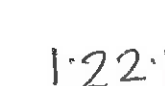

Cristina Tinglof, Classified Employee Representative


Date



Christina Nguyen, City Representative


Date


Christa Evans parent


Date


Jennifer Riegler, Parent Rep (District)


Jim Przybyla, LEE


Edita Khanlarian 1/22/19

3. ASSESSMENT OF CURRENT STATUS OF SCHOOL CRIME

If a crime has been committed on the school campus or at school-related functions, the Sheriff is called to come and take a report. The LCUSD Maintenance Office is notified and a copy of the Sheriff's report is sent to them.

Following in this component is:

School Crime Report Form

CURRENT STATUS OF SCHOOL CRIME

There was 0 reports of school-related crime on November 16, 2018.

4. CHILD ABUSE REPORTING PROCEDURES

Child abuse reporting procedures are made pursuant to PC 11164 et. Seq. All employees sign a district form indicating their awareness and responsibilities to report any suspected child abuse observations and notifying appropriate authorities. Employees who suspect child abuse are provided with the "Child Abuse Hotline" telephone number (1-800-540-4000) to report the suspected abuse immediately. They then must follow up with the written Child Abuse Reporting Form within 36 hours. Blank forms are available in the school office. Copies of completed forms are kept confidentially in the principal's office.

Following in this component are:

- Board Policy BP 5141.4
- Administrative Regulation AR 5141.4
- Exhibit E 5141.4
- Child Abuse Reporting Form

CHILD ABUSE REPORTING

There was one report of child abuse on November 16, 2018.

- La Canada USD | 5000 | AR 5141.4 Students

Child Abuse Reporting Procedures

Duty to Report

Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166.

Definitions

"Child Abuse" 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.
3. Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody.
4. Unlawful corporal punishment or injury resulting in a traumatic condition.
5. Neglect of a child or abuse in out-of-home care.

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
3. The exercise by a teacher, vice principal, principal or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An amount of force that is reasonable and necessary for a school employee 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 students (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

"Mandated Reporters" are those people defined by law as "child care custodians," "health practitioners," "child visitation monitors" and "employees of a child protective agency." Mandated reporters include virtually all school employees. The following school personnel are required to report:

Teachers, administrators, supervisors of child welfare and attendance, certificated student personnel employees, employees of a child care institutions, headstart teachers, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs and those instructional aides or other classified employees trained in child abuse reporting.

"Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department and child protective services.

"Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such 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. (Penal Code 11166)

Reportable Offenses

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

Any mandated reporter who has knowledge of or who reasonably suspects that mental suffering has been inflicted upon a child, or that the child's emotional well-being is endangered in any other way, may report the known or suspected instance of child abuse or neglect to the appropriate agency designated below. (Penal Code 11166.05)

Instances that indicate that the emotional well-being of a child might be endangered include, but are not limited to, evidence that the child is suffering from emotional damage, such as severe anxiety, depression, withdrawal, or untoward aggressive behavior towards self or others.

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. (Penal Code 152.3, 288)

Reporting Procedures

To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency.

Department of Children & Family Services

3075 Wilshire Blvd., 5th Floor

Los Angeles, California 90010

(800) 540-4000

The telephone report must be made immediately, or as soon as practically possible, upon suspicion. This report will include:

1. The name of the person making the report.
2. The name of the child.
3. The present location of the child.
4. The nature and extent of any injury.
5. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.

When the verbal 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.

Within 36 hours of making the telephone report, the mandated reporter shall complete and mail to the local child protective agency a written report which includes a completed Department of Justice form (DOJ SS 8572).

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

1. The name, business address and telephone number of the person making the report and the capacity that makes the person a mandated person
2. The child's name and address, present location and, where applicable, school, grade and class
3. The names, addresses and telephone numbers of the child's parents/guardian
4. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
5. 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. (Penal Code 11167)

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. (Penal Code 11167)

Mandated reporters may obtain copies of the above form either from the district or the local child protective agency.

Instructions are included on the form, and reporters may ask the site administrator for help in completing and mailing it; however, the mandated reporter is personally responsible for ensuring that the written report is correctly filed.

Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. When so notified, the site administrator shall inform the Superintendent or designee.

Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law and district regulations. At the mandated reporter's request, the principal may assist in completing and filing these forms.

If the mandated reporter does not disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name.

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. (Penal Code 11166)

Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. If a mandated reporter fails to report an instance of child abuse which he/she knows to exist or reasonably should know to exist, he/she is guilty of a misdemeanor punishable by a fine and/or imprisonment. The mandated reporter may also be held civilly liable for damages resulting from any injury to the child after a failure to report.
3. When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they so agree, the telephone report may be made by either of them and a single report made and signed by that person. However, if any person knows or should know that the designated person failed to make the report, that person then has a duty to do so.
4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Victim Interviews

Upon request, a child protective agency representative may interview a suspected victim of child abuse during school hours, on school premises, concerning a report of suspected child abuse that occurred within the child's home. 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. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

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 Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

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

Release of Child to Peace Officer or Child Protective Services Agent

When a child is released to a peace officer or child protective services agent and taken into custody as a victim of suspected child abuse, 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 or agent 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. (Education Code 48906)

Peace officers and child protective services agents will be asked to sign an appropriate release or acceptance of responsibility form.

(cf. 5145.11 - Questioning and Apprehension)

When School Employees are Accused of Child Abuse

Regardless of who child abusers may be, the major responsibilities of mandated reporters are to 1) identify incidents of suspected child abuse, and 2) comply with laws requiring the reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Upon request, the Superintendent or designee shall provide parents/guardians with procedures whereby they can report suspected child abuse occurring at a school site to appropriate agencies. Such procedures shall be in the primary language of the parent/guardian and , when communicating orally regarding those procedures, an interpreter shall be provided for parents/guardians whose primary language is other than English. (Education Code 48987)

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 complain with the appropriate agency and also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

(cf. 1312.3 - Uniform Complaint Procedures)

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(a) (viii) (C).

Pending the outcome of an investigation by a child protective agency and before formal charges are filed, the employee may be subject to reassignment or a paid leave of absence.

Upon filing formal charges or upon conviction, the district may take disciplinary action in accordance with law, district policies, regulations and/or collective bargaining agreements. The Superintendent or designee shall seek legal counsel in connection with either the suspension or dismissal of the employee.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action (Certificated))

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

Notifications

The Superintendent or designee shall give persons hired by the district a statement informing them that they are mandated by law to report suspected child abuse and neglect, inform them of their reporting obligations under Penal Code 11166, and provide a copy of Penal Code 11165.7 and 11166. 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. (Penal Code 11166.5)

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

The Superintendent or designee 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. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172).
2. If a mandated reporter fails to 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. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)

Administrative LA CANADA UNIFIED SCHOOL DISTRICT

approval: May 13, 2003 La Canada Flintridge, California

Child Abuse Reporting Procedures

The Governing Board recognizes that the district has a responsibility to facilitate the prompt reporting of incidents of child abuse and neglect. The Superintendent or designee shall ensure that parents/guardians have access to procedures whereby they can report suspected child abuse at a school site to appropriate child protective agencies.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5141.41 - Child Abuse Prevention Program)

The Superintendent or designee shall establish procedures and regulations for use by employees in identifying and reporting child abuse.

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 reporting, investigating and prosecuting cases of child abuse and neglect.

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

The Superintendent or designee shall provide training in child abuse identification and reporting for all certificated personnel.

The Superintendent or designee shall also provide training in the duties of child abuse identification and reporting to instructional and teacher aides, teacher assistants and other classified employees. (Penal Code 11165.7)

As part of their training in child abuse identification and reporting, employees shall receive written notice of state child abuse reporting requirements and employees' confidentiality rights. (Penal Code 11165.7)

Parents/guardians may contact the Superintendent or designee to obtain procedures for filing a complaint against a district employee or other person whom they suspect has engaged in abuse of a child at a school site.

Legal Reference:

EDUCATION CODE

33308.1 Guidelines on procedure for filing child abuse complaints

44690-44691 Staff development in the detection of child abuse and neglect

48906 Notification when student released to peace officer

48987 Dissemination of reporting guidelines to parents

PENAL CODE

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

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

288 Definition of lewd or lascivious act requiring reporting

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

Management Resources:

CDE LEGAL ADVISORIES

0514.93 Guidelines for parents to report suspected child abuse by school district employees or other persons against a pupil at school site

WEB SITES

CDE: <http://www.cde.ca.gov>

School/Law Enforcement Partnership:

<http://www.cde.ca.gov/spbranch/safety/partnership.html>"><http://www.cde.ca.gov>"><http://www.cde.ca.gov/spbranch/safety/partnership.html>

California Attorney General: <http://caag.state.ca.us>

California Department of Social Services: <http://www.dss.cahwnet.gov>

Governor's Office of Criminal Justice Planning: <http://www.ocjp.ca.gov>

Policy LA CANADA UNIFIED SCHOOL DISTRICT

adopted: May 13, 2003 La Canada Flintridge, California

E 5141.4 Students

Child Abuse Reporting Requirements

Section 11166 of the Penal Code requires any child care custodian, health practitioner, fire fighter, animal control officer, or humane society officer, employee of a child protective agency or child visitation monitor who has knowledge of or observes a child in his/her professional capacity or within the scope of his/her employment whom he/she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

"Child care custodian" includes teachers; an instructional aide, a teacher's aide, or a teacher's assistant employed by any public or private school, who has been trained in the duties imposed by this article, if the school district has so warranted to the State Department of Education; a classified employee of any public school who has been trained in the duties imposed by this article, if the school has so warranted to the State Department of Education; administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school; administrators of a public or private day camp; administrators and employees of public or private youth centers, youth recreation programs and youth organizations; administrators and employees of public or private organizations whose duties require direct contact and supervision of children and who have been trained in the duties imposed by this article; licensees, administrators and employees of licensed community care or child day care facilities; headstart teachers; licensing workers or licensing evaluators; public assistance workers; employees of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities; social workers, probation officers or parole officers; employees of a school district police or security department; any person who is an administrator or a presenter of, or a counselor in, a child abuse prevention program in any public or private school; a district attorney investigator, inspector, or family support officer unless the investigator, inspector or officer is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor; or a peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of this code, who is not otherwise described in this section.

"Health practitioner" includes physicians and surgeons, psychiatrists, psychologists, dentists, residents, interns, podiatrists, chiropractors, licensed nurses, dental hygienists, optometrists, or any other person who is licensed under Division 2 (commencing with Section 500) of the Business and Professions Code; marriage, family and child counselors; emergency medical technicians I or II, paramedics, or other persons certificated pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code; psychological assistants registered pursuant to Section 2913 of the Business and Professions Code; marriage, family and child counselor trainees as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code; unlicensed marriage, family and child counselor interns registered under Section 4980.44 of the Business and Professions Code; state or county public health employees who treat minors for venereal disease or any other condition; coroners; paramedics; and religious practitioners who diagnose, examine, or treat children.

"Child visitation monitor" means any person as defined in Section 11165.15.

I have been informed of the above law and will comply with its provisions.

(Type employee's name below line, requiring signature above)

This statement is a permanent record of the district. The cost of printing, distribution, and filing of these statements is borne by the district.

This subdivision is not applicable to persons employed by child protective agencies, public or private youth centers, youth recreation programs and youth organizations as members of the support staff or maintenance staff and who do not work with, observe, or have knowledge of children as part of their official duties.

LA CANADA UNIFIED SCHOOL DISTRICT

La Canada Flintridge, California

CHILD ABUSE REPORTING

There were one report of child abuse on October 12, 2017.

Form currently done online

SUSPECTED CHILD ABUSE REPORT

To Be Completed by Reporting Party
Pursuant to Penal Code Section 11166

A. CASE
IDENTI-
FICATION

TO BE COMPLETED BY INVESTIGATING CPA
VICTIM NAME: _____
REPORT NO./CASE NAME: _____
DATE OF REPORT: _____

B. REPORTING
PARTY

NAME/TITLE

ADDRESS

PHONE

DATE OF REPORT

SIGNATURE

☐ POLICE DEPARTMENT

☐ SHERIFF'S OFFICE

☐ COUNTY WELFARE

☐ COUNTY PROBATION

AGENCY

ADDRESS

OFFICIAL CONTACTED

PHONE

DATE/TIME

NAME (LAST, FIRST, MIDDLE)

ADDRESS

BIRTHDATE

SEX

RACE

PRESENT LOCATION OF CHILD

PHONE

NAME

BIRTHDATE

SEX

RACE

NAME

BIRTHDATE

SEX

RACE

1.

4.

2.

5.

3.

6.

NAME (LAST, FIRST, MIDDLE)

BIRTHDATE

SEX

RACE

NAME (LAST, FIRST, MIDDLE)

BIRTHDATE

SEX

RACE

ADDRESS

ADDRESS

HOME PHONE

BUSINESS PHONE

HOME PHONE

BUSINESS PHONE

IF NECESSARY, ATTACH EXTRA SHEET OR OTHER FORM AND CHECK THIS BOX. ☐

1. DATE/TIME OF INCIDENT

PLACE OF INCIDENT

(CHECK ONE)

☐ OCCURRED

☐ OBSERVED

IF CHILD WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:

☐ FAMILY DAY CARE

☐ CHILD CARE CENTER

☐ FOSTER FAMILY HOME

☐ SMALL FAMILY HOME

☐ GROUP HOME OR INSTITUTION

2. TYPE OF ABUSE: (CHECK ONE OR MORE)

☐ PHYSICAL

☐ MENTAL

☐ SEXUAL ASSAULT

☐ NEGLECT

☐ OTHER

3. NARRATIVE DESCRIPTION:

4. SUMMARIZE WHAT THE ABUSED CHILD OR PERSON ACCOMPANYING THE CHILD SAID HAPPENED:

5. EXPLAIN KNOWN HISTORY OF SIMILAR INCIDENT(S) FOR THIS CHILD:

INSTRUCTIONS AND DISTRIBUTION ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). A CPA is required under Penal Code section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS-8583 if (1) an active investigation has been conducted and (2) the incident is not unfounded.

5. DISASTER PROCEDURE, ROUTINE AND EMERGENCY

The District Disaster Preparedness Plan provides directions for procedures for all schools in La Cañada. Also included in this section is the Site Disaster Response Plan, with specific assignment of personnel to duties in the event of an emergency. A detailed description of the responsibilities of each team is a part of the Paradise Canyon plan. Parents are informed of the procedures via a letter sent to them on the first day of school.

All school personnel receive a handbook that includes evacuation and assembly maps, as well as a map indicating (1) the main electrical panel, (2) the water main shut off, and (3) the main gas valve. Classroom teachers also complete a survey each year indicating measures that need to be taken to ensure student/staff safety in their individual classrooms in the event of an earthquake (mitigation check list).

Our PTA Disaster Preparedness Team maintains a disaster trailer supplied with adequate food and water for the school for three days. The trailer also contains shelter, first aid supplies, student accountability information, search and rescue equipment, and communications equipment. The content of the trailer is reviewed each year and replenished or replaced as necessary.

The PTA Team provides each classroom with a bucket of supplies necessary to sustain students and staff in the room until search and rescue can arrive. Each teacher is also provided with a backpack to take when evacuating the classroom. The backpack contains student accountability information, a small provision of first aid supplies, work gloves, a radio and batteries, and the teacher's personal provisions (i.e., tennis shoes).

The entire school practices evacuation and assembly on the field monthly. The school drills for an earthquake (duck, cover, evacuate and assemble) twice a year. One of those drills is a full-scale simulation of all earthquake response team tasks, including parent reunification.

The district has purchased and installed the Connect-Ed phone service. This service allows school personnel to contact all parents/guardians immediately in case of an emergency. The service will also be used to communicate important events and deadlines to parents/guardians/

Following in this component are:

- LCUSD Disaster Preparedness Plan
- PCY School Disaster Plan

LA CAÑADA UNIFIED SCHOOL DISTRICT **DISASTER PREPAREDNESS PLAN**

The objective of the La Cañada Unified School District Disaster Preparedness Plan is to provide maximum care and safety for students and staff and to protect building and equipment in the event of a disaster. All staff members are expected to be thoroughly familiar with all phases of the disaster preparedness plan and to explain the procedures to all of their students.

GENERAL GUIDELINES FOR ALL EMERGENCIES AND DRILLS

Any staff member who is away from his/her position will immediately proceed to the Emergency Assembly Area [EAA]. Teachers will ascertain the extent of injuries and the feasibility for class evacuation. The teacher will determine the need of assistance from neighboring teachers. Staff will use the buddy system whenever possible in evacuating the buildings.

Students should be evacuated to the Emergency Assembly Area [EAA] in an orderly manner with no talking and no running. Teachers shall set the example by limiting their talking to directions for student control only. The teacher or assigned staff member shall lead the class (students wait outside the door until the teacher gets out of the room). The teacher should be the last one to leave the room and should check to see that everyone that is physically able is out. Close the door leaving it unlocked. If there is a problem within the room or students are left behind, you should place a red tag on the door handle. (Tags are near exit doors) If the room is clear place a green tag on the door. Once staff and students are at the EAA, secure the area and direct all non-school persons to the communications gate.

It is important for teachers to familiarize themselves with the exit routes for each room they use.

Teachers should take their roll books, attendance sheets and emergency back-packs. Back-packs should be located near the exit door and all staff that use the room should be aware of its' location. At the EAA, roll should be taken using the Emergency Disaster Attendance Form (found in your back-pack, more can be obtained from the Emergency Operations Center[EOC]) identifying students as present, previously marked absent, or missing.

Teachers should make sure that disabled students are assisted. Teachers should discuss with their students that any student in the lavatories or otherwise out of the classroom should join the nearest class group exiting; proceed to the EAA, then with permission of those in charge, join their own class or group by reporting to the teacher. If between classes, line-up in homeroom. (SSR for LCHS)

Each group must remain in its assigned location with the teachers supervising and reassuring the students throughout the duration of the emergency. If the EOC determines it to be safe to re-enter the buildings a specific ALL CLEAR signal (one (1) continuous 30 second bell) is sounded. Students and teachers shall return following the same rules as for leaving the building (no talking, running, etc.). If the emergency lasts past the regular school hours or buildings are not safe to return to, the EOC may direct that students will be released to parents or guardians or according to instructions on the Emergency card. The procedure is as follows: The person named on the students Emergency Card or Emergency Disaster Information Card may assume the responsibility for a student by signing the Emergency Disaster Release Card for each student they take into their custody. Release cards are at the communication gate. Eighteen year old or over students may leave upon signing out at the reunion gate. Teachers will remain with students until released.

During a disaster all employees are to remain at school until released by the principal/designee. Any staff member that is not at a school site during an emergency should make every effort to return to their site and report in at the EOC. If any staff member is at another school site they should evacuate as outlined and report to that site's EOC. The EOC should then attempt to notify the staff members site of their whereabouts. Such staff members may then be assigned a task or be ordered to return to their site whichever is mutually agreed upon by the sites. DO staff will report to PCR and Maintenance staff will report to the nearest school for assignments. Maintenance office staff should coordinate with Foothills School staff.

DISASTER DURING SCHOOL HOURS

EVACUATION SIGNAL

The pattern of bells for an evacuation is the Fire Alarm bell cadence, which is 3 short rings followed by a pause, repeatedly until the alarm is silenced.

FIRE

Upon hearing the evacuation signal, teachers are to evacuate their class to the EAA according to the evacuation route for their classroom. Be prepared to take an alternate route if blocked.

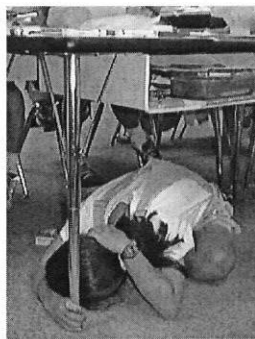
POWER FAILURE

During a power failure teachers are to remain in their classrooms with their students. Flashlights will be stored for each classroom in the classroom's emergency backpack, which will be accessible to the teachers and where it can be located in the dark. Teachers are not to move their class without clearing with the principal first.

EARTHQUAKE

Upon feeling a tremor, or hearing an earthquake drill announcement via intercom or bells, the following steps will be taken:

1. Drop, Cover, and Hold; Students in the classroom or other rooms shall take cover under desks or tables holding on to furniture with one hand and covering their head and neck with the other (see picture below), or sit or stand against an inside wall or in an inside doorway. Students should stay away from windows and outside doors. Students on the school grounds should move away from the buildings and electrical wiring, gas and water mains and drop and cover with their hands over their head. Students in the halls should drop and cover near an inner wall with their hands over their head.
2. When the initial shock has subsided the evacuation signal will be given, if operable.



Students will be evacuated to the EAA and follow previously outlined procedures for roll, etc. If there is no signal, it is assumed that individual teachers will use their own judgment to evacuate their room in a safe manner remembering to take the emergency backpack with them.

TERRORIST/GUNMAN

Upon hearing gun shots, students and staff should stay inside the classroom/building, lock doors and wait until an administrator verbally gives the all clear signal. If outside students and staff should drop to the ground and stay still. When safe, get to the nearest cover preferably inside a building. The alert signal to be used is **“This is a Lockdown, I repeat, this is a Lockdown.”**

TOXIC SPILL

Students and staff should stay in their classroom until notified to move. If outside students and staff should report to their next period class quickly and quietly and remain in that class until notified to move. If airborne, Staff should go indoors, turn off all air exchange units, close windows and doors, and use cloth to block any cracks around windows or doors.

DISASTER OUTSIDE OF SCHOOL HOURS

All employees and parents should listen to the radio (KFI 640 AM, KNX 1070 AM, KFVB 980 AM, KABC 790 AM) for information regarding school opening or closing in the District. All schools will be considered OPEN unless it is specifically announced that they are closed. All staff is required to report to work as normal unless officially notified via phone tree and remain until released by the EOC.

Students walking to and from school should proceed to school or return to school and assemble at the EAA and line-up in their homeroom (SSR for LCHS).

EMERGENCY TASK GROUP ORGANIZATION AND DUTIES

All staff in all groups will:

1. Duck, Cover, and Hold
2. Evacuate
3. Assemble students on the field
4. Account for all students
5. Hand over supervision of students to another adult
6. Report to the Emergency Operations Center
7. Then perform the duties assigned as outlined in the following pages

Emergency Operations Center [EOC] – Lower Playground

<u>Personnel</u>	<u>What they do</u>	<u>Equipment needed</u>
Principal Teacher	1. Implements and coordinates the EOC. 2. Prepares reports for Superintendent. 3. Controls internal & external communications.	bullhorn, HT, cell-phone
Secretary/Office Aide	1. Assists EOC leader in duties as assigned.	
Librarian	1. Accounts for the presence of all students & staff. 2. Assigns search teams to areas. 3. Assigns extra personnel to appropriate duties. 4. Assigns personnel to determine available resources.	homeroom rosters, teacher list, disaster attendance form, map
<u>Equipment/Supplies needed for the EOC(some items may be in the DSB):</u> bullhorn, 2 - Handheld Transmitter(HT), 1 - cell-phone, homeroom rosters, teacher list, disaster attendance form, and map showing location of each teacher station at EAA(should be in the DSB)		

First Aid Center – Lower Playground near CEC**(See Appendix FAC)**

<u>Personnel</u>	<u>What they do</u>	<u>Equipment needed</u>
Health Clerk At least 3 Teachers	1. Administers first aid and records information on extent of injuries and treatment administered. 2. Determines need for medical assistance.	First Aid supplies from DSB
Dispatch teams to retrieve injured, 2 adults per team	1. Get location from FAC leader. 2. Go to location and bring injured back to FAC.	First Aid supplies from DSB, stretcher
<u>Equipment/Supplies needed for the First Aid Center(some items may be in the DSB):</u> Stretcher, blankets, wheelchair and first aid supplies.		

Sweep Teams - Report to the EOC then obtain equipment from DSB.**(See Appendix ST)**

Work together, proceed in orderly and pre-established sweep pattern, checking each classroom, storage room, restroom, etc. visually, vocally and physically. Takes special notice of any tag on door. Using chalk, put a slash "/" on the outside of the door before entering. Report the location of all injured students and staff to the First Aid Center. After a room has been determined to be clear, the team will make the slash "/" an "X" on the door indicating the room has been swept. Confirms existence and location of fire. Notifies the EOC, rescues students, uses appropriate fire control equipment, secures area, and report back to EOC after sweep is complete.

<u>Personnel</u>	<u>Area to sweep</u>	<u>Equipment needed</u>
Team #1 2 Teachers	per site	Supplies from DSB with sweep team instructions
Team #2 2 Teachers	per site	Supplies from DSB with sweep team instructions
Team #3 2 Teachers	per site	Supplies from DSB with sweep team instructions
Team #4 2 Teachers	per site	Supplies from DSB with sweep team instructions
Team #5 2 Teachers	per site	Supplies from DSB with sweep team instructions
<u>Equipment/Supplies needed for the Sweep Teams(in the DSB):</u> Master keys, flashlights, chalk, hard hats, rope or cord. At least one of each item in individual duffel bags for each team.		

Campus Security – By Main entrances, Gould Gate, Knight Way
(See Appendix CS)

<u>Personnel</u>	<u>What they do</u>	<u>Equipment needed</u>
Psychologist Speech 2 Full Time Aides	1. Stationed at main entrances to campus to refer parents to Communications Gate and EAA. 2. Route rescue ambulance and police to area of need.	Master keys, signs to post
Campus Security Aide	1. Locks all external gates as directed.	
<u>Equipment/Supplies needed for Campus Security(some items may be in the DSB):</u>		
Master keys, signs to post.		

Damage Control/Prevention – Disaster trailer
(See Appendix DC)

<u>Personnel</u>	<u>What they do</u>	<u>Equipment needed</u>
Custodian Cafe Manager Campus Security Aide	1. Turn off gas and electric supplies if directed by EOC, and check utilities. 2. Take appropriate action to minimize damage to school site. 3. Survey and report to EOC the extent of damage to school site.	Flashlight, Master keys
<u>Equipment/Supplies needed for Damage Control/Prevention(some items may be in the DSB):</u>		
Flashlight, master keys, equipment to shut off utilities, and any other supplies needed should be placed in the DSB.		

Parental Communication – Communications Gate, Reunion Gate –Knight Way
(See Appendix COM)

<u>Personnel</u>	<u>What they do</u>	<u>Equipment needed</u>
Com. Gate At Least 4 Teachers	<p>Immediately begins the process of reuniting students with their parents or guardians by referring to: a) Emergency Form b) Homeroom Rosters c) Emergency Disaster Information Card d) Emergency/Disaster student release card.</p> <ol style="list-style-type: none"> 1. Have the parent or the person named on the Emergency Card or the Emergency Disaster Information Card complete the Disaster Release Card. 2. Write their name next to the students name on the alphabetical sibling list.(7-12 use the locator book to locate which line student(s) are in. 3. After EOC has directed, dispatch student runners to escort students to the reunion gate with the release card. 	<p>Emergency Cards, Homeroom rosters, Emergency Disaster Information Card, Emergency/Disaster Student Release Card Alphabetical sibling list, 7/8 & 9-12 Locator Book</p>
Reunion Gate At Least 3 Teachers and/or Full Time Aides	<ol style="list-style-type: none"> 1. Obtain release card from student runner. 2. Confirm that student recognizes the requesting individual(s) and feels secure in custody. 3. Ensure that all records are kept on students leaving campus. 4. Remove name tag from student being released and place on release card. 	<p>Box to put completed students release cards in.</p>
<p><u>Equipment/Supplies needed for Parental Communication(some items may be in the DSB):</u></p> <p>Emergency Cards, Homeroom rosters, Emergency Disaster Information Card, Emergency/Disaster Student Release Card, and box for release cards.</p>		

Student Leadership Group - Report to the EOC for assignment after teacher has taken roll.

<u>Personnel</u>	<u>What they do</u>	<u>Equipment needed</u>
Students	<p>Highly responsible and mature students can possibly assist as messengers:</p> <ol style="list-style-type: none"> 1. Attendance procedures at EAA 2. Act as runners for student reuniting. 3. In any location or responsibility where the EOC staff feels their services are appropriate. 	<p>none</p>
<p><u>Equipment/Supplies needed for Damage Control/Prevention(some items may be in the DSB):</u></p> <p>None</p>		

Anyone unassigned in any group should report to the EOC. This includes all staff, parents, volunteers, visitors, and staff from other sites on campus.

Paradise Canyon Elementary School

Disaster Response Teams

2018 - 2019

Emergency Operations Center: *Hetzel, *Effie (documentation), *Woo, *Cesario

Emergency Bin: *Hetzel, *Leavins, student runners

First Aid: Next to handball court

Team Leaders: District Nurse, Dunlop

Support Staff: *Block (documentation), Page, Egger, Ghermezian, Tearston, Stonebraker, Galante, Lamb, Myers, Dzuurgot

Sweep and Rescue Teams: Meet at Emergency Bin

Red Team: Rivas, *Matthews

Search & Rescue Team: *Leavins, *Hajek

Yellow Team: Arbucci, *Lloyd

Green Team: Russell, *Hardash

Blue Team: Hong, *Kazak

Request Gate: At Oliveta entrance

Team Leader: Selsor

Support Staff: *Watts, Budde, Wullschlager, Mosley, student runners

Reunion Gate: At pedestrian gate, next to MPR

Team Leader: Newman

Support Staff: *Parra, McClure, Tinglof

Security: Front of School/Parking Lot

Team Leader: Woo

Support Staff: Lee, Markarian, Olavi, Aldi, Noon Duty aides,

Gould gate: Aides

Reunion gate: Lee, Aldi

Student Supervision: All classes report to lower playground line up, then move to field area when directed

Team Leader: *Cesario

Support Staff: Phillips, Fike, Hurley, Sanchez, Mirjarez, Babish

K: Dannemann, Brar

1st grade: Bridgman, Gardner

2nd grade: Perdisatt

3rd grade: Bachmuth, Brown

4th grade: Celestino

5th grade: Lesko

6th grade: Khanlarian

Damage control, utility check & site safety: *Javier, *Gilbert, *Raul (Lock Down/Gas Shut off)

All additional personnel report to Cesario to assist with Student Assembly Area supervision.

EMERGENCY PROCEDURES

Alarm – Either bells, siren, announcement, or shaking

Initial classroom procedures – Drop, Cover and Hold, Evacuate, etc. (depends on incident)

- This procedure consists of everyone dropping to their knees, taking cover under a table or desk, protecting their head with arms if not under a table or desk, and face away from windows or mirrors.
- In an actual earthquake, teachers shall immediately instruct students to the DROP Procedure (duck, cover, and hold) until the earth movement stops, and then evacuate the building immediately. If PA system is not functioning, teachers make determination when to evacuate.

Evacuate – Take emergency Backpack, roll sheet and lead students to the field

- If you have a student that is immobile due to injury, decide to leave or stay with the student.
- If teacher remains with immobile student, the buddy teacher will take responsibility for the class and evacuate both classes to the field.
- Fire = closed door, unlocked
- Earthquake = open door, unlocked

Buddy check – visual check to see buddy teacher/class are ok to move to field

Follow evacuation route – to the lower field and assigned letter

- Teachers will select alternate exits and/or evacuation routes whenever the designated escape route is blocked.
- All students, teachers, and other employees shall not walk directly under the corridors. Walk away from the building whenever possible.

Line students up behind your letter and put backpack in front of line with NAME sign visible

Use name stickers to take attendance

Attach and display red or green laminated square

- Green = all students present and accounted for
- Red = student missing or still in classroom

Complete yellow attendance form with # of students present/absent/missing/injured

- Attach leftover stickers
- Hand to Dayna Roberts or send to Debbie Pierce
- Handle all minor injuries in line

If you have a job during drills – pass your backpack, roll, and students to grade level leader on field; then report to your job

Wait for further directions from Field Supervisor (Cesario).

- Staff may be asked to assist somewhere else as needed.

Paradise Canyon Elementary School
LOCKDOWN PROCEDURES

What is a Lockdown?

A school lockdown confines all staff and students to the classroom or nearest building due to a perceived or real threat; isolation of staff and students inside the school limits exposure to risk to outside contaminants: people, exposures or situations. The practice of lockdown drills acclimates both staff and students to the process and probability, and ultimately avoids unnecessary responses.

Lockdown Process

1. **Administrator or designee** makes decision to implement lockdown and makes the following announcement over PA system several times to ensure all are aware:
"Attention all students and staff – We have been notified to go into lockdown status. This is a drill/This is NOT a drill." – REPEAT
 - **"Teachers, check outside and direct students into your classroom, then secure your students in your classroom immediately and begin lockdown procedures."**
 - **"All other staff members, please secure any students in your area by bringing them to the Multi-Purpose Room."**
 - **"All parents and campus visitors that are not inside a classroom or building, please report to the office. Students will be released after the lockdown has been lifted."**
2. **Administrator**
 - **Notifies District Office and PCY CEC of Lockdown status.**
 - **Call support staff on walkie-talkies to lock perimeter doors and gates, and direct students to classrooms.**
 - **Custodian and/or PE teacher need to lock Oliveta gate.**
 - **Aides, Counselor, or Assistant Principal need to lock Gould gate.**
 - **Principal and AP to sweep hallways if possible.**
 - **IF BEFORE SCHOOL - send text to parents to not drop off students if they have not already done so.**
 - **Sends communication to parents as appropriate.**
 - **Re-assesses situation periodically.**
 - **Gives "all clear" signal when safety of the school has been restored.**
3. **Office Manager**
 - **Emails staff with details of the situation and sends updates as able.**
 - **Calls Sheriff station for updates as appropriate.**
4. **Other Location Procedures**
 - 1) **Lunch Tables** – Students should be moved into the Cafeteria.
 - 2) **Upper Playground** – Students will be directed immediately to the Library.

- 3) **Lower Playground** – Students will be directed to the MPR through the door on the field side. (Adults enter through front door, close front door and open side door for students.)
- 4) **Bathrooms** – Students/staff should move into a stall, lock the door and crouch on the toilet so feet, hands, and head are hidden from view.
- 5) **Hallway** – Students should move into closest classroom immediately.
- 6) **All other classrooms (i.e. Computers, Library, Music, etc.)** – Classes remain in rooms. Move away from doors and windows. Lock the door and turn off the lights.

5. Teacher Lockdown Procedures for the Classroom

- 1) **TAKE** any nearby students in hallways into your classroom.
- 2) **NOTIFY** appropriate other students' teachers that he/she is safe.
- 3) **LOCK** all exterior doors.
- 4) **CLOSE** all windows and blinds.
- 5) **TAKE ROLL** and email Effie Edwards, Linda Dunlop, and Renee Phillips with any missing or additional students in your classroom.
- 6) **STAY AWAY** from all doors and window, move students to the floor, towards walls and away from doors. **SHUT OFF LIGHTS.**
- 7) **DO NOT OPEN** exterior doors for any reason until an "all clear" is received. Police, emergency responders, and administration will have a key to the door for entry and "knock and announce" before entering.
- 8) **DO NOT EXIT THE CLASSROOM FOR ANY REASON.**

9) **TEACHERS TELL STUDENTS:**

FOR A DRILL: "This is a lockdown drill. Just like for earthquakes, it is important to practice in case of a real emergency. At times, the police or fire station may ask us to go into a lockdown because there is something dangerous outside and it is safer for us to stay inside. Today we are pretending the police are looking for someone in our neighborhood. During a lockdown, both pretend and the real thing, students are not allowed to use their cell phones to call or text during a lockdown because that cell usage jams the system. Parents will be notified by the principal and will be given instructions for pick up times and procedures when the situation is over."

FOR A REAL SITUATION (Project a calm demeanor): "This is a lockdown. It is not a drill. Remember, students are not allowed to use their cell phones to call or text during a lockdown because a lot of cell usage jams the system. The principal will notify parents about what is going on and give them instructions about pick up times and procedures when the situation is over. For now, we do not know much other than it is important for us to stay safe inside and I will take care of you. Let's try to be calm and I will tell you more when I find out more."

- 10) **DO NOT USE** the telephone or email system to request information. The administration will notify staff as soon as possible with information and updates.
- 11) **CARE FOR THE STUDENTS IN YOUR SUPERVISION.**
 - o Calm and reassure upset students.

- o Let students do a quiet activity as they would in an earthquake drill, but keep them away from doors and windows.
- o Use supplies in emergency kit as needed or necessary.

12) CHECK EMAIL AND/OR LISTEN for further information and what details are appropriate to share with students.

13) AFTER "all clear" has been given:

- o Allow students time for physical activity or verbal stress relief.
- o Resume normal operations as soon as possible.
- o Notify office of any students needing additional support.

Emergency Drill Procedures

- All teachers, please check your red backpack and folder for:
 1. Your current student roster
 2. Several Student Accounting Forms
 3. A pen and/or pencil
 4. A current student roster for your Field Buddy (see attached sheet)
 5. Directions for a substitute that are DETAILED to your specific duties for emergencies
- When the emergency bell sounds:
 1. (For Earthquakes) All classes AND TEACHERS will drop and cover.
 2. Teachers count to 10 with your students out loud, 3 times. In between each 10, tell students to take 3 deep breaths, in and out.
 3. After the shaking stops and/or you have counted to 10 three times, everyone stands up.
 4. Before moving, you and your students must check themselves for injuries, and ask each other "Are you ok?" This will be a quick check for injuries to report.
 5. (All other Emergency Evacuations) Students will line up to evacuate.
 6. Take your red backpack.
 7. Before evacuating, teachers must check the status of their "Building Buddy." That is the teacher/person **next door** to you, or closest to you. These buddies are not assigned, please designate your own. Everyone must have a Building Buddy!
- If you have an injured student who is unable to be moved, **the teacher may remain with the student.** Your Building Buddy will take your class and red backpack out to the playground to report what has happened.
- Once out on the playground, take roll and complete a Student Accounting Form for your class.
 1. If you had to bring out your Building Buddy's class, complete a SEPARATE form for that class. Send the forms to the Emergency Operations Center (Office Manager) immediately.
 2. Make your red or green card and your name card visible on your backpack.
 3. Should your building buddy (the teacher next door to you) be on a field trip, report it on a separate Student Accounting Form for the class.
 4. Mobile team members (anyone with a job during the emergencies), will instruct their students to sit down on the blacktop and then hand off their class roster to the Student Assembly Team Member for their grade level.
 5. The mobile team member reports to their station.
- When directed to do so by the Emergency Operations Center, students will be moved to the field. *Grade Level Lead Teachers will direct classes one at a time to ensure grade levels remain together.*
 1. Student Assembly Team Members for the grade levels will assist student runners in locating requested students to be checked out.
 2. Any time a student is requested to be released, Grade Level Teachers must note what time the student left your supervision on the Student Release/Check Out Log.
 3. The Student Assembly Team Leader (Cesario) will periodically instruct Grade Level Teachers to take attendance to report to the Emergency Operations Center.

**Fransisco Canyon
Elementary School**
471 Knight Way
La Canada CA 91011
(818) 952-8340

**Upper
Playground
(grades 1-2)**



RSP Cesarlo 29	4th Hong 30	4th Arbucci 31	4th Celestino 32	4th Lloyd 33	GATE/ Spanish 34	Music 35	CEC 36	CEC 37	CEC 38
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MAP NOT TO
SCALE
2018 - 2019

**Red
Team**

N

6th Matthews 25	4th Chermezian 26	6th Khanlarian 27	6th Budde 28	R	R
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**Blue
Team**

1st Rivas 6	1st Egger 19	3rd Brown 20
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ELD 5	3rd Bachmuth 4
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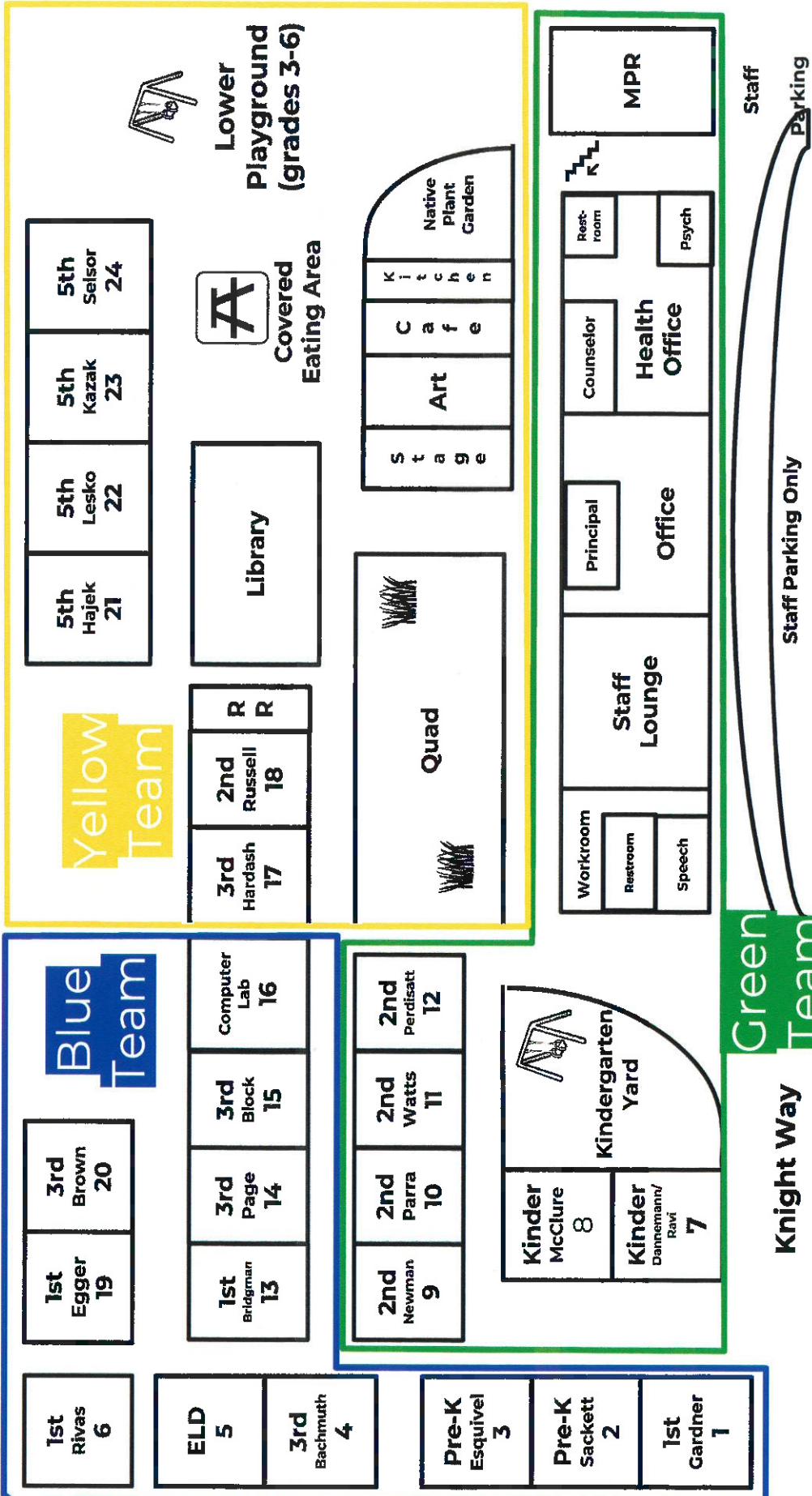
1st Bridgman 13	3rd Page 14	3rd Block 15	Computer Lab 16
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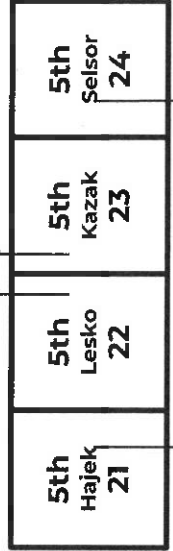
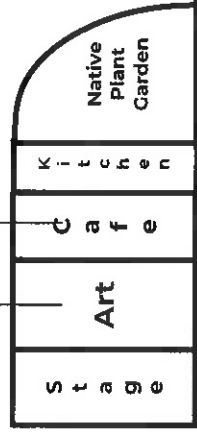
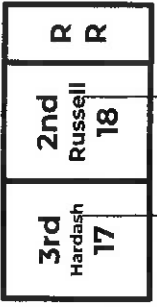
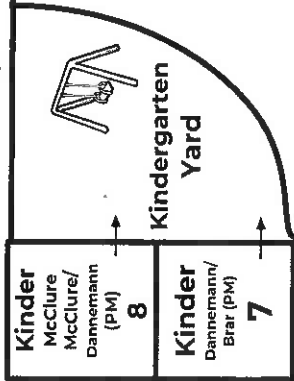
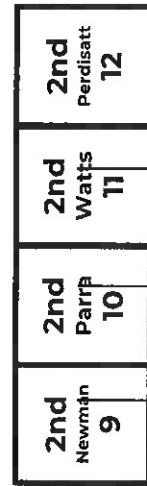
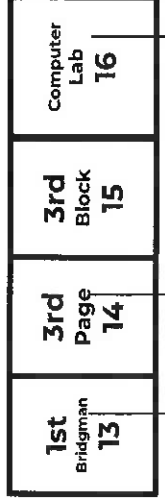
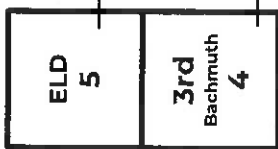
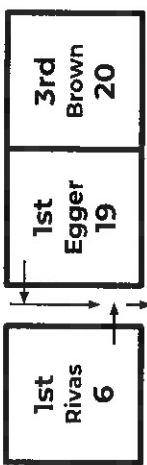
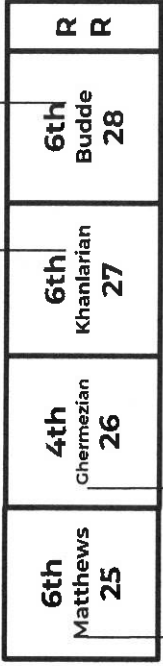
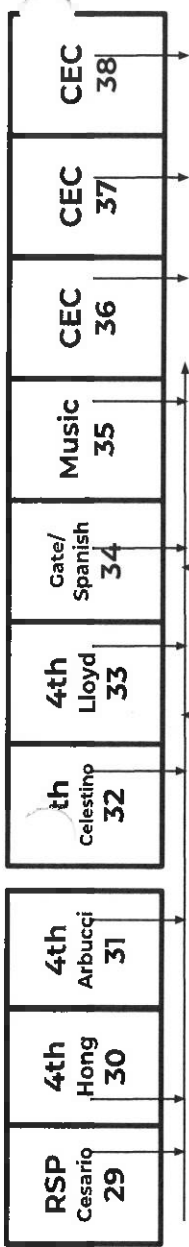
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**Green
Team**

Knight Way

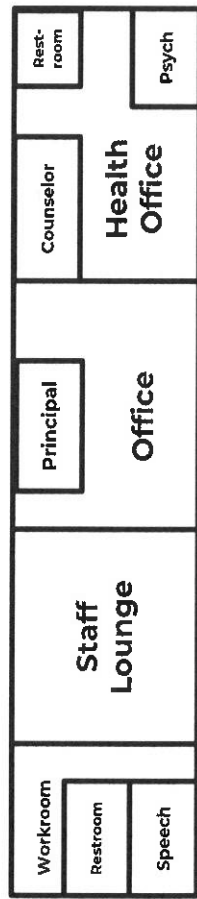


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Elementary School**
471 Knight Way
La Canada CA 91011
(818) 952-8340



Covered Eating Area

Lower Playground (grades 3-6)



Staff Parking

Knight Way

Staff Parking Only

Could Ave.

MAP NOT TO SCALE
2018-2019
N

Upper Playground (grades 1-2)

Could Ave.

**F adise Canyon
Elementary School**
471 Knight Way
La Canada CA 91011
(818) 952-8340

Music
35
Morgue

CEC
36

CEC
37

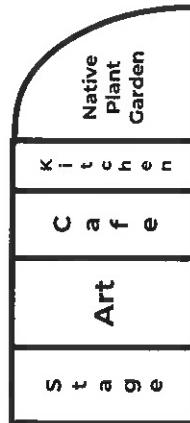
CEC
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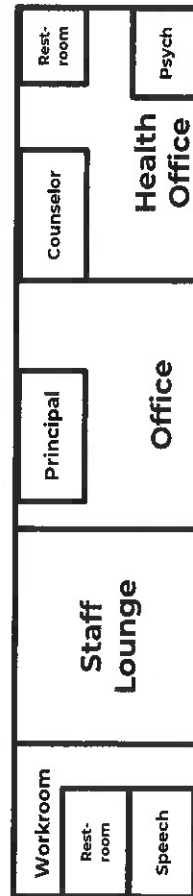
MAP NOT TO
SCALE
2018 - 2019



**Emergency
Operations
Center (EOC)**



MPR



**Reunion
Gate**

Staff Parking Lot
Security

X X X

Knight Way

Pre-School	AA	Z	Y	X	W	V	U	T	S	R	Q	P	O	N	M	L	K	J	I	H	G	F	E	D	C	B	A
McClure/ Dannemann/ Brar	Ghermezian	Khanlarian	Matthews	Budde	Selsor	Kazak	Lesko	Hajek	Hong	Celestino	Lloyd	Arbucci	Block	Page	Hardash	Brown	Bachmuth	Watts	Russell	Perdisatt	parra	Newman	Rivas	Egger	Gardner	Bridgman	

**First
Aid**

**Disaster
Bins**

**Request
Gate**

Emergency Vehicles Only

Request/Reunion Gate Teams

PROCEDURES:

1. Check in with Emergency Operations Center.
2. Get necessary supplies from the Emergency Supplies Bin.

REQUEST GATE RESPONSIBILITIES:

1. Greet and direct parents/guardians through Request process.
2. Request identification and verify authorization on "Student Emergency Contact" Cards.
3. Have parent/guardian fill out both top and bottom of "Permit for Release of Child."
4. Send student runner with bottom copy of "Permit for Release of child" form to locate child in the Student Assembly Area and take the requested student to the Reunion Gate.
5. Direct parent/adult to "Reunion Gate" with original copy of "Permit for Release of Child" form.

REUNION GATE RESPONSIBILITIES:

1. Reunite student with designated adult collecting matching both copies of "Permit for Release of Child" form, and confirming adult identity with student.
2. Collect the top portion "Permit for Release of Child" from parent/guardian, take attendance sticker from requested student and place it on the back of the either portion of the permit.
3. Staple and file both top and bottom portions of the permit.
4. In the case of discrepancies request adult to return to Request Gate.

SUPPLIES/EQUIPMENT AT BOTH REQUEST AND REUNION GATES:

1. Gate keys.
2. Table, chair, desk supplies.
3. Walkie-Talkie.
4. Pens, Paper, Clipboards
5. Runners (Request Gate only)
6. Emergency Notebook containing the following items:
 - Faculty/Staff Roster.
 - School Emergency Operations Chart.
 - School Information Map.
 - Student class rosters.

REQUEST GATE ONLY:

1. Current set of Student Emergency Information Cards in alphabetical order (From Emergency Operations Center).
2. "Permit for Release of Child" forms.
3. Log to document student release requests.

REUNION GATE ONLY:

1. Staplers
2. Box to file original Permit for Release of Child forms in alphabetical order.

Student Assembly Area Team

LOCATION: Playground blacktop and field

PROCEDURES: Remain at Student Assembly Area and supervise students.

RESPONSIBILITIES

Team Leader: Ingrid Jaimes

1. Communicate with Incident Command Center Attendance Accounting Team.
2. Keeps all doorways, hallways, and stairwells safe and clear.
3. Implements "buddy" system with neighboring teachers/staff.
4. Help runners locate students being picked up and direct them to the "Reunion Gate".
5. Keep copy of Permit for Release of Child brought by runner.

Other Staff:

1. Take roll and re-check students from time to time, reporting status to the Incident Command Center.
2. Supervise and reassure students throughout the duration of the emergency.
3. Conduct recreational and educational activities to maintain order and calm.
4. Provide water and snacks to help calm the students.

SUPPLIES /EQUIPMENT:

1. Table, chair, desk supplies.
2. Gate keys.
3. Walkie-Talkie.
4. Student Emergency Information Cards (From Incident Command Center).
5. Clipboard with Release Procedures.
6. Student Release Request Forms (Blue Slips).
7. Record-keeping materials.
8. Master list of Students.
9. Runners (10-12 Student Council Members).
10. Notebook containing the following items:
 - a. Evacuation Routes Diagram.
 - b. School Emergency Operations Chart.
 - c. School Information Map.
 - d. Emergency Response Team Log.

Restrooms:

- Students will use gym and field restrooms, if they are safe and water is available.
- If not, sanitation kits are available in the emergency shed for use.
- The kits will be positioned in appropriate locations.
- Girls and boys restrooms should be set up with privacy curtains around.

Shelter:

- In case of inclement weather, if gymnasium is safe, students will be brought inside.
- If building is not safe, alternative IC will seek alternate location. Blankets kept in the emergency shed will be used.

First Aid/Mental Health Team

LOCATION: _____

PROCEDURES:

1. Check in with Emergency Operations Center.
2. Report to the First Aid station next to the handball courts.

RESPONSIBILITIES:

1. Set up first aid area in a safe place.
2. Secure first aid supplies.
3. Triage for life-saving: prioritizing quick check to open airways, stop bleeding and treat shock.
4. Determine need for emergency medical assistance.
5. Administer first aid as needed.
6. Keep record of types of injuries and aid provided.
7. Provide psychological first aid and establish buddy system to support students or staff in need.
8. Keep log of students dispatched for emergency medical assistance and that need follow-through and referrals.

SUPPLIES/EQUIPMENT:

1. Table, chair, desk supplies.
2. First aid supplies.
3. Walkie-talkie.
4. Stretchers.
5. Blankets.
6. Wheelchair.
7. First Aid Team Notebook.

6. POLICIES RELATED TO SUSPENSION, EXPULSION OR MANDATORY EXPULSION
AND OTHER SCHOOL DESIGNATED SERIOUS ACTS WHICH WOULD LEAD TO
SUSPENSION OR EXPULSION.

Attached are the La Canada School District policies and procedures for suspension and expulsion. The criteria for suspension and expulsions are also summarized for parents in our school's "Student Conduct Handbook". This publication is also given to all school, staff for reference.

Following in this component are:

- AR 5144 Discipline
- BP 5144 Discipline
- AR 5144.1 Suspension and Expulsion Due Process
- BP 5144.1 Suspension and Expulsion Due Process
- K-6 Suspension Data

La Canada USD

Administrative Regulation

Discipline

AR 5144
Students

Site-Level Rules

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

(cf. 0450 - Comprehensive Safety Plan)
(cf. 0460 - Local Control and Accountability Plan)

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

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

Disciplinary Strategies

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

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

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

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

for case management and counseling

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

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

(cf. 6159 - Individualized Education Program)

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

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

(cf. 5148.2 - Before/After School Programs)

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

disqualification from participation in extracurricular activities

(cf. 6145 - Extracurricular/Curricular Activities)

15. Reassignment to an alternative educational environment

(cf. 6158 - Independent Study)

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

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

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

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

(cf. 5125 - Student Records)

Recess Restriction

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

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

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education and Activity)

Detention After School

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

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

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

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

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

(cf. 6176 - Weekend/Saturday Classes)

Community Service

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

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

Notice to Parents/Guardians and Students

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

(cf. 5145.6 - Parental Notifications)

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

AdministrativeLA CANADA UNIFIED SCHOOL DISTRICT

approval: May 13, 2003

revised: September 6, 2016 La Canada Flintridge, California

00354-00002/3302902.1

La Canada USD

Board Policy

Discipline

BP 5144

Students

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

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

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

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

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

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

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

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

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

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

Legal Reference:

EDUCATION CODE

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

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

CIVIL CODE

1714.1 Parental liability for child's misconduct

CODE OF REGULATIONS, TITLE 5

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

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009

CDE PROGRAM ADVISORIES

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

STATE BOARD OF EDUCATION POLICIES

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

WEB SITES

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

Policy LA CANADA UNIFIED SCHOOL DISTRICT

adopted: January 16, 1996

revised: September 6, 2016 La Canada Flintridge, California

00354-00002/3302926.1

La Canada USD

Administrative Regulation

Suspension And Expulsion/Due Process

AR 5144.1
Students

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)

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

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

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5, 48900.1, 48980)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

Grounds for Suspension and Expulsion: Grades K-12

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))

Pursuant to Penal Code 417.27, students are prohibited from possessing a laser pointer on school premises, except for a valid instructional or other school-related purpose.

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

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

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

(cf. 5131.6 - Alcohol and Other Drugs)

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

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

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))
7. Stole or attempted to steal school property or private property. (Education Code 48900(g))
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))
10. Unlawfully possessed offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))
11. Knowingly received stolen school property or private property. (Education Code 48900(l))
12. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm 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(m))
13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))
16. Engaged in, or attempted to engage in, hazing (Education Code 48900 (q))

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

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

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

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

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

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

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 6163.4 - Student Use of Technology)

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

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

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

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

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

Additional grounds for Suspension and Expulsion: Grades 4-12

Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

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

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

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

(cf. 5145.7 - Sexual Harassment)

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

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating another person, interfering with the exercise of a person's civil rights, or damaging a person's property because of the person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation. (Education Code 233, Penal Code 422.55)

(cf. 5145.9 Hate-Motivated Behavior)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

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 under the jurisdiction of the Superintendent or principal or within any other school district, including but not limited to the following circumstances: (Education Code 48900)

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

The Superintendent or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5. (Education Code 48900(v))

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

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Truancy)

Suspension from Class by a Teacher

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

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

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

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

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

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

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

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

The Superintendent, principal, or designee 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)

Due Process Procedures for Suspension

Suspensions shall be initiated according to the following procedures:

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

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

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee of the school in which the student is enrolled at the time of the misbehavior. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. 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 causes and duration of the suspension, the school policy involved and any other pertinent matter. (Education Code 48914)

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

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911)
 - a. The 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.
 - b. 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)
 - c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)
 - d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

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

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion: Grades K-12" above and within the limits specified in "Suspension by Superintendent, Principal or Principal's Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester for a violation of #1-18 of the "Grounds for Suspension and Expulsion: Grades K-12." The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

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

(cf. - Closed Session Purposes and Agendas)

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

On-Campus Suspension

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

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

At the time a student is assigned to an on-campus suspension classroom, the principal or

designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification may be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

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

The Board may also order a student expelled for specific enumerated acts listed above under "Grounds for Suspension and Expulsion; Grades K-12" upon recommendation by the principal, Superintendent, hearing officer or administrative panel, based on finding 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 act, the presence of the student causes a continuing danger to the physical safety of the student or others

Mandatory Recommendation and Mandatory Expulsion

Unless the principal, Superintendent or designee finds that expulsion is inappropriate due to particular circumstances, the principal, Superintendent or designee shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife 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 the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

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

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" has occurred. (Education Code 48918(a))

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

If the Board finds it impractical during the 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 part of the record when the expulsion hearing is held. (Education Code 48918 (a))

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

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

Stipulated Expulsion

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

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

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

Rights of Complaining Witness

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

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

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present 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 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).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel

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 and Homeless Students

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

Conduct of Expulsion Hearing

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

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

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

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate 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 the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20 (formerly 11525). (Education Code 48918(i))

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

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

4. Presentation of Evidence: While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion; Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at 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.

(cf. 5145.12 - Search and Seizure)

5. Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
 - a. Any complaining witness shall be given five days' notice before being called to testify.
 - b. Any complaining witness shall be entitled to have up to two adult support persons, including but not limited to a parent/guardian or legal counsel, present during his/her testimony.

- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
 - d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
 - e. If one or both support persons are also witnesses, the hearing shall be conducted according to 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 non-threatening environment.
- (1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
 - (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
 - (3) The person conducting the hearing may:
 - (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
 - (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
 - (c) Permit one of the support persons to accompany the complaining witness to the witness stand
- 6. Decision Within 40 School Days: 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)

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

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

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

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

Final Action by the Board

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

(cf. 9321.1 - Closed Session Actions and Reports)

The Board's decision is final. 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. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

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

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

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

With parental 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 in "Grounds for Suspension and Expulsion: Grades K- 12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board 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 to Suspend Expulsion Order

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

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

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

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program.
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status.
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above or violates any of the district's rules and regulations governing student conduct.
4. When the suspension of the enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon rein-statement, the Board may order the expunging of any or all records of the expulsion proceedings.
6. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board of

Education. (Education Code 48917)

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

Appeal

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

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

Notification to Law Enforcement Authorities

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

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

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

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 school.
3. Not housed at the school site attended by the student at the time of suspension

(cf. - Community Day School)

When the placement described above is not available, and when the County Superintendent of Schools so certifies, students expelled for acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be instead referred to a program of study that is provided at another comprehensive middle, junior, or senior high school, or at an elementary school. (Education Code 48915)

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

Readmission After Expulsion

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

1. On the date set by the Board when it ordered the expulsion, a written request for readmission shall be submitted by the parent/guardian to the Superintendent or designee. 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 court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including the specific cause(s). Expulsion records shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls, within five days of a written request by the admitting school. (Education Code 48900.8, 48918(k))

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

(cf. 5119 - Students Expelled from Other Districts)
(cf. 5125 - Student Records)

Outcome Data

The Superintendent or designee shall maintain the following data and report such data annually to the California Department of Education, using forms supplied by the California Department of Education: (Education Code 48900.8, 48916.1)

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

6. The disposition of the student after the end of the expulsion period

AdministrativeLA CANADA UNIFIED SCHOOL DISTRICT

approval: May 2013

revised: September 6, 2016 La Canada Flintridge, California

00354-00002/3305744.1

La Canada USD

Board Policy

Suspension And Expulsion/Due Process

BP 5144.1

Students

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. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

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

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

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

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

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

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only

when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

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

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

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

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

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

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

Authority to Expel

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

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

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

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

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

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

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

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

Due Process

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

Required Parental Attendance

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

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

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

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The principal or designee shall send a notice to the parent or guardian stating that attendance is required. The principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get certain release time from work.

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment
233 Hate violence
1981-1981.5 Enrollment of students in community school
17292.5 Programs for expelled students
32261 Interagency School Safety Demonstration Act of 1985
35145 Open board meetings
33032.5 Hate violence reduction
35146 Closed sessions (regarding suspensions)
35291 Rules (for government and discipline of schools)
35291.5 Rules and procedures on school discipline
39141.12 Program for expelled students
48645.5 Readmission; contact with juvenile justice system
48660-48666 Community day schools
48853.5 Foster youth
48900-48927 Suspension and expulsion
48950 Speech and other communication
48980 Parental notifications
49073-49079 Privacy of student records
52060-52077 Local control and accountability plan

CIVIL CODE

47 Privileged communication
48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt
54950-54963 Ralph M. Brown Act (~~re closed sessions~~)

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia
11053-11058 Standards and schedules

LABOR CODE

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

PENAL CODE

31 Principal of a crime, defined
240 Assault defined
241.2 Assault fines
242 Battery defined
243.2 Battery on school property
243.4 Sexual battery
245 Assault with deadly weapon
245.6 Hazing
261 Rape defined
266c Unlawful sexual intercourse
286 Sodomy defined
288 Lewd or lascivious acts with child under age 14
288a Oral copulation
289 Penetration of genital or anal openings
417.27 Laser pointers
422.55 Hate crime defined
422.6 Interference with civil rights; damaging property
422.7 Aggravating factors for punishment
422.75 ~~Protected classes~~ Enhanced penalties for hate crimes
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act of 1995
626.10 Dirks, daggers, knives, razors or stun guns
868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

1415(K) Placement in alternative educational setting
7151 Gun free schools

UNITED STATES CODE, TITLE 42

11432-11435 Education of homeless children and youths

COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267
Board of Education of Sacramento City Unified School District v. Sacramento County Board of

Education and Kenneth H. (2001) 85 Cal. App. 4th 1321
John A. v. San Bernardino School District (1982) 33 Cal. 3d 301, 308
Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182
Garcia v. Los Angeles Board of Education (1991) 123 Cal.App.3d 807
Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 146 (2001)
80 Ops.Cal.Atty.Gen. 348 (1997)
80 Ops.Cal.Atty.Gen. 91 (1997)
80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:

CSBA PUBLICATIONS

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

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

CSBA: <http://www.csba.org>
California Attorney General's Office: <http://www.oag.ca.gov>
California Department of Education: <http://www.cde.ca.gov>
U.S. Department of Education, Office for Civil Rights:
<http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>
U.S. Department of Education, Office of Safe and Drug-Free Schools:
<http://www.ed.gov/about/offices/list/osdfs>

Policy LA CANADA UNIFIED SCHOOL DISTRICT

adopted: May 12, 1998

revised: September 6, 2016 La Canada Flintridge, California

00354-00002/3305745.1

Grades K - 6	48900	2012	2013	2014	2015	2016	2017	2018	20
Total Number of suspendable incidents for each school year.									
Ed. Code Violations									
For each suspension, put a tally mark next to each Ed. Code violation that applies.									
(A-1) Caused, attempted to cause, or threatened to cause physical injury to another person.					1		5	3	
(A-2) Willfully used force or violence upon the other person of another, except in self defense.									
(B) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.									
(C) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.									
(D) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.									
(E) Committed or attempted to commit robbery or extortion.									
(F) Caused or attempted to cause damage to school property or private property.									
(G) Stolen or attempted to steal school property or private property.			1	1					
(H) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.									
(I) Committed an obscene act or engaged in habitual profanity or vulgarity.									

[illegible]

7. PROCEDURES REGARDING TEACHER NOTIFICATION OF DANGEROUS STUDENTS PURSUANT TO EC 49079

In accordance with Education Code 49079, teachers are informed annually of all pupils who have been suspended or expelled under Education Code 48900 during the previous three school years upon request.

Following in this component is:

- Education Code EC 49079

Education Code

Education Code

Providing information to teacher for students engaged in acts described in 48900

EC 49079

(a) 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 acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. 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.

(b) 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.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

(d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.

(e) 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.

(Amended by Stats 2000, Ch. 345, Sec. 2)

Reference:

Education Code 48900

Education Code 48900.2

Education Code 48900.3

Education Code 48900.4

Education Code 48900.7

8. SEXUAL HARASSMENT POLICY EC 212.5

The district Governing Board has established policies and standards of behavior regarding sexual harassment and is cited in the Policy Handbook (BP 4119.1, 4219.11, 4319.11). Students and parents also receive the information in the Student Handbook. Additionally, all students attend the beginning of the year assembly which reviews the school rules and includes information on the harassment policy

In accordance with the Board Policy and Administrative Regulations relating to students, the Governing Board is committed to maintaining a learning environment that is free of harassment. The Board prohibits the unlawful sexual harassment of any student by any employee, student, or other person at school or at any school-related activity. Board Policy is included in the staff handbooks.

In accordance with Board Policy and Administrative Regulations, the Governing Board prohibits sexual harassment in the working environment of district employees or applicants by any person in any form. The policy is posted in the school office, and employees are required to sign a statement indicating their awareness and responsibilities. Employees who permit or engage in such harassment may be subject to disciplinary action up to and including dismissal.

Following in this component are:

- Education Code EC 212.5
- Board Policy BP 4119.11
- Administrative Regulation AR 5145.7
- Board Policy BP 4119.11

- Administrative Regulation AR 4119.11

Education Code

Education Code

Educational Equity

EC 212.5

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

- (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- (b) Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- (c) The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- (d) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

(Amended by Stats. 1998, Ch. 914, Sec. 12.)

Sexual Harassment

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

(cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation and correction of sexual harassment, including but not limited to:

1. Providing periodic training to all staff regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures in order to avoid harm.

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

2. Publicizing and disseminating the district's sexual harassment policy to staff.

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

3. Ensuring prompt, thorough and fair investigation of complaints.

4. Taking timely and appropriate corrective/remedial actions after completion of investigation. This may require interim separation of the complainant and the alleged harasser, and subsequent monitoring of developments.

Any district employee or job applicant who feels that he/she has been sexually harassed, or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately contact his/her supervisor, the principal, district administrator or Superintendent.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

A supervisor, principal or other district administrator who received a harassment complaint shall promptly notify the Superintendent or designee.

Any district employee who engages or participates in sexual harassment, or who aids, abets, incites, compels or coerces another to commit sexual harassment against a district employee, job applicant or student, is in violation of this policy and is subject to disciplinary action, up to and including dismissal. Any employee who engages in sexual harassment may also be held personally liable in a court of law for any damage to the victim.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

7287.8 Retaliation

7288.0 Sexual harassment training and education

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 42

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

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

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

106.9 Dissemination of policy

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998

Juarez v. Ameritech Mobile Systems, (N.D. Ill.) 746 F.Supp. 798

Dornhecker v. Malibu Grand Prix Corp., (5th Cir. 1987) 828 F.2d. 307

Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS
GENERAL

Protecting Students from Harassment and Hate Crime, January, 1999

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office of Civil Rights: <http://www.ed.gov/offices/OCR>

Policy LA CA-ADA UNIFIED SCHOOL DISTRICT

adopted: January 18, 2005 La Canada Flintridge, California

Sexual Harassment

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when:

1. Submission to the conduct is made either expressly or by implication a term or condition of any individual's employment.
2. Submission to or rejection of such conduct by an individual is used as the basis for an employment decision affecting the individual.
3. The conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance; creating an intimidating, hostile, or offensive work environment; or adversely affecting the other individual's evaluation, advancement, assigned duties, or any other condition of employment or career development.
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs or activities available at or through the district.

Other examples of action that might constitute sexual harassment, whether committed by a supervisor or any other employee, or a non-employee, in the work or educational setting, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversations or pressure for sexual activity.
4. Sexual jokes, stories, drawings, pictures, graffiti, gestures, or sexually explicit e-mails.
5. Spreading sexual rumors
6. Touching an individual's body or clothes in a sexual way.
7. Cornering or blocking of normal movements.
8. Displaying sexually suggestive objects or using sexually suggestive computer screen savers.
9. Massaging, grabbing, fondling, stroking or brushing the body
10. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint

Notifications

A copy of the Governing Board's policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building or other area of the school where notices of district rules, regulations, procedures and standards of conduct are posted
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or whenever a new employee is hired

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

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through the Fair Employment and Housing Department and Equal Employment Opportunity Commission
6. Directions on how to contact the Fair Employment and Housing Department and Equal Employment Opportunity Commission
7. The protection against retaliation provided by 2CCR 7287.8 for opposing harassment prohibited by law or for filing a complaint with, or otherwise participating in an investigation, proceeding or hearing conducted by DFEH and the EEOC. Administrative LA CANADA UNIFIED SCHOOL DISTRICT approved January 18, 2005 La Canada Flintridge, California

BP 5145.7 Students

Sexual Harassment

The Governing Board is committed to maintaining a learning environment that is free of harassment. The Board prohibits the unlawful sexual harassment of any student by any employee, student, or other person at school or at any school-related activity.

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the person(s) to whom a report of sexual harassment should be made

Students shall be assured that they need not endure any form of sexual behavior or communication, including harassment because of sexual orientation. They shall further be assured that they need not endure, for any reason, any harassment which impairs the educational environment or a student's emotional well-being at school.

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5137 - Positive School Climate)

(cf. 5141.41 - Child Abuse Prevention)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Family Life/Sex Education)

Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action. For students in grades K-3, this disciplinary action shall depend on the maturity of the students and the circumstances involved. For students in grades 4 through 12, the disciplinary action may include suspension and/or expulsion.

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

Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

(cf. 4118 - Suspension/Disciplinary Action)

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

(cf. 5141.4 - Child Abuse Reporting Procedures)

Students shall be informed that they should immediately contact a staff member if they feel they are being harassed. Within 24 hours, staff shall report complaints of sexual harassment to the principal or designee or to another district administrator. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

The principal or designee shall immediately investigate any report of the sexual harassment of a student. Upon verifying that sexual harassment occurred, he/she shall ensure that

appropriate action is promptly taken to end the harassment, address its effects on the person subjected to the harassment, and prevent any further instances of the harassment. In addition, the student may file a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

(cf. 1312.3 - Uniform Complaint Procedures)

In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

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

(cf. 5141.4 - Child Abuse Reporting Procedures)

(cf. 5145.3 - Nondiscrimination/Harassment)

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

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

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address and prevent repetitive harassing behavior in its schools.

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

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

CIVIL CODE

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

1714.1 Liability of parents/guardians for willful misconduct of minor

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 20

1681-1688 Title IX, Discrimination

UNITED STATES CODE, TITLE 42

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

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

CODE OF FEDERAL REGULATIONS, TITLE 34

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

COURT DECISIONS

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

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

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Nabozny v. Podlesny, (1996, 7th Cir.) 92 F.3d 446

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

Oona R.-S. etc. v. Santa Rosa City Schools et al, (1995) 890 F.Supp. 1452

Rosa H. v. San Elizario Ind. School District, (W.D. Tex. 1995) 887 F. Supp. 140, 143

Clyde K. v. Puyallup School District #3, (1994) 35 F.3d 1396

Patricia H. v. Berkeley Unified School District, (1993) 830 F.Supp. 1288

Franklin v. Gwinnet County Schools, (1992) 112 S. Ct. 1028

Kelson v. City of Springfield, Oregon, (1985, 9th Cir.) 767 F.2d 651

Management Resources:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS
GENERAL

Protecting Students from Harassment and Hate Crime: A Guide for Schools, January 1999

OFFICE OF CIVIL RIGHTS' PUBLICATIONS

Revised Sexual Harassment Guidance, January 2001

Sexual Harassment Guidance, March 1997

WEB SITES

OCR: <http://www.ed.gov/offices/OCR>

Policy LA CANADA UNIFIED SCHOOL DISTRICT adopted: May 13, 2003 La Canada
Flintridge, California

AR 5145.7 Students

Sexual Harassment

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

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

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

1. Unwelcome sexual flirtations or propositions
2. Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, notes, stories, drawings, pictures or gestures

5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Touching an individual's body or clothes in a sexual way
8. Purposefully cornering or blocking normal movements
9. Limiting a student's access to educational tools
10. Displaying sexually suggestive objects

Notifications

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

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

(cf. 5145.6 - Parental Notifications)

2. Be displayed in a prominent location near each school principal's office (Education Code 212.6)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session (Education Code 212.6)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures and standards of conduct (Education Code 212.6)
5. Be provided to employees and employee organizations

Investigation of Complaints at School (Site-Level Grievance Procedure)

1. The principal or designee shall promptly investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:

- a. The student who is complaining
- b. The person accused of harassment
- c. Anyone who saw the harassment take place
- d. Anyone mentioned as having related information

2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing.

3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the

particular situation, the principal or designee also may discuss the complaint with the following persons:

- a. The Superintendent or designee
- b. The parent/guardian of the student who complained
- c. The parent/guardian of the person accused of harassing someone
- d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
- e. Child protective agencies responsible for investigating child abuse reports
- f. Legal counsel for the district

(cf. 5141.41 - Child Abuse Prevention)

4. When the student who complained and the person accused of harassment so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree.

5. The principal or designee shall tell the student who complained that he/she has the right to file a formal complaint at any time in accordance with the district's uniform complaint procedures. If the student wishes to file a formal complaint, the principal or designee shall assist the student in doing this.

(cf. 1312.3 - Uniform Complaint Procedures)

6. In reaching a decision about the complaint, the principal or designee may take into account:

- a. Statements made by the persons identified above
- b. The details and consistency of each person's account
- c. Evidence of how the complaining student reacted to the incident
- d. Evidence of past instances of harassment by the accused person
- e. Evidence of past harassment complaints that were found to be untrue

7. To judge the severity of the harassment, the principal or designee may take into consideration:

- a. How the misconduct affected one or more students' education
- b. The type, frequency and duration of the misconduct
- c. The number of persons involved

- d. The age and sex of the person accused of harassment
 - e. The subject(s) of harassment
 - f. The place and situation where the incident occurred
 - g. Other incidents at the school, including incidents of harassment that were not related to gender
8. The principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused.
9. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If he/she verifies that sexual harassment occurred, this report shall describe the actions he/she took to end the harassment, address the effects of the harassment on the person harassed, and prevent retaliation or further harassment.
10. Within two weeks after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further harassed. The principal or designee shall keep a record of this information and shall continue this follow-up at his/her discretion.

Enforcement

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

- 1. Removing vulgar or offending graffiti
- 2. Providing staff inservice and student instruction or counseling
- 3. Notifying parents/guardians
- 4. Notifying child protective services
- 5. Taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

Administrative LA CANADA UNIFIED SCHOOL DISTRICT

approval: May 13, 2003 La Canada Flintridge, California

**PROVISIONS OF ANY SCHOOL WIDE DRESS CODE,
ESTABLISHED PURSUANT TO EC 35183**

(Component 9)

The dress standard at LCE is published in the "LCUSD Elementary Schools Parent and Student Handbook" and given to all families at the start of the school year.

Following in this component are:

- Education Code EC 35183
- "Dress Standard" excerpt from the "LCUSD Elementary Schools Parent and Student Handbook 2015-2016"

Education Code

Education Code

School uniforms; gang apparel; dress codes

EC 35183

(a) The Legislature finds and declares each of the following:

(1) The children of this state have the right to an effective public school education. Both students and staff of the primary, elementary, junior and senior high school campuses have the constitutional right to be safe and secure in their persons at school. However, children in many of our public schools are forced to focus on the threat of violence and the messages of violence contained in many aspects of our society, particularly reflected in gang regalia that disrupts the learning environment.

(2) "Gang-related apparel" is hazardous to the health and safety of the school environment.

(3) Instructing teachers and administrators on the subtleties of identifying constantly changing gang regalia and gang affiliation takes an increasing amount of time away from educating our children.

(4) Weapons, including firearms and knives, have become common place upon even our elementary school campuses. Students often conceal weapons by wearing clothing, such as jumpsuits and overcoats, and by carrying large bags.

(5) The adoption of a schoolwide uniform policy is a reasonable way to provide some protection for students. A required uniform may protect students from being associated with any particular gang. Moreover, by requiring schoolwide uniforms teachers and administrators may not need to occupy as much of their time learning the subtleties of gang regalia.

(6) To control the environment in public schools to facilitate and maintain an effective learning environment and to keep the focus of the classroom on learning and not personal safety, schools need the authorization to implement uniform clothing requirements for our public school children.

(7) Many educators believe that school dress significantly influences pupil behavior. This influence is evident on school dressup days and color days. Schools that have adopted school uniforms experience a "coming together feeling," greater school pride, and better behavior in and out of the classroom.

(b) The governing board of any school district may adopt or rescind a reasonable dress code policy that requires pupils to wear a schoolwide uniform or prohibits pupils from wearing "gang-related apparel" if the governing board of the school district approves a plan that may be initiated by an individual school's principal, staff, and parents and determines that the policy is necessary for the health and safety of the school environment. Individual schools may include the reasonable dress code policy as part of its school safety plan, pursuant to Section 32281.

(c) Adoption and enforcement of a reasonable dress code policy pursuant to subdivision (b) is not a violation of Section 48950. For purposes of this section, Section 48950 shall apply to elementary, high school, and unified school districts. If a schoolwide uniform is required, the specific uniform selected shall be determined by the principal, staff, and parents of the individual school.

(d) A dress code policy that requires pupils to wear a schoolwide uniform shall not be implemented with less than six months' notice to parents and the availability of resources to assist economically disadvantaged pupils.

(e) The governing board shall provide a method whereby parents may choose not to have their children comply with an adopted school uniform policy.

(f) If a governing board chooses to adopt a policy pursuant to this section, the policy shall include a provision that no pupil shall be penalized academically or otherwise discriminated against nor denied attendance to school if the pupil's parents chose not to have the pupil comply with the school uniform policy. The governing board shall continue to have responsibility for the appropriate education of those pupils.

(g) A policy adopted pursuant to this section shall not preclude pupils that participate in a nationally recognized youth organization from wearing organization uniforms on days that the organization has a scheduled meeting.

(Amended by Stats. 2003, Ch. 828, Sec. 10.)

Reference:
Education Code 32281
Education Code 48950

Dress And Grooming

BP 5132

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.

(cf. 5144 - Discipline)

Legal Reference:

EDUCATION CODE

32281 School safety plans

35183 School dress codes; uniforms

35183.5 Sun-protective clothing

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

CODE OF REGULATIONS, TITLE 5

302 Pupils to be neat and clean on entering school

COURT DECISIONS

Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993)

827 F.Supp. 1459

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

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

Policy LA CANADA UNIFIED SCHOOL DISTRICT adopted: May 13, 2003 La Canada Flintridge, California

ANY CHANGES IN THE EMERGENCY INFORMATION, INCLUDING CHANGES IN THE HOME/WORK/CELL TELEPHONE NUMBERS, EMPLOYMENT, ETC., SHOULD BE SENT TO THE OFFICE IMMEDIATELY.

TITLE IX: SEX DISCRIMINATION

The La Cañada Unified School District maintains as its policy that all aspects of the District's employment, curriculum, counseling and guidance, physical education and athletic program, be free of discrimination on the basis of sex as defined in Title IX. In accordance with the law, a set of grievance procedures will be available at all schools as well as the District Office.

GENERAL SCHOOL INFORMATION

Lost and Found

Articles that have been lost and found should be turned in to the Lost and Found collection area. Smaller articles of value, such as jewelry, wallets, or glasses should be taken to the school office. **Please mark all children's clothes, lunch boxes, glasses, and school supplies so that lost items may be returned to the owners.** Items not claimed by the 5th of each month will be donated to welfare agencies.

Dress Standard

Students are expected to dress appropriately. Appropriateness, safety and cleanliness are the three factors that should be considered. Appropriateness means a student comes to school dressed for school activities. Crocs, flip flops, platform shoes, halter tops, short-shorts (shorts must be finger-tip length) excessive jewelry, T-shirts with inappropriate messages, and excessively baggy pants are not allowed. Students are very active on the playground, and these items often contribute to unwarranted injuries or create negative attention. Students are allowed to wear hats for sun protection only, but must take them off when entering classrooms and school buildings. If a student's dress is felt to be unsafe or inappropriate for an elementary campus, the parent may be contacted and requested to bring a change of clothing.

Morning Snack & Lunch:

1. All students will enter the cafeteria through the southeast door if buying lunch, and through the southwest door if bringing a sack lunch.
2. There are no "saved" places for friends or cuts.
3. A single file cafeteria line will be enforced. Students are not to cluster around the cashier area. Students will be directed to the end of the line if the rule is not followed.
4. Politeness, respect, and turn taking will be enforced. Students not displaying these behaviors may be directed to the end of the line.
5. Healthful lunches are encouraged. Candy, soda, canned food, microwave lunches, or dried foods in containers that require water are not permitted.

10. PROCEDURES FOR SAFE INGRESS AND EGRESS TO AND FROM SCHOOL

Parents who drive their children to and from school are directed via the attached instructions of how to safely drop off and pick up their children. There are two different places for drop off and pick up, alleviating some congestion to a degree during the peak traffic hours. The City of La Cañada Flintridge built a concrete turn-out area on the street that borders the side of the school and reconfigured parking on that street to more safely accommodate cars and children. Students in 4th grade and above may obtain permission to ride their bicycles to school.

In addition to the sidewalks and turn-outs our parent volunteers constructed a “safety wall” at the busy intersection corner of our school. The wall serves as a sign, but also as a barrier for students to comfortably wait behind at the end of the school day. The city provides a crossing guard at that corner, as well as at the Oliveta crossing. Our school security aide supervises children who wait in front of the school until they are safely picked up.

Parents and students are apprised of safe egress and ingress procedures in the “Student Conduct Handbook” (see “School Rules and Parent Notification”).

Following in this component is:

- PCY Traffic Procedures

SCHOOL SAFETY

Drop-Off/Pick-Up

Each school will provide parents specific information regarding drop-off/pick-up procedures prior to the first day of school. Parents and students must follow the established school guidelines regarding drop-off/pick-up to ensure the safety of all students. All school sites have established car lines to facilitate student drop-off/pick-up. When using the car lines, vehicles are to move in a single line and as far forward as possible. Students must wait for vehicles to come to a complete stop to safely enter or exit them from the passenger side only. Students cannot jaywalk across streets to enter vehicles. Vehicles may not double park. A campus supervisor and/or parent volunteer will be available to assist students during drop-off and pick-up times.

Walking To & From School

Students are urged to use caution at all times when using public streets and sidewalks. Where sidewalks do not exist, students should walk on the left side of the street, facing traffic.

Bicycles, Skateboards, Scooters, Roller Blades/Roller Sneakers

Bicycles may be ridden to school by grades 4, 5, and 6 students **only**. A Bicycle Permit is available in the school office and must be signed by a parent. Riding bicycles on school grounds is prohibited at all time. Bicycles are to be walked while on school grounds and must be locked securely in the bike rack during school hours. Students riding bicycles are required by state law to wear a helmet. If safety rules are not followed, the privilege of riding a bicycle to school will be revoked.

Skateboards, scooters, roller blades, and roller sneakers are not to be ridden to or from school. Riding skateboards, scooters, and rollerblades/sneakers on school grounds is prohibited at all times.

Dogs/Animals

In order to provide for the health and safety of La Cañada Unified students, staff, and visitors, we have a **NO ANIMALS** policy on school grounds except for service dogs. Please do not bring your dogs on school grounds when dropping off or picking up your children. Thank you for your understanding and cooperation in this matter.

Paradise Canyon Elementary School Traffic Procedures

In an effort to keep our children safe, we have organized drop off and pick up procedures. These traffic procedures are most effective when everyone is clear on what they are supposed to do and works together. Supervision for students begins at 7:45 a.m. and ends at 3:15 p.m. If you must drop off or pick up outside of these hours, you need to arrange for child care.

Grade	Arrival Time	Start Time	Dismissal
A.M. Kinder	8:00 a.m.	8:10 a.m.	11:30 a.m.
P.M. Kinder	11:30 a.m.	11:35 a.m.	3:05 p.m.
Grades 1-3 Early Birds	8:00 a.m.	8:10 a.m.	1:50 p.m.
Grades 1-3 Late Birds	9:00 a.m.	9:10 p.m.	2:50 p.m.
Grades 4-6	8:00 a.m.	8:10 a.m.	2:50 p.m.

Transportation by Car

1. There are two carlines.
 - 1) The circle driveway along Knight Way
 - 2) The Gould Ave. gate
2. You must follow California state traffic laws at all times. Sheriffs periodically monitor the traffic and will give out tickets to those in violation of CA traffic laws.
3. As a reminder, parents and students are expected to adhere to the following rules for the safety of all:
 - 1) Abide by the marked signs for where to drop off and pick up your child.
 - 2) Maintain the flow of carline. Do not park or leave your car for any amount of time.
 - 3) Do not double-park next to the carline.
 - 4) Children must be accompanied by an adult when crossing the carline or street. Do not motion to your child to cross the carline or street on their own.
 - 5) Do not drop off or pick up your child in the staff parking lot.
 - 6) Maintain a safe speed (5 mph) through the carline.

Transportation by Walking or Biking

- Families living West of PCY - Children walking or biking from the West of the PCY Campus should enter/exit the campus through the Gould Gate or the front office area.
 - Exception: Late birds *must* enter the school through the Knight Way carline. Late birds may not arrive until 9:00 AM. They should enter the school by walking around the administration building and reporting to the lower playground where someone will be on duty to supervise them. Late birds are not to enter at the Gould Gate.

- Families living East of PCY - Children walking or biking from the East of the PCY campus should enter/exit the campus through the Knight Way/Oliveta Gate or cross at the pedestrian crosswalk in the circle driveway west of the Staff parking lot.
- Students in 4 - 6 grades may ride a bike if they have a signed bike permission slip (available in the office). Students who ride a bike are required by law to wear a helmet. If we find a student riding a bike and not wearing a helmet, we will inform the parents and may revoke the bike permit. Bikes must be locked and the school cannot be responsible for a lost or stolen bike.

Remember, when you choose to break the driving laws or PCY Traffic Procedures, you are modeling behavior that may be replicated by others parents and/or students. Please help us keep everyone safe and the car line running smoothly. Thank you for your attention and cooperation with the PCY Traffic Procedures.

TRAFFIC PROCEDURES FOR GOULD AVE.

Gould Ave. drop off/pick up is a **car line**, where cars are **continually moving forward** along the entire yellow loading zone. Please adhere to the following procedures for drop off/pick up on Gould Ave.

1. **Enter the car line as you cross Knight Way.** Cars cannot enter the car line once they are on Gould Ave. and north of Knight Way.
2. **The car line must continually move forward.** Do not park or leave your vehicle unattended for any reason.
3. **Drivers must remain in their vehicles,** ready to move forward, as students enter/exit from the sidewalk side only.
4. **Drivers must remain in the car line until they reach the end of yellow loading drop off/pick up area.** Darting out of the car line can be hazardous and unsafe. It also creates significant traffic congestion if vehicles try to exit the car line prior to the end of the drop off/pick up area.
5. **Drivers may not park in the car line to wait for students.** If students have not arrived by the time drivers get to the end of the yellow drop off/pick up loading area, drivers must loop around to go through the car line again. **Drivers may not wait for students in the car line – it must continually move forward.**
6. **Drivers must adhere to City traffic rules regarding parking and U-turns.** Drivers may not stop or park along the median on Gould Ave. nor make immediate U-turns at the end of the street median on Gould Ave.
7. **Students are not ever permitted to cross streets without an adult, and must always use the crosswalks.** It is imperative that adults adhere to this pedestrian law as well to model safe choices for egress/ingress to school.

Thank you for your cooperation. We hope these procedures will ensure the safety of all students and families.

11. A SAFE AND ORDERLY ENVIRONMENT CONDUCTIVE TO LEARNING

The school security aide provides supervision for students in the morning and checks the school gates to make certain they are locked during the school day. The principal and school counselor assist the staff and remind students of safe practices during recess times and keeps our halls orderly as students come and go for lunch, before, and after school. Credentialed teachers supervise the playground during recess times and noon duty aides supervise students at lunch and on the playground for lunch recess.

Our school is virtually crime-free, the only exception being occasional mild graffiti, which is painted over immediately. We are a designated Tobacco Free school, and in partnership with the local Sheriff's Department, are provided with a Resource Officer who gives "Success Through Awareness and Resistance" (STAR) instruction in 4th, 5th, and 6th grades. This officer also helps us intervene with at-risk students and their families if law enforcement resources would be helpful. We take part in Red Ribbon Week each year, with every student signing the Drug Free Pledge and participating in writing/art activities that reinforce healthy life choices.

Paradise Canyon participates in Second Step/Steps to Respect, a curricular program, which teaches students strategies to prevent and solve problems. The curriculum is taught in the regular classrooms and is used in preventing problems as well as in solving problems. Our student code of conduct is called "The Super Six" (six principles by which to live in the school community) and students are counseled by staff members in how to make appropriate choices if one of the Super Six rules is broken. Parents are always included in this effort with communication from the teacher as soon as a problem surfaces. The Student Conduct Handbook is distributed to each student at the beginning of the school year with thorough discussion in classes. Parents and students sign confirmation that they have read and understand our behavior standards and agree to abide by them.

Our discipline plan is one of intervention and progressive consequences for inappropriate behavior and positive recognition for acceptable behavior. Our teachers identify valued characteristics (honesty, perseverance, etc.) which we promote each month during the Spirit Rally and classroom lessons and students are recognized with Cougar Cash and Cougar Coupons.

We are fortunate to have a beautiful campus with gardens (maintained by parent volunteers and classrooms), grassy areas and abundant trees, and our Peacemakers assist with the responsibility of keeping the school clean. The entire school went through a remodeling process that provided wheelchair access to all areas of the school in an aesthetically pleasing way. PCY is a safe, secure, and friendly place for students, parents, teachers, and the community.

40 Developmental Assets® for Children Grades K–3 (ages 5–9)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.



External Assets

- | | |
|--------------------------------------|---|
| Support | <ol style="list-style-type: none"> 1. Family Support—Family continues to be a consistent provider of love and support for the child's unique physical and emotional needs. 2. Positive Family Communication—Parent(s) and child communicate openly, respectfully, and frequently, with child receiving praise for her or his efforts and accomplishments. 3. Other Adult Relationships—Child receives support from adults other than her or his parent(s), with the child sometimes experiencing relationships with a nonparent adult. 4. Caring Neighborhood—Parent(s) and child experience friendly neighbors who affirm and support the child's growth and sense of belonging. 5. Caring School Climate—Child experiences warm, welcoming relationships with teachers, caregivers, and peers at school. 6. Parent Involvement in Schooling—Parent(s) talk about the importance of education and are actively involved in the child's school success. |
| Empowerment | <ol style="list-style-type: none"> 7. Community Values Children—Children are welcomed and included throughout community life. 8. Children as Resources—Child contributes to family decisions and has opportunities to participate in positive community events. 9. Service to Others—Child has opportunities to serve in the community with adult support and approval. 10. Safety—Parents and community adults ensure the child's safety while keeping in mind her or his increasing independence. |
| Boundaries & Expectations | <ol style="list-style-type: none"> 11. Family Boundaries—The family maintains supervision of the child, has reasonable guidelines for behavior, and always knows where the child is. 12. School Boundaries—Schools have clear, consistent rules and consequences and use a positive approach to discipline. 13. Neighborhood Boundaries—Neighbors and friends' parents help monitor the child's behavior and provide feedback to the parent(s). 14. Adult Role Models—Parent(s) and other adults model positive, responsible behavior and encourage the child to follow these examples. 15. Positive Peer Influence—Parent(s) monitor the child's friends and encourage spending time with those who set good examples. 16. High Expectations—Parent(s), teachers, and other influential adults encourage the child to do her or his best in all tasks and celebrate their successes. |
| Constructive Use of Time | <ol style="list-style-type: none"> 17. Creative Activities—Child participates weekly in music, dance, or other form of artistic expression outside of school. 18. Child Programs—Child participates weekly in at least one sport, club, or organization within the school or community. 19. Religious Community—Child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development. 20. Time at Home—Child spends time at home playing and doing positive activities with the family. |

Internal Assets

- | | |
|-------------------------------|--|
| Commitment to Learning | <ol style="list-style-type: none"> 21. Achievement Motivation—Child is encouraged to remain curious and demonstrates an interest in doing well at school. 22. Learning Engagement—Child is enthused about learning and enjoys going to school. 23. Homework—With appropriate parental support, child completes assigned homework. 24. Bonding to School—Child is encouraged to have and feels a sense of belonging at school. 25. Reading for Pleasure—Child listens to and/or reads books outside of school daily. |
| Positive Values | <ol style="list-style-type: none"> 26. Caring—Parent(s) help child grow in empathy, understanding, and helping others. 27. Equality and Social Justice—Parent(s) encourage child to be concerned about rules and being fair to everyone. 28. Integrity—Parent(s) help child develop her or his own sense of right and wrong behavior. 29. Honesty—Parent(s) encourage child's development in recognizing and telling the truth. 30. Responsibility—Parent(s) encourage child to accept and take responsibility for her or his actions at school and at home. 31. Self-Regulation—Parents encourage child's growth in regulating her or his own emotions and behaviors and in understanding the importance of healthy habits and choices. |
| Social Competencies | <ol style="list-style-type: none"> 32. Planning and Decision Making—Parent(s) help child think through and plan school and play activities. 33. Interpersonal Competence—Child seeks to build friendships and is learning about self-control. 34. Cultural Competence—Child continues to learn about her or his own cultural identity and is encouraged to interact positively with children of different racial, ethnic, and cultural backgrounds. 35. Resistance Skills—Child is learning to recognize risky or dangerous situations and is able to seek help from trusted adults. 36. Peaceful Conflict Resolution—Child continues learning to resolve conflicts without hitting, throwing a tantrum, or using hurtful language. |
| Positive Identity | <ol style="list-style-type: none"> 37. Personal Power—Child has a growing sense of having influence over some of the things that happen in her or his life. 38. Self-Esteem—Child likes herself or himself and feels valued by others. 39. Sense of Purpose—Child welcomes new experiences and imagines what he or she might do or be in the future. 40. Positive View of Personal Future—Child has a growing curiosity about the world and finding her or his place in it. |

40 Developmental Assets® for Middle Childhood (ages 8-12)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young people grow up healthy, caring, and responsible.



External Assets

- | | |
|--------------------------------------|---|
| Support | <p>1. Family support—Family life provides high levels of love and support.</p> <p>2. Positive family communication—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).</p> <p>3. Other adult relationships—Child receives support from adults other than her or his parent(s).</p> <p>4. Caring neighborhood—Child experiences caring neighbors.</p> <p>5. Caring school climate—Relationships with teachers and peers provide a caring, encouraging environment.</p> <p>6. Parent involvement in schooling—Parent(s) are actively involved in helping the child succeed in school.</p> |
| Empowerment | <p>7. Community values youth—Child feels valued and appreciated by adults in the community.</p> <p>8. Children as resources—Child is included in decisions at home and in the community.</p> <p>9. Service to others—Child has opportunities to help others in the community.</p> <p>10. Safety—Child feels safe at home, at school, and in his or her neighborhood.</p> |
| Boundaries & Expectations | <p>11. Family boundaries—Family has clear and consistent rules and consequences and monitors the child's whereabouts.</p> <p>12. School boundaries—School provides clear rules and consequences.</p> <p>13. Neighborhood boundaries—Neighbors take responsibility for monitoring the child's behavior.</p> <p>14. Adult role models—Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.</p> <p>15. Positive peer influence—Child's closest friends model positive, responsible behavior.</p> <p>16. High expectations—Parent(s) and teachers expect the child to do her or his best at school and in other activities.</p> |
| Constructive Use of Time | <p>17. Creative activities—Child participates in music, art, drama, or creative writing two or more times per week.</p> <p>18. Child programs—Child participates two or more times per week in cocurricular school activities or structured community programs for children.</p> <p>19. Religious community—Child attends religious programs or services one or more times per week.</p> <p>20. Time at home—Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.</p> |

Internal Assets

- | | |
|-------------------------------|---|
| Commitment to Learning | <p>21. Achievement Motivation—Child is motivated and strives to do well in school.</p> <p>22. Learning Engagement—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.</p> <p>23. Homework—Child usually hands in homework on time.</p> <p>24. Bonding to school—Child cares about teachers and other adults at school.</p> <p>25. Reading for Pleasure—Child enjoys and engages in reading for fun most days of the week.</p> |
| Positive Values | <p>26. Caring—Parent(s) tell the child it is important to help other people.</p> <p>27. Equality and social justice—Parent(s) tell the child it is important to speak up for equal rights for all people.</p> <p>28. Integrity—Parent(s) tell the child it is important to stand up for one's beliefs.</p> <p>29. Honesty—Parent(s) tell the child it is important to tell the truth.</p> <p>30. Responsibility—Parent(s) tell the child it is important to accept personal responsibility for behavior.</p> <p>31. Healthy Lifestyle—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.</p> |
| Social Competencies | <p>32. Planning and decision making—Child thinks about decisions and is usually happy with results of her or his decisions.</p> <p>33. Interpersonal Competence—Child cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself.</p> <p>34. Cultural Competence—Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity.</p> <p>35. Resistance skills—Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.</p> <p>36. Peaceful conflict resolution—Child seeks to resolve conflict nonviolently.</p> |
| Positive Identity | <p>37. Personal power—Child feels he or she has some influence over things that happen in her or his life.</p> <p>38. Self-esteem—Child likes and is proud to be the person that he or she is.</p> <p>39. Sense of purpose—Child sometimes thinks about what life means and whether there is a purpose for her or his life.</p> <p>40. Positive view of personal future—Child is optimistic about her or his personal future.</p> |

12. RULES AND PROCEDURES ON SCHOOL DISCIPLINE ADOPTED PURSUANT TO EC 35291 AND 35291.5

All parents and students are notified of the "Elementary Parent and Student Handbook" the first week of school to be found on the PCY website and that hard copies are available in the office. Teachers review the rules with students and emphasize the reason for their necessity. The student code of conduct is guided by our "Rules for General School Conduct" which address respect and conflict management. Students are then required to review them with their parents. Both parents and students sign confirmation that they have read and understand the school rules.

When students break a rule, or are involved in a problem situation, they may fill out a form and/or may receive a "green slip". The form is part of the SAFE Schools program. It helps students analyze the reasons a problem occurred and helps them learn to use preventative strategies. The "green slip" is a notice to parents that the student has violated a school rule.

There is also an Anti-Bullying Policy in the Parent Student Handbook. The policy in the handbook is attached.

RULES AND PROCEDURES ON SCHOOL DISCIPLINE

ADOPTED PURSUANT TO EC 35291 AND 35291.5

(Component 12)

All students are given access to an online copy of the "LCUSD Elementary Schools Parent and Student Handbook" the first week of school. Teachers review the rules with the students coupled with discussions in the PE classes emphasizing the necessity of the rules. Parents and students sign confirmation that they have reviewed the school rules, behavior expectations, and the Anti-Bullying Policy.

Our student code of conduct is called "LCE's 3 Bs" and students are counseled by staff members in how to make appropriate choices according to the "LCE's 3 Bs". Parents are always included in this effort with communication from the teacher as soon as a problem surfaces.

When students break a rule or are involved in a problem situation, the adult who observed the situation or who intervened fills out a "School Incident Report" and/or an "LCE Staff Report" form. These forms aide in the communication process between the playground supervisors and the classroom teachers. From there, the classroom teachers can determine how to deal with each situation on an individual student basis. When students come to the office for intervention, the students are asked to fill out a "Student Problem" form. The "Student Problem" form helps students express their side of the story before they talk to an adult and/or the situation is mediated.

Following in this component are:

- Education Code 35291
- Education Code 35291.5
- Board Policy BP 5131
- Excerpts from the "LCUSD Elementary Schools Parent and Student Handbook 2016-2017"
 - Elementary Schools' Parent and Student Handbook Signature Form
 - Anti-Bullying Policy
 - Student Conduct & Responsibility
- "School Incident Report"
- "LCE Staff Report"
- "Student Problem Report" form (1-2)
- "Student Problem Report" form (3-6)
- "Behavior Reflection" form
- "LCE Office Action Report of Student Conduct"

Education Code

Education Code

Discipline rules

EC 35291.5

(a) On or before December 1, 1987, and at least every four years thereafter, each public school may, at its discretion, adopt rules and procedures on school discipline applicable to the school. For schools that choose to adopt rules pursuant to this article, the school discipline rules and procedures shall be consistent with any applicable policies adopted by the governing board and state statutes governing school discipline. In developing these rules and procedures, each school shall solicit the participation, views, and advice of one representative selected by each of the following groups:

- (1) Parents.
- (2) Teachers.
- (3) School administrators.
- (4) School security personnel, if any.
- (5) For junior high schools and high schools, pupils enrolled in the school.

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 school days.

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.

(b) The governing board of each school district may prescribe procedures to provide written notice to continuing pupils at the beginning of each school year and to transfer pupils at the time of their enrollment in the school and to their parents or guardians regarding the school discipline rules and procedures adopted pursuant to subdivision (a).

(c) Each school may file a copy of its school discipline rules and procedures with the district superintendent of schools and governing board on or before January 1, 1988.

(d) The governing board may review, at an open meeting, the approved school discipline rules and procedures for consistency with governing board policy and state statutes.

(Amended by Stats. 2002, Ch. 1032, Sec. 3.)
BP 5131 Students

Conduct

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. To maintain such an environment, students, parents/guardians, staff and the Board all must understand and fulfill their responsibilities related to student conduct.

Student Responsibilities

The Board believes that it is important for students to understand that they have a choice to make regarding their actions and that appropriate conduct benefits both themselves and others. Students are encouraged to freely express their individuality as long as this expression does not infringe upon the rights of others or interfere with the instructional program. Behavior is considered appropriate when students are diligent in study, neat and clean, careful with school property, respectful towards their teachers, and courteous to other students, staff and volunteers. Students are expected to be punctual and regular in attendance and to remain on school premises in accordance with school rules. They are further expected to refrain from profane, vulgar or abusive language.

(cf. 5137 - Positive School Climate)

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

(cf. 5145.7 - Sexual Harassment)

Students shall receive regular instruction in district and school rules and regulations related to conduct. Students who violate these rules and regulations may be subject to discipline, suspension, exclusion, expulsion or transfer to alternative programs.

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5144 - Discipline)

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

(cf. 6184 - Continuation Education)

Parent/Guardian Responsibilities

Parents/guardians are expected to comply with laws governing the conduct and education of their children and to cooperate with school authorities regarding their children's behavior.

California law holds parents/guardians liable for any willful student misconduct which results in the death or injury of any student or persons employed by or volunteering for the district. Parents/guardians are also liable for any defacement, injury or loss of property belonging to the district or to a school employee. (Education Code 48904)

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

District Responsibilities

The school principal shall establish and enforce school rules that conform with district procedures and that foster safety and good citizenship. He/she shall ensure that students are informed of these rules when they enroll and at the beginning of each school year.

Teachers shall establish and enforce classroom rules that facilitate safety and effective learning. They shall cooperate with other certificated staff in enforcing general school rules and helping students to understand the benefits of choosing behaviors that show respect for other people and property.

Adoption of School Rules and Procedures Related to Student Discipline

At least every four years each school shall adopt rules and procedures on student discipline applicable to the school and consistent with State statutes and District policies. In developing these rules and procedures, each school shall solicit the participation, views, and advice of one or more representatives selected by each of the following groups:

1. Parents
2. Teachers
3. School Administrators
4. School security personnel, or any
5. Students at grades 7-12

Meetings for the development of the rules and procedures should be held at the school site during nonclassroom hours, and on normal schooldays.

The final version of the rules and procedures on school discipline with attendant regulations shall be adopted by a panel comprised of the Principal or his/her designee, and a representative selected by classroom teachers employed at the school. Each year each Principal shall file a copy of the rules and procedures with the Superintendent.

(cf. 5131.1 - Bus Conduct)

(cf. 5142 - Safety)

Legal Reference:

EDUCATION CODE

35181 Governing board policy on responsibilities of students

35291 Rules

35291.5 Rules and procedures on school discipline

44807 Duty concerning conduct of students

48900-48925 Suspension or expulsion

48908 Duties of pupils

48980-48981 Notification of parent or guardian

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

PENAL CODE

245.6 Hazing

CODE OF REGULATIONS, TITLE 5

300-307 Duties of pupils

UNITED STATES CODE, TITLE 42

2000h-2 et seq. Title IX, 1972 Education Act Amendments

Policy LA CANADA UNIFIED SCHOOL DISTRICT

adopted: January 16, 1996 La Canada Flintridge, California

Paradise Canyon Elementary School
Parent and Student Handbook Signature Form

Name of Student: _____

Grade: _____

Room #: _____

I have read the LCUSD Elementary Parent & Student Reference Guide. I have reviewed school rules, behavior standards and Anti-Bullying Policy with my child.

Parent Signature

I agree to follow the school rules, the behavior standards, and Anti-Bullying Policy.

Student Signature

ANTI-BULLYING POLICY

The La Canada School District believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.

Our elementary schools will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions.

Bullying among children encompasses a variety of *negative acts* carried out *repeatedly over time*. It involves a *real or perceived imbalance of power*, with the more powerful child or group attacking those who are less powerful.

Bullying can take several forms: physical (hitting, kicking, spitting, pushing, taking personal belongings); verbal (taunting, malicious teasing, name calling, racial slurs, and making threats); psychological (spreading rumors, manipulating social relationships or engaging in social exclusion, extortion or intimidation), and cyberbullying (use of technology to harass, threaten or humiliate). There is a difference between normal peer conflict and bullying:

Knowing the Difference Between Normal Peer Conflict and Bullying*	
Normal Peer Conflict	Bullying/Harassment
Peers have equal power or are friends with each other.	Imbalance of power between peers; not friends.
Conflict happens occasionally or rarely.	Repeated negative actions that happens often.
May be accidental.	Purposefully done.
May not be serious; no threat of harm.	Serious with threat of physical or emotional harm.
Equal emotional reaction from both peers.	Strong emotional reaction from victim and little or no emotional reaction from bully.
Not seeking power or attention and not trying to gain something.	Seeking power, control or material things.
General remorse - will want to take responsibility.	No remorse - bully blames victim; no guilt from bully.
Effort on both sides to solve the problem.	No effort to solve the problem.
*Adapted from <i>Bully-Proofing Your School</i> , 2004	

Our elementary schools expect students to immediately report incidents of bullying to school staff. Staff is expected to immediately take action when they see or hear of a bullying incident. Each complaint of bullying will be promptly investigated. This policy applies to students on school

grounds, while traveling to and from school, during the lunch period, whether on or off campus and during a school-sponsored activity.

Teachers will discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action.

The steps for intervening in bullying behavior include, but are not limited, to the following:

1. All staff, students and their parents will receive a summary of this policy prohibiting bullying at the beginning of the school year as part of student orientation, included in the student handbook and/or information packet, and as part of the school system's annual notification to parents.
2. Staff is expected to take immediate action when they see a bullying incident or when an incident is reported.
3. The school will consistently follow established progressive discipline procedures in dealing with students who violate school rules and/or the school's Anti-Bullying Policy.
4. People witnessing or experiencing bullying are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way. In addition, students who retaliate against witnesses or those reporting bullying behaviors are subject to disciplinary action.
5. The school will make reasonable efforts to keep a report of bullying and the results of an investigation confidential.

STUDENT CONDUCT AND RESPONSIBILITY

School is often the first place children begin to develop an understanding of their own needs and wants, as well as the needs and wants of others. It is a place children begin to "negotiate" turn taking, confront issues of fairness, and resolve differences. At La Cañada Elementary School we are committed to providing a safe, academically challenging, and socially instructive supportive environment in which children can learn and grow. LCE uses the principles of the 40 Developmental Assets and SAFE schools, where students are taught how to make good choices and to solve differences peacefully. By establishing a clear set of school policies and rules for both the classroom and the playground, and actively recruiting parent support, we believe we can teach our children to be responsible young people.

Rules for Responsible Behavior

At LCUSD elementary schools, we believe that a positive environment, where responsible behavior is recognized and rewarded, fosters individual growth, lasting friendships, and pride in the community. We want all students to be proud of their own sense of responsibility. Students

can be empowered to make good choices for themselves and others by learning to use the following basic interventions when confronted by unacceptable behaviors in others.

Say “Stop” Students can be advocates for themselves by letting others know that the behavior is hurtful or threatening.

Walk Away Students can avoid hurtful or threatening situations by walking away. We want students to learn that they can choose to be safe and socially responsible at school.

Talk to an adult We encourage students to go to a supervisor on duty, a teacher, a staff member, or an administrator when they need help.

When Students Struggle With Rules

Our role at school is to model, help shape, and work supportively with students to develop responsible behaviors. We view inappropriate student behaviors as opportunities to positively intervene, to provide coaching, and to prompt problem-solving skills among our students. Children grow when they have knowledge and feedback about their actions, understand the reasons for rules, and are given opportunities to practice appropriate behavior.

The type of consequence is based on the severity of the incident and the maturity of the individuals involved. We also acknowledge that behavior determines consequences. Below is a list of possible steps the staff uses to support and intervene with students who periodically struggle with rules. Please remember, struggling with rules is a part of growing up. Learning from mistakes now will lead to better choices later.

1. As problems emerge, the teacher will meet and counsel with the student. Teachers are encouraged to brainstorm and informally seek the advice of other staff members. Strategies used in the classroom may include positive praise, individual and group incentives such as points, earning privileges or recognition, “time-out” or quiet areas in the classroom, loss of privileges or play periods, detention, and/or individual student contracts.

Emphasis is placed on replacing inappropriate behavior with an alternate appropriate choice. Frequently, simply telling a student what *not to do* is not enough. A student also needs to know *what to do* instead.

2. If a pattern of problems continues, the teacher will share his/her observations and concerns with the parent and encourage a home-school solution.
3. If the behavior(s) continues, or if the problem is felt to jeopardize the personal welfare of other students or staff members, the principal will intervene.

4. If problems do not improve, the principal, parent, teacher, and in some cases, the school psychologist/counselor will assist in determining ways of altering the unwanted behavior. These may include a home-school contract, detention, exclusion from specific activities or from a particular peer group, or other techniques that may be helpful.

Occasionally, if a student's behavior is felt to regularly interfere with his/her classroom performance, the teacher may make a referral to the Student Study Team (SST). The SST is an informal body of colleagues, which may include the principal, the counselor, or the school psychologist, whose purpose is to generate formal or informal academic or behavioral interventions for the teacher to implement. The parent is informed that an SST is recommended.

Please note that UNSAFE behavior that is investigated and confirmed can and will result in SUSPENSION from school. Physical violence and severe disrespect/defiance will not be tolerated.

Some examples include (but are not limited to):

1. Fighting/Instigating Fighting
2. Physical Violence that is intentional and harms others.
3. Threats of violence
4. Bringing weapons (guns/knives or any object intended to harm another person)
5. Vandalism
6. Stealing

In these cases, parents will be notified by the principal in a timely manner. A meeting will be required and the incident will be documented to ensure all parties are involved and a plan is established for improved student behavior.

General School Conduct

We believe school rules need to be clear and consistently enforced. The following is a detailed list of rules that apply to different times of the day and different areas of the campus, including specific game rules played during recess periods.

1. Students must walk in the hallways and sidewalks.
2. Games of tag or chase are not allowed anywhere on the campus or school sidewalk areas.

3. Students are not allowed on the loading dock areas. *Jumping off the loading dock areas, sliding down the hill areas, or jumping over the concrete wall on Encinas Drive side of campus is not allowed. Sliding down the embankments on La Cañada Blvd. is not allowed.*
4. Planted areas may not be used for shortcuts.
5. Students must refrain from making excessive loud noises that may disrupt other classrooms while walking to and from various areas on the campus.
6. Restrooms and drinking fountains must be kept clean and orderly. Paper towels go into trash containers. The toilets should be kept free of any item other than toilet paper.
7. All trash goes into trash containers. Students are responsible for their own trash.
8. Gum is not permitted.
9. Personal student items of play (game equipment, trading cards, toys, etc.) may not be brought to school, unless specific permission is given by the teacher and Principal.
10. Climbing trees or other school facilities is not allowed.
11. No items are to be thrown (rocks, sand, sticks, pine cones, paper wads, etc.).
13. Students may not use profanity. Students may not tease, malign or threaten.
14. Students are expected to follow general rules of safety and appropriate conduct when on field trips. If there are concerns about a student's behavior that may interfere with their safety, the teacher will notify the principal and counsel with the parent prior to a scheduled field trip.
15. Students may not bring or use laser pointers.
16. Students are not permitted to bring or wear shoes with wheels.

Rules for Before School

1. Students must not be on campus before 7:55 a.m. All students must line up on their class assigned number on the playground. There is limited supervision at this time; therefore, students must remain in the line area and playground equipment is off limits. Parents are responsible for providing care prior to the arrival times.
2. Students in grades 4, 5, and 6 may ride their bicycles to school. All riders must wear a helmet and have a bicycle permit on file in the office. Bicycles must be walked on campus and locked securely in the bike rack.
3. Skateboards, rollerblades, and scooters are not allowed on campus at any time.

4. Students who arrive after the start times must check in at the office before going to class.
5. Students are responsible to arrive prepared for class work, bringing the necessary materials and completed homework.

Rules for After School

1. Unless a student is involved in a school-sponsored activity after school, students must leave campus. There is no staff supervision on campus.
2. Because there is no school supervision at the park, we strongly advise against students walking to the park after school.
3. Students should not jaywalk across streets or the driveway to enter vehicles.
4. Students should not ever be in the parking lot area.
5. Games of tag or chase are not allowed. Wait quietly to be picked up. Chromebooks and cell phones may not be used while waiting in the carline. If a student needs to call their parent, they must first obtain permission from a staff member.
6. The school has authority over the students' behavior while the students are on the way to school or are on the way home. If poor behavior occurs during this time, students are subject to school consequences.

Playground Rules

1. Never leave the playground without a hall pass or getting permission from the yard supervisor. This includes coming to the office, using the bathrooms or the drinking fountains that are not on the playground. You must have a hall pass for the health office. With permission, you may go to the health office with only one partner (not a group).
2. Students must walk "to" and "from" the playground.
3. Only school game rules can be used. Do not change the rules.
4. There are no "lock-outs." Any student wanting to play a game (unless there are rule restrictions) can play. Play fairly and allow for others to rotate into the game.
5. Take turns. No one can "hold" a place for a friend. There are no "cuts."
6. Playground equipment is to be used for the game it was intended. Do not kick handballs or basketballs. Misuse eventually ruins the equipment. Put equipment away at the end of recess.
7. Specific games must be played in the area that is assigned for that game. For example, jump ropes are used on the blacktop; kickball must be played in the assigned kickball area. Chasing games and contact sports, such as tag and football, are not allowed.
8. Students are not allowed to dig or throw dirt, sand, rocks, or other unsafe objects at any time.
9. Inform an adult if a ball has gone over a fence.
10. Listen for the Freeze bell or whistle* and follow these directions:
 - a. Get down from play equipment safely
 - b. Stop swings and dismount safely (no jumping)
 - c. Collect playground balls, other equipment and return to equipment containers

- d. Stop talking and listen quietly for the release bell or whistle
 - e. Walk to designated line-up area or classrooms as directed
11. Try to solve a problem using rules for responsible behavior. Solve game disputes by talking about the problem using appropriate words and a calm voice. Use only the LCE rules of play. You may also play a game of "Rock, Paper, Scissors" to solve the problem. Seek the help of a yard supervisor if needed.

**At anytime a whistle is blown on campus, students are to stop their activity and wait for adult direction.*

Playground Supervision

1. Playground supervisors are encouraged to observe students for good sportsmanship, helpful actions and good problem-solving skills.
2. Non-ball arguments brought to an adult supervisor: Students will be given a choice to sit together and come to a mutual solution, or may be asked to write out their dispute on a reflection form for further action.
3. Ball arguments: The ball will be held by the supervisor until the individuals can agree on a solution to play cooperatively. Student(s) may be redirected to another activity. Student(s) may be asked to describe the situation on a reflection form for further action.
4. Conflicts in which students cannot come to a solution or when a student has a pattern of repeatedly breaking school rules:

First Offense: Student(s) may be "benched" to sit and think about the situation, write about the situation, and/or find alternative solutions for the situation.

Second Offense: Student(s) will be "benched," and asked to complete a reflection form to describe the situation. Student(s) may be redirected to another activity. The teacher, the school counselor, or the principal will be notified to discuss the behavior with the student(s).

Third Offense: Student(s) will be asked to complete a reflection form to describe the situation. Student(s) will be sent to the principal's office for further action.

5. Students who are physically hurtful or engaging in bullying behaviors will be referred directly to the principal.

13. HATE CRIME REPORTING PROCEDURES PURSUANT TO CHAPTER 1.2 OF TITLE 15 OF THE PENAL CODE

Staff who receive notice of a hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee, and law enforcement, as appropriate.

Following in this component is:

- Board Policy BP 5145.9

Hate Crime Reporting

There have been no incidents of hate-related crimes to report as of January 28, 2015.

Hate-Motivated Behavior

The Governing Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

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

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.1 - Crime Data Reporting)

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

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 6141.6 - Multicultural Education)

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board policy and administrative regulation.

(cf. 3515.3 - District Police/Security Department)

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

(cf. 5144 - Discipline)

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

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

In addition, the district shall provide counseling and appropriate sensitivity training and diversity education for students exhibiting hate-motivated behavior. The district shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior.

(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall ensure that staff receive appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The district shall provide age-appropriate instruction to help promote understanding of and respect for human rights.

Legal Reference:

EDUCATION CODE

200-262 Prohibition of discrimination on the basis of sex

48900.3 Suspension for hate violence

PENAL CODE

186.21 Street terrorism; legislative findings and declarations

422.6-422.95 Civil Rights

628-628.1 School crime reporting

11410-11414 Terrorism

13023 Reports by law enforcement of crimes motivated by race, ethnicity, religion, sexual orientation or physical or mental disability

13519.6 Hate crimes, training courses and guidelines

UNITED STATES CODE, TITLE 18

245 Federally protected activities

Management Resources:

CSBA PUBLICATIONS

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1995

ALAMEDA OFFICE OF EDUCATION & CALIFORNIA DEPARTMENT OF
EDUCATION PUBLICATIONS

Hate-Motivated Behavior in Schools: Response Strategies for School Boards, Administrators,
Law Enforcement and Communities, 1997

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS & NATIONAL
ASSOCIATION OF ATTORNEYS GENERAL PUBLICATIONS

Protecting Students from Harassment and Hate Crime: A Guide for Schools, 1999

WEB SITES

CDE: <http://www.cde.ca.gov>

California Association of Human Relations Organizations: <http://www.cahro.org>

United States Department of Education, Office of Civil Rights: [http://www.ed.gov/
offices/OCR/index.html](http://www.ed.gov/offices/OCR/index.html)

Policy LA CANADA UNIFIED SCHOOL DISTRICT

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