

# **Santa Clara County Office of Education**

**Stonegate School  
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## **COMPREHENSIVE SCHOOL SAFETY PLAN**

Prepared by Santa Clara County Safety Committee

**March 1, 2011**

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# **SANTA CLARA COUNTY OFFICE OF EDUCATION**

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*March 2011*

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## **INTRODUCTION - SCHOOL PROFILE**

County Community School serves high risk students in grades 6-12 who are referred per guidelines set forth in Education Code 1981. Reasons for referral typically include expulsion, truancy, out of control behavior at school or home, and probation. These students can also be defined in terms of Welfare and Institutions Codes 601, 602, 654, or 300.

There are two types of programs offered at County Community School: the daily program and the independent study program. Students assigned to the daily program attend class Monday-Friday, 8:00 a.m. - 1:00 p.m. It is important for the students in the daily program to work in a classroom setting, interact with their peers and change classes similar to those of a comprehensive high school. However, the classes are still small enough where the students are able to receive one-on-one assistance from their instructor and/or paraeducator. The instructor not only provides academic instruction, but also emphasizes the skills needed to improve attendance and behavior.

Independent Study at County Community School is an important component of the educational opportunities offered. Performance is evaluated based upon the quality and quantity of schoolwork submitted to the teacher. Students work at their own pace, often accomplishing more than the minimum requirement. While enrolled in the Independent Study Program students are required to meet with their teacher at the Camarillo or Santa Clara site for at least one hour or more per week.

County Community School faces challenges in maintaining a safe school. This section of the Comprehensive School Safety Plan will describe programs in place at our school as well as strategies and programs of our school site council for continued improvement in providing a safe, orderly, school environment conducive to learning.

## **MISSION STATEMENT**

The Santa Clara County Office of Education is a champion for children, schools, and community.

## **VISION STATEMENT**

### **County Community Safe School Vision**

1. County Community School will provide a safe, orderly, and secure environment conducive to learning.
2. County Community School will create a school in which students will attend regularly and be safe from both physical and social-psychological harm.
3. County Community School will work collaboratively with the Santa Clara County Office of Education and school board to identify, establish and use strategies and programs to comply with school safety laws.
4. County Community School will develop a plan to work cooperatively and collaboratively with parents, students, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
5. County Community School will develop an academic program that will focus on high expectations of student performance and behavior in all aspects of the school experience.
6. County Community School will work collaboratively with other elementary, middle schools and high schools to assist in a smooth transition from one school level to another.
7. County Community School will solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our students, staff and community.

## **School Crime Status and Reporting**

### **Safe/Orderly School Environment**

County Community School staff are committed to the safety of the campus. It is our priority. All staff are assigned to supervise students upon entrance, transition between classes, breaks, and exit from school. An administrator also contributes to student supervision throughout the school day. An administrator handles all student discipline.

### **Suspensions and Expulsions**

<b>County Community School</b>	<b>05/06</b>	<b>06/07</b>
Drug or Alcohol	80	44
Rate of Suspensions	.37	.33
Students Involved in Suspensions	51	31
Students with 2 or more Suspensions	21	7
Percent of Students with 2 or more Suspensions	41%	23%
Number of Expulsions	-	-
Rate of Expulsions	-	-

### **Crime Statistics**

<b>Offense</b>	<b>04/05</b>	<b>05/06</b>	<b>06/07</b>
Drug or Alcohol	3	2	3
Crimes Against Persons	7	19	2
Property Crimes	0	7	2
Possession of Weapons	1	1	1

## **Personal Characteristics of Students & Staff**

County Community School has an enrollment of 277 students. Students in Grades 6-12. Students from this school come from families with high family mobility. Approximately 59% of the students are in families receiving Aid to Families with Dependent Students that are eligible for free/reduce lunches. Approximately 26% of our students are identified as English Language Learners, and 11% have an active IEP. The ethnic makeup of the student population is 47.9 % Hispanic or Latino, 4.5% African American, American Indian or Alaska Native 0.7%, Asian 16%, Filipino 2.7%, Pacific Islander 0.6%, White (Not Hispanic) 23.5%, and Multiple or No Response 4.1%. Our students have a variety of life experiences. Some students have recently arrived from foreign countries while others have never left their neighborhood.

## **PHYSICAL ENVIRONMENT**

### **The Schools' Location and Physical Environment**

County Community School has buildings located throughout Santa Clara County. The immediate area around the campuses include: residential, commercial buildings, farmland, schools, and the Airport.

### **Description of School Ground**

At StoneGate Community School there 5 large portables, distributed as 3 classrooms, a computer lab and an office. StoneGate Community school is physically located next to StoneGate elementary school, a K-6 school in the Franklin McKinley School District. Both schools are located in a residential area, and bell schedules area adjusted to allow for smooth AM and PM drop-off and pickup of students. The school is adjacent to large field that is used for most PE activities. There are also basketball courts available. Each classroom is equipped with two student computers, and the computer lab has 15 computers, along with latest technology to allow for interactive instruction.

During the school day, staff members and administrators provide campus supervision. Stone Gate Community School students participate in both breakfast and lunch programs at Stone Gate elementary school; Students are always accompanied by a staff member as they pick up their food. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns.

It shall be the practice of County Community to remove all graffiti from school property before students arrive to begin their school day. Other acts of vandalism are promptly addressed.

### **Maintenance of School Buildings/Classrooms**

SCCOE's school facilities are well maintained and generally look neat and clean. The school was most recently painted and renovated during the 2009 school year. SCCOE personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety.

The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. The students take pride in the appearance of the school.

## **Internal Security Procedures**

The Santa Clara County Office of Education has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures, inventory system, and all pertinent data is found in the School Accountability Report Card updated on a yearly basis.

Because County Community receives the neediest of students, our first priority is the safety of our campus. Learning cannot take place if behavior is out of control. County Community School has taken many steps to develop a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution. Behavioral expectations and consequences for their violation have been established. Curriculum has been adopted and implemented that emphasizes prevention and alternatives to violence. And prevention and intervention strategies related to drug and alcohol use have been addressed. A brief explanation of these strategies follows.

County Community School has a full-time security assistant at both campuses. Security is involved with morning searches which are conducted daily, searching all independent studies students who arrive at various times throughout the day, and searching late students. Searching our students is a preventative act that reduces the chance that students can bring weapons or drugs onto campus. Many of our students were expelled from their referring district because of these behaviors. County Community School provides services addressing respect for diversity, social responsibility, effective interpersonal communication skills, self-esteem, anger management, conflict resolution, and support for a drug-free school as well as support for recovering students. School administration is on campus and assists with student supervision upon student entrance, breaks, and dismissal.

A County Community School Handbook is read and distributed to every newly enrolled student and parent at the time of orientation. In that Handbook behavior expectations and consequences are addressed. All staff have received instruction on this Handbook as well as monthly discussions of classroom management strategies at faculty meetings. County Community School has created a tiered approach to student discipline which starts, when appropriate, with a personal conversation. Parents become involved if the student behavior problems continue, often resulting in the parent attending class with their child for a portion of the school day. Every attempt is now made to discipline without suspending.

County Community School has formed an alliance with various agencies that provide adjunct services to our students. Interface provides counselors and facilitates a class that addresses the world of work. They also provide mediation

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services that have successfully addressed the tensions inherent to a campus that enrolls multiple rival gangs. The Miri Center provides both individual and group counseling services. California Youth Outreach provides a counselor to address drug and alcohol counseling as needed as well as one on one counseling. Stone Gate Community School has two days of INTERN mental health support provided by Asian American Community Involvement (AACI) and one day of clinical therapeutic support provided by Alum Rock Counseling Center. I would mention our work with the Mayor's gang task force as well. Santa Clara Sheriff, FLY, Arts Connect, SJSU, SCU.

County Community School maintains a copy of SCCOE's sexual harassment policy in the main office/principal's office and the policy is available on request. The Santa Clara County Office of Education's Sexual Harassment Policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension and/or expulsion for sexual harassment of or by students. Additionally, a notice summarizing this sexual harassment policy appears in the *Parent & Student Handbook*. The parent student handbook is distributed at the beginning of each school year to all parents and students.

Included in this Safe School Plan is a school map established by the School Site Council indicating safe entrance and exit areas for students, parents and school employees (Refer to Appendix A for School Safety Maps).

To ensure the safety of students and staff, all visitors to the campus, except students of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session. SCCOE employees not assigned to County Community School shall wear appropriate identification badges while on campus conducting business.

Discipline procedures shall focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Teachers shall use a visible classroom management plan to communicate classroom rules, promote positive student conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the student's misbehavior.

Student conduct standards and consequences for Community Schools are specifically described in this Comprehensive Schools Safety Plan including: (a) the adopted school discipline rules and procedures, (b) SCCOE Disciplinary Guidelines, and (c) the adopted school-wide dress code.

Students may be suspended, transferred to another school, or returned to district for certain acts.

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Site administrators contribute to a positive school climate, promote positive student behavior, and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each student identified under E.C. 49079.

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. County Community employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

Internal security procedures affecting the integrity of the school facility include: telephones in every classroom and a security system operational during non-school hours, dress code and cell phone policy.

Community involvement is encouraged to help increase school safety. During every student's enrollment process, parents and guardians are extended an invitation to participate in meetings at County Community as well as participate in their child's classroom activities.

A Santa Clara Sherriff office is available to assist with security.

Therapeutic counseling services are provided to County Community School students from Miri Counseling. There is no charge for these services. Individual and group counseling services are available to interested students. California Youth Outreach offers mediation services to County Community School to address the numerous rival gang-related issues that occur.

## **SCHOOL CLIMATE**

### **The School's Social Environment**

Leadership at County Community School is a shared process. A proactive role is assumed in all phases of the school operation. The current management team is committed to developing County Community School toward excellence in the areas of academic and social behavior.

The principal sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school site's organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

### **Disaster Procedures, Routine and Emergency**

A contingency plan for emergencies is contained in a handbook available to each staff member. The SCCOE's Emergency Response Plan (ERP) is listed at the last section of this plan. The plan is reviewed at the beginning of each school year. This plan also contains available SCCOE and outside agency resources, emergency disaster procedures and information on Standardized Emergency Management System (SEMS).

### **Classroom Organization and Structure**

County Community School teachers provide a varied learning environment in their classrooms. Teachers use a variety of teaching strategies including: direct instruction of class, small group or individual students, using projects, presentations, hands-on activities, portfolios, journals, creative writing, art, and displays.

The teachers at County Community are highly qualified, with many teachers holding advanced degrees. The staff is united in their desire to provide quality education for all students. Classrooms and teachers provide safe, orderly learning environment, enhance the experience of learning, and promote positive interactions amongst student and staff. Instructional time is maximized and disruptions are minimized.

### **The School's Cultural Environment**

There is a high level of cohesiveness among the staff members at County Community. Cooperation and support between teachers and the administration is evident. Efforts are made by the administration and staff to show support for all students.

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All students are expected to behave in a manner that promotes safety and order. Students are encouraged to bring problems to the principal, assistant principal, counselor, teacher or other staff members. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern.

The academic and behavior efforts of students are recognized and rewarded. There is a comprehensive Behavior Plan providing for recognition of immediate positive contributions. Each teacher has weekly student of the week, and the principal has monthly "Most Improved" student award. Students are also constantly recognized and acknowledged for positive models (along with reminders when behaviors are challenging)

## **ACTION PLAN**

### **“Physical Environment”**

**GOAL:**

- I. Areas of Pride and Desired Improvements
  - a. Pride
    - 1. Stone Gate has a beautiful campus surrounded by colorful plants. The quad area has a student table, and well maintained grass.. Classroom walls are lined with student work, posters depicting the character values essential for success, and a diversity that mirrors our student population. We also house technology to help prepare our students for their future.
  - b. Areas of Desired Improvement
    - 1. One of the basketball hoops fixed. Both hoops raised to legal height.
    - 2. Additional benches and table for eating and break areas.
    - 3. A handball wall
    - 4. Resistance materials for PE
  
- II. Desired Change #1: One of the basketball hoops fixed. Both hoops raised to legal height.
  - c. Related Strategies and Activities
    - 1. Acquire funding.
    - 2. Acquire someone to fix it.
  - d. Personnel Assignments
    - 1. To be determined by administration.
  - e. Time frame for completion
    - 1. Estimated time frame for completion school year 2009-2010.
  - f. Budget
    - 1. To be determined by administration.
  - g. Evaluation criteria
    - 1. Implement standards based physical education program.
  
- II. Desired Change #2: Additional benches and table for the quad eating and break areas.
  - a. Related Strategies and Activities
    - 1. Acquire equipment
    - 2. Acquire funding
  - b. Resources Required
    - 1. Benches and tables
  - c. Personnel Assignments
    - 1. None required
  - d. Time frame for completion
    - 1. School year 2009-2010

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- e. Budget
    - 1. Funding approved
  - f. Evaluation criteria
    - 1. Safety of staff and students
- III. Desired Change #3: HandBall Wall
- a. Related Strategies and Activities
    - 1. Acquire equipment
    - 2. Acquire funding
  - b. Resources Required
    - 1. Concrete wall to be constructed
  - c. Personnel Assignments
    - 1. None required
  - d. Time frame for completion
    - 1. School year 2009-2010
  - e. Budget
    - 1. Funding approved
  - f. Evaluation criteria
    - 1. Safety of staff and students
- IV. Desired Change #4: Resistance Materials for PE
- a. Related Strategies and Activities
    - 1. Acquire equipment
    - 2. Acquire funding
  - b. Resources Required
    - 1. Mats, Balls, Ropes, Kinetic Equipment
  - c. Personnel Assignments
    - 1. None required
  - d. Time frame for completion
    - 1. School year 2009-2010
  - e. Budget
    - 1. Funding approved
  - f. Evaluation criteria
    - 1. Safety of staff and students

## **ACTION PLAN**

### **“School Climate”**

#### **GOAL:**

- I. Areas of Pride and Desired Improvements
  - a. Pride
    1. Student achievement recognition for attendance and behavior.
    2. Student achievement recognition for California High School Exit Exam.
    3. Improved school culture by implementing strategies for asset rich environments.
  - b. Areas of Desired Improvement
    1. Increase programs that address Gang Avoidance
- II. Desired Change #1: Increase programs that address Gang Avoidance.
  - a. Related Strategies and Activities
    1. Involve ancillary agencies such as DAD's, CYO
    2. Increase probation and law enforcement presence on campus.
  - b. Resources Required
    1. Availability of staff from ancillary agencies to provide services to students.
  - c. Personnel Assignments
    1. To be determined by administration
  - d. Time frame for completion
    1. Services not already provided on school campus are scheduled to begin during the 2009-2010 school year.
  - e. Budget
    1. No Additional funding required
  - f. Evaluation criteria
    1. Reduction of gang-related disciplinary action.
    2. Student success back on their home campuses

## **SAFETY STRATEGIES**

### **Introduction**

Safe Schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. County Community promotes educationally and psychologically healthy environments for all students. County Community recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. County Community further recognizes that safe school practices make major contributions to academic and school improvement efforts.

Although keeping students safe requires a community-wide effort, schools are an important piece of the undertaking to keep students safe. County Community's efforts are illustrated below which broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

### **SCHOOL SAFETY STRATEGY #1**

*Positive student interpersonal relations are fostered by teaching social-personal skills, encouraging students to feel comfortable assisting others to get help when needed and teaching students alternative, socially appropriate replacement responses to violence, including, but not limited to problem solving and anger control skills. When appropriate, staff members shall make referrals to recognized community agencies and/or counseling and mental health resources in the community to assist parents/student with issues prevention and intervention. The school uses a variety of methods to communicate to students, parents, and the greater community that all students are valued and respected.*

### **Preventing and Intervening: Student Aggressive Behavior**

Creating a safe school requires having in place many preventive measures for student's mental and emotional problems. Schools can reduce the risk of violence by teaching students appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts.

Staff members at SCCOE have received training in conflict resolution and confrontation skills. Staff uses a comprehensive approach to school violence prevention. Students are identified in their school career using measures shown to be highly effective in identifying students with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to office, (b) observed aggressive behavior, (c) teacher observation, and (d) behavior documentation received from the referring district.

## **Professional Development**

The Santa Clara County Office of Education provides professional development for teachers, parents, and community members. Amongst the goals of such programs are to help others establish and nurture a healthy sense of self confidence and self control, to develop personal and social responsibility and to enhance academic success.

## **Student Recognition Programs**

County Community offers several recognition and award programs such as the Student of the Month Award and 100% Attendance Award. Both of these awards are presented monthly.

## **SCHOOL SAFETY STRATEGY #2**

*Procedures, programs and strategies used to help eliminate problems of bias or unfair treatment of students by staff and by peers because of ethnic group, gender, race, national origin, social class, religion, disability, sexual orientation, physical appearance, color, ancestry, parental status, or other relevant characteristics. The school provides a way for each student to safely report and, be protected after reporting, troubling behaviors that the student thinks may lead to dangerous situations, such as potential school violence.*

## **Nondiscrimination and Fair Treatment of Students**

A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor. Effective schools convey the attitude that all students can achieve academically and behave appropriately, while at the same time appreciating individual differences. Effective schools communicate to students and the greater community that all students are valued and respected.

In order to maximize the successful education of all students and help they become productive citizens and lifelong learners in a diverse society, all individuals including students, parents, staff, and community members:

- Shall be treated with dignity, respect and fairness;
- Shall encourage and maintain high expectations;
- Shall model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity;

- Shall contribute to an environment of mutual respect, caring and cooperation.

Students, parents, staff and community members shall join together to share a sense of belonging and take pride in our schools, facilities and programs through participation and cooperation in support of the education of all students.

A copy of the “Parent Student Handbook” is provided to each parent/student annually or upon enrollment. This handbook includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The Santa Clara County Office of Education’s policies on nondiscrimination and sexual harassment support these protections and serve to promote the fair treatment of all students.

### **Discipline Policy and Code**

Effective and safe schools develop, and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching and social problem solving and social decision-making is now a standard feature of effective drug and violence prevention programs.

SCCOE uses both classroom and school-wide discipline codes that clearly communicate the behavioral expectancies and consequences for students. Staff has developed plans to promote positive behaviors on the playground, lunchroom, hallways, and assembly areas.

### **SCHOOL SAFETY STRATEGY #3**

*County Community's administrators, teachers, families, students, support staff, and community members recognize and make appropriate use of the early warning signs related to violence, substance abuse, and other at-risk concerns.*

## **Disaster Planning**

The staff of Santa Clara County Office of Education shall increase school safety by evaluating and addressing serious behavioral and academic concerns. Weapons (on campus and in the community), bomb threats, explosives, fights, natural disasters, accidents, and suicides call for immediate, planned action, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma.

The schools benefit from the Santa Clara County Office of Education's Earthquake Disaster Crisis Response Plan (EDCR). The EDCR Plan includes information on how to respond to a crisis. Risk factors, response and contingency plans, quick response designs, parent contacts, debriefing, suicide/threat response, violence/aggression response and training/drills to become aware of warning signs are among the areas addressed.

## **California Safe Schools Assessment**

County Community actively participates in the California Safe Schools Assessment. Data is collected, reported, and reviewed on all crimes committed on the school campus. County Community recognizes that a safe school continually assesses its progress by identifying problems, collecting information regarding progress toward solutions, and by sharing this information with students, families, and the community at large.

## **Teacher Notice of Disciplinary History**

The referring school/district shall provide to the administration of County Community information on each student who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (2) committed a crime reported to the Santa Clara County Office of Education by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assigning appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the student or recommended to the parent/guardian.

## **Gang Affiliation**

Gang affiliation and gang activity will not be tolerated at any SCCOE school. The staff at County Community shall work closely with the local law enforcement/Gang Unit regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student's parents, if the student begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families.

### **Gangs and Graffiti**

County Community uses its links with the high schools to enhance its effort to curb gang influence.

### **Drug and Violence Prevention Programs**

The goals of SCCOE's Drug Alcohol and Tobacco Education Program and other related community program include providing all students with a comprehensive drug and violence prevention program and providing all students in grades four through eight with a comprehensive tobacco use prevention education.

### **SARB and THRIVE Programs**

County Community recognizes the importance of punctuality and regular attendance. The staff of County Community shall accurately record the attendance record for all students. Parents of students with poor attendance will be contacted. Students with poor attendance due to medical issues will be referred to the school administrator. Should attendance problems continue official action is to be taken, which could result in a referral of the student back to their referring school district.

One of the main purposes of County Community's SARB process has been to redirect pupils with attendance issues. Without some type of intervention, these pupils are more likely to enter into the juvenile justice system. Consequently, the students with severe absenteeism fall under the court's jurisdiction.

County Community's SARB is made up of administration, teachers, probation, security and the District Attorney's representative.

### **SCHOOL SAFETY STRATEGY #4**

*Plan(s) and method(s) are available to identify isolated and troubled students, help foster positive relationships between school staff and students, and promote meaningful parental and community involvement.*

### **Parent/Guardian Involvement**

Staff members in effective and safe schools make persistent efforts to involve parents/guardian by: informing them about discipline policies, procedures, and rules, and about their student's behavior, both desirable and undesirable; involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

### SCCOE Schools

- Effectively use the School Site Council
- Notify parents about, and encourages participation in parenting programs.
- Have established a school visitation procedure.
- Provide a newsletter to parents.
- Use the School Accountability Report Card as a procedure to communicate to parents.
- Provide several opportunities for Teacher-Parent Conferences.

Each classroom is arranged to help prevent aggressive behavior. High traffic areas are free of congestion. Students are in full view of the teacher so the teacher can easily monitor students' behavior. Teaching materials and student supplies are readily accessible to minimize student-waiting time. Seats are arranged so students can easily see instructional presentations and to reduce the opportunity for off-task behavior.

### **Parent Training: Promoting the Use of Community Resources**

The Santa Clara County Office of Education advocates for the provision of community resources to help maximize the development of positive behavior and the suppression of antisocial behavior. Such training promises to maximize the parent's contribution to academic excellence and noteworthy social-development.

### **Problem Solving Teams**

School communities can enhance their effectiveness by identifying factors that result in violence and other problem behaviors. Collaborative problem-solving teams are viewed as essential to successful prevention and intervention with aggressive behavior. Santa Clara County Office of Education schools utilizes a student study team to help address issues of problem behavior. These problem-solving efforts bring together school staff, parents, and when appropriate, involved community-based agencies and the student. The goal is to help identify, clarify, analyze and resolve issues concerning student, educational and familial concerns. The student study team is flexible enough to address individual problems and school-wide matters.

### **Community Linkages**

When working with parents and students with specific issues, the staff at County Community will provide information to the families regarding available community resources.

## **SCHOOL SAFETY STRATEGY #5**

*Specific employees, such as County Community's sheriff and probation officer, use unique strategies to promote school safety.*

### **Campus Supervisor and Administrative Positions**

Schools can enhance physical safety by monitoring the surrounding school grounds including landscaping, parking lots, and bus stops. Students can also be a good source of information. Peers often are the most likely group to know in advance about potential school violence.

County Community employs a principal whose job is designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. The principal has developed procedures to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school. Furthermore, recognizing that students are often the first to know of dangerous plans or actions, the principal at County Community are available for a student to safely report troubling behaviors that may lead to dangerous situations.

When it comes to school safety, students are taught not to keep secrets. Effective relationships between the principal and students help initiate appropriate investigations, help staff learn of suspects in school offenses, and help collect important knowledge about community conflicts that may have an impact on school safety.

### **Campus Disturbances and Crimes**

County Community recognizes that campus disturbances and crimes may be committed by visitors and outsiders to the campus. Several steps have been taken to protect the school, staff, and students from safety threats by individuals visiting the campus area. In addition, disputes often occur because of parental custody disputes. The staff of County Community will maintain in the student's record custody documentation provided by families and will request assistance from local law enforcement and the Office of Child Welfare and Attendance as needed.

### **Visitors and Disruptions to Educational Process**

The Santa Clara County Office of Education is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. County Community uses continuing efforts to minimize the number of campus entrance and exit points used daily. Access to school grounds is limited and supervised on a regular basis. Campus traffic, both pedestrian and vehicular, flows through

areas that can be easily and naturally supervised. Delivery entrances used by vendors are also checked regularly. The campus has perimeter fencing.

To ensure the safety of students and staff and avoid potential disruptions, all visitors to the campus, except students of the school and staff members, must register immediately upon entering any school building or grounds when school is in session.

County Community has established a visible means of identification for visitors while on school premises (i.e. tag). Furthermore, the principal or designee may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

County Community has developed a notice for disruptive individuals and, when appropriate, exercises the authority to remove a visitor or outsider from the campus. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace.

County Community's notice and removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, County Community shall contact the Santa Clara County Office of Education to determine whether to file for a temporary restraining order and injunction.

## **SCHOOL SAFETY STRATEGY #6**

*At County Community, effective procedures will be followed to maintain a safe physical plant and school site.*

### **Enhancing Physical Safety Practices**

Schools can enhance physical safety by adjusting traffic flow patterns to limit potential for conflicts or altercations. Schools can enhance physical safety by having adults visibly present throughout the school building. This includes encouraging parents to visit the school.

Schools can enhance physical safety by conducting a building safety audit. Recent safety audits of County Community have identified the following school safety procedures to maintaining a safe campus:

- County Community operates a closed campus, where students must have permission to leave the campus during school hours.
- County Community avoids leaving areas of the school unused;
- County Community has minimized blind spots around the school facility.

## SCCOE-School Emergency Response Comprehensive Safety Plan

- County Community has installed an alarm system.
- County Community has set a priority to keep buildings clean and maintained.
- County Community has limited roof access by keeping dumpsters away from building walls.
- County Community has covered drainpipes so they cannot be climbed.
- County Community keeps trees and shrubs closely trimmed to limit outside hiding places for people or weapons.
- County Community keeps the school grounds free of gravel or loose rock surfaces.
- County Community has designed its parking lots to discourage through traffic and to slow vehicles proceeding through the parking lot.
- County Community ensures vehicle access around the building(s) for night surveillance and emergency vehicles.
- County Community keeps a complete list of staff members who have keys to building(s).
- County Community does not allow graffiti to remain on walls. The procedure involves following the three “R’s” after discovery of graffiti—read, record (photograph) and remove. Inflammatory bathroom graffiti is removed daily upon discovery.
- County Community has established two-way communication between the front office and each classroom.

## **School Safety Compliance**

### **CHILD ABUSE REPORTING AND PROCEDURES**

#### **Santa Clara County Office of Education**

#### **Board Policy 5550**

#### **Child Abuse Reporting**

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

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

County Office employees shall report known or suspected incidences of child abuse in accordance with state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

The Superintendent or designee shall provide training in child abuse identification and reporting for all certificated personnel when they are employed by SCCOE.

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)

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

In order to reduce or eliminate unfounded child abuse accusations directed at school employees, child abuse in-service training shall include guidance in disciplining students and maintaining ethical relationships with them.

## SCCOE-School Emergency Response Comprehensive Safety Plan

### Legal References:

#### 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

#### PENAL CODE

273a	Willful cruelty or unjustifiable punishment of child; endangering life or health
11164-11174.3	Child Abuse and Neglect Reporting Act, especially:
11165-11165.15	Definitions relating to child abuse
11166-11170	Reporting known or suspected cases of child abuse
11172	Immunity from liability
11174.3	Interviewing victim at school

#### WELFARE AND INSTITUTIONS CODE

600-601.2	Referral to school attendance review board; minors habitually disobedient or truant
15630-15637	Dependent adults abuse reporting

#### STATUTES OTHER THAN CODE

Chapter 1102, Statutes of 1991, Section 6

#### CDE LEGAL ADVISORIES

514.93.1	Guidelines for parents to report suspected child abuse by school district employees or other persons against a student at school site
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## **SUSPECTED CHILD ABUSE REPORTING PROCEDURES**

### I. Initiating the Report

- A. The report is initiated by a telephone report to the appropriate agency.
- B. If the suspected child abuse has taken place within the family, call The Child Protective Services (CPS) Unit of Santa Clara County Social Services Agency at **Central County** (408) 299.2071 **North County** (650) 493.1186 **South County** (408) 683.0601.
- C. Content of call.
  - 1. Name, address and age of child involved.
  - 2. Clear description of suspected abuse.

### II. Written Report

- A. The telephone call is to be followed by completion of the Suspected Child Abuse Report (form 11166.P.C.). These forms are available in the Principal's office at the high school or you may call Child Protective Services at (408) 299.2071 for a form.
- B. The written report is to be addressed to the person to whom the telephone report was made.
- C. The written report must follow the phone call within 36 hours.
  - 1. Suspected child abuse within or outside the family, Child Protective Services, 333 West Julian, San Jose, CA 95110, (408) 491.6300.

The reporting party should keep the yellow copy of the Suspected Child Abuse Report form (SS8572) or verification of completion of the reporting obligation.

#### Caution:

- 1. The reporting responsibility has not been discharged until both the telephone call and written reports are complete.
- 2. School personnel are not to engage in any investigation of suspected cases. The investigation will be done by the child protective services office.
- 3. The reporting responsibility is an individual one which is NOT discharged by report to supervisors or administrators.

## SUSPENSION AND DUE PROCESS POLICY

### **Santa Clara County Office of Education**

### **Board Policy 5700, 5736**

### **Suspension and Due Process**

Suspension is temporary removal of a pupil from regular classroom instruction or from school by a teacher or administrator for adjustment purposes.

Suspension does not mean:

- a. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of the day prescribed by the Governing Board for students of the same grade level;
- b. Referral to a certificated employee designated by the principal to advise students;
- c. Removal from the class, but without reassignment to another class or program for the remainder of the class period without sending to the principal or the principal's designee. Removal from a particular class shall not occur more than once every five (5) school days.

Pupils may be suspended from school in accordance with law for a limited period of time in an effort to correct behavior. The grounds for suspension shall be those specified in Education Code Section 48900, 48900.2, 48900.3, 48900.4 and/or 48915.

In accordance with a positive concept of discipline, the suspension of pupils is to be educational in nature and for the purpose of improving the pupil's adjustment and achievement in school. It should usually be imposed only when other means of correction fail to bring about proper conduct.

Students have the right to due process of law. The Office wishes to provide all the protection implicit in due process.

The Office shall develop regulations for the use and control of pupil suspension which shall be in compliance with Education Code §48900-48925.

Legal Reference:

EDUCATION CODE

48900	Grounds for suspension
48900.2	Sexual harassment
48900.3	Hate violence
48900.4	Harassment, threats, intimidations
48900.5	Restrictions on suspension
48902	Notification of law enforcement
48903	Limit on days of suspension
48910	Suspension by teacher
48911	Suspension by principal
48912	Closed sessions
48912.5	Continuation school
48913	Work missed by pupil
48914	Meeting with parent/guardian
48915	Expulsion and immediate suspension
48925	Definitions

**Santa Clara County Office of Education**

**Administrative Regulation 5710, 5736**

**Suspension and Due Process**

A. Grounds for Suspension

1. A student may be suspended, including an individual with exceptional needs for the following:
  - (a) Caused, attempted to cause or threatened to cause physical injury to another person;
  - (b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any objects of this type, the student had obtained written permission to possess the item from a certificated school employee, which has been approved by the principal or the designee or the principal;
  - (c) Unlawfully possessed, used, sold or otherwise furnished or been under the influence of any controlled substance, as defined in Section 11053 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, as defined in Section 11053 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;
  - (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, except this section does not prohibit use or possession by a student or his/her own prescription products;
  - (i) Committed an obscene act or engaged in habitual profanity or vulgarity;

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- (j) Unlawfully possessed, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code;
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, paraeducators, administrators, school officials, or other school personnel engaged in the performance of their duties;
- (l) Knowingly received stolen school property or private property;
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed sexual harassment as defined by Education Code Section 212.5 and referenced in Education Code Section 48900.2. The section does not apply to K-3 students.
- (o) The student has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in the subdivision (e) of Section 33032.5. This section does not apply to K-3 students.
- (p) The student has intentionally engaged in harassment, threats, or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that student or group of students by creating an intimidating or hostile educational environment. This section does not apply to K-3 students.

B. Limitations

1. No student shall be suspended for any of the acts enumerated above unless such act is related to school activity or school attendance. The act could occur any time, including but not limited to:
  - (a) While on school grounds;
  - (b) While going to or coming from school;
  - (c) During lunch period, whether on or off the campus;
  - (d) During, or while going to or coming from a school sponsored activity.
2. Suspension shall usually be imposed only when other means of correction fail to bring about proper conduct. A student, including one with exceptional needs, may be suspended for a first offense of 4 (a)-(e) listed above or, for any of the grounds listed above if the principal or superintendent determines that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. Alternatives to suspension should be imposed against students who are tardy, truant, or otherwise absent from school activities.
3. The total number of days for which a student may be suspended from school shall not exceed twenty (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 class, or a Continuation Education School or class, in which case the total number of school days for which the student may be suspended shall not exceed thirty (30) days in any school year. After thirty (30) days of suspension, a student may be referred for expulsion.
4. The principal of the school or the principal's designee may suspend a student from the school for no more than five (5) consecutive school days.

C. Notification of Law Enforcement

The principal of the school or the principal's designee shall, prior to the suspension of any student, notify the appropriate law enforcement authorities of the county or city in which the school is situated, of any acts of the student likely to produce great bodily injury upon the person of another with a deadly weapon or instrument or by any means of force, and shall notify the appropriate law enforcement authorities within one (1) school day after the suspension of any student for the acts set forth above in Parts A (c) and (d).

Whenever an employee is attacked, assaulted, or menaced by any student, it shall be the duty of such employee, and the duty of any person under whose direction or supervision such employee is employed, who has knowledge of such incident, to

promptly report the incident to the appropriate law enforcement authorities of the county or city in which the incident occurred. Pursuant to Education Code Section 44014, it is a misdemeanor to fail to make such report.

D. Suspension by Teacher

1. Limits

- (a) Teachers may suspend a student from his/her class for any of the acts enumerated above, for the remainder of the period, and for the day following. A teacher with a contained classroom may suspend for any of the acts enumerated above, for the remainder of the day and the day following.
- (b) As soon as possible, the teacher shall ask the parent or guardian of the student to attend a parent-teacher conference regarding the suspension. Whenever practical, a school counselor or school psychologist shall attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests;
- (c) The student shall not be returned to the class room which he or she was suspended during the period of suspension without the concurrence of the teacher of the class and the principal;
- (d) A student suspended for a class shall not be placed in another regular class during the period of suspension. However, if the student is assigned to more than one class per day, this shall apply only to other regular classes scheduled at the same time as the class from which the student was suspended.
- (e) The teacher may also refer a student to the principal for consideration of suspension from the school for any of the acts enumerated above in Parts A;
- (f) The teacher of any class from which a student is suspended may require the suspended student to complete any assignments and tests missed during the suspension;
- (g) The parent or guardian of a student suspended by a teacher for commission of an act enumerated above in Parts A (c) and (k), may be required to attend a portion of a school day in the classroom from which his/her child/ward was suspended. The attendance by parents/guardians under this section shall be limited to the class from which the student was suspended.

The principal shall send written notice to the parent/guardian that his/her attendance is required. The notice shall also tell the parent/guardian when his/her presence is expected and by what means he/she may arrange any reasonably necessary change. The notice shall also describe the protections afforded to the parent/guardian as an employee under Labor Code Section

230.7. The notice shall state that if the parent/guardian does not have a means of transportation to school, he/she may ride the school bus with the student.

The teacher shall remind the parent/guardian to meet with the principal or designee after completing the classroom visit and before leaving the school premises.

E. Suspension by Principal

1. Suspension by the principal, designee or the superintendent shall be preceded by an informal conference between the student, the principal or the principal's designee or the superintendent, and whenever practical, the teacher or supervisor or school employee who referred the student to the principal or designee. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her. The student shall also be given the opportunity to present his/her version and evidence in his/her defense.
2. A principal or designee may suspend a student without affording the student an opportunity for a conference only if the principal or designee determines that an emergency situation exists. The term "emergency situation" as used in this section means a situation determined by the principal or designee or superintendent to constitute a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without a conference prior to the suspension, both the parent and the student shall be notified of the student's right to a conference and the student's right to return to school for the purpose of a conference. The conference shall be held within two (2) school days unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the student is physically able to return to school for the conference.
3. At the time of suspension, a school employee shall make a reasonable effort to contact the student's parent or guardian in person or by telephone. Whenever a student is suspended from school, the parent or guardian shall be notified in writing of the suspension. The notice shall be, insofar as is practicable, in the primary language of the student's parent or guardian.
4. The principal or designee may request the parent or guardian of a suspended student to attend a meeting to discuss the causes, the duration, the school policy involved, and other pertinent matters. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at such conference.
5. The teacher of any class from which a student is suspended may require the suspended student to complete any assignments and tests missed during the suspension.

6. The principal shall report the suspension of such student, including the cause, to the Superintendent.
7. The “principal’s designee” is any one or more administrator at the school site specifically designated by the principal in writing, to assist with disciplinary procedures. If there is no other administrator at that school site, one and only one certificated person at the school site may be specifically designated by the principal, in writing, as a designee to assist with disciplinary procedures. When both principal and designee are absent from the school site, an additional person may be designated by the principal. The names of all persons designated as “principal’s designee” shall be on file in the principal’s office.

F. Individuals with Exceptional Needs

1. A student with exceptional needs may be suspended for up to, but not more than (10) consecutive school days if he/she poses an immediate threat to the safety of himself/herself or others. (i.e., five (5) school days by a principal and five (5) additional school days if the suspension is extended by the superintendent may exceed ten (10) consecutive school days, or the student’s placement may be changed, or both, if either:
  - (a) The student’s parent/guardian agrees; or
  - (b) A court order so provides.
2. If a special education student is being suspended from school and the student has previously been suspended for three days or more during the semester, the following additional procedures will be followed:
  - (a) The student’s IEP team will meet;
  - (b) The IEP team will decide:
    - (1) Whether the current problem is part of the handicapping condition;
    - (2) Whether the current problem is the result of an inappropriate program;
    - (3) Whether the cumulative effect of all short-term suspensions that year has adversely affected the student’s program; and
    - (4) Whether a functional analysis assessment will be conducted for the student.
3. The student may be suspended for more than 10 consecutive days, or a total of 10 days of short term suspension which adversely affect the student’s programs, if:

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- (a) The student's placement is appropriate;
- (b) The current problem is not caused by his/her handicapping condition;
- (c) An appropriate behavior plan has not succeeded;
- (d) The student is provided with ongoing educational services; and
- (e) Provisions of State law regarding long term suspension are complied with.

Legal References:

EDUCATION CODE

44014	Report of Assault by Student Against School Employee
48900	Grounds for Suspension or Expulsion
48900.2, 48900.3, 48900.4, 48900.5	
48902	Notification of Law Enforcement Authorities
48903	Restrictions on Days of Suspensions
48910	Suspension by Teacher
48911	Suspension by Principal, designee or Superintendent
48911.5	Suspension by Site Principal of NPS
48912	Closed Session and Consideration of Suspension/Disciplinary Action
48912.5	Continuation School
48913	Completion of Work Missed by Suspended Pupils
48914	Suspension; Meeting with Parent/Guardian
<u>Student v. Puyallup Sch. Dist.</u> (9 <sup>th</sup> Cir. 1994) 31 F.3d 1484, Suspension of special ed. Students	

## **PROCEDURES FOR NOTIFYING TEACHERS ABOUT DANGEROUS STUDENTS**

Pursuant to Education Code 48267, the Santa Clara County Probation Department notifies the Students Services Branch of the Santa Clara County Office of Education regarding students who have engaged in certain criminal conduct. This information is forwarded to the principal's office. The principal/designee is responsible for prompt notification of the student's teachers. This information is also often forwarded to all administrators.

**Confidential Memorandum**

Date

TO:

FROM: Principal

SUBJECT: Students having committed specified crime

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The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE.

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

\_\_\_\_\_ was found to have committed the following criminal activity:

If you have any questions, please see me.

## **SEXUAL HARASSMENT POLICY**

### **Santa Clara County Office of Education**

### **Board Policy 4123,5750**

### **Sexual Harassment Policy and Complaint**

#### **1. Purpose**

It shall be the policy of the Santa Clara County Superintendent of Schools Office to take affirmative steps to:

- A. Prohibit and discourage any person in the Santa Clara County Office of Education work or educational setting from sexual harassing any other person including students in the work or educational setting.
- B. Provide a harassment-free work and educational environment.
- C. Immediately and thoroughly investigate any alleged sexual harassment.
- D. Provide on-going education and awareness of the problem of sexual harassment.
- E. Provide information about how to pursue a claim of sexual harassment.

#### **2. Definition of Sexual Harassment**

“Sexual Harassment” means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by any person from or in the Santa Clara County Office of Education 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 the benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment is prohibited against members of the same sex as well as against members of the opposite sex. Sexual harassment on the job is unlawful whether it involves coworker harassment, harassment by a supervisor or manager, or by persons doing business with or for the organization. No supervisor, manager, administrator or any other person in this organization shall create a hostile or offensive work environment for any other person by engaging in any sexual harassment or by tolerating it on the part of any employee, or assist any individual in doing any act which constitutes sexual discrimination against any employee.

Examples of prohibited conduct include, but are not limited to:

- A. Unwanted sexual advances.
- B. Making or threatening reprisals after a negative response to a sexual advance.
- C. Offering employment benefits in exchange for sexual favors.
- D. Visual conduct: Leering, making sexual gestures, displaying of sexually suggestive objects or pictures, cartoons, posters or graffiti; sending/displaying suggestive or obscene letters, notes or invitations.
- E. Verbal conduct: making or using derogatory comments, epithets, slurs, sexually explicit jokes, and comments about an employee's body or dress.
- F. Verbal sexual advances or propositions.
- G. Verbal abuse of a sexual nature, graphic verbal commentary about an individual's body, sexually degrading words to describe an individual, suggestive or obscene letters, notes or invitations.
- H. Physical conduct: touching, assault, impeding or blocking movements.

### 3. **Complaint Procedure**

The Santa Clara County Office of Education's complaint procedure provides for an immediate, thorough and objective investigation of any sexual harassment claim, appropriate disciplinary action against one found to have engaged in prohibited sexual harassment, and appropriate remedies to any victim of harassment.

Any Santa Clara County Office of Education employee who feels they are a victim of sexual harassment or are aware of the harassment of others must provide a written or verbal complaint to their immediate supervisor or to the Director of Human Resources as soon as possible. The complaint must include details of the incident(s), names of individuals involved, and the names of any witnesses. Supervisors should immediately refer all harassment complaints to the Director of Human Resources.

All incidents of sexual harassment that are reported will be investigated. The Director of Human Resources or a designee will immediately undertake an effective, thorough and objective investigation of the harassment allegations. The investigation will be conducted in a manner which protects the complainant and maintains the individuals' confidentiality and privacy of the parties involved, to the extent possible.

The investigation will be completed and a determination regarding the harassment alleged will be made and communicated to the employee(s) who complained and the accused harasser(s).

If it is determined that sexual harassment has occurred, effective remedial action commensurate with the circumstances will be instigated. Appropriate action will be taken to deter any future harassment. If a complaint of sexual harassment is substantiated, appropriate disciplinary action up to and including termination, suspension, or other appropriate disciplinary measure will be taken. Whatever action is taken against the harasser will be communicated to the employee who complained.

**4. Dissemination of Policy**

A. A copy of this Policy shall be:

- 1) Posted in a prominent location at each school and work site.
- 2) Provided to all employees at the beginning of the school year, or to a new employee at the time of hire.
- 3) Placed in any publication of the Santa Clara County Office of Education that sets forth the comprehensive rules, regulations, procedures and standards of conduct for the organization.

B. All employees shall be expected to read and understand their rights and responsibilities under this policy.

C. The Superintendent or designee may take such further action to insure understanding of, and compliance with, this policy as is appropriate, including but not limited to, providing staff training or counseling.

## **SCHOOL DRESS CODE**

### **SANTA CLARA County Office of Education**

#### **Board Policy No. 5711**

#### **Student Dress Code**

The Board expects that students will present themselves in an orderly manner conducive to the advancement of education. Their appearance should be neat and acceptable to the general society and in keeping with the activity at the particular school.

Dress and symbology which are known to endanger the safety of students, which incite students to violence, or which denote possible membership in, or association with, gangs that advocate disruptive or illegal behavior, shall not be permitted. Any student wearing such apparel and/or symbols shall be sent home from school.

With the exception of the above The Board considers dress code to be a judgment area of the program directors of the school. Details and specific rules which apply shall be an administrative decision, subject to appropriate Education Code provisions and other law.

## **STONE GATE COMMUNITY SCHOOL STUDENT DRESS CODE**

Students are expected to dress appropriately for school on a daily basis. In addition to common school dress expectations, additional guidelines have been implemented to assure a safe and tension-free environment.

CLOTHING: All clothing will be free of profanity, scenes depicting violence/sex/drugs, sports teams' names/initials, or colors which may be construed to refer to a specific gang/skating or tagging crew. Clothing will cover the abdomen and buttocks and be free of any tears or holes that may reveal the skin in any inappropriate way. Male and female undergarments must be covered at all times.

HEADCOVERS: are not permitted.

SUN GLASSES: May be worn outside of the classroom but may never be worn while inside the classroom.

GLOVES: May be worn when the weather clearly reflects a need to keep the hands warm. They may be worn while outside, but never worn while in the classroom.

BELT BUCKLES: No belt buckle may be worn that bears letters, numbers, or any other insignia that depicts drugs/gangs/violence.

JEWELRY: No jewelry may be worn that violates any dress code listed.

No clothing that promotes a professional sports team, alcohol or tobacco product, drug usage, racism, violence, or illegal activity or local community or clothing that suggests gang/skating/tagging affiliation may be worn.

Clothing with phrases or pictures that can be interpreted as menacing or degrading to others may not be worn.

## **INFECTIOUS DISEASES/BLOOD BORNE PATHOGENS**

### **SANTA CLARA County Office of Education**

#### **Board Policy No. 2382**

The Santa Clara County Office of Education's "Blood borne Pathogens Exposure Program" is in accordance with the Occupational Safety and Health Administration (OSHA) Blood borne Pathogens Standard 29 CFR 1910.1030. The following summary outlines the SCCOE Exposure Control Plan.

#### **1. EXPOSURE DETERMINATION**

Occupational exposure means REASONABLY ANTICIPATED skin, eye, mucous, membrane, or potential contact with blood, saliva, semen, vaginal secretions or other potentially infectious body fluids that may result from the performance of employment related duties.

The tasks/procedures that are considered potential routes of exposure for teachers, Para educators, nurses and specialists include: specialized healthcare procedures, interaction which results in a student spitting at, biting or bleeding on an employee, clean up of blood, saliva, semen or vomit, toileting or diaper-changing students, inspection of students for possession of weapons or drugs, and rendering first aid.

The tasks/procedures that are considered potential routes of exposure for custodians include: clean up of blood, saliva, semen or vomit, handling, repair or maintenance of equipment or tools that may be contaminated with blood, saliva or vomit.

Although administrative and clerical staff do not routinely perform tasks/procedures that are considered potential routes of exposure, they may occasionally perform any of the tasks/procedures listed above. Therefore, they are included in all aspects of the Exposure Control Plan.

#### **2. IMPLEMENTATION METHODOLOGY**

##### **A. Work Practices**

Universal precautions will be observed at all SCCOE facilities. All blood, saliva, vomit and semen will be considered infectious regardless of the perceived status of the source individual. Work practices shall be implemented to eliminate or minimize exposure to employees.

##### **B. Personal Protective Equipment**

## SCCOE-School Emergency Response Comprehensive Safety Plan

Personal protective equipment may include gloves, outer garments, masks, eye protection, face shields. Personal protective equipment shall be provided at no cost to the employee. The program manager/principal is responsible for ensuring that the proper personal protective equipment is available. Employees are responsible for wearing the designated personal protective equipment.

Disposable gloves shall be worn whenever it is reasonably anticipated that employees could have contact with blood, saliva, semen or vomit. Associated tasks/procedures which require the use of disposable gloves include: rendering first aid, clean up of blood, saliva, semen or vomit; toileting and diaper changing, specialized health care procedures; and decontamination of surfaces, tools or equipment. Disposable gloves are not to be washed or decontaminated for re-use. They shall be replaced after each use and when they become contaminated, torn, punctured, or when their ability to function as a barrier has been compromised.

Utility gloves may be worn to perform some of the above tasks. They may be decontaminated for reuse as long as their ability to function as a barrier is not compromised.

Barrier masks shall be available in all first aid kits. They shall be used whenever possible, for administering rescue breathing or CPR. They shall be decontaminated after each use.

Masks/Eye Protection/Face shields shall be worn when performing specialized health care procedures, feeding students and rendering first aid if it is reasonably anticipated that blood, saliva or vomit would enter the employee's eyes, nose or mouth. Masks shall be replaced after each use. Face shields shall be decontaminated after use.

Personal protective equipment is decontaminated by soaking in a solution of one part bleach to ten parts water for at least five minutes.

### C. Hand Washing

Employees shall wash their hands with soap and water following any contact with blood, saliva, semen or vomit and upon removal of personal protective gloves.

### D. Decontamination

All surfaces contaminated by blood, saliva, semen or vomit will be contaminated as soon as possible. A solution of one part bleach to ten parts water shall be used.

## 3. HEPATITIS B VACCINE

Hepatitis B Vaccine (HBV) and vaccination series shall be offered at no cost to employees designated as having primary occupational exposure to blood borne

pathogens. Employees not offered the vaccine may request it by completing the "Voluntary Request for the Hepatitis B Vaccine" form. The vaccine shall be provided at no cost to the employee. The HBV vaccine is administered in a series of three injections spread out over a six-month period. Side effects are minimal, but the vaccine is not recommended for persons who are allergic or hypersensitive to yeast.

Employees have the right to decline the vaccination. Those who do so shall sign a declination form. Employees who initially decline the Hepatitis B vaccine and later wish to have it may still have the vaccine provided at no cost to themselves.

The Hepatitis B vaccine program is administered by the Risk Management Department, in cooperation with program managers and principals.

4. POST-EXPOSURE EVALUATION AND FOLLOW-UP

All exposure incidents shall be reported to the Program Manager or Principal and the Human Resources Department immediately. Some examples of exposure incidents are; an employee bitten by a student; blood, saliva or vomit entering the eyes, nose, mouth or an open wound; clean up of blood, saliva, semen or vomit without personal protective equipment; and a search resulting in a needle stick or cut by a contaminated sharp object.

Employees who experience an exposure incident will be offered post-exposure evaluation and follow-up in accordance with OSHA Standard.

5. BLOODBORNE PATHOGENS

All employees will receive information regarding all aspects of the Blood borne Pathogens Exposure Control Plan during the New Employee Orientation.

## **PROCEDURES TO ENSURE A SAFE AND ORDERLY ENVIRONMENT**

### **PHILOSOPHY OF DISCIPLINE**

#### **RULES AND PROCEDURES ON SCHOOL DISCIPLINE**

- Behavior expectations and the consequences for not meeting expectations must be clearly communicated to all students and their parents (in writing as well as verbally).
- The severity of consequences for violating behavior expectations increases with each incident of inappropriate behavior.
- The consequences for violating behavior expectations should be severe enough to discourage students from making poor behavior decisions.
- Expectations and consequences should permit students an opportunity to eliminate inappropriate behavior.

Additionally, the school staff recognizes that the middle school years are a transition time from adolescence to young adulthood. As a part of this transition, the student is given greater opportunities to be responsible and demonstrate independence and good judgment. The structure of our behavior expectations (in the classroom as well as school wide) is meant to encourage students to be responsible. The first step in many instances of inappropriate behavior (those considered to be "minor") is a simple warning ("Your behavior is unacceptable. Please stop such behavior"). It is only when a student ignores such warnings and continues to choose to act irresponsibly (like a child rather than an emerging adult) that we involve parents and implement consequences.

#### **ELEMENTS OF A GOOD DISCIPLINE PROGRAM**

1. The program is focused upon making the entire campus, especially the classroom, a safe, supportive and orderly environment for learning for students and staff.
2. Classroom authority is retained by the classroom teacher. (Administration's role is to support, not to replace.)
3. Rules and procedures are clearly understood by staff and students.
4. All staff members will acknowledge and take appropriate action on any minor or major infraction of the school rules.
5. Rules and procedures comply with State Law and SCCOE policies.

SCCOE-School Emergency Response Comprehensive Safety Plan

6. The program recognizes the responsibilities and the rights of students and staff.
7. Program is structured to keep students in class and engaged in the educational process.
8. Rules are enforced:
  - A. By all staff members at all times
  - B. Strictly, but not rigidly (beware of "automatics")
  - C. In substantial part by adult modeling
  - D. Using techniques that promote the growth of positive self-esteem.
  - E. As close to the source as is possible.
  - F. By keeping parents informed.
9. The discipline program is understood, endorsed, and supported by staff, parents, and students.

## **PRINCIPAL'S STATEMENT TO COUNTY COMMUNITY SCHOOL STAFF**

### **EXPECTATIONS IN DEVELOPING & MAINTAINING DISCIPLINE**

As Principal of our school, I will expect:

Each teacher to have a defined system of classroom management. A written description of this system, including representative examples of the progressive interventions you intend to employ, will be approved and filed by me. Whenever possible and appropriate, teachers are encouraged to use standards and systems that are consistent with other school members.

You can expect:

Each administrator to assist and support you in every reasonable way in developing, implementing, and refining that system as needed.

I will expect:

That when you refer a student for discipline:

1. The student has been made fully aware of classroom and school rules and knows what rules he/she has violated. Student has been warned of behavior and given a replacement behavior, second warning to remind them of new behavior at the 3<sup>rd</sup> warning student should be sent to Principal for a meeting with the student.
2. Teachers within a school will discuss any continuing behavior problems and schedule a team conference with the student and parents when appropriate.
3. That information will be provided on the referral regarding previous actions you have taken regarding this specific issue.
4. You have exhausted the interventions at your disposal (i.e., you have done everything you can do) and you have followed the guidelines established by the administration and staff on what constitutes an appropriate behavior referral.
5. The behavior was so serious or so blatant as to make immediate removal from the classroom necessary.
6. The written referral will be explicit in stating the offense(s). Interventions taken will also be documented.
7. You will send the student out of class with a referral only if his/her continued presence in the class would disrupt or prevent teaching and/or learning.

SCCOE-School Emergency Response Comprehensive Safety Plan

8. If necessary, the referral will be delivered to the office at a time convenient to the staff member so that the issue may be handled most efficiently, causing a minimum of lost class time.

You can expect:

1. Each administrator to support your position in every reasonable way.
2. A response time on your referral of one, or at most, two days.
3. The availability of an administrator to discuss unresolved referrals after school on any given day.
4. That the administrator will exercise independent judgment regarding disposition of referrals.

I will expect:

1. That each teacher will go to the doorway of his/her classroom after each class period as often as possible and assume control of student behavior in the outside.
2. That each staff member will hold students accountable for their behavior on the school grounds at all times.
3. Students are supervised by an adult at all times, including; bathroom, PE, Breaks, Fieldtrips entering and exiting campus.

You can expect:

1. Administrator support, investigation, and follow-through as indicated.
2. A response to referrals from incidents outside the classroom to be the same as to those within.

David Wong \_\_\_\_\_, Principal

## **WHAT TO DO WHEN PROBLEMS APPEAR**

Both behavioral and academic problems are present in some of our students. Teachers often ask for guidelines for dealing with these problems. Here they are:

1. Talk to the administrator assigned to your grade level.
2. Call parents at first sign of concern. Inform the parents of your observations, ask for their ideas, assistance, and support in serving the student. Keep a log of your calls.
3. If possible, talk privately to the student about your concerns.
4. Behavior concerns—Any official suspensions will be in Aries, also look for teacher comments on report cards. Look for patterns of behavior. We use In-House Suspension whenever possible, as it is preferable to having students at home unattended—and it saves SCCOE money. Serious infractions (fighting, threats, etc.) do result in official suspension as well as being cited by law enforcement. Unresponsive students can be moved to other schools or expelled after all efforts have been made for student to change behavior.
5. Referrals—please remember if you write a student referral, you are required to call the parents. You are writing the referral and can answer the parents' questions firsthand. Administrators will also call parents, but we can only give secondhand information on the incident.
6. Academic Concerns—Look at Aries and transcript of student. This will contain test scores, report cards, and a student history. You may want to ask the grade level administrator to schedule a Student Study Team (SST). This will involve a meeting with the student, parents, administrators, students' teachers, and perhaps the psychologist.

## **SCHOOL SITE POLICIES**

### *Alcohol and Other Drugs Policy*

#### **Santa Clara County Office of Education**

#### **Board Policy No. 5731**

#### **Alcohol and Other Drugs**

Because the use of alcohol and other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences, the Board intends to keep schools free of alcohol and other drugs.

The Board desires that every effort be made to reduce the chances that our students will begin or continue the use of alcohol and other drugs. Alcohol, like any other controlled substance, is illegal for use by minors. The Board further recognizes that the possession, sale, and/or use of any of these substances at school or at school functions exposes not only the students involved but others to potentially hazardous situations. Therefore, it is the Board's intent that the Superintendent shall develop a comprehensive prevention program that includes instruction, intervention, recovering student support, and enforcement/discipline. The Superintendent shall clearly communicate to students, staff and parents/guardians all Board policies, regulations, procedures and school rules related to this prevention program. Special efforts shall be made to ensure that these materials are understood by parents/guardians and students of limited literacy or limited English proficiency.

#### **INSTRUCTION**

The curriculum will be comprehensive and sequential in nature and suited to meet the needs of students at their respective grade levels.

The Board encourages staff to display attitudes which make them positive role models for students with regard to alcohol and other drugs. Staff should help students see themselves as responsible partners in efforts to maintain a safe, constructive school climate.

All instruction and related materials shall stress the concept of "no unlawful use" of alcohol or other drugs and shall not include the concept of "responsible use" when such use is illegal.

## **INTERVENTION**

The Board recognizes that there are students on campuses who use alcohol and other drugs and can benefit from intervention. The Board supports intervention programs that include the involvement of students, parents/guardians and community agencies/organizations.

The Board finds it essential that school personnel be trained to identify symptoms which may indicate use of alcohol and drugs. The responsibilities of staff in working with, intervening, and reporting students suspected of alcohol and other drug use shall be clearly defined in administrative regulations.

Administrative regulations shall also identify the roles and responsibilities of law enforcement staff as reflected in procedures which the county and law enforcement agency have established for the coordinated alcohol and drug prevention intervention system. Law enforcement staff shall receive copies of all Board policies, regulations, procedures and school rules related to this program.

Students and parents/guardians shall be informed about the signs of alcohol and other drug use and about appropriate agencies offering counseling.

## **EVALUATION**

A program will be established to evaluate the results of the instructional and intervention programs.

## **NONPUNITIVE SELF-REFERRAL**

The Board strongly encourages any student who is using alcohol or drugs to discuss the matter with his/her parent/guardian or with any staff members. If the student is uncomfortable doing this, he/she is encouraged to ask a friend to discuss the problem with a parent/guardian or staff member. Students who disclose past use of alcohol or other drugs when seeking help from an intervention or recovery program shall not be punished or disciplined for such past use.

## **RECOVERING STUDENT SUPPORT**

The Board recognizes the presence of recovering students in the schools and the necessity to support these students in avoiding re-involvement with alcohol and other drugs. The Board shall provide ongoing school activities which enhance recovery.

## **ENFORCEMENT/DISCIPLINE**

The Superintendent shall take appropriate action to eliminate possession, use or sale of alcohol and other drugs related paraphernalia on school grounds, at school events, or in any situation in which the school is responsible for the conduct and well-being of students. Students possessing, selling and/or using alcohol or other drugs or related paraphernalia shall be subject to disciplinary procedures which may result in suspension or expulsion.

School authorities may search students and school properties for the possession of alcohol and other drugs as long as such searches are conducted in accordance with law, Board policy and administrative regulations.

**Santa Clara County Office of Education**

**Administrative Regulation No. 6150**

**Alcohol and Other Drugs**

Students shall receive instruction by appropriately trained instructors about the nature and effects of alcohol and other drugs, including dangerous drugs defined by Health and Safety Code 11032. (Education Code 51260)

Site administrators shall determine that drug education instructors possess: (Education Code 51260)

1. The ability to interact with students in a positive way
2. Knowledge of the properties and effects of tobacco, alcohol, narcotics, dangerous drugs, and shared drug apparatus
3. Effective teaching skills and competency in helping students to express opinions responsibly and to become aware of their values as they affect drug-use decisions

At all grade levels, instruction shall include a study of the effects of alcohol and other drugs upon the human system, as determined by science. Instruction shall be sequential in nature and suited to meet the needs of students at their respective grade level. (Education Code 51203, 51260)

In grades 1 through 6, instruction in drug education should be given in health courses required by Education Code 51210. (Education Code 51260)

In grades 7 through 12, instruction in drug education shall be conducted in health courses and in any other appropriate area of study required by Education Code 51220. (Education Code 51260)

Secondary school instruction shall include a study of the effects of alcohol and other drugs upon prenatal development. (Education Code 51203)

The drug education program in schools shall augment SCCOE drug education services. SCCOE staff shall take every opportunity to cooperate with Health Programs staff in planning and implementing collaborative alcohol and drug prevention programs. (Education Code 51260, 51268)

**Santa Clara County Office of Education**

**Office Policy Regulation No. 5731**

**Alcohol and Other Drugs**

**INTERVENTION**

The staff shall intervene whenever students use alcohol or other illegal drugs while on school property or under school jurisdiction. Staff members who believe that a student may be under the influence of alcohol or drugs shall immediately notify the principal or designee.

If the principal or designee knows, observes or suspects that a student may be under the influence of alcohol or drugs, he/she may notify the parent/guardian. (Education Code 44049)

However, school staff shall not disclose confidential information provided during counseling by a student 12 years of age or older. School counselors may report such information to the principal or parent/guardian only when they believe that disclosure is necessary to avert a clear and present danger to the health, safety or welfare of the student or other persons living in the school community. They shall not disclose such information to the parent/guardian if they believe that the disclosure would result in a clear and present danger to the student's health, safety or welfare. (Education Code 44049, 49602)

In cases of medical emergency, the principal is authorized to call an ambulance to remove the student to a hospital. Parents/guardians will be notified of this action and shall be responsible for the incurred expenses.

**ENFORCEMENT/DISCIPLINE**

Staff shall notify the principal or designee immediately upon suspecting a student is selling, providing or using alcohol or other drugs.

When any student uses, possesses or sells alcohol or illegal drugs at school or while under school jurisdiction, the following shall result:

1. Parent/guardian contact
2. Suspension or expulsion in accordance with law or
3. Contact with law enforcement authority within one school day of the suspension (Education /Code 48902)

In addition, the following actions may be taken:

1. Referral to an appropriate counseling program
2. Transfer/alternative placement
2. Restriction from all extracurricular activities, including athletics, for the length of the semester

## **REPORTS**

Upon request, the Superintendent or designee shall submit alcohol and drug prevention program information to the California Department of Education, including information on the prevalence of drug use and violence by youth in the schools and community. Such information shall also be made readily available to the public. (20 U.S.C. 7117)

**Santa Clara County Office of Education**

**Board Policy No. 2350**

**Tobacco Free Workplace**

It is the policy of the Board to support the health and safety of all employees, students, and visitors to Office sites. For this reason, effective July 1, 1995, smoking and use of tobacco products shall be prohibited at all sites operated by the Office, on all Office property, and in all Office vehicles. No exceptions to this policy shall be permitted.

The Superintendent is directed to develop administrative regulations that will address actions required to implement this policy, to include the following: dissemination of information, enforcement procedures, posting of signs, referrals to smoking cessation support programs, and implementation of curricula designed to discourage the use of tobacco products..

Legal Reference:

EDUCATION CODE

48901 – Smoking or use of tobacco; steps to discourage

HEALTH AND SAFETY CODE

39002 Control of air pollution from non-vehicular sources

104420 Implementation of tobacco use prevention program

LABOR CODE

6404.5 Occupational safety and health; use of tobacco products

UNITED STATES CODE, TITLE 20

6083 Nonsmoking policy for student's services

PERN RULINGS

CSEA #506 and Associated Teachers of Metropolitan Riverside v. Riverside Unified School

PERB Order #750 (13 PERC 20147)

Eureka Teachers Assn. v. Eureka School District (1992) PERB Order #955 (16 PERC 23168)

**Santa Clara County Office of Education**

**Administrative Regulation No. 2350**

**Tobacco-Free Workplace**

A. Purpose

In light of findings which indicated that even secondhand exposure to environmental tobacco smoke can cause lung cancer and other illnesses, and in order to present a positive role model to students, it is the intent of the Superintendent, acting with concurrence of the Board, to protect the health and safety of employees, students, clients and visitors by providing a tobacco-free environment.

B. Restatement of Policy

Tobacco use is prohibited in all facilities owned and/or operated by the Office, including indoors, outdoors and in all Office vehicles whether located on or off the premises. Included in this prohibition is tobacco use in privately owned vehicles located on Office—owned and/or operated property. This policy applies to employees, students, and the general public.

C. Notification of Tobacco-Free Policy

1. Applicants/New Employees

Applicants for employment will be advised of the tobacco-free policy during the interview. Selected applicants will again be advised of the tobacco-free policy when signing their new employee paperwork. This is intended to communicate the philosophy of the Office, which is to move toward a tobacco-free environment, and also to encourage those who use tobacco at the time of employment to make use of the various tobacco cessation programs that are available.

2. Visitors/General Public

This policy shall be disseminated throughout the organization and community by the posting of signs and poster, public announcements at meetings and school events and in written communications.

SCCOE-School Emergency Response Comprehensive Safety Plan

D. Employee Assistance

The Office will provide a list of community resources which will assist employees who wish to stop using tobacco products.

E. Enforcement Procedures

The success of this policy will depend on the thoughtfulness, consideration and cooperation of tobacco users and non-users. All individuals on Office/School premises share in the responsibility for adhering to and enforcing this policy.

1. Student Enforcement

Student enforcement of this policy will be consistent with existing school discipline plans and state law regarding possession and/or use of tobacco products by students on school grounds.

Legal Reference:

EDUCATION CODE

48901 Smoking or use of tobacco; steps to discourage

HEALTH AND SAFETY CODE

39002 Control of air pollution from non-vehicular sources

104420 Implementation of tobacco use prevention program

LABOR CODE

6404.5 Occupational safety and health; use of tobacco products

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PERB RULINGS

CSEA #506 and Associated Teachers of Metropolitan Riverside v. Riverside Unified School District (1989)

PERB Order #750 (13 PERC 20147)

Eureka Teachers Assn. v. Eureka City School District (1992) PERB Order #955 (16 PERC 23168)

## *Assault*

Penal Code  
PC 245.5 00245.005

### Assaults against school employees; punishment

- (a) Every person who commits an assault with a deadly weapon or instrument, other than a firearm, or by any means likely to produce great bodily injury upon the person of a school employee, and who knows or reasonably should know that the victim is a school employee engaged in the performance of his or her duties, when that school employee is engaged in the performance of his or her duties, shall be punished by imprisonment in the state prison for three, four, or five years, or in a county jail not exceeding one year.
- (b) Every person who commits an assault with a firearm upon the person of a school employee, and who knows or reasonably should know that the victim is a school employee engaged in the performance of his or her duties, when the school employee is engaged in the performance of his or her duties, shall be punished by imprisonment in the state prison for four, six, or eight years, or in a county jail for not less than six months and not exceeding one year.
- (c) Every person who commits an assault upon the person of a school employee with a stun gun or Taser, and who knows or reasonably should know that the person is a school employee engaged in the performance of his or her duties, when the school employee is engaged in the performance of his or her duties, shall be punished by imprisonment in a county jail for a term no exceeding one year or by imprisonment in the state prison for two, three, or four years.

This subdivision shall not be construed to preclude or in any way limit the applicability of Section 245 in any criminal prosecution.

- (d) As used in the section, "school employee" means any person employed as a permanent or probationary certificated or classified employee of a school district on a part-time or full-time basis, including a substitute teacher. "School employee," as used in this section, also includes a student teacher, or a school board member. "School," as used in this section, has the same meaning as that term is defined in Section 626.

(Amended by Stats. 1992, Ch. 334, Sec.1.)

## *Attendance*

The Santa Clara County Office of Education believes that regular attendance plays an important role in student achievement. SCCOE also recognizes its responsibility under the law to ensure that students attend school regularly. Parents/guardians of students 6 to 18 are obligated to send their students to school unless otherwise provided by law. SCCOE shall abide by all state attendance laws and may use appropriate legal means to correct the problems of excessive absence or truancy.

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law.

## *Behavior*

The Governing Board and County Superintendent believe that all students have the right to be educated in a positive learning environment free from disruptions. On school grounds and at school activities, students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program.

Behavior is considered appropriate when students are diligent in study, careful with school property, courteous and respectful towards their teachers, staff, students and volunteers.

Students will be expected to conduct themselves as if they were on a job. Horseplay and profanity will not be tolerated.

Prohibited student conduct includes but is not limited to:

1. Behavior that disrupts the orderly classroom or school environment
2. Behavior that endangers teachers, staff, parents, volunteers and/or students
3. Harassment of students or staff, including bullying, intimidation, hazing, or any other verbal, written or physical conduct that causes or threatens to cause bodily harm or emotional suffering
4. Damage, loss or theft of property belonging to the Santa Clara County Office of Education, teachers, staff, parents, volunteers and/or students
5. Possession or use of laser pointers, unless used for a valid instructional or other school-related purpose, including employment
6. Profane, vulgar or abusive language
7. Plagiarism or dishonesty in school work or on tests
8. Inappropriate dress
9. Tardiness and unexcused absence from school
10. Failure to remain on school premises in accordance with school rules
11. Failure to follow safety procedures
12. Students who violate SCCOE or school rules and regulations may be subject to discipline, including but not limited to suspension

13. Students may be suspended from SCCOE schools:
  - a. In possession of drugs, alcohol or any controlled substance
  - b. In possession of a weapon or anything resembling a weapon
  - c. Stealing
  - d. Vandalizing (including tagging and graffiti)
  - e. Showing disrespect or insubordination

## *Bullying*

The Santa Clara County Office of Education believes that all students have a right to a safe and healthy school environment. The schools and community have an obligation to promote mutual respect, tolerance, and acceptance.

SCCOE 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. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling and social isolation or manipulation.

Students and/or staff are expected to immediately report incidents of bullying to the principal or designee. Staff are to immediately intervene when they see a bullying incident occur. Each complaint of bullying should be promptly investigated.

To ensure safety for all students on all SCCOE campuses teachers should discuss bullying with their students. Students who bully are in violation and are subject to disciplinary action up to and including expulsion.

Students are expected to immediately report incidents of bullying to the principal or designee.

## *Bullying Prevention*

The following prevention tips are used by the schools within the Santa Clara County Office of Education.

Students:

1. If bullied, tell your parents. Telling is not tattling.
2. Tell a teacher, counselor, principal or have parents talk to the school.
3. Do not retaliate or get angry.
4. Respond evenly and firmly or say nothing and walk away.
5. Act confident.
6. Avoid unsupervised areas of school.

Parents:

1. Encourage your child to share problems with you; assuring them that telling is not tattling.
2. Maintain contact with the school. Keep a detailed record of bullying episodes and communication with the school.
3. Encourage you to child to participate in activities to improve esteem.

Schools:

1. Establish a bullying prevention committee.
2. Create a long-term anti-bullying plan and raise school awareness and involvement.
3. Involve parents in planning, discussions and action plans.
4. Establish classroom rules against bullying.

## *Campus Guidelines*

Students shall:

1. Attend school punctually and regularly
2. Conform to the regulations of the school
3. Obey promptly all the directions of his/her teacher and others in authority
4. Observe good order
5. Be diligent in study
6. Respectful to his/her teacher and others in authority
7. Be kind and courteous to schoolmates
8. Refrain entirely from the use of profane and vulgar language.

## *Campus Visitors*

No one, other than those designated on the emergency card, will be permitted to take your child from school.

All school visitors are required to check in at the school office as soon as they arrive. Parents must report to the school office and sign your child out. Parents who have a complaint are to request an appointment with the principal or designee. No disruption of school activities or verbal/physical assaults will be tolerated by visitors on campus. (*E.C. 44810 and 44811*) Administration has the authority to direct non-students to leave campus. (*Penal Code Section 626.6*)

Administration may also direct persons to leave campus whose presence interferes with school activities, unless such person is a parent of a child attending that school, is a student of the school, or has prior written permission of school administration. (*Penal Code Section 626.8*)

## *Classroom Discipline for Staff*

The at-risk student is successful when certain elements are present. These include, but are not limited to, the following:

- Clearly define behavioral expectations;
- Immediate consequences when behavioral expectations are violated;
- Predictability in classroom routine;
- Planned, daily lessons/activities which are posted in the classroom;
- Immediate feedback;
- Respectful behavior and communication by all school personnel;
- Visuals that reflect student achievement;
- Clean, organized classroom;
- One-on-one communication when addressing behavior, outside the purview of others; and
- Frequent communication with and involvement of parents, probation, and all other pertinent ancillary agencies.

### **Consequences**

They must always be previously defined and fairly and equally applied. At least one warning but no more than two warnings should precede the consequence. NO warnings precede a duplicated behavior problem. Giving chance after chance sends the wrong message and you will lose your credibility.

### **Establishing Teacher Control**

You must establish yourself as the person in control of your classroom. You will not assume the position of the authority figure if you allow someone else to do all of the discipline for you. You must earn that authority. Authority will not automatically take place because you have the title, “teacher”.

How you earn this position depends on your individual personality. It can be done with humor, direct and stern talk, and so on. The important element within each technique is that you must ALWAYS say what you mean, mean what you say, be consistent, and ALWAYS follow-through.

Your students are used to being able to manipulate and will rarely assume responsibility for their actions. You must, therefore, provide the boundaries necessary to stop manipulation and promote accountability. That can only be achieved if your message is consistent and predictable. Once the student is convinced that you indeed say what you mean and follow-through, he/she will believe what you say when you are saying it.

The at-risk student is defiant and lacks the will or ability to establish and maintain appropriate behavior boundaries. Those boundaries must be established for them.

It is not cruel to insist:

- upon academic rigor that is at an achievable high level;
- that student conduct themselves in a polite and civil manner; and
- that their speech exclude the use of vulgarity.

The teacher must encourage and reinforce the concept that your students can achieve despite the sordid details of their young lives.

Remember, it is this lower expectation that earned them a place in your classroom.

Once authority has been established, the at-risk student will comply, focus and achieve.

### **Suggested Strategies to Provide Classroom Structure**

There are several strategies that can be used to provide the type of learning container that allows the at-risk student to succeed.

#### *Behavior/Rules*

- Draft behavior rules (10 or less), review and distribute to all students;
- Post behavior rules in classroom;
- Consistently enforce behavior rules;
- Clearly define what your warning will be when a behavior rule is violated;
- Immediately and consistently consequence behavior problems;
- Create a seating chart and rarely allow students to sit where they want;
- Individual desks encourage control – tables do not;
- Post school rules and school dress codes and enforce them;

#### *Environment*

- Never allow students to leave their desks without first receiving permission to do so;
- Never allow students to roam your school site during class unescorted;
- Establish break times and adhere to them (it should be a rare occasion that a student leaves your classroom during class instruction);

#### *Emotion*

- Never allow anger to be expressed in the classroom (remove the student and talk with him/her until he/she calms down);
- Eliminate, either permanently or for a prescribed amount of time, any activity where acting-out seems to regularly occur;

*Teacher/Para educator*

- Never establish yourself as the student 's "friend" because you will be seen as betraying them when you discipline them;
- Never use vulgarity or anger in a student's presence (you must teach appropriate behavior, not duplicate poor behavior);
- Never talk "over" the voices of your students – insist on quiet when you speak;
- Reward positive behavior in age-appropriate ways;
- Exercise your right to search each student if you find a frequency of illegal items being brought into the classroom; and
- When your back is to your class, your para educator should be watching the class;
- Para educators should be at the opposite position where the teacher is in the classroom;
- The disciplining of a student should be shared by para educator and teacher and should never be the sole duty of the para educator (to establish yourself as the person in control, you must be involved in the discipline of your students);

*Reporting/Contact/Involvement*

- Report behavior concerns to parents the day they occur;
- Make contact with the student's probation officer to establish a relationship;
- Establish an expectation of the parent's involvement and involve them regularly;

*Expectation*

- Expect learning and expect good behavior.

**Probation and Parents**

Establish an agreed upon routine for reporting student conduct to probation. At minimum, it should be weekly and a written report should be sent so it can be placed in the ward's probation file. The FIRST behavior problem should be immediately reported to probation. The SECOND behavior problem should result in you meeting with the student and the probation officer.

With non-probation students, the first behavior problem of a new student should result in a parent telephone call. The SECOND behavior problem should result in a parent conference. Acting immediately like this establishes your commitment to holding the student accountable for the behavior you expect. The at-risk student is used to "chances" and does not learn anymore when given them. What works is to say what you mean and mean what you say. That creates an atmosphere of student trust towards you and teaches the student that accountability is an expectation and a prerequisite to success in your classroom.

## **Structure**

The key to success in creating a functional classroom of at-risk students is “structure”. Structure includes predictability, routine, and consistency.

Not all at-risk students present themselves in the same way in a classroom. Some are quiet, some are loud, some are shy, some are bullies, some are sad and some are mad. Despite the differences in their presentations, they all succeed in the same type of environment--one that is structured, predictable, and routine. When a student’s personal life is in chaos, for whatever reason, the only environment that contains and calms that life is one that is structured. Structure provides personal safety and when a student feels safe, they can then stop acting-out. Once the acting-out stops, the student starts to succeed.

## *Classroom Disruption/Insubordination*

The Santa Clara County Superintendent of Schools or the principal of a school in which a student is enrolled determines that a student has disrupted school activities or otherwise willfully defined the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, may be suspended.

## *Code of Safety and Conduct*

The Santa Clara County Office of Education recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. Appropriate practices have been implemented to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

Staff is responsible for the proper supervision of students during school hours, school-sponsored activities, and while students are using contracted bus transportation to and from school.

The Santa Clara County Office of Education shall ensure that students receive appropriate instruction on topics related to safety, as well as injury and disease prevention.

## *Communications Home/School*

The Santa Clara County Office of Education recognizes that notifications are very important to effectively communicate between the school and the home. The Superintendent or designee shall send students and parents/guardians all notifications required by law, including notifications about their legal rights, and any other notifications he/she believes will promote parental understanding and involvement.

Communication is available in English, Spanish and Vietnamese.

## *Communications Parent/School*

The Santa Clara County Office of Education recognizes that parent communication between the parent and the school is important. Parents are invited to telephone their student's school for information regarding their child.

Parents are invited to participate in our School Site committee, DLAC and ELAC committees. Parents are also phoned once a month to update student progress both positive and negative. Students' grades are sent home quarterly to inform parents on their child's progress. (might want to add information on the blackboard system.)

## ***Conduct***

The County Superintendent believe that all students have the right to be educated in a positive learning environment free from disruptions. On school grounds and at school activities, students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program.

The County Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with SCCOE policies and administrative regulations.

Behavior is considered appropriate when students are diligent in study, careful with school property, courteous and respectful towards their teachers, other staff, students and volunteers.

Prohibited student conduct includes but is not limited to:

1. Behavior that disrupts the orderly classroom or school environment
2. Behavior that endangers staff and/or students
3. Harassment of students or staff, including bullying, intimidation, hazing, or any other verbal, written or physical conduct that causes or threatens to cause bodily harm or emotional suffering
4. Damage to or theft of property belonging to SCCOE, staff or students
5. Except with prior consent for health reasons, use of electronic signaling devices during school hours and at school related activities. Electronic signaling devices may include, but are not limited to, pagers, beepers and cellular telephones
6. Possession or use of laser pointers, unless used for a valid instructional or other school-related purpose, including employment
7. Profane, vulgar or abusive language
8. Plagiarism or dishonesty in school work or on tests
9. Inappropriate dress
10. Tardiness and unexcused absence from school
11. Failure to remain on school premises in accordance with school rules

Students and parents/guardians shall be notified of school rules related to conduct.

## **Enforcement of Standards**

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, they shall refer the matter to their supervisor or administrator for further action.

Students who violate district or school rules and regulations may be subject to discipline, including but not limited to suspension, expulsion or transfer.

### Legal References:

#### EDUCATION CODE

35181	Governing board policy on responsibilities of students
35291-35291.5	Rules
44807	Duty concerning conduct of students
48900-48925	Suspension or expulsion
48908	Duties of students

#### CIVIL CODE

1714.1	Liability of parents and guardians for willful misconduct of minor
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#### PENAL CODE

417.25-417.27	Laser scope
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#### CALIFORNIA CODE OF REGULATIONS, TITLE 5

300-307	Duties of pupils
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#### UNITED STATES CODE, TITLE 42

200h Title IX, 1972 Education Act Amendments
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**Santa Clara County Office of Education**

**Administrative Regulation No. 6350**

**Confiscation of Electronic Signaling Devices**

The Board acknowledges that there are reasons for students to possess electronic signaling devices (pagers, beepers, cellular telephones, etc.) while on campus. While the Board authorizes the possession of these signaling devices, it also recognizes that their use can disrupt the instructional process that is provided in the classroom and at school functions. Therefore the following procedures shall be implemented:

1. Electronic signaling devices may be in the possession of students
2. Students shall have the signaling devices turned off during school hours. Except with prior consent for health reasons, use of electronic signaling devices during school hours and at school related activities is prohibited.
3. Should a student receive a phone call or page during school hours or at school related activities, the device shall be confiscated by certificated or classified staff members and given to an administrator who will return it to the student at the end of the day. A second infraction will result in the signaling device being confiscated and the parent shall meet with the principal or the principal's designee in order to retrieve the device. A third infraction will result in an in-house suspension with the signaling device being revoked until the end of the semester.
4. The Santa Clara County Office of Education assumes no responsibility for the protection, loss or damage to any electronic signaling device.
5. Students may possess and use an electronic signaling device at any time if the device has been determined to be essential for the health of the student. Prior written permission by the principal or principal's designee is required.

## *Conflict Resolution*

To promote student safety and contribute to the maintenance of a positive school climate, the Santa Clara County Board of Education encourages the development of school-based conflict resolution programs designed to help students learn constructive way of handling conflict. SCCOE believes that programs can reduce violence and promote communication, personal responsibility and problem-solving skills among students.

## *Crime Reporting*

### Education Code 48902

- (a) The principal of a school or the principal's designee shall, prior to the suspension or expulsion of any student, notify the appropriate law enforcement authorities of the county or city in which the school is situated, of any acts of the student that may violate Section 245 of the Penal Code.
- (b) The principal of a school or the principal's designee shall, within one school day after suspension or expulsion of any student, notify, by telephone or any other appropriate method chosen by the school, the appropriate law enforcement authority of the county or the school district in which the school is situated of any acts of the students that may violate subdivision (c) or (d) or Section 48900.
- (c) Notwithstanding subdivision (b), the principal of a school or the principal's designee shall notify the appropriate law enforcement authorities of the county or city in which the school is located of any acts of a student that may involve the possession or sale of narcotics or of a controlled substance or a violation of Section 626.9 or 626.10 of the Penal Code.
- (d) A principal, the principal's designee, or any other person reporting a known or suspected act described in subdivision (a) or (b) is not civilly or criminally liable as a result of a making any report authorized by this article unless it can be proven that a false report was made and that the person knew the report was false or the report was made with reckless disregard for the truth or falsity of the report.
- (e) The willful failure to make any report required by this section is an infraction punishable by a fine to be paid by the principal or principal's designee who is responsible for the failure of not more than five hundred dollars (\$500).
- (f) The principal of a school or the principal's designee reporting a crime act committed by a school age individual with exceptional needs, as defined in Section 56026, shall ensure that copies of the special education and disciplinary records of the pupil are transmitted, as described in paragraph (9) of subsection (k) of Section 1415 of Title 20 of the United States Code, for consideration by the appropriate authorities to whom he or she reports the criminal act. Any copies of the student's special education and disciplinary records may be transmitted only to the extent permissible under the federal Family Education Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g et seq.).

The principal of a school or the principal's designee shall, notify the appropriate law enforcement authorities of the county or city in which the school is located of any acts of a student that may involve the possession or sale of narcotics or of a controlled substance or a violation of Section 626.9 or 626.10 of the Penal Code.

## *Discipline*

### **Santa Clara County Office of Education**

#### **Board Policy No. 5710**

#### **Adoption of School Discipline Rules and Procedures**

At least every four (4) years each public school governed by the Board and/or the Superintendent shall adopt rules and procedures on school discipline applicable to the school.

Each school shall solicit participation in the development of school discipline rules and procedures by a representative of:

- (1) parents;
- (2) teachers and para educators;
- (3) school administrators;
- (4) school security personnel, if any; and
- (5) students, if for junior high schools and/or high schools.

Meetings will be held for the purpose of developing rules and procedures on existing school sites or Office facilities, during non-classroom hours, and on normal school days.

The final version of the rules and procedures will be adopted by the site administrator of the school, or his or her designee, and a representative selected by the school's teachers.

Each employee of the schools shall enforce the rules and procedures adopted under this section.

At the beginning of each school year and at the time of enrollment of transfer students, the Office will give written notice to parents or guardians regarding the school discipline rules and procedures.

The Board or the Superintendent may review such rules and procedures, at an open meeting, for consistency with Board policy and state law.

## *Fire/Emergency Drills*

### FIRE EMERGENCY PROCEDURES

#### Evacuation

1. All buildings and areas will be evacuated according to the site plan if:
  - (a) The regular site fire alarm is activated. (Intermittent short bells for 10 seconds followed by 5 seconds of silence; sequence repeated for at least 1 minute).
  - (b) The alternate alarm is activated. (To be defined by the site administrator).
2. Fire, Rescue and Security team will make certain that all rooms and areas are evacuated.
3. Portable communication equipment is made available for emergency use.
4. Determine possibility and location of fire. (Fire, Rescue and Security Team responsibility).
5. Give all-clear signal (one long bell) if there is no fire.
6. Reset alarm system within a reasonable length of time (5 minutes).

#### Fire Within a Building

In the event a fire is detected within a building, the following actions will be taken:

1. Sound the fire alarm. This will automatically implement LEAVE BUILDING.\*
2. Assemble staff and students at a safe distance from the fire and away from the fire-fighting equipment.
3. Protect school's vital records.
4. Render First Aid as necessary.
5. Notify the Fire Department and specify exact meeting place and designate a person to meet the responding engine companies.
6. Notify the local Police or Sheriff's office.
7. If it is possible for adults to fight small fires without endangering life, do so. Remember, the first responsibility is to protect and supervise students/staff. It is better to let the fire burn rather than leave students unattended.
8. Keep access roads and gates open for emergency vehicles.

Instructions for Use of Fire Extinguishers

NAMEPLATE SYMBOL	TYPES OF FIRES
A	For wood, paper, cloth, trash and other ordinary combustibles
B	For gasoline, grease, oil, paints, and other flammable liquids
C	For live electrical equipment

The nameplate on your extinguisher shows the symbols designating the types of fires on which it should be used. Read it carefully.

Your fire extinguisher is basically a storage container for a special fire extinguisher agent. When the extinguisher is operated, the agent is expelled by a continuous stream of pressure stored in the container.

**DO NOT INCINERATE BY THROWING INTO A FIRE. IT MAY EXPLODE.**

Operating instructions and cautions for each extinguisher are printed on the nameplate. Read and understand these instructions **BEFORE A FIRE OCCURS**.

Additional Emergency Procedures

If the area or building is being evacuated, close all doors on your way out, if it is safe to do so. Leave lights on.

**DO NOT USE ELEVATORS.** If you are in an elevator, leave it at the nearest floor and exit by the stairs. If the elevator stops at a floor where there is visible smoke, the elevator's electric eye may sense the smoke as an elevator passenger and prevent closure of the elevator doors. In this case, depress and keep depressed the red button at the left of the elevator door which reads "TO BE USED IN CASE OF FIRE ONLY". This button will deactivate the electric eye and allow the elevator to descend to the ground floor.

Meet Fire Department personnel at the entrance of the building to guide them to the fire.

## *Food/Drinks on Campus*

The Superintendent recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for SCCOE students. The Superintendent or designee shall build a coordinated school health system that supports and reinforces health literacy through health education, physical education, health services, nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, and parent/guardian and community involvement.

### SCHOOL HEALTH COUNCIL/COMMITTEE

Policy related to student wellness shall be developed with the involvement of parents/guardians, students, school food service professionals, school administrators, County Office representatives, and members of the public. (42 USC 1751)

The Superintendent or designee may appoint a school health council or other committee consisting of representatives of the above groups. The council or committee may also include SCCOE administrators, health professionals, school nurses, health educators, physical education teachers, counselors, and/or others interested in school health issues.

The school health council or committee shall assist with policy development and advise SCCOE on health-related issues, activities, policies, and programs. At the discretion of the Superintendent or designee, the council's charges may include planning and implementing activities to promote health within the school or community.

### NUTRITION EDUCATION AND PHYSICAL ACTIVITY GOALS

The Superintendent shall adopt goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that SCCOE determines appropriate. (42 USC 1751)

SCCOE's nutrition education and physical education programs shall be based on research, consistent with the expectations established in the state's curriculum frameworks, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

Nutrition education shall be provided as part of the health education program in grades K-12 and, as appropriate, shall be integrated into core academic subjects.

All students in grades K-12 shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education, recess, and other structured and unstructured activities.

The Superintendent or designee shall encourage staff to serve as positive role models. He/she shall promote and may provide opportunities for regular physical activity among employees.

Professional development shall include instructional strategies that assess health knowledge and skills and promote healthy behaviors.

To encourage consistent health messages between the home and school environment, the Superintendent or designee may disseminate health information to parents/guardians through school newsletters, handouts, parent/guardian meetings, SCCOE or school web site, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.

The Board prohibits the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, or other means.

### NUTRITION GUIDELINES FOR FOODS AVAILABLE AT SCHOOL

The Board shall adopt nutrition guidelines selected by SCCOE for all foods available on each campus during the school day, with the objective of promoting student health and reducing childhood obesity. (42 USC 1751)

The Board believes that foods and beverages available to students at SCCOE schools should support the health curriculum and promote optional health. Nutrition standards adopted by SCCOE for all foods and beverages sold to students, including foods and beverages provided through SCCOE's food service program, student stores, vending machines, fundraisers, or other venues, shall meet or exceed state and federal nutrition standards.

The Superintendent or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes. He/she also shall encourage school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.

School staff shall encourage parents/guardians or other volunteers to support SCCOE's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties and by limiting foods or beverages that do not meet nutritional standards to no more than one food or beverage per party. Class parties or celebrations shall be held after the lunch period when possible.

## GUIDELINES FOR REIMBURSABLE MEALS

Foods and beverages provided through federally reimbursable school meal programs shall meet or exceed federal regulations and guidance issued pursuant to 42 USC 1758(f)(1), 1766(a), and 1779(a) and (b), as they apply to schools. (42 USC 1751)

In order to maximize SCCOE's ability to provide nutritious meals and snacks, all SCCOE schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs, to the extent possible.

## PROGRAM IMPLEMENTATION AND EVALUATION

The Board shall establish a plan for measuring implementation of the policy. The Superintendent shall designate at least one person within SCCOE and at each school who is charged with operational responsibility for ensuring that the school sites implement SCCOE's wellness policy. (42 USC 1751)

The Superintendent or designee shall recommend for Board approval specific quality indicators that will be used to measure the implementation of the policy at each SCCOE school. These measures shall include, but not limited to, an analysis of the nutritional content of meals served; student participation rates in school meal programs; any sales of non-nutritious foods and beverages in fundraisers or other venues outside SCCOE's meal programs; and feedback from food service personnel, school administrators, the school health council, parents/guardians, students, and other appropriate persons.

The Superintendent or designee shall report to the Board at least every two years on the implementation of this policy and any other Board policies related to nutrition and physical activity.

## POSTING REQUIREMENTS

Each school shall post SCCOE's policies and regulations on nutrition and physical activity in public view within all school cafeterias or in other central eating areas. (Education Code 49432)

### Legal References:

#### EDUCATION CODE

49430-49436	Pupil Nutrition, Health, and Achievement Act of 2001
49490-49493	School breakfast and lunch programs
49500-49505	School meals
49510-49520	Nutrition
49530-49536	Child Nutrition Act
49540-49546	Child care food program
48547-49548.3	Comprehensive nutrition services
49550-49560	Meals for needy students

SCCOE-School Emergency Response Comprehensive Safety Plan

49565-49565.8 California Fresh Start pilot program  
49570 National School Lunch Act  
51222 Physical education  
51223 Physical education, elementary schools

CODE OF REGULATIONS, TITLE 5

15500-15501 Food sales by student organizations  
15510 Mandatory meals for needy students  
15530-15535 Nutrition education  
15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 42

1751-1769 National School Lunch Program especially:  
1751 Note Local wellness policy  
1771-1791 Child Nutrition Act, including:  
1773 School Breakfast Program  
1779 Rules and regulations, Child Nutrition Act

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210-31 National School Lunch Program  
220.1-220.21 National School Breakfast Program

## *Graduation Requirements*

### **Santa Clara County Office of Education**

#### **Board Policy No. 6146.1**

#### **High School Graduation Requirements 2010-2012**

Students shall receive diplomas of graduation from the Office Court, Community, and Special Education Schools only after completing the prescribed course of study and meeting the standards of proficiency established by the Office.

The prescribed course of study for students graduating 2010-2012:

<u>Subject</u>	<u>Credits</u>
English, including 5 credits in composition	40
Mathematics, to include successful completion of Algebra I	20
Science, including physical, and biological sciences	20
Visual/Performing Fine Arts	10
Social Studies, including United States history and geography, world history, culture and geography; a one-semester course in American government and civics, and a one-semester course in economics	30
Physical education, unless the student has been exempted pursuant to Education Code provision 51241	20
Electives	60

#### **High School Graduation Requirements 2013 and beyond**

<u>Subject</u>	<u>Credits</u>
English, including 5 credits in composition	40
Mathematics, to include successful completion of Algebra I	20
Science, including physical, and biological sciences	20

SCCOE-School Emergency Response Comprehensive Safety Plan

Visual/Performing Fine Arts	10
Social Studies, including United States history and geography, world history, culture and geography; a one-semester course in American government and civics, and a one-semester course in economics	30
Career Technical Education	10
Service Learning & Service Project	20
Computer Applications	10
Life skills	10
Physical education, unless the student has been exempted pursuant to Education Code provision 51241	20
Electives	30

For students graduating before 2013 total of 200 credits are required to graduate from the Office Court, Community programs. After 2013 a total of 220 credits will be required.

The Board recognizes that the prescribed course of study may not accommodate the needs of some students therefore, credit earned from the following alternative means may be included as part of the 220 credits required for graduation:

Work experience or other outside school experience.

Courses offered by regional occupational centers or programs.

Vocational education classes offered in high schools.

Interdisciplinary study.

Independent study.

Credit earned at a post-secondary institution.

Requirements for graduation and specified alternative means for completing the prescribed course of study shall be made available to parents/guardians, students, and the public

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION REQUIREMENTS

Each student shall have successfully passed the state exit exam in language arts and mathematics, in addition to all the County course requirements, as a condition of high school graduation.

Students who have passed all the County course requirements by the end of their senior year but are unable to pass the high school exit examination shall receive a certificate of completion. The Superintendent or designee shall regularly report to the Board regarding the number of students receiving a certificate of completion and the resources that have been offered to such students.

At the beginning of each school year or at the time a student transfers into the district, the Board shall provide written notification to all students in grades 9 through 12 and to their parents/guardians that each student completing the 12<sup>th</sup> grade shall be required to successfully pass the state high school exit examination as a condition of graduation. The notification shall include, at a minimum, the date of the examination, the requirements for passing the examination, and the consequences of not passing the examination.

SUPPLEMENTAL INSTRUCTION

Supplemental instruction shall be offered to any student who does not demonstrate “sufficient progress,” toward passing the exit examination. Sufficient progress shall be defined as not attaining a grade of C or better in standards based English language arts and mathematics courses required for graduation.

Legal References:

EDUCATION CODE

37252	Pupils to who summer school instruction shall be offered
48430	Continuation education schools and classes
48980	Notice of beginning of term; rights and responsibilities of parent or guardian
51224	Skills and knowledge required for adult life
51224.5	Algebra instruction
51225.3	Requirements for graduation
51240-51246	Exemptions from requirements
60850	High school exit examination

CODE OF REGULATIONS

1600-1651	Graduation of pupils from grade 12 and credit toward graduation
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## *Guidance*

The Santa Clara County Office of Education shall ensure that students are provided with academic counseling. This will help students establish immediate and long-range educational plans, achieve academic standards, prepare for the high school exit examination and complete the required curriculum in accordance with their individual needs, abilities, and interests. Parents/guardians shall be included when making educational plans as much as possible.

The guidance counselor will assist students to plan for the future and become aware of their career potential.

Counseling staff shall identify and work with students whose personal problems may prevent them from reaching their potential. As appropriate, students shall be informed about agencies that offer qualified professional assistance with substance abuse, physical or emotional problems, or other personal problems.

SCCOE also recognizes the needs for a prompt and effective response when students are confronted with a traumatic incident. Early identification and intervention shall be developed to help identify those students who may be at risk for violence so that support may be provided before the student engages in violent or disruptive behavior.

## *Harassment*

### **Santa Clara County Office of Education**

#### **Non-Discrimination/Harassment – Students**

The Santa Clara County Superintendent shall ensure that all programs and activities operated by the Santa Clara County Office of Education (hereinafter referred to as SCCOE) shall be free from discrimination, including harassment, with respect to the actual or perceived ethnic group, religion, gender, color, race, ancestry, national origin, and physical or mental disability, age or sexual orientation. The SCCOE regards discrimination/harassment as illegal, and such actions will not be tolerated. This policy is implemented to inform students, staff and parents about what discrimination/harassment is, and the procedures which will be followed by SCCOE upon receipt of discrimination and harassment allegations.

For purposes of this policy, the conduct must be that which a reasonable person of the same protected group as the victim would consider to be sufficiently severe or pervasive as to create an intimidating, hostile, or offensive educational environment or to have a negative impact upon the individual's academic performance.

Any student in a SCCOE-operated program who feels that he/she has been the victim of discrimination/harassment as defined in this policy and administrative regulation, whether committed by an employee, student or volunteer of SCCOE, shall immediately report the matter to any school official of the school of attendance. The person receiving the complaint shall immediately report the matter to a school administrator, and an investigation into the complaint will begin.

Any staff member who has knowledge of conduct of SCCOE employees, volunteers, students, or other individuals of the school community which may constitute discrimination/harassment, is expected to immediately report such conduct to an administrator of the school at which the student attends.

Each complaint of discrimination/harassment shall be promptly investigated in a way that respects the privacy of all parties concerned. All complaints will be taken seriously and confidentiality will be maintained as appropriate. There shall be no retaliation in any form against any complainant or participant in the complaint process.

All complaints of sexual harassment or discrimination shall be processed in compliance with the Uniform Complaint Procedures set forth in Board Policy 1213.

SCCOE-School Emergency Response Comprehensive Safety Plan

To promote an environment free of discrimination/harassment, the school administrator or designee shall ensure that staff receive appropriate training. Teachers and other school personnel shall discuss this policy with students in age-appropriate ways and will assure students that they need not endure any form of discrimination/harassment.

All employees and pupils shall be notified of this Board Policy on a regular basis.

Legal References:

EDUCATION CODE

200 <i>et seq.</i>	Sexual Harassment
48900, 48900.2	Suspension
48915	Expulsion
48915.5	Expulsion of Pupils with Exceptional Needs
48980	Required Notification

CAL. CODE REGS.

4900 <i>et seq.</i>	Nondiscrimination and Educational Equity
4600 <i>et seq.</i>	Uniform Complaint Procedures

**Santa Clara County Office of Education**

**Non-Discrimination/Harassment – Students**

I. Definition of Terms

A. Discrimination /Harassment

Certain kinds of conduct are not welcomed and are against the law. Often times this type of unwelcomed conduct is insulting, hurtful, belittling, and degrading. At times this behavior is directed against persons that are members of protected categories. Federal and state law, as well as current board policy, prohibit such behavior, which includes, but is not limited to:

1. Slurs, insults, derogatory comments
2. Verbal and/or physical abuse of a person because that person is a member of a protected category
3. Negative or insulting gestures
4. Intimidation (physical, verbal, or psychological)
5. Impeding or blocking movement
6. Jokes about a specific protected category
7. Unwanted sexual advances
8. Threatening or making reprisals after a negative response to a request for sexual favors
9. Sexual leering
10. Displaying sexually suggestive objects or pictures
11. Using sexually degrading words to describe an individual

B. Protected Categories

The protected categories are actual or perceived:

1. Gender Identify
2. Race
3. National Origin
4. Color
5. Ancestry
6. Ethnic Group Identification
7. Sexual Orientation
8. Religion
9. Mental or Physical Disability (including AIDS and HIV diagnosis)
10. Medical Condition (rehabilitation, cancer and genetic characteristic)
11. Age

C. Intimidating, Hostile or Offensive Educational Environment

Such an environment is created when the behavior is judged by a reasonable person of the same protected class as the victim to be sufficiently severe or pervasive to create an intimidating, hostile, or offensive educational environment or that disrupts the victim's educational environment. This type of discrimination/harassment may seem like minor incidents. However, the cumulative effect of a series of incidents may change the student's school environment to the extent that a reasonable person of the same protected category would find that environment intimidating, hostile, or offensive.

D. Negative Impact Upon the Victim's Academic Performance

Anything that the school administrator believes a reasonable person of the same protected category as the victim in compliance with this Administrative Regulation and the applicable Uniform Complaint Procedures, if necessary. SCCOE will afford all appropriate due process right to the accused when an investigation results in disciplinary action.

II. Step 1 - Investigation

An adequate investigation of student discrimination/harassment claims involve the same steps as an adequate investigation of any student misbehavior at the Step 1 Level. The Step 2 Level shall be performed in accordance with Uniform Complaint Procedures (Board Policy and Administrative Regulation 1213).

- A. The site level administrator or principal or designee shall promptly investigate any accusation of discrimination or harassment. This person shall act in an impartial and neutral manner.
- B. Any student who believes he or she has been the victim of sexual harassment or harassment based on race, color, national origin, or disability by a student, teacher, administrator or other personnel of the SCCOE, or by any other person who is participating in, observing, or otherwise engaged in activities, including sporting event and other extracurricular activities, under the auspices of the SCCOE, is encouraged to immediately report the alleged acts to an appropriate SCCOE official designated by this policy.

Any teacher, administrator, or other school employees or personnel who has or receives notice that a student has or may have been the victim of sexual harassment based on sexual orientation, race, color, national origin, or disability as set forth above, is encouraged to immediately report the alleged acts to an appropriate SCCOE official designated by this policy.

The SCCOE encourages the reporting party or complainant to use the report form available from the principal or site administrator of each building or available from

the Superintendent's office, but oral reports shall be considered complaints as well. Use of formal reporting forms is not mandated. Nothing in this policy shall prevent any person from reporting harassment directly to Compliance Officer. The complaint must be forwarded from the person who receives the complaint to the site administrator or principal immediately.

- C. In the course of the investigation, the complainant should be asked if he/she does not want his/her name revealed to the accused. The interviewer should explain to the complainant that refusal to divulge his or her name to the accused may prevent both a full investigation of the alleged and formal disciplinary action (i.e., suspension, expulsion or dismissal) against the accused.
- D. The investigator shall interview the complainant, the accused, and all witnesses to clarify and determine whether the alleged has taken place.
- E. It is acceptable for the respective parties to be accompanied by a support person throughout the process.
- F. In the event that an accused student is enrolled in a special education program, an IEP team will be convened to determine if the behavior is a product of the student's handicapping condition, and if appropriate, what behavior interventions are needed. The educational environment of the victim should be considered in the development of Individual Behavior Plans.

### III. Appropriate Action

The results of the investigation are to be reported to the school administrator or designee who will determine the appropriate consequence for the offense, if it is concluded that discrimination/harassment occurred. Consequences may include, but are not limited to, actions such as counseling, parent conferencing, detention, suspension, expulsion, dismissal from the program, or, in the of case discrimination/harassment by an employee, disciplinary action up and including dismissal.

Where is has not been possible to determine whether discrimination/harassment has taken place, the complainant and the alleged shall be informed of the conclusion, telling the complainant to report any incidents in the future and indicating to the alleged the serious consequences of such behavior, if it should occur.

### IV. Complaints to the Office for Civil Rights

Individuals alleging discrimination/harassment may complain directly to the Office for Civil Rights (O.C.R.) or they may file a complaint after filing a separate complaint with SCCOE. A complainant is not required by law to use the organization's grievance procedures for filing a complaint with O.C.R.; however, filing a complaint with O.C.R. may preclude any further use of the SCCOE's grievance procedures. If the complainant

uses the SCCOE's grievance procedures and files a complaint with O.C.R., the complaint must be filed with O.C.R. within 60 days after the last act of the SCCOE's grievance process. To contact the Office for Civil Rights, write or call the following: U.S. Department of Education, 50 United Nations Plaza, #239, San Francisco, CA 994102, (415) 556-7000.

V. Step 2 – Right of Appeal

A student or that student's parents or legal guardians, if not satisfied with the results of the investigation of a discrimination/harassment charge, may file a complaint of discrimination under the Uniform Complaint Procedures contained in Board Policy and Administrative Regulation 1213.

VI. Appeals to the Office for Civil Rights

An appeal of a SCCOE decision regarding a discrimination/harassment complaint may be made with the Office for Civil Rights. To contact the Office for Civil Rights, write or call the following: U.S. Department of Education, 50 United Nations Plaza, #239, San Francisco, CA 94102, (415) 556-7000.

VII. Civil Law Remedies

An appeal of a SCCOE decision may be made in court through civil law remedies. Complainants should consult an attorney for more information.

VIII. Retention and Maintenance of Materials

All materials concerning the complaint including the written complaint, written responses, notes, letters, and legal papers, shall be maintained by the Department of Human Resources in a confidential, legal file for a period of five years after the completion of the investigation.

IX. Posting, Dissemination and In-service Training

All SCCOE employees and students shall be notified of this policy and administrative regulations on an annual basis, and consistent with EC 212.6 and 48980. The organization shall communicate this policy to students in an appropriate manner. The organization shall also distribute written information on specific rules and procedures for reporting charges of discrimination/harassment and assurances that students need not endure any form of discrimination/harassment. A copy of the SCCOE written policy on discrimination/harassment, as it pertains to students, shall be provided as part of any orientation program for new students.

This policy shall be displayed in a prominent location on the school campus or school site. Reference to this policy shall also appear in any publication of the institution that

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sets forth the comprehensive rules, regulations, procedures, and standards of conduct for the institution.

To promote an environment free of discrimination/harassment, the organization shall provide periodic staff in-service.

X. Information

Inquiries regarding sexual harassment may be directed to the following:

Human Resources  
Santa Clara County Office of Education  
1290 Ridder Park Drive  
San Jose, CA 95131  
(408) 453.6820

Office of Gender Equity  
CA State Dept. of Education  
721 Capitol Mall  
Sacramento, CA 95814  
(916) 657.3005

U.S. Department of Education  
Office for Civil Rights  
50 United Nations Plaza, #239  
San Francisco, CA 94102  
(415) 556.7000

## *Medication*

### **Santa Clara County Office of Education**

#### **Administrative Regulation 5531**

The Santa Clara County Office of Education recognizes that some students may need to take medication prescribed by a physician during the school day in order to be able to attend school.

The following regulation applies to the administration of medications to students enrolled in schools under the jurisdiction of the Santa Clara County Office of Education. Parents/guardians shall be informed annually and at the time of enrollment of the provisions of this regulation.

#### **MEDICATIONS ADMINISTERED AT SCHOOL**

Note: Whenever feasible, the school nurse or site administrator should attempt to minimize the necessity for administering medications at school by exploring alternatives with the parent/guardian and/or prescribing physician.

#### School Personnel Authorized to Administer Medications

The school nurse or other school personnel designated by the site administrator may assist in the administration of medication to any pupil who is required to take such medication during the regular school day. Such assistance must be in accordance with the provisions of section 1.2 of this regulation and may include the supervision of students who self-administer their own medications.

#### Physician's Instructions and Parental Authorization

The following provisions must be met when medications are to be administered by school personnel or self-administered by the affected students themselves:

- The Office must receive a written statement from the prescribing physician detailing the method, amount, possible adverse side effects, and time schedules by which prescription medication is to be taken (including duration of use). This statement must be renewed on an annual basis.
- The physician's written statement must be received before medication may be administered.
- The Office must receive a written statement from the student's parent/guardian indicating that the assistance of the Office is desired in carrying out the instructions of the physician.
- Any changes to the original physician's instructions must be immediately followed up by revised written instructions from the physician and a new written authorization from the parent/guardian.

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- All over-the-counter medications must be prescribed by a physician before being administered to students at school and will consequently be considered prescription medications.

### Sending Medications to School

Each medication must be sent to school in its own prescription labeled container (or over-the-counter container which is clearly labeled with the student's name, the name of the prescribing physician, and the physician's instructions). When appropriate, the parent/guardian may be requested to send only daily dosages of medication to school and/or to provide a measuring device for single or small dosages.

### Emergency ("Stat") Medications

Instructions for administering medication for life-threatening incidents (i.e., bee-sting allergy, etc.) must be prominently posted at the site and communicated to all appropriate school staff.

### Storage of Medications

All medications must be stored in prescription labeled containers or clearly labeled over-the-counter containers and kept in a locked place at the school site.

### Recording of Medications Administered

A log must be maintained at the school site showing the dates and times medication has been administered and the person responsible for administering the medication.

### MEDICATIONS ADMINISTERED DURING EXTENDED-DAY ACTIVITIES

The provisions of section 1.0 of this regulation shall apply to all students who are participating in extended-day activities (i.e., overnight trips, camping, etc.) and who must take medication not routinely required during the school day.

### CONTINUING MEDICATIONS ADMINISTERED AT HOME

The parent/guardian of any student on a continuing medication regimen at home must inform the school nurse or other designated certificated school employee of the medication being taken, the current dosage, changes in prescriptions, and the name of the supervising physician. With consent of the parent/guardian, the nurse or designated employee may communicate with the physician and counsel school personnel on the possible effects of the medication on the student's physical, intellectual, and social behavior as well as possible signs and symptoms of adverse side effects, omission, or overdose.

### DISASTER PREPAREDNESS PLAN FOR MEDICATIONS

The school nurse or site administrator should consider storing a minimum 3-day supply of any prescribed medication vital to a student's health as identified in section 3.0 above (i.e., heart, seizure, or diabetic medications, etc.) for use in case of disaster. This supply should be reviewed periodically, at the discretion of the school nurse or site administrator, to check expiration dates.

### *Physical Education Equipment*

Replacement of equipment or modification of components inside the existing physical education area shall conform to the playground-related standards set forth by the American Society for Testing and Materials and the playground-related guidelines set forth by the United States Consumer Product Safety Commission.

## Family and Children Services Interviews of Students

### **SANTA CLARA COUNTY DEPARTMENT OF FAMILY AND CHILDREN'S SERVICES**

The Court hereby authorizes the Santa Clara County Department of Family and Children's Services to conduct an initial interview of students suspected of being the victims of child abuse or neglect on school premises pursuant to Penal Code 11174.3.

Pursuant to *Greene v. Camreta* (2009) 588 F.3d 1011, any such interviews shall be conducted without the involvement of law enforcement and shall not be for the purpose of acting as an agent for a law enforcement investigation.

The purpose of the interview is to determine what protective measures, if any, are necessary to ensure the safety and well-being of the suspected victim. The interview shall not exceed the amount of time necessary to make that determination.

As provided in Penal Code 11174.3, the child shall be afforded the option of being interviewed in private or selecting any adult who is a member of the staff of the school, including any certificated or classified employee or volunteer aide, to be present at the interview. The purpose of the staff person's presence shall be to lend support to the child and enable him or her to be as comfortable as possible. However, the staff member shall not participate in the interview. The member of staff shall not discuss the facts of the case or circumstances with the child. The staff member is governed by the statutory confidentiality requirements contained in Penal Code 11174.3.

This order shall be in effect after the Department of Family and Children's Services has either attempted to obtain parental consent for the interview or has determined that seeking parental consent may endanger the safety or well-being of the child.

This order does not limit the cross reporting requirements of Penal Code section 11166, which shall be followed as directed by statute.

## *Safe Ingress To and Egress From School*

Most students arrive at their school site by bus. Some students drive themselves to school and a few students are driven to school by group home employees. Group home vans and cars have been directed to drop their clients off at the entrance of the school.

One campus is shared with special needs students and some students are driven to school by parents or guardians. All cars are directed to enter the school parking lot and exit the school parking lot in a specific pattern that does not conflict with the bus delivery of the special needs students. Students exit the site through the school entrance and are directed to the sidewalk via a ramp that connects the public sidewalk to the school entrance.

Teachers and staff supervise both student ingress and egress to and from school.

## **SANTA CLARA COUNTY BOARD OF EDUCATION**

### **BOARD POLICY NO. 1212**

#### **Resolving Complaints Concerning the Office**

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Any person or group with a legitimate interest in the programs and services of the Superintendent shall have the right to present a request, suggestion, concern or complaint regarding programs, materials, or operations. It is the intent of the Board to provide the means for addressing each public concern and complaint in a fair and impartial manner and to seek an appropriate remedy.

The Board believes that the quality of the Office programs can be improved when the Superintendent and staff listen to complaints, opinions, and resolve differences and/or disagreements through an established, objective process.

Individual members of the Board do not have authority to resolve complaints. If approached directly with a complaint, however, Board members should listen to the complaint and show their concern by referring the complainant to the Superintendent so that the problem can receive proper consideration.

The Superintendent shall establish necessary administrative regulation(s) for handling complaints in a timely manner and which meet state and federal requirements of law, ensure due process, and protect confidentiality of the parties affected, including a procedure for parents to present complaints regarding employees of the Superintendent.

#### **UNIFORM COMPLAINT PROCEDURES**

The Board recognizes that the Superintendent has a duty to ensure local agency compliance with state and federal laws and regulations governing educational programs. The Superintendent shall follow Uniform Complaint Procedures when addressing complaints alleging unlawful discrimination or failure to comply with state or federal law in adult basic education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, and special education programs to the extent that such programs are offered by the Office. Responsibility for receiving, investigating and resolving complaints addressing alleged discrimination and noncompliance rests with the assistant superintendent responsible for the program.

The Superintendent shall annually notify in writing, as applicable, students in programs and schools operated by the Superintendent, employees, parents/guardians, school advisory committees, and other interested parties of complaint procedures in accordance with California Code of Regulations, Title 5, section 4622.

This policy and related administrative regulation are intended to comply with the California Code of Regulations, Title 5, 4600 et seq. and are not intended to extend beyond such requirements.

### COMPLAINTS REGARDING SPECIAL EDUCATION PROGRAMS AND SERVICES

The Superintendent shall implement an administrative regulation regarding special education complaints to ensure that the appropriate local special education authority notifies individuals, agencies, and organizations of their right to file complaints as follows:

1. Alleged violations of law including unlawful discrimination and/or failure to implement an Individualized Education Program (IEP) shall follow the Uniform Complaint Process
2. Individualized Educational Program (IEP) team disagreements regarding the eligibility, program, placement and/or assessment shall follow the Fair Hearing Process.

### FAIR HEARING PROCESS

When parents/guardians or other authorized individuals or agencies have a disagreement regarding special education eligibility, program placement and/or assessment, a hearing request may be submitted as provided by the California Department of Education.

### COMPLAINTS CONCERNING ADOPTED INSTRUCTIONAL MATERIALS

The Board takes great care in the adoption of instructional materials and also recognizes that occasional objections to specific instructional materials may be made. The Superintendent shall implement an administrative regulation which will permit proper consideration of any complaints against the use of any adopted instructional materials, including library books, films, videotapes, and related materials.

### OTHER COMPLAINT PROCESSES

The Board maintains other policies and the Superintendent maintains other administrative regulations regarding complaint processes for sexual harassment, child abuse, and employment discrimination. In addition, collective bargaining agreements may contain provisions relating to the filing of complaints about represented employees. Upon the receipt of a complaint or upon request, the Superintendent shall provide the complainant with information regarding the various policies and administrative regulations and copies of all relevant policies, administrative regulations, and forms.

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In the event of a conflict between processes, the more specific process will apply. A determination of the controlling administrative regulation will be made by the Superintendent subject to Board review if requested by the complainant, with the exception of personnel matters.

The Superintendent shall establish necessary administrative regulations for handling complaints in a timely manner and which meet state and federal requirements of law, ensure due process and protect confidentiality of the parties affected.

Each Board member will be apprised of complaints brought by residents of his/her trustee area.

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Legal References:

EDUCATION CODE

200 - 262.3	Prohibition of Discrimination
35146	Closed Sessions
35160.5	School Districts; Conditions for receipt of apportionments
35203	
56500 – 56506	Special Education; Procedural safeguards

GOVERNMENT CODE

950 - 950.8	Actions against public employees
54957 - 54957.7	Brown Act – Open Meeting laws

California Code of Regulation, Title 5

3080	Procedural Safeguards, general provisions
3081	Procedural Safeguards
4600 – 4671	Uniform Complaint Procedures

*Education Consolidation and Improve Act of 1981*

*General Education Provision Act*

*Title VII, Civil Rights Act of 1964*

*Title IX, Education Amendments of 1972*

Code of Federal Regulations, 100.7(e)

Other References:

Board Policy No. 1312.2 - Resolving Complaints Regarding Adopted Instructional Materials

Board Administrative Regulation No. 6161.1 - Instructional Media Procedures

Superintendents Administrative Regulations Nos. 4820 and 5820

VCSSO and VCSELPA Complaint Procedures and Enforcement / Addendum to Parent Rights

**Santa Clara County Office of Education**

**ADMINISTRATIVE REGULATION NO. 1213**

**Implementing the Uniform Complaint Procedures**

These Uniform Complaint Procedures shall be followed when addressing complaints concerning the Santa Clara County Office of Education alleging unlawful discrimination, including harassment, with respect to actual or perceived ethnic group, religion, gender, color, race, ancestry, national origin, physical or mental disability, age or sexual orientation, or any alleged violation of federal or state laws or regulations governing the Santa Clara County Office of Education's educational programs, in any program or activity that receives or benefits from state financial assistance.

COMPLIANCE OFFICERS

The Governing Board and Superintendent designate the following compliance officers to receive and investigate complaints and ensure county office compliance with law:

*Dr. Mark Miller (or designee)*  
*Director of Human Resources*  
*1290 Ridder Park Drive*  
*San Jose, California 95131*  
*(408) 453.6841*

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.

NOTIFICATIONS

The Superintendent or designee shall meet the notification requirements of the Code of Regulations, Title 5, Section 4622, including the annual dissemination of county office complaint procedures and information about available appeals, civil law remedies and conditions under which a complaint may be taken directly to the California Department of Education. Annual written notification of the Uniform Complaint Procedures will be disseminated to students, employees, parent or guardians of its students, school and SCCOE Advisory Committees, appropriate private school officials or representatives, and other interested parties. The Superintendent or designee shall ensure that complainants understand that they may pursue other remedies, including actions before civil courts or other public agencies.

The above notification shall state that complainants may seek help from agencies such as legal assistance agencies and local mediation centers.

## PROCEDURES

The following procedures shall be used to address all complaints which allege that the Santa Clara County Office of Education has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with the Code of Regulations, Title 5, Section 4632, and shall maintain a log of complaints received, providing each with a code number and a date stamp.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled and when a decision or ruling is made.

### Step 1: Filing Of Complaint

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the county office.

Complaints alleging unlawful discrimination may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination (Title 5, Section 4630).

The complaint shall be presented to the compliance officer. An investigation of alleged unlawful discrimination shall be initiated by filing a complaint not later than six months from the date the alleged discrimination occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination unless the time for filing is extended by the Superintendent, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Superintendent shall be made in writing. The period for filing may be extended by the Superintendent for good cause for a period not to exceed ninety (90) days following the expiration of the time allowed. The Superintendent shall respond immediately upon receipt of requests for extensions (Title 5, Section 4650(b)).

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, county office staff shall help him/her to file the complaint (Title 5, Section 4600).

### Step 2: Mediation

Within three (3) working days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of a mediator shall not extend the county office's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time (Title 5, Section 4631).

### Step 3: Investigation of Complaint

The compliance officer shall schedule an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to resolve the complaint pursuant to Step 2, and shall hold an investigative meeting within ten (10) working days. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative and the county office's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses (Title 5, Section 4631).

A complainant's refusal to provide the County Office's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631).

The County Office's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

### Step 4: Response

Within thirty (30) days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the county office's investigation and decision, as described in Step 5 below. If the complainant is dissatisfied with the compliance officer's

decision, he/she may, within five (5) days, file his/her complaint in writing with the County Superintendent.

The County Superintendent will hold a meeting to consider the matter in sufficient time to meet the 60-day time limit within which the complaint must be answered. The County Superintendent may decide not to hear the complaint, in which case the compliance officer's decision is final.

If the County Superintendent hears the complaint, the compliance officer shall send the Superintendent's decision to the complainant within sixty (60) days of the county office's initially receiving the complaint or within the time period that has been specified in a written agreement with the complainant (Title 5, Section 4631).

#### Step 5: Final Written Decision

The report of the county office's decision shall be written in English and in the language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the county office shall arrange a meeting at which a translator will interpret it for the complainant.

This report shall include:

1. The findings and disposition of the complaint, including corrective actions, if any. (Title 5, Section 4631)
2. The rationale for the above is based on facts from the evidence gathered and conclusions based on the law (Title 5, Section 4631).
3. Notice of the complainant's right to request a review by the Santa Clara County Board of Education if the complaint falls within the scope of the Board's authority.
4. Notice of the complainant's right to appeal the decision within fifteen (15) days to the California Department of Education, and procedures to be followed for initiating such an appeal (Title 5, Section 4631).
5. For discrimination complaints, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies (Title 5, Section 4631; Education Code Section 262.3).
6. A detailed statement of all specific issues that were brought up during the investigation and the extent to which these issues were resolved.

REVIEW BY THE SANTA CLARA COUNTY BOARD OF EDUCATION

If the complaint falls within the scope of the Santa Clara County Board of Education's authority, the complainant may request a review of the county office's decision to the Board. The request for review must be made in writing and filed within five (5) days of receiving the county office's decision, concurrent with written filing of the complaint with the County Superintendent. The Board will consider the complaint within thirty (30) days of receipt of the request for review, and render its decision within sixty (60) days of the county office's initially receiving the complaint, or within the time period that has been specified in a written agreement with the complainant.

APPEALS TO THE CALIFORNIA DEPARTMENT OF EDUCATION (CDE)

If dissatisfied with the Board's decision, the complainant may appeal in writing to the California Department of Education within fifteen (15) days of receiving the Board's decision. For good cause, the Superintendent of Public Instruction may grant an extension for filing appeals (Title 5, Section 4632).

When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the county office's decision and must include a copy of the locally filed complaint and the county office's decision (Title 5, Section 46532).

Upon notification by the California Department of Education that the complainant has appealed the Board's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the County Office, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the County Office's complaint procedures.
7. Other relevant information requested by the California Department of Education.

The CDE may directly intervene in the complaint without waiting for action by the County Office when one of the conditions listed in 5 CCR 4650 exists, including cases in which the County Office has not taken action within sixty (60) days of the date the complaint was filed with the County Office.

CIVIL LAW REMEDIES

A complainant may pursue available civil law remedies outside of the county office's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the district has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with Title 5, Section 4622.

**SANTA CLARA COUNTY BOARD OF EDUCATION**

**ADMINISTRATIVE REGULATION NO. 1312.4**

**Williams Uniform Complaint Procedures**

TYPES OF COMPLAINTS

The Santa Clara County Office of Education shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred:

1. Textbooks and Instructional Materials
  - a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or State or County Board adopted textbooks or other required instructional materials to use in class.
  - b. A student does not have access to textbooks or instructional materials to use at home or after school.
  - c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
2. Teacher Vacancy or Miss assignment
  - a. A semester begins and a teacher vacancy exists.
  - b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner students in the class.
  - c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

*Teacher vacancy* means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester.

*Beginning of the year or semester* means the first day classes necessary to serve all the students enrolled are established with a single designated certificated employee assigned for the duration of the class, but not later than twenty (20) working days after the first day students attend classes for that semester.

*Miss assignment* means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or

the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

3. Facilities

- a. A condition poses an emergency or urgent threat to the health or safety of students or staff.

*Emergency or urgent threat* means structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including but not limited to gas leaks; non-functioning heating, ventilation, fire sprinklers, or air conditioning systems; electrical power failure; major sewer stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; or structural damage creating a hazardous or uninhabitable condition.

- b. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

*Clean or maintained school restroom* means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.

*Open restroom* means, except as necessary for student safety or to make repairs, the school has kept all restrooms open during school hours when students are not in classes and has kept a sufficient number of restrooms open during school hours when students are in classes.

4. High school exit examination intensive instruction and services:

A student, including an English learner, who has not passed the exit exam by the end of grade 12 was not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254(d)(4) and (5) after completion of grade 12 for two consecutive academic years or until the student has passed both parts of the exam, whichever comes first.

FILING OF COMPLAINT

A complaint alleging any condition(s) specified in items #1-3 above shall be filed with the Principal or designee at the school in which the complaint arises. The Principal or designee shall forward a complaint about problems beyond his/her authority to the Superintendent or designee in a timely manner, but not to exceed ten (10) working days.

A complaint alleging any deficiencies specified in item #4 above shall be filed with a SCCOE official as designated by the Superintendent. Such complaints may be filed at the SCCOE ASC or at a school site and shall be immediately forwarded to the Superintendent or designee.

### **INVESTIGATION AND RESPONSE**

The Principal or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed thirty (30) working days from the date the complaint was received.

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to the complaint, the Principal or designee shall report the resolution of the complaint to him/her within forty-five (45) working days of the initial filing of the complaint. If a response is requested, the response shall be made to the mailing address of the complainant as indicated on the complaint form. At the same time, the Principal or designee shall report the same information to the Superintendent or designee.

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed.

If a complainant is not satisfied with the resolution of a complaint, he/she has the right to describe the complaint to the Governing Board at a regularly scheduled meeting.

For any complaint concerning a facility condition that poses an emergency or urgent threat to the health or safety of students or staff as described in item #3a above, a complainant who is not satisfied with the resolution proffered by the Principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction within fifteen (15) days of receiving the County Office of Education's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632.

All complaints and written responses shall be public records.

### **REPORTS**

The Superintendent or designee shall report summarized data on the nature and resolution of all complaints to the Board and the County Superintendent of Schools on a quarterly basis. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting.

FORMS AND NOTICES

The Superintendent or designee shall ensure that SCCOE complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes. However, complainants need not use the SCCOE's Williams complaint form in order to file a complaint.

The Superintendent or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Section Code Section 35186.

Legal References:

EDUCATION CODE:

1240	County Superintendent of Schools, Duties
17592.72	Urgent or Emergency Repairs, School Facility Emergency Repair Account
33126	School Accountability Report Card
35186	Alternative Uniform Complaint Procedure
35292.5	Restrooms, maintenance and cleanliness
37254	Supplemental instruction based on failure to pass exit exam by end of grade 12
48985	Notice to parents in language other than English
60119	Hearing on Sufficiency of Instructional Materials

CODE OF REGULATIONS, TITLE 5:

4600-4671	Uniform Complaint Procedures, especially:
4680-4687	Williams Complaints

**COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES**

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, teacher vacancy or miss assignment, or the lack of opportunity to receive intensive instruction and services to pupils who did not pass one or both parts of the high school exit examination by the end of grade 12. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested?  Yes  No

Contact Information:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: Day: \_\_\_\_\_ Evening: \_\_\_\_\_

E-mail address, if any: \_\_\_\_\_

Location of the problem that is the subject of this complaint:

School: \_\_\_\_\_

Course title/grade level and teacher name: \_\_\_\_\_

Room number/name of room/location of facility: \_\_\_\_\_

Date problem was observed: \_\_\_\_\_

**Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate district complaint procedure.**

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

1. Textbooks and instructional materials: (Education Code 35186; 5 CCR 4681)
  - A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.
  - A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
  - Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
  - A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.
  
2. Teacher vacancy or miss assignment: (Education Code 35186; 5 CCR 4681)
  - A semester begins and a teacher vacancy exists. A *teacher vacancy* is a position to which a single designated certificated employee has not been assigned at the beginning of the school year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.
  - A teacher lacking credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learners in the class.
  - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

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3. Facility conditions: (Education Code 35186, 35292.5; 5 CCR 4683)
- A condition exists that poses an emergency or urgent threat to the health or safety of pupils or staff including gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff; or structural damage creating a hazardous or uninhabitable condition.
  - A school restroom has not been cleaned or maintained regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
  - The school has not kept all restrooms open during school hours when pupils are not in classes and has not kept a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when closing of the restroom is necessary for pupil safety or to make repairs.
4. High school exit exam intensive instruction and services: (Education Code 35186)
- Pupils who have not passed the high school exit exam by the end of grade 12 were not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254(d)(4) and (5) after the completion of grade 12.

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary to fully describe the situation. For complaints regarding facilities conditions, please describe the emergency or urgent facilities condition and how that condition poses a threat to the health or safety of pupils or staff.

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Please file this complaint at the following location:

\_\_\_\_\_  
*(Principal or title of designee of the Superintendent)*

\_\_\_\_\_  
*(Address)*

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

\_\_\_\_\_  
*(Signature)*

\_\_\_\_\_  
*(Date)*

## *Weapons*

### **Santa Clara County Office of Education**

#### **Board Policy 5732**

#### **Weapons and Dangerous Instruments**

The Governing Board desires students and staff to be free from the fear and danger presented by firearms and other weapons. The Board therefore prohibits students from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, on school grounds or buses, or at a school-related or school-sponsored activity away from school.

Given the need to maintain order and discipline in the schools and to protect the safety of students, staff and the public, any school employee is authorized to confiscate a weapon, dangerous instrument or imitation firearm from any person on school grounds.

Students possessing or threatening others with a weapon, dangerous instrument or imitation firearm are subject to suspension and/or expulsion in accordance with law, Board policy and administrative regulations.

The principal or designee shall notify law enforcement authorities when any student possesses, sells, or otherwise furnishes a firearm at school or at a school event.

The principal shall immediately suspend, pursuant to California Education Code section 48911, and shall recommend the student's expulsion to the County Superintendent any student found at school or at a school activity to be:

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

Upon finding that the student committed the above act, the County Superintendent shall expel the student.

Expulsion orders are appealable to the county board of education in accordance with California Education Code section 48919.

Upon ordering an expulsion for the above act, the County Superintendent shall set a date when the student shall be reviewed for readmission to a school within the district. This date shall be one calendar year from the date the expulsion occurred, except that the County Superintendent may set an earlier date on a case-by-case basis.

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Legal References:

EDUCATION CODE

35291	Governing board to prescribe rules for the government and discipline of the schools
48900	Grounds for suspension/expulsion
48902	Notification of law enforcement authorities
48915	Required recommendation for expulsions
48916	Readmission
48918	Rules governing expulsion orders
48919	Expulsion appeals to county board of education
49330	Injurious object
49331	Removal from possession of pupil by designated employee
49332	Notification of parent or guardian; retention of object by school personnel; release
49333	Return of object
49334	Injurious objects; notification to law enforcement

PENAL CODE

245	Assault with deadly weapon
417.2	Imitation firearms
417.3	Imitation firearm; drawing or exhibiting
626.9	Gun-Free School Zone Act of 1995
626.10	Dirks, daggers, knives, razor or stun guns; bringing or possessing in school or on school grounds; exception
12020-12028.5	Unlawful carrying and possession of concealed weapons

UNITED STATES CODE, TITLE 20

6301-8962	Improving America's Schools Act, especially:
8921-8922	Gun-Free Schools Act of 1994

## *Zero Tolerance*

Although the term “zero tolerance” does not appear in law, the federal Gun-Free Schools Act (20 USC 7151) requires that a student who brings a firearm to school be expelled for one year. Education Code 48915(c) also requires the mandatory suspension and recommendation for expulsion of students who possess, sell or furnish, brandish a knife, sell a controlled substance, commit or attempt to commit a sexual assault or sexual battery, or possess an explosive.

The Santa Clara County Office of Education supports a zero tolerance approach to serious offenses. This enables the removal of potentially dangerous students from the classroom to a top priority and ensures the standardized treatment of all students.

# EMERGENCY PROCEDURES

## INITIAL RESPONSE TO EMERGENCIES

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed below.

### IDENTIFY TYPE OF EMERGENCY

The first step in responding to an emergency is to determine the *type* of emergency that has occurred. Emergency procedures for the 18 different types of emergencies are listed below:

- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- Disorderly Conduct
- Earthquake
- Explosion/Risk of Explosion
- Fire in Surrounding Area
- Fire on School Grounds
- Flooding
- Loss or Failure of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Suspected Contamination of Food or Water
- Threat of Violence
- Unlawful Demonstration/Walkout

### IDENTIFY LEVEL OF EMERGENCY

The second step in responding to an emergency is to determine the *level* of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered rating system is described below.

**Level 1 Emergency:** A *minor* emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

**Level 2 Emergency:** A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., “unknown white powder”.

**Level 3 Emergency** A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

### **DETERMINE IMMEDIATE RESPONSE ACTIONS**

Once the type and extent of an emergency have been identified, school personnel can determine if an *immediate response action* is required. The most common immediate response actions initiated during school emergencies are:

Duck and Cover  
Shelter-In-Place  
Lock Down  
Evacuate Building  
Off-Site Evacuation  
All Clear

Procedures for each of these are below.

### **IMMEDIATE RESPONSE ACTIONS**

#### **DUCK AND COVER**

This action is taken to protect students and staff from flying or falling debris.

#### **Description of Action**

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE’S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK AND COVER PROCEDURES, WHICH MEAN YOU SHOULD BE IN A

PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKE STOPS OR GIVEN FURTHER INSTRUCTIONS.”

2. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
4. Teachers and students should move away from windows.

### **SHELTER-IN-PLACE**

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shutdown of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

### **Description of Action**

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU.”

2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, and gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
4. Teachers are responsible to secure individual classrooms whereas the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

## **LOCK DOWN**

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all time.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

### **Description of Action**

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCK DOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM.”

2. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.

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3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement.
5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

### **EVACUATE BUILDING**

This action is taken after the decision is made that it is unsafe to remain in the building.

#### **Description of Action**

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principle will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

2. The Principal will initiate a fire alarm.
3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned *Assembly Area*.
4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.
5. Once assembled, teachers and students will stay in place until further instructions are given.

## **OFF-SITE EVACUATION**

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

### **Description of Action**

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principle will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

2. The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
3. Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
4. Once assembled off-site, teachers and students will stay in place until further instructions are given.
5. In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.

## **ALL CLEAR**

This action is taken to notify teachers that normal school operations can resume.

### **Description of Action**

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions.

“YOUR ATTENTION PLEASE. IT IS NOW OK TOO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION.”

2. This action signifies the emergency is over.
3. If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures, and should consider modifications as necessary to assure the health and safety of all personnel during an emergency.

In the following procedures, the Principal or designee will be referred to as “School Administrator”.

#### **AIRCRAFT CRASH**

This procedure addresses situations involving an Aircraft Crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer to Biological or Chemical Release. If a crash results in a utility interruption, refer to, Loss or Failure of Utilities.

#### **Procedure**

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

The School Administrator will call “9.9.911” and Santa Clara County Sheriff’s Department (408.293.2311) and will provide the exact location (e.g., building or area) and nature of emergency.

- 4.
5. If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill

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on school property, refer to section regarding fuel or chemical spill. If the crash results in a utility interruption, refer to section regarding utility interruption.

6. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
7. The First Aid/Medical Team will check injuries to provide appropriate first aid.
8. The School Administrator will call the office of the Chief of Student Services. A member of this group will call the Office of Communications with information on this situation as appropriate.
9. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the School Administrator issues authorization to do so.
10. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery as appropriate.
11. If it is unsafe to remain on campus, the School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

### **ANIMAL DISTURBANCE**

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

### **Procedure**

1. The School Administrator will initiate appropriate Immediate Response Actions, may include LOCK DOWN or EVACUATE BUILDING.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
3. If additional outside assistance is needed, the School Administrator will call "9.911", Local Police or Santa Clara County Sheriff's Department, Department of Animal Regulation (408.465.2920) and provide the location of the animal and nature of emergency.
4. If a staff member or student is injured, the parent, and SCCOE Risk Manager will be notified.

5. The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions at the school.

### **ARMED ASSAULT ON CAMPUS**

An Armed Assault on Campus involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful device.

### **Procedure**

1. Upon first indication of an armed assault, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate the appropriate Immediate Response Action(s), which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
3. The School Administrator will call "911" (dial 9, 911) and provide the exact location and nature of the incident. The School Administrator should designate a person to remain online with the 911 operator if safe to do so.
4. Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.
5. Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement.
6. After the perpetrator(s) has been neutralized, the School Administrator will conduct a headcount of students and staff, and will notify law enforcement of any missing persons.
7. The First Aid/Medical Team will work with local authorities to ensure injured students and staff receive medical attention.
8. The Security/Utilities Team will control all points of entry to the school.
9. The School Administrator will prepare a verified list of casualties, and the locations to which they were transported. The School Administrator will confer with the Psychological First Aid Team to ensure the notification of parents and family members.
10. All media inquiries will be referred to the designated Public Information Officer.
11. The School Administrator will debrief staff.

## **BIOLOGICAL OR CHEMICAL RELEASE**

A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances: Scenario 1 - Substance released inside a room or a building; Scenario 2 - Substance released outdoors and localized; and Scenario 3 - Substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

### **Procedure**

#### **SCENARIO 1: SUBSTANCE RELEASED INSIDE A ROOM OR BUILDING**

1. The School Administrator will initiate the EVACUATE BUILDING action as described. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The School Administrator will call "911" (dial 9, 911), and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The School Administrator will notify the Chief of Student Services of the situation.
4. The School Administrator will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been

contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical team should assess the need for medical attention.

7. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
8. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
10. Any affected areas will not be reopened until the Santa Clara County Hazardous Materials or appropriate agency provides clearance and the School Administrator gives authorization to do so.

#### **SCENARIO 2: SUBSTANCE RELEASED OUTDOORS AND LOCALIZED**

1. The School Administrator will immediately direct staff to remove students from the affected areas to an area upwind from the release. The School Administrator will, if necessary, initiate the EVACUATE BUILDING action.
2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The School Administrator will call “911” (dial 9, 911) and will provide the exact location and nature of emergency.
4. The School Administrator will notify the Chief of Student Services.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
7. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the

substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.

8. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
9. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.

### **SCENARIO 3: SUBSTANCE RELEASED IN SURROUNDING COMMUNITY**

1. If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the School Administrator will initiate SHELTER-IN-PLACE.
2. Upon receiving the SHELTER-IN-PLACE notification, the Security/Utilities Team will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, and gymnasium). Teachers should communicate their locations to the School Administrator, using the PA system or other means without leaving the building.
4. The School Administrator will call "911" (dial 9, 911) and will provide the exact location and nature of emergency.
5. The School Administrator will notify the Chief of Student Services of the situation.
6. The School Administrator will turn on a radio or television station to monitor information concerning the incident.
7. The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or staff is otherwise notified by the School Administrator.

### **BOMB THREAT**

Response to a Bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.

## Procedure

1. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call "911" (dial 9, 911)" – telling the operator, "This is [state your name] from [school]. We are receiving a bomb threat on another line. The number of that line is [state phone number]."
2. The person answering the threat call should ask the following questions, record the answers and then immediately notify the School Administrator:
  - When is the bomb going to explode?
  - Where is it?
  - What will cause it to explode?
  - What kind of bomb is it?
  - Who are you?
  - Why are you doing this?
  - What can we do for you to avoid the bomb from exploding?
  - How can you be contacted?
3. The School Administrator will direct the Search and Rescue Team(s) to search for suspicious packages, boxes or foreign objects. While conducting the search, all cell phones, beepers and hand-held radios should be turned off since many modern day explosive devices can be triggered by radio frequencies.
4. If a suspicious object is identified, one member of the Search and Rescue Team will report the discovery to the School Administrator while the remaining team members attempt to secure the immediate area.
5. No attempt should be made to investigate or examine the object.
6. After the search, the School Administrator will determine the appropriate Immediate Response Action(s) to announce, which may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
7. When a suspicious object or bomb is found, the School Administrator shall issue the EVACUATE BUILDING action. Staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
8. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

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9. The School Administrator will notify "911" (dial 9, 911), if not previously notified, and will provide the exact location (e.g., building, room, area) of the potential bomb, if known.
10. The School Administrator will notify the Chief of Student Services of the situation.
11. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. The School Administrator will give the ALL CLEAR signal.
13. The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.
14. After the incident is over, the School Administrator will complete the Bomb Threat Report

### **EARTHQUAKE**

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

#### **Procedure**

*Note: Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris.*

1. Upon the first indication of an earthquake, teachers should direct students to DUCK AND COVER.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. When the shaking stops, the School Administrator will initiate the EVACUATE BUILDING. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.

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4. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
5. The School Administrator will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
6. The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. The School Administrator will direct the Security/Utilities Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
9. If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.
10. The School Administrator will contact the Chief of Student Services to determine additional actions that may be necessary. In turn, the actions will be communicated to the District's Office of Communications.
11. The School Administrator will contact the SCCOE Facilities Director to ensure buildings are safe for occupancy. When safe to do so, the Fire Suppression and Hazardous Materials Team will conduct an inspection of school buildings. The Fire Suppression and Hazardous Materials Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
12. Any affected areas will not be reopened until the SCCOE Facilities Director provides clearance and the School Administrator gives authorization to do so.
13. The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions at the school.

### ***In the event an earthquake occurs during non- school hours:***

1. The School Administrator and the Facilities Director will assess damages to determine any necessary corrective actions. The School Administrator may direct the Fire Suppression and Hazardous Materials Team to participate in the assessment.
2. The School Administrator should confer with the Chief of Student Services on identified damages to determine if the school should be closed.

## **EXPLOSION/RISK OF EXPLOSION**

This section addresses four possible scenarios involving an Explosion/Risk of Explosion: Scenario 1 - Explosion on school property; Scenario 2 – Risk of explosion on school property; Scenario 3 - Explosion or risk of explosion in a surrounding area, and Scenario 4 – Nuclear blast or explosion involving radioactive materials. *[A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]* It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For “Bomb Threats”

### **Procedure**

#### **SCENARIO 1: EXPLOSION ON SCHOOL PROPERTY**

1. In the event of an explosion, all persons should initiate DUCK AND COVER.
2. The School Administrator will consider the possibility of another imminent explosion and take appropriate action.
3. After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION as described previously. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
5. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
6. The School Administrator will call “911” (dial 9, 911) and Local Police and/or Santa Clara County Sheriff’s Dept. (408.293.2311) and will provide the exact location (e.g., building, room, area) and nature of emergency.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.

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8. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
9. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
10. The School Administrator will notify the Chief of Student Services of the situation. A member of this group will call the Office of Communications with information on the situation.
11. The Security/Utilities Team Leader will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
12. When it is determined safe to enter affected areas, the School Administrator will advise the Search and Rescue Team to initiate search and rescue activities.
13. The School Administrator will contact the Facilities Director to ensure buildings are safe for occupancy. When safe to do so, the Fire Suppression and Hazardous Materials Team will conduct an inspection of school buildings. The Fire Suppression and Hazardous Materials Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
14. Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and the School Administrator gives authorization to do so.
15. The School Administrator will initiate an OFF-SITE EVACUATION.

### **SCENARIO 2: RISK OF EXPLOSION ON SCHOOL PROPERTY**

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other staff routes to the Assembly Area.

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3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call "911" (dial 9, 911) and Local Police and/or Santa Clara County Sheriff's Dept. (408.293.2311) Santa and will provide the exact location (e.g. building, room, area) and nature of emergency.
5. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B, or C for ordinary combustible.

### **SCENARIO 3: EXPLOSION OR RISK OF EXPLOSION IN SURROUNDING AREA**

1. The School Administrator will initiate the SHELTER-IN-PLACE.
2. The School Administrator will notify "911" (dial 9, 911) local Police and/or Santa Clara County Sheriff's Dept. (408.293.2311) and will provide the exact location (e.g., building, area) and nature of emergency.
3. The School Administrator will take further actions as needed.
4. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

### **SCENARIO 4: NUCLEAR BLAST OR EXPLOSION INVOLVING RADIOACTIVE MATERIALS**

1. The School Administrator will initiate the SHELTER-IN-PLACE response action as described.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
3. The School Administrator will notify "911" (dial 9, 911) and local police and/or Santa Clara County Sheriff's Dept. (408.293.2311) and provide details on the area and personnel affected at the school.
4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
5. The Security/Utilities team will turn off the school's main gas supply, local fans in the area; close and lock doors and windows; shut down all buildings'

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air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

6. The School Administrator will monitor radio or television announcements and initiate further actions as appropriate.
7. At the School Administrator's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.
8. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

### **FIRE IN SURROUNDING AREA**

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

#### **Procedure**

1. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
2. The School Administrator will notify "911" (dial 9, 911) and local police and/or Santa Clara County Sheriff's Dept. (408.293.2311) and will provide the location and nature of emergency.
3. The School Administrator will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The Agency Liaison will contact the local fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. If the School Administrator issues the EVACUATE BUILDING action, staff and student will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.

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6. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
7. The School Administrator will keep a battery-powered radio tuned to a local radio station for emergency information.
8. The School Administrator will notify the Chief of Student Services of the emergency situation. A member of this group will call the Office of Communications with information of this situation.
9. If needed, the School Administrator will notify Transportation to request busses for staff and student evacuation.
10. The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

### **Fire On School Grounds**

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

#### **Procedure**

1. Upon discovery of a fire, Teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the School Administrator.
2. The School Administrator will immediately initiate the EVACUATE BUILDING. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call "911" (dial 9, 911) and local police and/or Santa Clara County Sheriff's Dept. (408.293.2311) and will provide the exact location (e.g., building, room, area) of the fire.
5. The Fire Suppression and Hazardous Materials Team will suppress fires and initiate rescue procedures until the local fire department arrives.

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6. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
7. The Agency Liaison will direct the fire department to the fire and brief fire department official on the situation.
8. The Security/Utilities Team will notify the appropriate utility company of damages.
9. The School Administrator will notify the Chief of Student Services of the fire. A member of this group will call the Office of Communications with information on this situation.
10. If needed, the School Administrator will notify the Transportation Department to request busses for staff and student evacuation.
11. Any affected areas will not be reopened until the Santa Clara County Fire Department or appropriate agency provides clearance and the School Administrator issues authorization to do so.
12. For fires during non-school hours, the School Administrator, the Chief of Student Services and the Santa Clara County Superintendent of Schools will determine if the school will open the following day.
13. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate "fire is out."

### **FLOODING**

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam.

### **Procedure**

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. The School Administrator will notify "911" (dial 9, 911) and local police and/or Santa Clara County Sheriff's Dept. (408.293.2311) and will describe the nature and extent of the flooding.
3. The School Administrator will keep a battery-powered radio tuned to a local radio station for information.

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4. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
5. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
6. The School Administrator will notify the Chief of Student Services of the emergency situation. A member of this group will call the Office of Communications with information on this situation.
7. The School Administrator will initiate an OFF-SITE EVACUATION, as if warranted by changes in conditions.

### **LOSS OR FAILURE OF UTILITIES**

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

### **Procedure**

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
2. Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.
3. The School Administrator will notify the SCCOE Maintenance Dept. (Monday – Friday between the hours of 7:30 a.m. – 5:00 p.m.) or contact the appropriate utility department and provide the location and nature of emergency.
4. Local Maintenance Area personnel, working with school administration, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted.
5. The School Administrator will notify the Chief of Student Services of the loss of utility service.
6. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.

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7. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion.
8. In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.

**A. Plan for a Loss of Water:**

Loss of power, water and/or gas does not constitute an emergency and classes should continue using temporary utilities and supplies unless otherwise directed by the office of the Superintendent. Report all power, water and/or gas losses immediately to the office of the Superintendent. The office of the Superintendent will notify the Facilities Department and all other appropriate resources as needed to respond to the utility interruption. If possible, the site should call the utility company to get information regarding the severity of the outage.

A leak of power, water and/or gas may constitute an emergency. Contact the office of the Superintendent for advice on how to respond immediately after evacuating students and staff from the affected areas. The office of the Superintendent will notify the Facilities Department and all other appropriate resources as needed to respond to the utility leak. If possible, the site should call the utility company for advice regarding the incident, request assistance if necessary, and request a follow-up inspection after repair. Only if there is a threat to person or property should the utilities be shut off by the site.

Toilets: A temporary toilet is provided in each classroom by using a trash receptacle, plastic bags, and where privacy is afforded.

***B. Plan for a Loss of Electricity:***

Loss of power, water and/or gas does not constitute an emergency and classes should continue using temporary utilities and supplies unless otherwise directed by the office of the Superintendent. Report all power, water and/or gas losses immediately to the office of the Superintendent. The office of the Superintendent will notify the Facilities Department and all other appropriate resources as needed to respond to the utility interruption. If possible, the site should call the utility company to get information regarding the severity of the outage.

A leak of power, water and/or gas may constitute an emergency. Contact the office of the Superintendent for advice on how to respond immediately after evacuating students and staff from the affected areas. The office of the Superintendent will notify the Facilities Department and all other appropriate resources as needed to respond to the utility leak. If possible, the site should call the utility company for advice regarding the incident, request assistance if necessary, and request a follow-up inspection after repair. Only if there is a threat to person or property should the utilities be shut off by the site.

Ventilation: Staff will prop open classroom and office doors to ensure proper ventilation.

Emergency Light: If needed, staff will be provided with additional lighting such as flash lights.

***C. Plan for a loss of Natural Gas***

Loss of power, water and/or gas does not constitute an emergency and classes should continue using temporary utilities and supplies unless otherwise directed by the office of the Superintendent. Report all power, water and/or gas losses immediately to the office of the Superintendent. The office of the Superintendent will notify the Facilities Department and all other appropriate resources as needed to respond to the utility interruption. If possible, the site should call the utility company to get information regarding the severity of the outage.

A leak of power, water and/or gas may constitute an emergency. Contact the office of the Superintendent for advice on how to respond immediately after evacuating students and staff from the affected areas. The office of the Superintendent will notify the Facilities Department and all other appropriate resources as needed to respond to the utility leak. If possible, the site should call the utility company for advice regarding the incident, request assistance if necessary, and request a follow-up inspection after repair. Only if there is a threat to person or property should the utilities be shut off by the site.

***D. Plan for a loss of Communication***

In the event of a loss of telephone services administration will use their cell phones to notify the Superintendent's office of the loss of communication.

## **MOTOR VEHICLE CRASH**

This procedure addresses situations involving a Motor Vehicle Crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Biological or Chemical Release. If a crash results in a utility interruption, refer to Loss or Failure of Utilities.

### **Procedure**

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call "911" (dial 9, 911) and local police and/or Santa Clara County Sheriff's Dept. (408.293.2311) and will provide the exact location (e.g., building, area) and nature of emergency.
5. The School Administrator will notify the Office of the Superintendent of the situation. A member of this group will call the Office of Communications with information on this situation.
6. The Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a utility interruption, refer to Loss or Failure of Utilities.
7. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
8. The First Aid/Medical Team will check for injuries to provide appropriate first aid.
9. Any affected areas will not be reopened until the agency provides clearance and the School Administrator issues authorization to do so.
10. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

## **Psychological Trauma**

Crisis management at County Community specifies actions during and subsequent to any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

1. The School Administrator will establish Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
3. The Psychological First Aid Team will provide direct intervention services.
4. If there is a need for additional assistance, the School Administrator will notify the Chief of Student Services.
5. The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma, injury and death.
7. The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required.

## **SUSPECTED CONTAMINATION OF FOOD OR WATER**

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

### **Procedure**

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify "911" (dial 9, 911), Santa Clara County Department of Environmental Health Services (408.918.3400).
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. School police will notify members of the Serious Incident Response Team (SIRT), which will conduct an onsite review to determine necessary follow-up actions including the need to notify other potentially affected District facilities.
7. The School Administrator and the SIRT will confer with the Santa Clara County Department of Health Services before the resumption of normal operations.
8. The School Administrator will notify parents of the incident, as appropriate.

## **THREAT OF VIOLENCE**

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call.

### **Procedure**

1. The School Administrator will identify the type of threat and attempt to determine the individual(s) making the threat.
2. The School Threat Assessment Team will conduct the threat assessment. A school police officer should be part of this team.
3. The School Threat Assessment Team will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk as described by the Santa Clara County Sheriff's Dept.
  - Category 1 – High violence potential; qualifies for arrest or hospitalization.
  - Category 2 – High violence potential; does not qualify for arrest or hospitalization.
  - Category 3 – Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.
  - Category 4 – Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.
  - Category 5 – Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.
4. In categorizing the risk, the School Threat Assessment Team will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?
5. The School Threat Assessment Team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
6. The School Threat Assessment Team will recommend appropriate action to the School Administrator.
7. As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.

## **UNLAWFUL DEMONSTRATION/WALKOUT**

**An Unlawful Demonstration/Walkout** is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

### **Procedure**

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.
3. The School Administrator will notify the Local Police and/or Santa Clara County Sheriff's Dept. (408.293.2311) and the Chief of Student Services.
4. The Request Gate Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave the campus, the Request Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and venetian blinds in rooms so equipped.
7. The Documentation staff member should keep accurate record of events, conversations and actions.
8. All media inquiries will be referred to the Santa Clara County Office of Education Communications Department (408.453.6514)
9. The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
10. The School Administrator will notify parents of the incident, as appropriate.

**EMERGENCY PHONE NUMBERS**

<b>District</b>		
Deputy Superintendent	Dr. Cary Dritz	408.453.6968
Safety Planning Lead	Carey Johnson	408.573.3200
SCCOE Facilities Director	Joe Cassibba	408.453.4310
Chief of Student Services	Maurice Ghysels	408.453.6560
Transportation Services	Joni Sanborn	408.453.4388
Office of Communications		408.453.6514
Office of Emergency Services		916.845.8510
Office of Environmental Health and Safety		408.918.3400
<b>Non-District</b>		
Fire And Medical Emergencies 9.911		9.911
Bay Area Air Quality Management District		415.771.6000
California Highway Patrol		Emergency 9.911 Non Emergency 800.935.5247
County Department of Health Services		408.792.5050
Gas Company	Pacific Gas and Electric	800.743.5000
Electric Company	Southern California Edison Co.	800.655.4555
Local Fire Station		9.911
Local Sheriff Dept	Santa Clara County Sheriff	408.293.2311
Santa Clara OES/Homeland Security		408.808.7800
American Red Cross	Disaster Services	877.727.6771
Water Company	Santa Clara Valley Water District	408.265.2600

**Santa Clara County Office of Education**

**County Community School**

**COMPREHENSIVE SCHOOLS SAFETY PLAN:**

**County Community Safety Committee Evaluation and Certification**

**2010-2011**

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by County Community School and is readily available for inspection by the public.

**Signatures of County Community's Site Council Members**

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**School Site Safety Committee**

- Charles Weis: Chair**
- Carey Johnson: Principal**
- Louis Smith: Teacher**
- Dawn Martin: Teacher**
- Blanca Garza: Staff**
- Lt. John Spicer: Law Enforcement Representative**

# Stonegate Evacuation Site Map

