

Comprehensive School Safety Plan SB 187 Compliance Document

**2017-2018
School Year**

School: Von Renner Elementary School
CDS Code: 50-73601-6025753
District: Newman-Crows Landing Unified School District
Address: 1388 Patchett Drive
Newman CA 95360
Date of Adoption: 9/28/17

Approved by:

Name	Title	Signature	Date
Heather Vargas	Principal		
Donna Williams	Learning Director		
Carol Moore	Teacher		
Bertha Marquez	Teacher		
Brenda Spiller	Librarian		
Claudia Diaz	Classified		
Deirdre O'Rourke	Lead Teacher		
Mike Galvin	Plant Foreman		

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Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at www.nclisd.k12.ca.us.

Safety Plan Vision

The Von Renner Elementary School Comprehensive Safe School Plan (CSSP) provides guidance and direction to principals, faculty and staff who have Emergency Management Responsibilities (EMR). The Emergency Response Plan along with the School Comprehensive Safe School Plan shall be used during an emergency incident involving Von Renner Elementary School.

Components of the Comprehensive School Safety Plan (EC 32281)

Von Renner Elementary School Safety Committee

Each NCLUSD facility and administrative site will have a Safe School Leadership Team (SSLT) to take charge of the emergency, respond effectively, protect the occupants of the facility and reduce the risk of physical injury, property damage and business interruption.

Assessment of School Safety

Standardized Emergency Management System (SEMS) is the system required by Government Code 8607(a) for managing response to multi-agency and multi-jurisdiction emergencies in California. SEMS consists of five organizational levels, which are activated as necessary: Field Response, Local Government.

The school site Safe School Leadership Team (SSLT) carries out the Field Response level of crisis and emergency management, the District School Safety Team functions at the Local Government level in this system. By organizing our crisis response plans according to SEMS, both school sites and the district are positioned to integrate services when an incident occurs on an area, regional or state level.

By standardizing key elements of the emergency management system, SEMS is intended to:

Facilitate the flow of information within and between levels of the system.

Facilitate coordination among all responding agencies.

Use of SEMS will improve the mobilization, deployment, utilization, tracking, and demobilization of needed mutual aid resources. Use of SEMS will reduce the incident of poor coordination and communications, and reduce resource ordering duplication on multi-agency and multi-jurisdiction responses. SEMS is designed to be flexible and adaptable to varied disasters that occur in California, and to the needs of all emergency responders.

Essential Management Functions: SEMS has five essential functions adapted from Incident Command System (ICS). The Field Response uses the five primary ICS functions: Command, Operations, Planning/Intelligence, Logistics, and Finance/Administration. The term management is used instead of command at all levels except Field Response. The titles of the other functions remain the same at all levels.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Each site must have an evacuation plan that consists of two stages:

Stage One Evacuation: All students and staff are evacuated from buildings and stationed at a safe location on campus.

Stage Two Relocation: At the direction of the District Incident Commander, all students and staff are relocated to a determined location off campus at time of event. Coordinate with transportation department and Police and Fire Department. (Examples: gas leak, fallen aircraft)

Evacuation Plan Checklist:

- Detailed campus diagrams that show:
- Evacuation routes
- Designated areas for each teacher and class
- Areas of supervision
- Transportation points (for both buses and autos)
- Student Release area
- Press area
- Teams
- Crisis Response Team
- Student Release Team
- Emergency cards and census list (Always ready to be taken to student release area)
- Parent/Guardian sign out log or forms
- Impaired mobility list (Location of these students throughout the school day)

- Classroom evacuation materials (Laminated guides, “go bags”, binders or boxes that teachers will carry along with their roll books)
- Communication Plan (How teachers will communicate to the Safe School Leadership Team and visa versa).

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

All school personnel are mandated CPS reporters. A Child Protective Agency must be contacted immediately or as soon as practically possible by telephone as soon as child abuse is known or suspected.

CPS Reports (see attachment)

Child Protective Services 558-3665
 PO Box 42
 Modesto, CA 95353-0042

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Each site must have an evacuation plan that consists of two stages:

Stage One Evacuation: All students and staff are evacuated from buildings and stationed at a safe location on campus.

Stage Two Relocation: At the direction of the District Incident Commander, all students and staff are relocated to a determined location off campus at time of event. Coordinate with transportation department and Police and Fire Department. (Examples: gas leak, fallen aircraft)

Evacuation Plan Checklist:

Detailed campus diagrams that show:

Evacuation routes

Designated areas for each teacher and class

Areas of supervision

Transportation points (for both busses and autos)

Student Release area

Press area

Teams

Crisis Response Team

Student Release Team

Emergency cards and census list (Always ready to be taken to student release area)

Parent/Guardian sign out log or forms

Impaired mobility list (Location of these students throughout the school day)

Classroom evacuation materials (Laminated guides, “go bags”, binders or boxes that teachers will carry along with their roll books)

Communication Plan (How teachers will communicate to the Safe School Leadership Team and visa versa).

Public Agency Use of School Buildings for Emergency Shelters

McConnell Educational Center

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

CAUSES FOR MANDATORY RECOMMENDATION FOR EXPULSION

Except as provided in subdivisions (c) and (e) of the California Education Code (E.C.), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstances.

1. CAUSED SERIOUS PHYSICAL INJURY to another person, except in self-defense or willfully used force or violence upon the person of another, except in self-defense. [E.C. 48915 and 48900(a)]

1st Offense: 5-day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

2. POSSESSED, SOLD, OR OTHERWISE FURNISHED ANY FIREARM, KNIFE, EXPLOSIVE, OR OTHER DANGEROUS OBJECT unless in the case of possession of any object of this type, the pupil has obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. [E.C. 48915 and 48900(b)]

1st Offense: 5-day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

*Note: Furnishing or possessing an imitation or look-a-like toy gun is considered an object of a dangerous nature and is included in this section. [E.C. 48900(m)]

*Note: Possession of tear gas/a tear gas weapon/pepper spray is considered a dangerous object. (Penal Code Section 12401, 12402) (E.C. 49330)

*Note: The possession or use of articles not generally considered to be weapons may be prohibited when the Principal or designee determines that a danger exists for any student, school employee, or school property by virtue of possession or use. This prohibition shall not normally apply to school supplies such as pencils, compasses, and the like, unless those instruments are used in a menacing or threatening manner.

3. FURNISHED OR SOLD ANY CONTROLLED SUBSTANCE listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. [E.C. 48915 and E.C. 48900(c)]

1st Offense: 5-day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

*Note: Furnishing or possessing an imitation controlled substance (look-a-likes) with the intent to distribute will result in a recommendation for expulsion. Imitation controlled substances are considered "dangerous objects." This offense is also in violation of Health and Safety Code 11680.

4. POSSESSED ANY CONTROLLED SUBSTANCE listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense of possession of not more than one ounce of marijuana, other than concentrated cannabis. [E.C. 48915 and E.C. 48900(c)]

1st Offense: 5-day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

*Note: A student who uses a drug authorized by a licensed physician through a prescription specifically for that student's use shall not be considered to have violated this policy. However, any physician-authorized drug must be left in the school office during school hours or left with a supervising district

employee at any school-sponsored activity. Additionally, parents/guardians and physician must complete the Parent Request for Administration of Medication if prescribed medication is brought onto District property or to a District-sponsored event.

5. POSSESSED WITH INTENT TO SELL ANY CONTROLLED SUBSTANCE listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. [E.C. 48900(c)]

1st Offense: 5-day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

6. OFFERED, ARRANGED, OR NEGOTIATED TO SELL ANY CONTROLLED SUBSTANCE listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, alcoholic beverage, or intoxicant and then sold, delivered, or furnished look-a-likes or in lieu substances. [E.C. 48900(d)]

1st Offense: 5-day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

7. COMMITTED OR ATTEMPTED TO COMMIT ROBBERY OR EXTORTION [E.C. 48915 and 48900(e)]

1st Offense: 5-day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

8. THREATENED, ATTACKED, OR COMMITTED ASSAULT OR BATTERY ON SCHOOL PERSONNEL (Penal Code Section 240, 242) [E.C. 48915 and 48900]

1st Offense: 5-day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

9. COMMITTED OR ATTEMPTED TO COMMIT A SEXUAL ASSAULT as defined in Sections 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. [E.C. 48915 and E.C. 48900(n)]

1st Offense: 5-day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

10. COMMITTED A TERRORISTIC THREAT (including, but not limited to, a bomb threat) against school officials or school property, or both. "Terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family. (E.C. 48900.7)

1st Offense: 5-day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency. CAUSES FOR MANDATORY SUSPENSION ON FIRST OFFENSE

1. POSSESSING, USING, OR BEING UNDER THE INFLUENCE OF an alcoholic beverage or intoxicant of any kind. Possessing not more than one ounce of marijuana. Using or being under the influence of marijuana or any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code. [E.C. 48915 and E.C. 48900(c)]

1st Offense: 5-day suspension and notification of appropriate law enforcement agency. May be assigned to a substance abuse counseling program.

*Note: If the student completes a district-approved intervention program. Ineligibility for extra-curricular activities may then be reduced from eighteen school weeks to nine school weeks.

2nd Offense: 5-day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

*Note: Students appearing at school functions and having consumed or having in their possession alcoholic beverages or controlled substances may be handled by police action. (Penal Code section 647) (Health and Safety Code section 11550)

2. UNLAWFULLY POSSESSING OR UNLAWFULLY OFFERING, ARRANGING, OR NEGOTIATING TO SELL ANY DRUG PARAPHERNALIA as defined in Section 11014.5 of the Health and Safety Code. [E.C. 48900(j)]

1st Offense: 5-day suspension and notification of appropriate law enforcement agency. May be assigned to a substance abuse counseling program.

*Note: If the student completes a district-approved intervention program. Ineligibility for extra-curricular activities would then be reduced from eighteen school weeks to nine school weeks.

2nd Offense: 5-day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

3. FIRE-SETTING OR ATTEMPTED FIRE-SETTING including the activation of false alarms or tampering with emergency equipment. (Penal Code sections 447, 455, and 148.4) [E.C. 48900(k)]

1st Offense: 3-5-day suspension.

2nd Offense: 5-day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

*Note: Fire-setting of any nature may lead to recommendation for alternative education program or expulsion on the first offense. Fire setting is never considered to be a prank. The burning of trashcans can lead to immediate and serious consequences.

Depending on the seriousness of the act, a student may be recommended for an alternative education placement or expelled on the first or succeeding offenses.

4. WILLFUL DEFIANCE OR DISRUPTION OF THE SCHOOL OR INTERFERING WITH THE PEACEFUL CONDUCT OF THE ACTIVITIES OF THE SCHOOL (Penal Code section 148.1) [E.C. 48900(k)]

1st Offense: 3-5-day suspension.

2nd Offense: 5-day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

5. HARASSED, THREATENED, OR INTIMIDATED A PUPIL WHO IS A COMPLAINING WITNESS OR WITNESS IN A SCHOOL DISCIPLINARY PROCEEDING for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. [E.C. 48900(o)]

1st Offense: 5-day suspension and possible recommendation for expulsion.

CAUSES FOR HOME SUSPENSION OR OTHER ALTERNATIVE CONSEQUENCES

When "suspension" is indicated in this Student Conduct Code, the principal or principal's designee will determine whether the consequence should include, but not be limited to, home suspension, in-school suspension, Saturday school, detention, or community service. Community service may include, but is not limited to; work performed on school grounds during non-school hours in the areas of outdoor beautification, campus betterment, and teacher or peer assistance programs.

? The school day during which the suspension is assigned may be counted in the number of days suspended.

? Law enforcement agencies may be notified at the discretion of the school administration.

? If the nature of the offense makes an alternative education placement or expulsion recommendation appropriate, the student will be suspended five days for the infraction.

? A student may be suspended on the first offense depending on the seriousness of the act, if the act is gang related, or if it is determined that the pupil's presence on school grounds causes a danger to persons and/or property or threatens to disrupt the instructional process. (E.C. 48900.5)

For offenses 1 through 10 only, depending on the seriousness of the act, a student may be recommended for an alternative education placement or expulsion on the first or succeeding offenses.

1. CAUSED, ATTEMPTED OR THREATENED TO CAUSE PHYSICAL INJURY TO ANOTHER PERSON; OR WILLFULLY USED FORCE OR VIOLENCE UPON THE PERSON OF ANOTHER, except in self-defense. [E.C. 48900(a) (1) and 48900(a) (2)]

1st Offense: Up to 5 days suspension 2nd Offense: 5-day suspension

3rd Offense: 5-day suspension and recommendation for alternative education program or expulsion

2. CAUSED OR ATTEMPTED TO CAUSE DAMAGE TO PROPERTY (cutting, defacing, or otherwise injuring any school district property, or the malicious injury or destruction of any other person's real or personal property. (Penal Code section 594) [E.C. 48900(f)]

1st Offense: Up to 5 days suspension 2nd Offense: 5-day suspension

3rd Offense: 5-day suspension and recommendation for alternative education program or expulsion

Note: The parent/guardian(s) will be held responsible for damage to school district property. When the minor and parent are unable to pay for the damages, the school district shall provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Parents or guardians of the student are also liable for the amount of a reward paid for information leading to the apprehension of person(s) causing damage. (E.C. 48904)

3. THREATENED, INTIMIDATED, MENACED OR HARASSED (INCLUDING SEXUAL HARASSMENT, AND/OR ELECTRONIC BULLYING) ANY OTHER PERSON. [E.C. 48900(a), 48900(k), 48900(r), 48900.2, 48900.4]

1st Offense: Warning to student and/or other alternative consequences 2nd Offense: 3-5 days suspension

3rd Offense: 5-day suspension and recommendation for alternative education program or expulsion

4. ENGAGED IN OR HAD ANY PART IN HAZING or committed any act that injures, degrades, or disgraces any other person attending school. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. [E.C. 32050-52, 33032.5, 48900(a), 48900(k), 48900.3]

1st Offense: Up to 5 days suspension 2nd Offense: 5-day suspension

3rd Offense: 5-day suspension and recommendation for alternative education program or expulsion

5. STOLEN OR ATTEMPTED TO STEAL SCHOOL PROPERTY OR PRIVATE PROPERTY. [E.C. 48900(g)] 1st Offense: Up to 3 days suspension

2nd Offense: 5-day suspension and possible recommendation for alternative education program 3rd Offense: 5-day suspension and recommendation for expulsion

6. KNOWINGLY RECEIVED STOLEN SCHOOL PROPERTY OR PRIVATE PROPERTY. [E.C. 48900(l)] 1st Offense: Up to 3 days suspension

2nd Offense: 5-day suspension

3rd Offense: 5-day suspension and recommendation for expulsion

7. ANY ACT OF DEFIANCE OR DISOBEDIENCE either in language or in action against school personnel; refused to comply with the reasonable request or order of school personnel. [E.C. 48900(k)]

1st Offense: Warning to student and/or alternative consequence 2nd Offense: 3-day suspension

3rd Offense: 5-day suspension and/or possible recommendation for alternative education program.

*Note: A violation of the school's Internet Use Policy is considered defiance of authority.

8. COMMITTED AN OBSCENE ACT OR ENGAGED IN HABITUAL PROFANITY OR VULGARITY, INCLUDING RACIAL AND/OR ETHNIC SLURS either verbally or in writing. [E.C. 48900(i)]

1st Offense: Warning to student and/or alternative consequence 2nd Offense: Up to 5 days suspension

3rd Offense: 5-day suspension and/or possible recommendation for alternative education program.

*Note: Any act committed against school personnel warrants consequences starting at second offense.

*Note: A student will be suspended on the first offense for 3 days if such behavior disrupts school activities [E.C. 48900(k)], threatens to disrupt the instructional process, or causes a danger to persons or property (E.C. 48900.5).

9. POSSESSED ANY OBJECT ON CAMPUS WHICH COULD BE CONSIDERED DANGEROUS (unless in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred by the principal or the designee of the principal) if the principal deems expulsion inappropriate. [E.C. 48900(b)]

1st Offense: Warning to student, notification of parent/guardian, and/or alternative consequences 2nd Offense: 3-day suspension

3rd Offense: 5-day suspension

*Note: Toy or look-a-alike guns are considered objects of a dangerous nature and fall within the scope of this Student Conduct Code under "Causes for Mandatory Recommendation for Expulsion." The principal must report in writing to the superintendent who will advise the governing board if expulsion is inappropriate due to the nature of the particular circumstances, which shall be indicated in the report of the incident. (E.C. 48915)

10. FORGED, FALSIFIED, ALTERED, OR USED FORGED SCHOOL CORRESPONDENCE, PASSES. [E.C. 48900(k)] 1st Offense: Warning to student and/or alternative consequence
 2nd Offense: Up to 3 day suspension
 3rd Offense: 5-day suspension and recommendation for alternative education program.
11. POSSESSED OR USED TOBACCO or any products containing tobacco or nicotine products. [E.C. 48900(h)] 1st Offense: 3-day suspension
 2nd Offense: 5-day suspension
 3rd Offense: 5-day suspension and possible recommendation for alternative education program.
 *Note: OHS does not permit the smoking or use of tobacco or any product containing tobacco or nicotine products by pupils of the school while pupils are on campus or while attending school-sponsored activities or while under the supervision and control of district employees. (E.C. 48901)
 *Note: Confiscated materials will returned to parents upon request. Confiscated materials will not be returned to students.
12. FAILURE TO IDENTIFY ONESELF or giving false information to school personnel. [E.C. 48900(k)] 1st Offense: Warning to student and/or alternative consequence
 2nd Offense: Up to 3 day suspension
 3rd Offense: 5-day suspension and possible recommendation for alternative education program.
13. TAMPERING WITH PROPERTY OF THE SCHOOL DISTRICT or belongings of any other person. [E.C. 48900(k)] 1st Offense: Warning to student and/or alternative consequence
 2nd Offense: Up to 3 days suspension
 3rd Offense: 5-day suspension and recommendation for alternative education program.
14. CHEATING, PLAGIARISM [E.C. 48900(k)]
 1st Offense: Warning to student. "F" on assignment/test. 2nd Offense: 3 day suspension. "F" on assignment/test. 3rd Offense: 5 day suspension. "F" on assignment/test
15. GAMBLING AND WAGERING or habitually being present where gambling and wagering are taking place. [E.C. 48900(k)] 1st Offense: Warning to student and/or alternative consequence. Depending upon the incident, a police report may be made.
 2nd Offense: 3-day suspension and possible recommendation for alternative education program. 3rd Offense: 5-day suspension and recommendation for alternative education program.
16. INTERFERING WITH THE PEACEFUL CONDUCT OF THE CAMPUS OR CLASSROOM causing class or campus disruption of a minor but annoying nature. [E.C. 48900(k)]
 1st Offense: Warning to student and/or alternative consequence 2nd Offense: 3-day suspension
 3rd Offense: 5-day suspension and possible recommendation for alternative education program.
17. LOITERING ON OR ABOUT ANY CAMPUS without apparent lawful purpose. [E.C. 48900(k)] (Penal Code 653G and 627) 1st Offense: Warning to student and/or alternative consequence
 2nd Offense: 3-day suspension
 3rd Offense: 5-day suspension and possible recommendation for alternative education program.
 *Note: A student may be subject to arrest according to Penal Code 653G if he/she loiters at or near any school or public place, or at or near where students attend or normally congregate, or re-enters or comes upon such school or place after being asked to leave by a school official. Punishment for loitering includes a fine not to exceed \$1,000 and/or imprisonment in the county jail not to exceed six months.
18. ANY DRESS, GROOMING, OR APPEARANCE, which the administration deems unauthorized or inappropriate, or which disrupts, or tends to disrupt the educational process, or affects the health or safety of individuals shall be prohibited. [E.C. 48900(k), 35161, 35168, 35291.5, 35294.1]
 1st Offense: Warning to student and notification of parent. Student will be sent home to dress properly, if necessary. 2nd Offense: Up to 3-days suspension
 3rd Offense: 5 day suspension and possible recommendation for alternative education program.
 *Note: Refer to the Orestimba High School and Grooming Code found in section "F" for a more detailed description of prohibited dress, grooming, or appearance.
 *Note: Any attire/paraphernalia/symbol that signifies gang affiliation will not be allowed on campus or at any school activity. Any attire/paraphernalia/symbol that displays a logo or other message promoting alcohol or controlled substances, promoting violence, any illegal activity, or is sexually suggestive may not be worn on campus or at any school activity.
19. POSSESSED AN OBJECT NOT OF A DANGEROUS NATURE BUT IDENTIFIED BY A SCHOOL ADMINISTRATOR AS DISRUPTIVE, i.e., radios, tape/cd players, skateboards, or other items a school administrator identified as disruptive unless, in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

1st Offense: Warning to student and/or alternative consequence 2nd Offense: Up to 3 days suspension

3rd Offense: 5 day suspension

*Note: The unauthorized object will be confiscated by school authorities and will be returned to the parent/guardian upon request, not to the student.

*Note: The possession or use of articles not generally considered to be weapons may be prohibited when the Principal or designee determines that a danger exists for any student, school employee, or school property by virtue of possession or use. This prohibition shall not normally apply to school supplies such as pencils, compasses, and the like, unless those instruments are used in a menacing or threatening manner.

20. POSSESSED OR USED AN ELECTRONIC DEVICE that operates through the transmission or receipt of radio waves, including, but not limited to paging and signaling equipment, without the prior consent and/or approval of the principal or the designee of the principal. No pupil shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician to be essential for the health of a pupil and use of which is limited to purposes related to the health of the pupil. (E.C. 48901.5) Students who violate district or school rules and regulations may be subject to discipline, including but not limited to confiscation of the cellular radio telecommunication device, suspension, expulsion or transfer to alternative programs in accordance with Board Policy and administrative regulations. In addition, when the conduct involves intimidation, harassment, or other endangerment of a student or employee, the Superintendent or designee shall provide appropriate assistance as necessary for the victim and the offender or make appropriate referrals for such assistance.

21. INAPPROPRIATE/DISRUPTIVE BEHAVIOR ON BUS OR IN OTHER SCHOOL VEHICLES

District-provided bus transportation including any district vehicle is a privilege and not a right. Students shall abide by all rules set by the bus driver. Misbehavior on the bus shall be referred to the Principal or designee for disciplinary action as explained in the Student Conduct Code. Parents/Guardians and their students shall be responsible for any damage to the bus incurred by the student.

First Offense: Administrator conference with student, and notification of parent * Second Offense: Up to five day suspension of bus riding privileges*

Third Offense: Up to 20 days suspension of bus riding privileges*

Fourth Offense: Suspended riding privileges for remainder of the school year.*

*Note: Depending on the seriousness of the act, the student may lose bus privileges at the discretion of the administration and/or for the remainder of the school year on the first or succeeding offenses.

22. RECKLESS DRIVING/SPEEDING ON SCHOOL GROUNDS (within 1,000 feet from any campus). 1st Offense: Warning to student and/or alternative consequence and parent notified

2nd Offense: Revocation of Parking Privileges for 10 school days 3rd Offense: Revocation of Parking Privileges for 20 school days

4th Offense: Revocation of Parking Privileges for the remainder of the school year

*Note: Depending on the seriousness of the act, the student may lose parking privileges for the remainder of the school year on the first or succeeding offenses. Police may be notified depending on the circumstances.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Procedures to notify teachers of dangerous students

Education Code 49079: Notification of School Personnel of Student Behavior

Teachers are notified of student behavior through the electronic student data system, via log entries. In this way, they can view their students' disciplinary history. If a student enrolls in the school from out of the district, the administration reviews the student's CUM record when it arrives, and based on that information posts an "EC 49079 Log Entry" listing any suspensions that have occurred elsewhere during the past three years. Here is the language of Education Code 49079:

49079. (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

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

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

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

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

(E) Sexual Harassment Policies (EC 212.6 [b])

Sexual Harassment is prohibited, as stated in Ed Code 48900.2 and Board Policy 5145.7 (a-c). Sexual harassment includes but is not limited to unwelcome sexual advances, requests for sexual favors and other verbal, visual, or physical conduct of a sexual nature. This includes any sexual conduct that has a negative effect on an individual's academic or work performance, or creates an intimidating, hostile or offensive work or learning environment.

(E) Sexual Harassment Policies (EC 212.6 [b])

SEXUAL HARASSMENT

The Governing Board is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the person(s) to whom a report of sexual harassment should be made (cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction) Complaint Process

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee.

Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint.

In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee. BP 5145.7(b)

SEXUAL HARASSMENT (continued)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment) (cf. 5141.4 - Child Abuse Prevention and Reporting) (cf. 5145.3 - Nondiscrimination/Harassment)

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

(cf. 1312.1 - Complaints Concerning District Employees) Disciplinary Measures

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

Record-Keeping

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

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

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

Legal Reference: (see next page) BP 5145.7(c)

SEXUAL HARASSMENT (continued) Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900.2 Additional grounds for suspension or expulsion; sexual harassment 48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term CIVIL CODE

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

1714.1 Liability of parents/guardians for willful misconduct of minor CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance UNITED STATES CODE, TITLE 20

1681-1688 Title IX, Discrimination UNITED STATES CODE, TITLE 42

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

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended CODE OF FEDERAL REGULATIONS, TITLE 34

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

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

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629 Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct.

1989 Nabozny v. Podlesny, (1996, 7th Cir.) 92 F.3d 446

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

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

Rosa H. v. San Elizario Ind. School District, (W.D. Tex. 1995) 887 F. Supp. 140, 143 Clyde K. v. Puyallup School District #3, (1994) 35 F.3d 1396

Patricia H. v. Berkeley Unified School District, (1993) 830 F.Supp. 1288 Franklin v. Gwinnet County Schools, (1992) 112 S. Ct. 1028

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

Management Resources:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS GENERAL

Protecting Students from Harassment and Hate Crime: A Guide for Schools, January 1999 OFFICE OF CIVIL RIGHTS' PUBLICATIONS
Revised Sexual Harassment Guidance, January 2001 Sexual Harassment Guidance, March 1997

WEB SITES

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

Policy NEWMAN-CROWS LANDING UNIFIED SCHOOL DISTRICT

adopted: Newman, California Students AR 5145.7(a) SEXUAL HARASSMENT

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when: (Education Code 212.5; 5 CCR 4916)

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

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

1. Unwelcome leering, sexual flirtations or propositions
2. Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, notes, stories, drawings, pictures or gestures
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-gender class
7. Massaging, grabbing, fondling, stroking or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Purposefully cornering or blocking normal movements
10. Displaying sexually suggestive objects AR 5145.7(b)

SEXUAL HARASSMENT (continued) Notifications

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

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
(cf. 5145.6 - Parental Notifications)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures and standards of conduct are posted (Education Code 231.5)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures and standards of conduct (Education Code 231.5)

5. Be provided to employees and employee organizations

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

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

- a. The student who is complaining
- b. The person accused of harassment
- c. Anyone who witnessed the conduct complained of
- d. Anyone mentioned as having related information

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

3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:

AR 5145.7(c)

SEXUAL HARASSMENT (continued)

- a. The Superintendent or designee
- b. The parent/guardian of the student who complained
- c. If the alleged harasser is a student, his/her parent/guardian
- d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
- e. Child protective agencies responsible for investigating child abuse reports (cf. 5141.4 - Child Abuse Prevention and Reporting)
- f. Legal counsel for the district

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

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

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

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

- a. How the misconduct affected one or more students' education

- b. The type, frequency and duration of the misconduct
 - c. The number of persons involved AR 5145.7(d) SEXUAL HARASSMENT (continued)
 - d. The age and gender of the person accused of harassment
 - e. The subject(s) of harassment
 - f. The place and situation where the incident occurred
 - g. Other incidents at the school, including incidents of harassment that were not related to gender
7. The principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused.
 8. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If the principal or designee verifies that sexual harassment occurred, this report shall describe the actions taken to end the harassment, address the effects of the harassment on the student harassed, and prevent retaliation or further harassment.
 9. Within two weeks after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further harassed. The principal or designee shall keep a record of this information and shall continue this follow-up.

Enforcement

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

1. Removing vulgar or offending graffiti.
 2. Providing staff in-service and student instruction or counseling.
 3. Notifying parents/guardians of the actions taken.
 4. Notifying child protective services.
 5. Taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.
- Regulation NEWMAN-CROWS LANDING UNIFIED SCHOOL DISTRICT
 approved: Newman, California

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

ATTIRE AND GROOMING REGULATIONS The school administration and teachers will continue to encourage all students to dress in a fashion that reflects good taste and is safe and appropriate for a school day. Students will be restricted from attending school if their attire does not meet the following regulations: 1. Skirt and short length must be long enough to reach the tips of the fingers when arms are lowered by side. 2. Shirts must have at least 1 inch of material at the shoulder. No spaghetti strap shirts, halter-tops, backless clothes, short tops exposing midriff or mesh-type see through jerseys are permitted. Shirts with inappropriate writing, sayings or designs may be distracting to the learning environment and are not permitted 3. Shoes must have an ankle strap or a back. No thong sandals, flip-flops, cleats, open back shoes/sandals, or roller shoes are permitted. Appropriate shoes must be worn at all times. 4. Pants must be worn securely at the natural waist. 5. Hats, caps, or sunglasses will not be worn in the buildings during the school day. 6. Hair color or extreme hair/styles should not distract from the learning environment.

5 Students who wear clothing or items that are disruptive to the learning environment will be sent home to change clothes or given clothes to wear until the end of the day. The purpose of the dress standard is to foster a positive environment for learning. ABSOLUTELY NO ATTIRE THAT IS GANG-RELATED, AS DEFINED BY LOCAL AUTHORITIES, OR ADVERTISES TOBACCO, DRUG OR ALCOHOL USE WILL BE ACCEPTED.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Safety to and from school: provisions for safe ingress and egress of students, parents, and employees to and from school

Buildings and grounds are maintained to ensure safe ingress and egress. Campos Monitors are scheduled before, during, and after school to monitor student activity.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2) Component:

Safe Physical Environment

Element:

Creating a physical environment that ensures school-wide safety.

Opportunity for Improvement:

Continue to improve communication with all stakeholders in order to improve school-wide safety.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Safe Physical Environment

Element:

Creating a physical environment that ensures school-wide safety.

Opportunity for Improvement:

Continue to improve communication with all stakeholders in order to improve school-wide safety.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Stakeholders will be informed of school safety plan and procedures.	Safety and emergency procedures are routinely reviewed with staff and students.	These procedures are published in the school handbook and available via the Comprehensive Safety Plan posted on the school's website.	Heather Vargas	2017-2018
Ensure plan has up to date and accurate information.	Annually review and update the Comprehensive School Safety Plan		Heather Vargas	2017-2018
Stakeholders will be informed of school safety plan and procedures.	Ensure all teachers have updated procedures in their staff binders and updated procedures posted in all buildings and classrooms.	Safety Folders with student rosters and emergency procedures	Heather Vargas	2017-2018
Students and staff have opportunities to practice safety procedures.	Regularly schedule, perform, critique and log emergency drills.		Heather Vargas/ Donna Williams	2017-2018
School will have necessary equipment and resources to carry the school safety plan.	Update emergency kits and supplies		Heather Vargas/ Bernice Arnett	2017-2018
Stakeholders will be informed of school safety plan and procedures.	Ensure all staff have current phone numbers of Von Renner and NCLUSD administrative staff.		Heather Vargas	2017-2018

Component:

School Culture

Element:

Work with stakeholders (students, parents, staff, and the community) to create a positive learning environment that emphasizes high expectations of student conduct, responsible behavior, and respect for others.

Opportunity for Improvement:

Work to improve relationships between all stakeholders in the school community so that the home-school relationships are strengthened.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Communicate effectively with the school community.	Regularly update the Von Renner and NCLUSD websites, increase parent notifications via parent communication tools-Class Dojo, email, text and phone.		Heather Vargas	2017/2018
Communicate clearly to students expectations for behavior.	All staff will focus, teach, and communicate expectations for student behavior by reviewing the PBIS rules and procedures for all areas around campus and in the classrooms. These rules are communicated daily by all staff.		Donna Williams	2017/2018
Provide information, tools and resources to parents, staff and students to prevent bullying and encourage a culture of respect for all.	<ol style="list-style-type: none"> 1. Von Renner will support the national anti-bullying campaign in October by wearing orange and will provide information to parents and students about Unity Day. 2. VR will hold assemblies for students and meetings for parents to discuss the definition of bullying- what it is and is not- and provide tools and resources to encourage a culture of kindness to all. 		Heather Vargas	2017/2018
Improve attendance	<ol style="list-style-type: none"> 1. Hold assemblies each trimester and give attendance awards. 2. Teachers will hang attendance flags daily to promote perfect attendance. 3. Create a school climate that makes students want to be at school everyday! 		Heather Vargas	2017/2018

Objectives	Action Steps	Resources	Lead Person	Evaluation
Foster a connection to the larger community.	We will foster a connection to our families and community by offering: 1. Second Cup of Coffee- A meeting to review school-wide topics and connect with families. 2. Homework Diners- Outreach to provide learning opportunities for parents and a meal for all families. 3. PTO community events for families.		Heather Vargas/ Donna Williams	2017/2018

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Von Renner Elementary School Student Conduct Code

Positive Behavior Intervention Supports (PBIS) and strategies will be used as Von Renner's foundation for discipline, rules and consequences.

Conduct Code Procedures

Von Renner's Rules (Be Safe, Be Respectful, Be Responsible) and our Core Values are posted in every school building and all staff receive ongoing training with the implementation of PBIS.

All staff (Certificated, Classified, Yard Duty, ASP, Instructional Aides, Librarian received an in depth training on PBIS expectations for school-wide implementation and support. A school-wide behavior supports system has been established which includes a check-in and check-out process for students (CICO's), a social skills tier (Smart Kids, Strong Start), and a data collection component. We believe that with all stakeholders working together to create a proactive, positive environment, discipline issues will continue to decrease.

The rules and code of conduct for school discipline are presented in detail in the NCLUSD Elementary Student Handbook and we will use them when appropriate with our PBIS program.

(J) Hate Crime Reporting Procedures and Policies

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

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 0450 - Comprehensive Safety Plan)
(cf. 3515.4 - Recovery for Property Loss or Damage) (cf. 5131.5 - Vandalism, Theft and Graffiti)
(cf. 5136 - Gangs)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual Harassment)
(cf. 6141.6 - Multicultural Education)

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

(cf. 1312.1 - Complaints Concerning District Employees) (cf. 1312.3 - Uniform Complaint Procedures)

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

(cf. 3515.3 - District Police/Security Department) (cf. 4158/4258/4358 - Employee Security)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

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

(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall ensure that staff receive appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways. BP 5145.9(b)

HATE-MOTIVATED BEHAVIOR (continued)

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

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

At the beginning of each school year, students and staff shall receive a copy of the district's policy on hate-motivated behavior. Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900.3 Suspension for hate violence PENAL CODE

186.21 Street terrorism; legislative findings and declarations

422.55-422.86 Hate Crimes

628-628.1 School crime reporting 11410-11414 Terrorism

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

13519.6 Hate crimes, training courses and guidelines UNITED STATES CODE, TITLE 18

245 Federally protected activities

Management Resources: CSBA PUBLICATIONS

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1995 ALAMEDA OFFICE OF EDUCATION & CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

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

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

WEB SITES

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

California Association of Human Relations Organizations: <http://www.cahro.org> United States Department of Education, Office of Civil Rights: <http://www.ed.gov/offices/OCR/index.html>

Safety Plan Review, Evaluation and Amendment Procedures

This plan is reviewed and evaluated annually.

Safety Plan Appendices

Emergency Contact Numbers

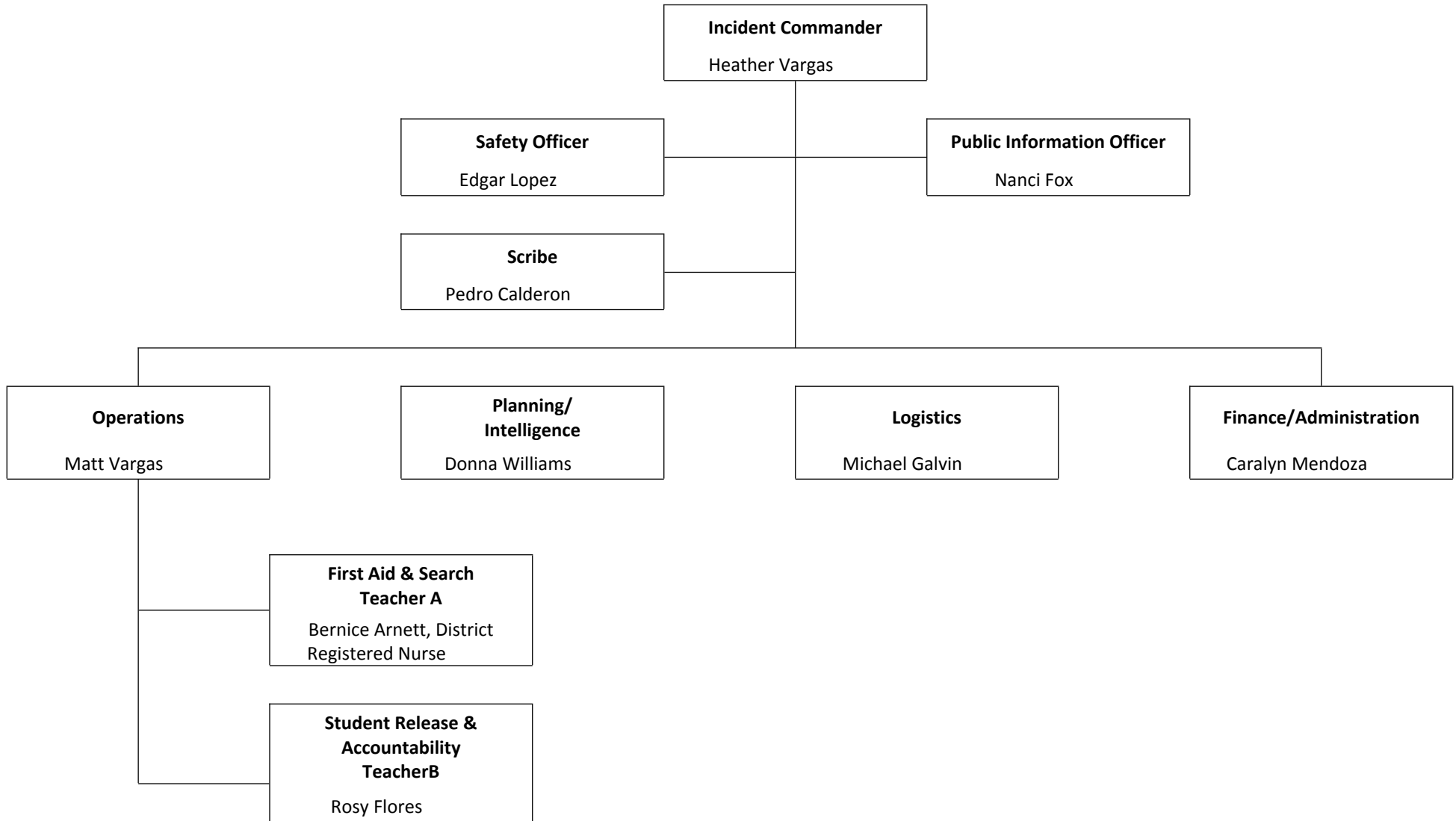
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	NCLUSD Emergency Services	911 (24 hours a day)	
	Superintendent Fillpot	209-247-7470	
	Maintenance Department	209-495-0731	
	Health Services	209-648-6321	
	District Bus Transportation	209-862-2921	
	Psychological Services Crisis Intervention Team	209-862-3670	
	Emergency Planning/Crisis Response, Safe School Officer	209-535-0766	
	Mental Health Services Coordinator	209-585-7953	
	Community Relations	209-535-0766	
	Environmental Services	209-862-2933	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Reviewed classroom lock down components with plant foreman- Inventory Materials	8/17/17 at 9:00	Lockdown Components
School Safety Committee meeting	9/6/16 at 3:30	Review Procedures, library
Provide New Teacher Safety Folders and Informational Meeting	8/25/17 at 3:00	Office Conference Room
School Safety Committee will review and approve the Comprehensive School Safety Plan	9/28/17 at 3:00	Office Conference Room
Review and Update Fire Prevention Binder	8/14/17 at 9:00	Office

Von Renner Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance.

It is critical to determine who does what, where, and how—before such a disaster occurs.

Principal/Safe School Leadership Team

1. Acts as the liaison between the school site and central office and maintains communication with appropriate central office staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.

2. Posts and regularly updates Safe School Leadership Team information and the emergency phone numbers, emergency first aid responders, and chemical inventory lists.

3. Ensures Safe School Leadership Team members are knowledgeable of the location of shut-off valves and how to turn them off. Do not attempt to turn utilities back on yourself.

4. Ensures that teachers are trained to carry out responsibilities during disaster and drill procedures; encourages teachers to work in teams through a buddy system.

5. Establishes a communications system consisting of the following elements:

- a. System of specific disaster warning signals that are well known to staff and students, and includes, both bell and voice signals.
- b. Alternate system for written communication with staff in the event voice-to-voice communication is not available.
- c. Designate and enforce exclusive use of a telephone line and number to be used only by the Principal (or authorized person) and the Superintendent (or designee).
- d. A communication Center in a location accessible to parents, interested community members, and media to handle inquiries, rumor control, and information in an orderly fashion.

6. The following guidelines should be adhered to:

- a. Include a sign-in sheet for all media to complete. (PC 627.2)
- b. Notify the Telecommunications Center of the emergency and media response. Notify the Assistant Superintendent who will inform the District Community Relations Office.
- c. Follow the directions of the Assistant Superintendent. Only the Superintendent or designee and the District Community Relations Officer or designee is authorized to release information. All other personnel should cordially refer the media to the District Community Relations Office.
- d. Designate a person to record incidents for documentation purposes including debriefing.
- e. Establishes a student release system that will facilitate an organized method to release individual students to authorized adults only.

7. Assigns the following duties to school staff:

- a. Patrol entrances to direct emergency personnel, parents, district staff, and media to appropriate areas, and prohibit unauthorized persons from entering campus.
- b. Monitor/supervise halls and corridors to maintain a safe and secure environment.
- c. Conduct search-and-rescue operations to systematically search every room in order to locate trapped/injured persons and to recover critical supplies and equipment.
- d. Establish/coordinate Communication Center.
- e. Administer first aid.
- f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations.

- g. Supervise Student Release Procedures.
 - h. Check building utility systems and appliances for damage.
8. Schedules regular emergency drills and reviews the emergency plan with staff, students, and parents and to schedule regular site inspections for safety hazards.
9. Ensures that other personnel who provide services to students and staff are aware of emergency procedures.
10. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site.

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance.

It is critical to determine who does what, where, and how—before such a disaster occurs.

Principal/Safe School Leadership Team

1. Acts as the liaison between the school site and central office and maintains communication with appropriate central office staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.

2. Posts and regularly updates Safe School Leadership Team information and the emergency phone numbers, emergency first aid responders, and chemical inventory lists.

3. Ensures Safe School Leadership Team members are knowledgeable of the location of shut-off valves and how to turn them off. Do not attempt to turn utilities back on yourself.

4. Ensures that teachers are trained to carry out responsibilities during disaster and drill procedures; encourages teachers to work in teams through a buddy system.

5. Establishes a communications system consisting of the following elements:

- a. System of specific disaster warning signals that are well known to staff and students, and includes, both bell and voice signals.
- b. Alternate system for written communication with staff in the event voice-to-voice communication is not available.
- c. Designate and enforce exclusive use of a telephone line and number to be used only by the Principal (or authorized person) and the Superintendent (or designee).
- d. A communication Center in a location accessible to parents, interested community members, and media to handle inquiries, rumor control, and information in an orderly fashion.

6. The following guidelines should be adhered to:

- a. Include a sign-in sheet for all media to complete. (PC 627.2)
- b. Notify the Telecommunications Center of the emergency and media response. Notify the Assistant Superintendent who will inform the District Community Relations Office.
- c. Follow the directions of the Assistant Superintendent. Only the Superintendent or designee and the District Community Relations Officer or designee is authorized to release information. All other personnel should cordially refer the media to the District Community Relations Office.
- d. Designate a person to record incidents for documentation purposes including debriefing.

7. Establishes a student release system that will facilitate an organized method to release individual students to authorized adults only.

8. Assigns the following duties to school staff:

- a. Patrol entrances to direct emergency personnel, parents, district staff, and media to appropriate areas, and prohibit unauthorized persons from entering campus.
- b. Monitor/supervise halls and corridors to maintain a safe and secure environment.

- c. Conduct search-and-rescue operations to systematically search every room in order to locate trapped/injured persons and to recover critical supplies and equipment.
 - d. Establish/coordinate Communication Center.
 - e. Administer first aid.
 - f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations.
 - g. Supervise Student Release Procedures.
 - h. Check building utility systems and appliances for damage.
9. Schedules regular emergency drills and reviews the emergency plan with staff, students, and parents and to schedule regular site inspections for safety hazards.
10. Ensures that other personnel who provide services to students and staff are aware of emergency procedures.
10. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site.

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

An extreme emergency exists when one or more of the following situations occur on campus: (1) drive-by shooting/show-by, (2) armed intruder, (3) mass protest, or (4) helicopter searches or SWAT team operations.

1. Imminent Danger Signal – Continuous series of short bells for an extended period of time will be the signal that an extreme emergency exists. One long ring will indicate “All Clear.” Call 911.
2. The school nurse will be in charge of emergency first aid: the library or other designated area will be utilized as a gathering place. If other than library, indicate gathering place: McConnell Center.
3. The Office Manager will maintain phone communication with the district office and telecommunication center for internal communications.
4. Lorena Gonzalez will serve as emergency locator to notify parents, guardians, and/or doctors of injured persons.
5. The Principal or designee will identify a person to serve as public information contact under the direction of the District Information Office
6. The Plant Coordinator will be responsible for locking all lavatory doors, cafeteria doors, office doors, and gates as directed.
7. Teachers who are unassigned should assemble in the staff lunchroom or other designated meeting room for instructions.
8. When the imminent danger signal is given, teachers should take the following actions:
 - Proceed immediately to homerooms
 - Direct as many students as possible into rooms
 - Supervise the area outside room until students are in rooms
 - Lock doors and close curtains
 - Students in rooms are to be seated and sign-up sheets provided so that each student accounts for his/her presence in the room
 - Notify the front office of any additional outbreaks
 - Students to remain in classroom until the all-clear signal is given
9. In the event that gunfire is heard, everyone should be instructed to lie flat on the ground/floor
10. School staff should stay until the crisis is declared over

Animal Disturbance

Contact Animal Control, City of Newman at 209-862-3725

Armed Assault on Campus

An extreme emergency exists when one or more of the following situations occur on campus: (1) drive-by shooting/show-by, (2) armed intruder, (3) mass protest, or (4) helicopter searches or SWAT team operations.

1. Imminent Danger Signal – Continuous series of short bells for an extended period of time will be the signal that an extreme emergency exists. One long ring will indicate “All Clear.” Call 911.
2. The school nurse will be in charge of emergency first aid: the library or other designated area will be utilized as a gathering place. If other than library, indicate gathering place: The cafeteria will be used as an alternate gathering place if necessary. In the nurse’s absence (Mellisa Virnig) LVN will be in charge.
3. The Office Manager will maintain phone communication with the district office and telecommunication center for internal communications.
4. Lorena Gonzalez, Secretary, will serve as emergency locator to notify parents, guardians, and/or doctors of injured persons.
5. The Principal or designee will identify a person to serve as public information contact under the direction of the District Information Office
6. The Plant Coordinator will be responsible for locking all lavatory doors, cafeteria doors, office doors, and gates as directed.
7. Teachers who are unassigned should assemble in the staff lunchroom or other designated meeting room for instructions.
8. When the imminent danger signal is given, teachers should take the following actions:
 - Proceed immediately to homerooms
 - Direct as many students as possible into rooms
 - Supervise the area outside room until students are in rooms

- Lock doors and close curtains
 - Students in rooms are to be seated and sign-up sheets provided so that each student accounts for his/her presence in the room
 - Notify the front office of any additional outbreaks
 - Students to remain in classroom until the all-clear signal is given
9. In the event that gunfire is heard, everyone should be instructed to lie flat on the ground/floor
10. School staff should stay until the crisis is declared over

Biological or Chemical Release

Contact Stanislaus County Environmental Resources at 209-525-6700 for other information and directives if need be.

Shelter in Place Procedure Signal: PA Announcement To be used in the event of:

- Chemical spill (off Campus)
- Civil Disturbance
- Gunfire/Police action in vicinity
- Flood
- Blackout/power failure Teachers will:
- Report to their rooms if possible
- Get everyone inside their rooms, including students and staff seeking shelter
- Lock their classroom door, close windows and curtains
- Take roll, and document the names of all students present
- Await further instructions from Crisis Response Team or “All Clear” signal Students will:
- Report to the nearest classroom, common room or office area
- Identify themselves to the teacher or staff member in charge
- Sit calmly and quietly
- Await further instructions from teacher or staff member Crisis Response Team Members will:
- Determine the level of response required for the incident
- Establish an incident command center
- Notify District officials (Planning/Intelligence)
- Prepare materials for emergency response personnel (Logistics) Code is rescinded when:
- Conditions are deemed safe by the Incident Commander (Principal appropriate civil authority)
- Teachers are given the “All Clear” signal either one long bell or verbal instructions

Bomb Threat/ Threat Of violence

Upon receipt of a telephone call or information from any source concerning a bomb threat, the Principal or designee shall immediately notify authorities by telephoning 911 emergency number.

A threat is referred to the Site Administrator and, if necessary, the Site Threat Assessment Team (STAT) composed of administrators, School Resource Officer, Probation Officer, appropriate staff/others, psychologist, SAP or mental health worker to determine the severity level. Following an incident report to the site’s area office, the District STAT may be convened to address safety issues.

LOW LEVEL THREAT (1): A threat that poses a minimal risk to the victim and public safety.

- Threat is vague and indirect
- Information contained within the threat is inconsistent, implausible or lacks detail.
- Threat lacks realism.
- Content of the threat suggests the person is unlikely to carry it out. It could be impulsive, a form of teasing, or show of bravado. “I could just kill him for saying that,” “You better not mess with me, I’ll beat you up”.

MEDIUM LEVEL THREAT (2): A threat that could be carried out, although it may not appear entirely realistic.

- The threat is more direct and more concrete than a low level threat. Wording in the threat suggests that the threatener has given some thought to how the act will be carried out.

- There may be a general indication of a possible place and time, though these signs still fall well short of a detailed plan.
- There is no strong indication that the threatened has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility – allusion to a book or movie that shows the planning of a violent act, or a vague, general statement about the availability of weapons.
- There may be a specific statement seeking to convey that the threat is not empty: “I’m going to beat that kid up.” “I’m serious!” or “I really mean this!” “Wait until you see what happens next Tuesday in the cafeteria”.

HIGH LEVEL THREAT (3): A threat that appears to pose an imminent and serious danger to the safety of others.

- The threat is direct, specific and plausible.
- The threat suggests concrete steps have been taken toward carrying it out, for example, statements indicating that the threatener has acquired or practiced with a weapon or has had the victim under surveillance.
- There may have been attempts to recruit accomplices, or evidence of physical evidence: written plans, lists of victims, drawings, weapons, bomb materials, or literature explaining how to carry out the acts of violence. “I am going to shoot Mr. Smith with my shotgun.”

Bus Disaster

Contact First Student Bus Transportation at 209-862-2921 and Director of Transportation, Rick Gonzalez 209-918-4136

Disorderly Conduct

Additional directives may be issued by the District/Site Office, City of Newman, Newman Fire Department, and Newman Police Department.

Shelter in Place Procedure Signal: PA Announcement To be used in the event of:

- Chemical spill (off Campus)
- Civil Disturbance
- Gunfire/Police action in vicinity
- Flood
- Blackout/power failure Teachers will:
- Report to their rooms if possible
- Get everyone inside their rooms, including students and staff seeking shelter
- Lock their classroom door, close windows and curtains
- Take roll, and document the names of all students present
- Await further instructions from Crisis Response Team or “All Clear” signal Students will:
- Report to the nearest classroom, common room or office area
- Identify themselves to the teacher or staff member in charge
- Sit calmly and quietly
- Await further instructions from teacher or staff member Crisis Response Team Members will:
- Determine the level of response required for the incident
- Establish an incident command center
- Notify District officials (Planning/Intelligence)
- Prepare materials for emergency response personnel (Logistics) Code is rescinded when:
- Conditions are deemed safe by the Incident Commander (Principal appropriate civil authority)
- Teachers are given the “All Clear” signal either one long bell or verbal instructions

Earthquake

To be used in the event of:

- Earthquake
- Fallen Aircraft
- Possible Explosion
- Tornado/Severe Storm Teachers will:
- Direct students away from windows, bookshelves and carts
- Direct students to duck under desks, tables etc. and cover their heads and faces with their arms
- Assume the same duck and cover position as the students
- Await further instructions from Crisis Response Team or “All Clear” signal
- After the “All Clear” signal, take roll and determine the condition of all students in the room
- Report injuries or other immediate safety concerns to the Crisis Response Team Students will:
- Move quickly away from windows, bookshelves or unsecured carts or equipment
- If possible, duck under their desk or tables
- Once positioned, kneel with head resting at knees, arms covering back of head
- Remain in place until given the “All Clear” signal Crisis Response Team Members will:
- Determine the level of response required for the incident
- Establish an incident command center
- Notify District officials (Planning/Intelligence)
- Prepare materials for emergency response personnel (Logistics) Code is rescinded when:
- Conditions are deemed safe by the Incident Commander (Principal appropriate civil authority)
- Teachers are given the “All Clear” signal either one long bell or verbal instructions

Explosion or Risk Of Explosion

Establish an incident command center

- Notify District officials (Planning/Intelligence)
- Convene Student Release team if needed (Operations District Office and/or Site Office) will direct staff if any of these directions need to be altered depending on the situation:

Teachers will:

- Secure their roll books *
- Escort their students out of the building by the assigned (or safest) route to the Yolo Campus
- Lock their classroom door with lockblock in place after insuring that all students are out of the room
- Take roll once all students have arrived at Yolo!
- Signal all students are present with Green Card or missing students with Red Card
- Await further instructions from Crisis Response Team

Students will:

- File out of classrooms in a quiet orderly manner as directed by teachers
- Proceed to Yolo Campus
- Permit the teacher to take roll in a quiet and orderly manner
- Await further instructions from their teacher

Crisis Response Team Members will:

- Determine the level of response required for the incident)
- Prepare materials for emergency response personnel (Logistics)

Code is rescinded when:

- Conditions are deemed safe by the Incident Commander (Principal appropriate civil authority)
- Teachers are given the “All Clear” by verbal instructions

*Teachers must have a packet that contains the current class lists of every class they teach for substitutes teachers.

Fire in Surrounding Area

District and/or Office Staff will be alerted by the Newman Fire Department and/or Stanislaus County as to what the best practice is depending on the severity of the situation. This will then be relayed to all staff and students via PA announcements and email updates.

Shelter in Place Procedure Signal: PA Announcement To be used in the event of:

- Chemical spill (off Campus)
- Civil Disturbance
- Gunfire/Police action in vicinity
- Flood or Fire Off Campus
- Blackout/power failure

Teachers will:

- Report to their rooms if possible
- Get everyone inside their rooms, including students and staff seeking shelter
- Lock their classroom door with Lockblock in place, close windows and curtains
- Take roll, and document the names of all students present
- Await further instructions from Crisis Response Team or "All Clear" signal
- Report to the nearest classroom, common room or office area
- Identify themselves to the teacher or staff member in charge
- Sit calmly and quietly
- Await further instructions from teacher or staff member
- Determine the level of response required for the incident
- Establish an incident command center
- Notify District officials (Planning/Intelligence)
- Prepare materials for emergency response personnel (Logistics)
- Conditions are deemed safe by the Incident Commander (Principal appropriate civil authority)
- Teachers are given the "All Clear" signal either one long bell or verbal instructions

Fire on School Grounds

To be used in the event of:

- Fire (on campus)

Teachers will:

- Secure their roll books *
- Escort their students out of the building by the assigned (or safest) route to the room's assigned fire drill location
- Lock their classroom door after insuring that all students are out of the room
- Take roll once all students have arrived at the assigned area
- Signal all students are present with Green Card or missing students with Red Card
- Await further instructions from Crisis Response Team

Students will:

- File out of classrooms in a quiet orderly manner as directed by teachers
- Assemble in the designated fire drill area for their classroom
- Permit the teacher to take roll in a quiet and orderly manner
- Await further instructions from their teacher

Crisis Response Team Members will:

- Determine the level of response required for the incident
- Establish an incident command center

- Notify District officials (Planning/Intelligence)
- Convene Student Release team if needed (Operations)
- Prepare materials for emergency response personnel (Logistics)

Code is rescinded when:

- Conditions are deemed safe by the Incident Commander (Principal appropriate civil authority)
- Teachers are given the “All Clear” signal either one long bell or verbal instructions

*Teachers must have a packet that contains the current class lists of every class they teach for substitutes teachers.

Flooding

District and/or Site Office will instruct staff/students what procedure to follow depending on the location and severity of the flooding.

Shelter in Place Procedure Signal: PA Announcement To be used in the event of:

- Chemical spill (off Campus)
- Civil Disturbance
- Gunfire/Police action in vicinity
- Flood
- Blackout/power failure Teachers will:
- Report to their rooms if possible
- Get everyone inside their rooms, including students and staff seeking shelter
- Lock their classroom door, close windows and curtains
- Take roll, and document the names of all students present
- Await further instructions from Crisis Response Team or “All Clear” signal Students will:
- Report to the nearest classroom, common room or office area
- Identify themselves to the teacher or staff member in charge
- Sit calmly and quietly
- Await further instructions from teacher or staff member Crisis Response Team Members will:
- Determine the level of response required for the incident
- Establish an incident command center
- Notify District officials (Planning/Intelligence)
- Prepare materials for emergency response personnel (Logistics) Code is rescinded when:
- Conditions are deemed safe by the Incident Commander (Principal appropriate civil authority)
- Teachers are given the “All Clear” signal either one long bell or verbal instructions

Loss or Failure Of Utilities

Checklist:

1. Notify Maintenance and Operations
2. Notify District Office
3. Notify Cafeteria
4. If needed notify law enforcement, PG&E and/or fire department, City of Newman
3. Distribute flashlights if necessary
4. Update staff
5. Check bathrooms for adequate lighting
6. If necessary, move classes

7. Administration, Yard Duty Staff, and Custodial Staff – remain visible on campus

Motor Vehicle Crash

Depending on the location and the severity of the motor vehicle crash, directives and updated information will be provided to the District and Site via the Newman Police Department (209-862-2902). Further information may also be provided by the City of Newman (209-862-3725) and the Newman Fire Department (209-678-0357)

Shelter in Place Procedure (If Needed) Signal: PA Announcement

To be used in the event of:

- Chemical spill (off Campus)
- Civil Disturbance
- Gunfire/Police action in vicinity
- Flood
- Blackout/power failure

Teachers will:

- Report to their rooms if possible
- Get everyone inside their rooms, including students and staff seeking shelter
- Lock their classroom door, close windows and curtains
- Take roll, and document the names of all students present
- Await further instructions from Crisis Response Team or “All Clear” signal
- Report to the nearest classroom, common room or office area
- Identify themselves to the teacher or staff member in charge
- Sit calmly and quietly
- Await further instructions from teacher or staff member
- Determine the level of response required for the incident
- Establish an incident command center
- Notify District officials (Planning/Intelligence)
- Prepare materials for emergency response personnel (Logistics)
- Conditions are deemed safe by the Incident Commander (Principal appropriate civil authority)
- Teachers are given the “All Clear” signal either one long bell or verbal instructions

Psychological Trauma

Threat Assessment and 5150 Procedures California Welfare and Institutions Code. 5150

When any person, as a result of mental disorder, is a danger to others, or to himself/ herself, or gravely disabled, a peace officer, member of the attending staff, as defined by regulation, of an evaluation facility designated by the county, designated members of a mobile crisis team provided by Section 5651.7, or other professional person designated by the county may, upon probable cause, take, or cause to be taken, the person into custody and place him or her in a facility designated by the county and approved by the State Department of Mental Health as a facility for 72-hour treatment and evaluation.

Such facility shall require an application in writing stating the circumstances under which the person's condition was called to the attention of the officer, member of the attending staff, or professional person, and stating that the officer, member of the attending staff, or professional person has probable cause to believe that the person is, as a result of mental disorder, a danger to others, or to himself or herself, or gravely disabled. If the probable cause is based on the statement of a person other than the officer, member of the attending staff, or professional person, such person shall be liable in a civil action for intentionally giving a statement, which he/she knows to be false.

SITE THREAT ASSESSMENT TEAM

The school Site Threat Assessment Team (STAT) is comprised of at least 3 individuals from the school site crisis team:

- Administrator (Principal, Assistant Principal, or Designee)
- Mental Health Professional (School Psychologist or Student Assistance Program (SAP) Counselor trained in threat assessment)

- Law Enforcement or security staff
- School Nurse, School Social Worker or other staff designated by the school Principal

Utilizing your school crisis team chart, designate from among existing school staff, the three (3) members of the threat assessment team. One of the STAT members serves as a case manager of all actions taken, organizing and recording the steps to be taken for interviews, district and community referrals, information gathering, follow-up, etc.

THREAT ASSESSMENT PROCEDURE

1. The SITE THREAT ASSESSMENT MANAGEMENT TEAM (STAMT) consisting of administrators, SRO/Police, appropriate staff/others, psychologist, SAP or mental health worker will utilize a THREAT ASSESSMENT GUIDELINES), PROTOCOL, and WORKSHEET to help determine the significance of a threat:

Low, Medium, High.

THREAT ASSESSMENT LEVELS

A threat is referred to the Site Administrator and, if necessary, the Site Threat Assessment Team (STAT) composed of administrators, School Resource Officer, Probation Officer, appropriate staff/others, psychologist, SAP or mental health worker to determine the severity level. Following an incident report to the site's area office, the District STAT may be convened to address safety issues.

LOW LEVEL THREAT (1): A threat that poses a minimal risk to the victim and public safety.

- Threat is vague and indirect
- Information contained within the threat is inconsistent, implausible or lacks detail.
- Threat lacks realism.
- Content of the threat suggests the person is unlikely to carry it out. It could be impulsive, a form of teasing, or show of bravado. "I could just kill him for saying that," "You better not mess with me, I'll beat you up".

MEDIUM LEVEL THREAT (2): A threat that could be carried out, although it may not appear entirely realistic.

- The threat is more direct and more concrete than a low level threat. Wording in the threat suggests that the threatener has given some thought to how the act will be carried out.
- There may be a general indication of a possible place and time, though these signs still fall well short of a detailed plan.
- There is no strong indication that the threatened has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility – allusion to a book or movie that shows the planning of a violent act, or a vague, general statement about the availability of weapons.
- There may be a specific statement seeking to convey that the threat is not empty: "I'm going to beat that kid up." "I'm serious!" or "I really mean this!" "Wait until you see what happens next Tuesday in the cafeteria".

HIGH LEVEL THREAT (3): A threat that appears to pose an imminent and serious danger to the safety of others.

- The threat is direct, specific and plausible.
- The threat suggests concrete steps have been taken toward carrying it out, for example, statements indicating that the person making the threat has acquired or practiced with a weapon or has had the victim under surveillance.
- There may have been attempts to recruit accomplices, or evidence of physical evidence: written plans, lists of victims, drawings, weapons, bomb materials, or literature explaining how to carry out the acts of violence. "I am going to shoot Mr. Smith with my shotgun."

Suspected Contamination of Food or Water

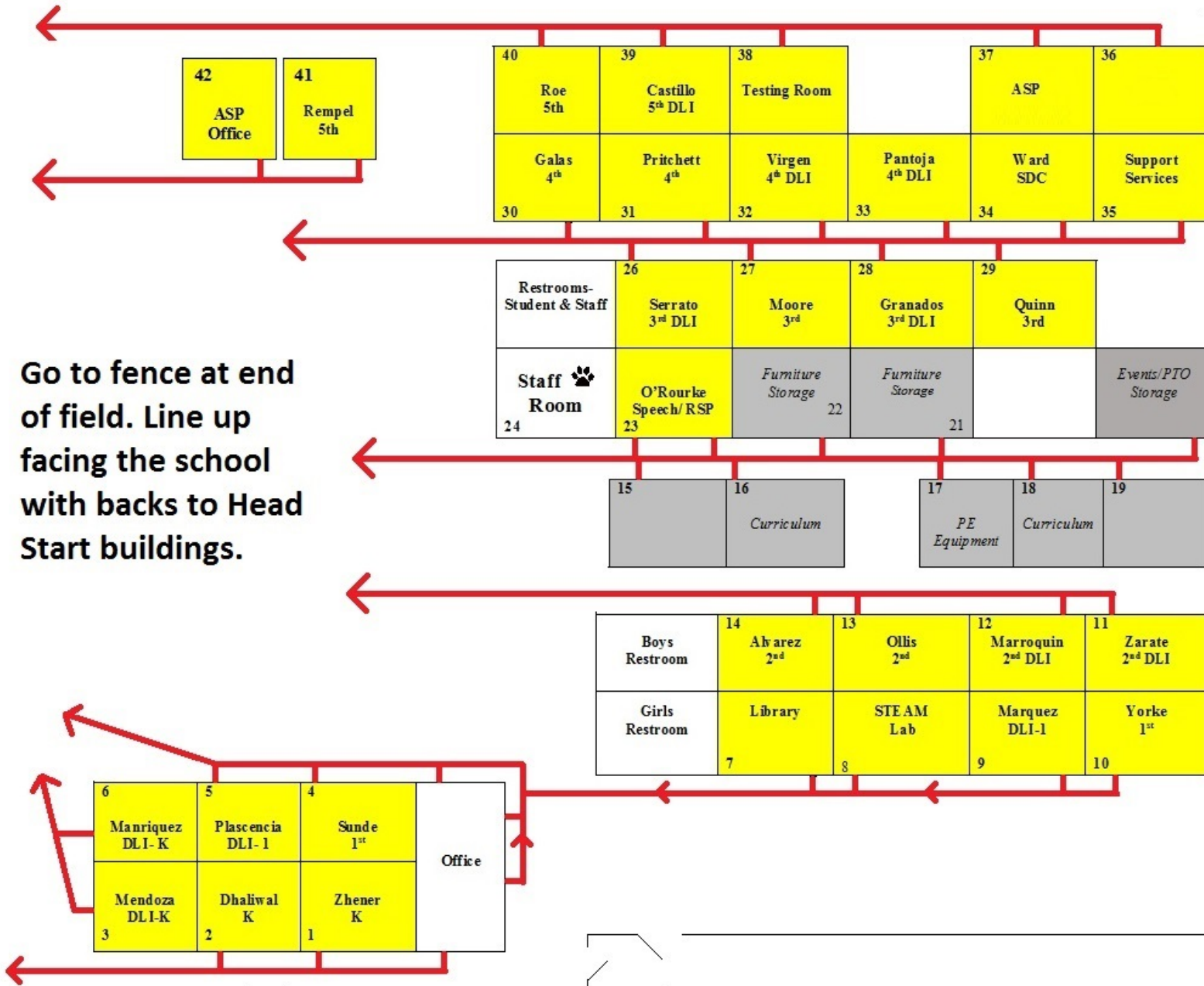
Directives and updates will be provided by the District Office and/or City of Newman.

Unlawful Demonstration or Walkout

An extreme emergency exists when one or more of the following situations occur on campus: (1) drive-by shooting/show-by, (2) armed intruder, (3) mass protest, or (4) helicopter searches or SWAT team operations.

1. Imminent Danger Signal – Continuous series of short bells for an extended period of time will be the signal that an extreme emergency exists. One long ring will indicate “All Clear.” Call 911.
2. The school nurse will be in charge of emergency first aid: the library or other designated area will be utilized as a gathering place. If other than library, indicate gathering place: Cafeteria and/or McConnell depending on emergency.
3. The Office Manager will maintain phone communication with the district office and telecommunication center for internal communications.
4. Lorena Gonzalez will serve as emergency locator to notify parents, guardians, and/or doctors of injured persons.
5. The Principal or designee will identify a person to serve as public information contact under the direction of the District Information Office
6. The Plant Coordinator will be responsible for locking all lavatory doors, cafeteria doors, office doors, and gates as directed.
7. Teachers who are unassigned should assemble in the staff lunchroom or other designated meeting room for instructions.
8. When the imminent danger signal is given, teachers should take the following actions:
 - Proceed immediately to homerooms
 - Direct as many students as possible into rooms
 - Supervise the area outside room until students are in rooms
 - Lock doors and close curtains
 - Students in rooms are to be seated and sign-up sheets provided so that each student accounts for his/her presence in the room
 - Notify the front office of any additional outbreaks
 - Students to remain in classroom until the all-clear signal is given
9. In the event that gunfire is heard, everyone should be instructed to lie flat on the ground/floor
10. School staff should stay until the crisis is declared over

Emergency Evacuation Map



Von Renner Evacuation Map 2017-2018