



PUBLIC VERSION for POSTING

Banta Elementary School

and

Banta Charter School

Comprehensive School Safety Plan

For

2023-2024

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BANTA UNIFIED School Safety Plan

Signature Page for 2023-2024

Superintendent _____

School Site Principal _____

Board President _____

Law Enforcement _____

Preface

The Comprehensive School Safety Plan process is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as meeting the requirements for the annual Safety Plan process under Senate Bill 187 and the National Incident Management System. It is designed to be an electronic and hard copy safety plan. This document must be updated as necessary to meet site, district and community needs, forms or requirements. It is not intended to be a “grab and go” guide in an actual emergency.

NOTE: Some elements of this School Safety Plan are confidential. Copies of these confidential elements are secured at the school site and district office. These elements include: student and staff personal information, emergency evacuation, ingress/egress routes and other sensitive emergency contact information.

Following any emergency, notify the District Superintendent's Office: (209) 229-4651

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Chapter 1: School Safety Plan

Introduction

This guide will provide a timeline and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

1. An assessment by the School Site and District Administration of the school climate in relation to the current status of school crime committed on campus and at school-related functions. Based on this assessment, safety goals have been set for the upcoming school year.
2. The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the Parent Club, the local fire department and the school principal before being presented to the board of trustees for final review and adoption. This review includes the following mandated components:
 - Child Abuse reporting procedures
 - Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations
 - Procedures to notify teachers and staff of dangerous students
 - Sexual harassment policy
 - Safe ingress and egress to and from school
 - Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning (discipline guidelines)
 - Dress code
 - Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

Staff Training Statement

The staff has been trained on the contents of this entire plan through an in-service and the staff handbook.

Implementation of Plan

The plan has been distributed to all departments and is available to all staff, students, parents, and the community to review

Chapter 2: Emergency Contacts

Banta Elementary School

Principal:	Tabatha Maxie School Office (209) 229-4650
Superintendent:	Rechelle Pearlman District Office (209) 229- 4651
Building Emergency Contact(s):	Greg Pease (209)229-4651
After Hours Building Contact(s):	Greg Pease Rechelle Pearlman

Chapter 3: School Safety Planning Committee

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee (Education Code 35294.1). The school site safety committee is composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization, one parent/guardian whose child attends the school, one classified employee who is a representative of the recognized classified employee organization and other members, if desired (Education Code 35294.1). In addition, local law enforcement has been consulted (Education Code 39294.1).

The School Safety Planning Committee members are:

1.	<u>Rechelle Pearlman</u> Name	<u>Superintendent</u> Position
2.	<u>Tabatha Maxie</u> Name	<u>Principal</u> Position
5.	<u>Jamie Anderson</u> Name	<u>Director of Food Service</u> Position
6.	<u>Greg Pearse</u>	<u>Maintenance Supervisor</u>

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- A representative from the local law enforcement agency
- School resource officers
- One or more key community service providers
- Student representative(s)
- Staff leaders
- Additional parent representative

Safe School Action Plan

COMPONENT ONE: PEOPLE AND PROGRAMS	Timeline	Person(s) Responsible
(What activities and programs are planned for students and staff at your school to improve the learning environment, social and emotional climate of the school? How can we create a "caring and connected" school climate?)		
Goal1 : Banta Elementary School maintains a positive environment where students are safe, and can challenge themselves to learn and grow.		
<p>(1) Objective- Students will demonstrate behaviors consistent with the uniform set of school-wide behavior expectations.</p> <p>Activities -</p> <ul style="list-style-type: none"> • School-wide behavior expectations are posted in all classrooms and student areas. • School-wide behavior expectations are reviewed by staff prior to the opening of school each year. • All teachers will discuss and model these expectations for students during the first two weeks of school and as needed throughout the school year. • Principal reviews school rules/expectations in grade level assemblies at the start of the school year and as needed during the school year. • Bullying prevention and Cyber Safety are taught discussed/taught in all classrooms at the beginning of the school year and as needed during the year. • Principal meets with playground supervisors prior to start of school and during school year as needed to review behavior expectations and discuss any problem areas that arise during the year. • As needed, school-wide behavior issues are addressed in the weekly bulletin, at staff meetings, and in grade level meetings. 	August - June	Principal, Teacher and all other staff, Students
<p>(2) Objective - Students will demonstrate positive character traits with adults and each other.</p> <p>Activities -</p> <ul style="list-style-type: none"> • Monthly character traits are posted and taught/discussed in classrooms. • Students are recognized monthly for modeling those character traits. • School-wide behavior expectations reflect the expectation that students are respectful toward one another and adults. • Mustang Pride tickets are issued to students caught demonstrating positive character. Monthly drawings are held. • Students are recognized for citizenship at Trimester Awards • Classroom incentives recognize students within the classroom setting for demonstrating positive character 	August- June	Principal, Teachers and all other staff, Students

<p>(3) Objective - Students will be provided with educational activities that encourage positive interactions with their peers.</p> <p>Activities -</p> <ul style="list-style-type: none"> • Students participate in classroom lessons and discussions related to positive character traits. • Students have multiple opportunities to interact with peers in structured learning activities that promote cooperation, collaboration, and communication • Teachers and principal counsel students when conflicts arise and/or negative interactions are observed or reported. • Cyber Safety Lessons taught in each classroom during first trimester of school and reviewed as needed, the Tracy High Bulldog project is also taught. See Something, Say Something. • Leadership opportunities for older students to participate in leadership activities and school service. • Leadership sponsors activities that promote school spirit as well as community service (spirit days, food drive, etc. 	<p>August- June</p>	<p>Principal, Teachers, Leadership Advisors</p>
<p>(4) Objective- Parent involvement is strongly encouraged at Banta School in an effort to develop a supportive community for our students.</p> <p>Activities -</p> <ul style="list-style-type: none"> • Parents are encouraged to volunteer in their child's classroom and for special events. • PTA supports academic programs and positive behaviors through programs such as Assemblies, Family Nights, Red Ribbon Week, field trips, etc. • Parents serve on the School Site Council and English Learner Advisory Council and are involved in the development of the Single School Plan for Student Achievement. • Parent/teacher conferences are held in the fall (and at other times as needed.) • Events such as Back-to-School Night, Open House, and Kindergarten Orientation are held to keep parents abreast of how they can support their child both academically and behaviorally. • Pertinent information that supports parent involvement is communicated to parents via the Monthly Mustang Newsletter and school Calendar, Monday packets, phone messages, emails, district and school website and the school Facebook page. 	<p>August- June</p>	<p>Principal, Teachers and all school staff, PTA</p>

COMPONENT TWO: <i>PHYSICAL ENVIRONMENT</i>	Timeline	Person(s) Responsible
(What activities and programs are planned for students and staff at your school to improve the safe and orderly environment of the school?)		
Goal 1 : The playground area at this school will provide a safe place for students to play, with appropriate games and activities.		

<p>(1) Objective- Staff will assist in providing a safe campus for students.</p> <p>Activities -</p> <ul style="list-style-type: none"> • Noon Duty Supervisors meet with principal at the beginning of the school year and as needed to review appropriate supervision strategies, playground rules, how to deal with students, etc. • School budget is utilized to provide appropriate games and equipment for student use. • School-wide behavior expectations are enforced on the playground. • Custodian conducts monthly safety inspection and files report with district office. <p>Perimeter fencing requires all visitors to enter and exit by the office during school hours.</p>		
<ul style="list-style-type: none"> • Goal: Banta School will provide a safe and orderly process for dropping off and picking up students. 	August- June	Principal, Custodial Staff Supervisors, District Maintenance Staff
<p>(1) Objective - A safe and orderly procedure for students who are dropped off, picked up, ride the bus, and who walk or ride bicycles/scooters will be established.</p> <p>Activities -</p> <ul style="list-style-type: none"> • Parents are provided with information about pick-up/drop-off in the fall and during the year via written notice, reminders in the month newsletter, and School Messenger. • Students are informed of procedures at the start of the school year and are reminded as needed via announcements in the bulletin and reminders from adults providing supervision on a daily basis. • Principal consults with the Sheriff's Department • Bus safety and evacuation drills are reviewed annually for students utilizing bus transportation. <p>Students are supervised by school staff during morning arrival and afternoon dismissal each day.</p>	August- June	Principal, Teachers and all other staff supervising students, Parents

Chapter 5: Policies and Procedures

Mandated Policies and Procedures

The safety plan includes the following components (Education Code 35294.10):

- Child abuse reporting consistent with Penal Code 11166 and CSD Board Policy 5141.4.
- Policies pursuant to Education Code 48900 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- Sexual harassment policy pursuant to Education Code 212.5.
- Procedures for safe access and exit of students, parents/guardians, and employees to and from the school.
- The rules and procedures on school discipline adopted pursuant to Education Code sections 35291 and 35291.5 (CSD Board Policy 5144, “discipline”) to create a safe and orderly environment conducive to learning at school.
- The school does not have a specific dress code prohibiting students from wearing “gang related apparel”. Inappropriate clothing will be addressed on a case-by-case basis.
- Routine and emergency disaster procedures, including: emergency and disaster preparedness plan, fire drills, bomb threats, earthquake emergency procedure system and transportation safety and emergencies.

Statement of Rules and Procedures on School Discipline

Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning. (Education Code 44807)

Notification to Students and Parents

Parents and students shall be notified of the district and school site rules pertaining to student discipline at the beginning of the first trimester, and at the time of enrollment for students who enroll thereafter. The discipline policy shall be reviewed annually with input from site administrators, staff, students, and parents.

Discipline

No student will be allowed to disrupt the normal school day activity or to compromise the health and safety of the campus. Any student who violates the dress code policy of the school site shall be requested to change his or her clothing for the first offense. Students shall be requested to change their clothing and shall be disciplined for each subsequent offense for willful defiance per school and district policy.

Suspension and Expulsion Policies

Per Education Code 48900(s) and BUSD Board Policy a pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district.

A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the campus;
- during, or in route to and from, a school sponsored activity.

Staff Notification of Dangerous Students

Education Code 49079 requires that the school principal notify classroom teachers/bargaining unit members of students who have engaged in, or are reasonably suspected of, engaging in certain suspendable or expellable acts (Education Code sections 48900 and 48915) for the three previous years.

The goal is to define a system whereby every classroom teacher and substitute will have immediate access to the names of those students currently enrolled in his/her classroom who meet the criteria of Education Code section 48900.

1. Suspensions are entered into the Power School (computerized student information system) Discipline Incident screen and with the violation and date of the latest suspension under those Education Code tenets described above.
2. On a subsequent offense, a new Discipline Incident is recorded with the date of the most current offense. If a student enrolls from a court or community school or from any other school and we have a record that the student has committed a suspendable offense, site administration will ensure the teacher is informed of the student's previous offenses. When notice is received from any court or law enforcement agency that the student has committed any law violation which falls into any category outlined by Education Code 48900, the local school will enter the violation in the Discipline Incident screen along with the date of the incident.
3. Site administration will contact a suspended student's teachers as soon as practical after the offense.
4. Staff will be notified on a yearly basis of students who had extreme behavior incidents the previous year, through email from the administration, prior to the start of the school year.

Sexual Harassment Policy

Definition

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature when any of four conditions are met:

1. Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education.

2. Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education.
3. The conduct or communication has the purpose or effect of “substantially interfering” with a person's education.
4. The conduct or communication creates a real or reasonably perceived “intimidating, hostile, or offensive” educational environment.

BUSD Board Policy 5145.7: “Sexual Harassment”

The board of trustees of the Banta School District is deeply committed to the premise that on school campuses, full participation in the educational process must be in an environment that is free from unlawful harassment and is nondiscriminatory with regard to race, color, national or ethnic origin, citizenship, age, gender, religion, sexual orientation, physical or mental disability, medical condition, marital status, or any other basis protected by federal, state, or local law, ordinance, or regulation, or Title IX of the Education Amendments of 1972. The Board maintains a strict policy prohibiting unlawful harassment or discrimination on the basis of any of these protected areas.

Complaint Procedure

Any employee or student may have a claim of harassment even if he or she has not lost a job, some economic benefit, or academic benefit in the case of students. The law prohibits any form of protected basis harassment that impairs an employee's or student's working ability or emotional well-being at work or school. Employees or students who think they are being harassed or discriminated against in the work place or on campus because of their gender, race, national origin and/or other protected basis, should use the district's policy procedures to file a complaint.

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

The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age. This entire section on child abuse was taken from *California Laws Relating to Minors*.

Emotional Abuse

Belittling, screaming, threatening a child to the point that they withdraw, act out, have problems with basic functioning such as eating, sleeping, or concentrating at school.

Exposing a child to violence (verbal or physical) in the home that leads to problems with basic functioning.

Sexual Abuse

An adult engaging in any sexual act with a minor.

MANDATED REPORTER

Child abuse must be reported when one who is a legally mandated reporter “...has knowledge of or observes a child in his or her professional capacity, or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse or neglect...” (PC 11166[a]).

“Reasonable suspicion” occurs when “it is objectively reasonable for a person to entertain such a suspicion

based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training and experience, to suspect child abuse” (PC 11166[a][1]). Although wordy, the intent of this definition is clear: if you suspect, report.

Reports must be made immediately, or as soon as practically possible, by phone. A written report must be forwarded within 36 hours of receiving the information regarding the incident (PC 11166[a]). The written report must be submitted on a Department of Justice form (SS 8572).

IF YOU SUSPECT – REPORT!

If you believe that a child is being abused or neglected by their mother, father, caretaker or a member of their household call CPS at (209) 468-1333. After calling CPS- you may also call the Sherriff’s department if you feel it is warranted.

If you believe that a child is being abused or neglected by someone other than their parent, caretaker or household member call the Sherriff’s Office at (209) 468-4400.

You must also fill out and fax the online form for Child Abuse reporting to CPS. The form can be found at http://ag.ca.gov/childabuse/pdf/ss_8572.pdf

Dress Code Policy

Appropriate dress is necessary for the healthy, safe, and undisrupted operation of school and classes. Student attire should be neat and clean. School Board Policy prohibits the wearing of clothing and/or adornment that advertises alcoholic beverages, tobacco products, controlled substances, or gang activity. Such use can be potentially life threatening and is prohibited on school grounds and at school activities on/off campus.

Anti-Bullying Policy

The District believes every child is entitled to a safe school environment free from Discrimination and bullying. Consistent with state and federal law, the District prohibits bullying and discrimination and provides a timely and effective complaint procedure for pupils who believe they have been the victim of bullying or discrimination.

This policy applies to all of the District’s students. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the Banta School District.

This policy also reminds school personnel of their obligation to intervene when safe to do so as required by Education Code section 234.1(b)(1).

Chapter 6: Drills and Emergency Disaster Procedures

Authorities, References, and Definitions

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code)

The California emergency Services Act provides the basic authorities for conducting emergency operations following a proclamation of a local emergency, state of emergency, or state of war emergency by the governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4

Public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employee" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases: when a local emergency is proclaimed; when a state of emergency is proclaimed; or when a federal disaster declaration is made.

The law has two ramifications for school district employees:

1. It is likely that public school employees are pressed into service as disaster service workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employee workers' compensation coverage becomes the responsibility of state government (Governor's Office of Emergency Services), but their overtime pay is paid by the school.

These circumstances apply only when a local or state emergency is declared. The Governor's Office of Emergency Services has stated that inadequately trained school staff renders school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. It requires that school districts be prepared to respond to emergencies using State Emergency Management System.

California Civil Code, Chapter 9, Section 1799.102

The code provides for Good Samaritan Liability for those providing emergency care at the scene of an emergency.

No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered (Good Samaritan Liability).

California Education Code Sections 35295-3529, 40041, and 40042

The code requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

California Emergency Plan

Promulgated by the governor, and published in accordance with the California Emergency

Services Act, it provides overall statewide authorities and responsibilities and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

Definitions: Incidents, Emergencies, Disasters

Incident

An *incident* is an occurrence or event, either human- caused or caused by natural phenomena, which requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources. Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional emergency operations center (EOC) is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions.

Emergency

The term *emergency* is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it. Emergency is also used in SEMS terminology to describe agencies or facilities (e.g., Emergency Response Agency, Emergency Operations Center).

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of war emergency
- State of emergency
- State of local emergency

Disaster

A *disaster* is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning (e.g., an earthquake or flash flood) or they may develop from one or more incidents (e.g., a major wildfire or hazardous materials discharge). Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed.

There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a local emergency.

Emergency operations centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination

is also a responsibility of the EOC's.

Levels of Response

Response levels are used to describe the type of event: the area(s) affected the extent of coordination or assistance needed, and the degree of participation expected from the school district. Response levels are closely tied to emergency proclamations issued by the head of local government.

Response Level 0 - Readiness and Routine Phase

On-going routine response by the school district to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident (e.g., gas leak, sewer back-up, assault, bomb threat, toxic spill, medical emergency, shooting) occurs. A Level 3 response requires school/site coordinators to implement guidelines contained within this document and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with Banta School District to respond. The affected cities and the County of San Joaquin will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of San Joaquin will proclaim a local emergency. Then, the State of California will declare a state of emergency. A presidential declaration of an emergency or major disaster is requested by the state. When local jurisdictions declare a state of emergency, the district board can declare the same.

Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid. Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is

taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers. While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Activities identified in this plan have either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOP) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with SOP, checklists, and are periodically trained in activation and execution.

Response Phase

The response phase is the time when agencies implement previously prepared plans.

Pre-Impact: recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOC's may be activated and evacuation may begin.

Immediate Impact: emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident command posts and EOC's may be activated and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible.

Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

Planning

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Procedures for Safe Ingress and Egress

[REDACTED]

[Redacted]

On-Campus Evacuation/Assembly Location

[Redacted]

Primary Off-Site Evacuation/Assembly Location

[Redacted]

Emergency Campus Evacuation

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Signals

[Redacted]

[Redacted]

Fire Drills

The Principal shall hold fire drills monthly at Banta Elementary school these drills will be done on rotation with earth quake and lock down drills.

[REDACTED]

Standards for a Successful Fire Drill

[REDACTED]

Lockdown Drills

[REDACTED]

Additional drills should be done on rotation with earth quake and lock down drills bi-monthly or tri- monthly and do not require coordination with the police department.

Lockdown

[Redacted]

Immediate actions

[Redacted]

Intermediate activities

[Redacted]

Shelter-In-Place

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Additional steps for teachers and staff (if appropriate)

[Redacted]



District and Parent Responsibilities for Students

The Basic Plan

The basic plan addresses the school's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the district in coordination and with local, state, and federal agencies. The plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The basic plan:

- Conforms to the federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing the school clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Objectives

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the district's facilities and properties.
- Enable the district to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the district office.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives.

District Responsibility

If the superintendent declares a district emergency during the school day, the following procedures will be followed. All students will be required to remain at school or at an alternate safe site under the supervision of the school principal or other personnel assigned by the principal until regular dismissal time and released only when it is considered safe or until released to an adult authorized by the parent or legal guardian whose name appears on district records. If students are on their way to school, they should continue to on their way to school. If students are on their way home from school, they are to continue home.

During a declared emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

Staff Planning Suggestions

Preparedness for emergencies starts with planning. The backbone of school planning is dependent

on the staff's willingness to stay at school during a major community emergency. Personal preparedness makes this much easier. Each staff member needs to prepare their family and home for earthquakes and other emergencies. Staff members should have:

1. a 72-hour supply kit for the home,
2. a car kit, including comfortable clothes/shoes and medications,
3. developed a plan to reunite with their family,
4. a neighborhood preparedness program.

Preparedness brochures are available from the local chapter of the American Red Cross, San Joaquin County Office of Emergency Services, www.redcross.org, www.prepare.org or www.ready.gov. If the disaster occurs during school time, smart emergency management recommends the child stay at school until the parent or a trusted friend (found on school emergency cards) picks up the child. Nobody can

guess, especially in an earthquake, how impacted neighborhoods may be. This means the school staff will need to stay with the children. You can only do this if you are prepared at home. You must feel that your family can activate your family plan without you.

Parent Responsibility

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a declared emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times. Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency.

Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel. School authorities will do everything possible to care for each student while he/she is under district supervision. It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

Emergency Response Procedures Basic Actions

Most emergency responses are covered by the following basic actions.

Stand By

████████████████████

[REDACTED]

Take Cover

[REDACTED]

[REDACTED]

Drop

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Directed Maintenance

No school personnel/students are allowed to re-enter a school facility until inspected by and authorized by appropriate school personnel which include maintenance and school administrators, and if applicable, police, fire, or city inspectors. In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and head custodian.

Directed Transportation

Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety. Directed transportation consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area. This action is appropriate only when directed by the superintendent or designee, site administrator, police, sheriff or fire. It may be appropriate for, but not limited to, movement away from: specified man-made emergency (shooting, etc.), chemical and biological gas alert, flood, fallout area, blast area and fire.

Chapter 7: Earthquake Considerations

Earthquake Overview

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. The major effects of earthquakes are ground shaking and ground failure.

Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines. The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

Earthquake Size Descriptions (Richter Magnitude Intensity Effects)

Minor Earthquake 1 to 3.9: Only observed instrumentally or felt only near the epicenter.

Small Earthquake 4 to 5.9: Surface fault movement is small or does not occur. Felt at distances of up to 20 or 30 miles from the epicenter and may cause damage.

Moderate Earthquake 6 to 6.9: Moderate to severe earthquake range; fault rupture probable.

Major Earthquake 7 to 7.9: Landslides, liquefaction and ground failure triggered by shock waves.

Great Earthquake 8 to 8+: Damage extends over a broad area, depending on magnitude and other factors.

Standards for a Successful Earthquake Drill

The earthquake alarm can be heard by all staff and students. Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

1. duck or drop,
2. evacuation (via alternative routes, if appropriate),
3. accountability (teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal
4. /designee.),
5. all clear (upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.).

Earthquake Drills

The earthquake emergency procedure system shall include, but not be limited to, a school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs. The plan will also include the following:

7.

Earthquake Drop, Cover, and Hold

Earthquake procedures in the classroom or office

1. At the first indication of ground movement, you should **drop** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.
2. You should seek protective **cover** under or near desks, tables, or chairs in a kneeling or sitting position.
3. You should **hold** onto the table or chair legs.

Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes. You should remain in the drop position until ground movement ends.

Be prepared to **DROP, COVER** and **HOLD** during aftershocks. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

1. At the first indication of ground movement, you should *drop* to the ground.
2. Take *cover* under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.
3. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

1. At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings.
2. *Drop* to the ground and *cover* the back of the neck with your hands. Be aware of aftershocks.
3. Do not enter buildings until it is determined safe to do so.

Chapter 8: Special Considerations for Other Emergencies

[illegible]



Preparing for an Outage

1. Update each student's emergency card.
2. Determine availability of portable lighting at site, e.g., flashlights & batteries.
3. Find out if when power is lost, do emergency lights go on and do the exit signs remain lit.
4. Clear away materials and boxes from hallways and pathways.
5. Ask your teachers to have alternative teaching methods and plans available.
6. Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
7. Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
8. Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
9. Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
10. Ask your staff and students to have seasonal warm clothing available.
11. Use surge protectors for all computer equipment, major appliances and electronic devices.

During an Outage

1. Contact the district office if site experiences a blackout.
2. Phones connected directly to a phone jack should still be operable.
3. If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
4. Use a buddy system when going to the restrooms.
5. Do not use barbeques, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
6. Do not use candles or gas lanterns.
7. Turn off computers, monitors, printers, copiers, and major appliances.
8. Shut off lights in unoccupied rooms

Rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible. If a power outage is prolonged, the principal should contact the superintendent for directions (release of students/staff, evacuation to another site, etc.).

Utility Failure or Leak

Immediately report any building emergency or problem to the Principal.

For suspected or actual utility break or water/gas leak:

- Evacuate the immediate area.
- Call 911
- Do not touch fallen wires.
- Check circuit breakers, pilot lights and other potential sources of the problem.
- Do not return to the area until instructed to do so.

Bomb Threat

The person receiving the bomb threat will:

[REDACTED]

The administrator will :

[REDACTED]

Intruder on Campus

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Hostile Parent/Adult

We have all seen or heard of the parent who becomes enraged with another adult while they are at school. This can be anyone from the Attendance Clerk, P.T.A. Member, Secretary, Custodian, Teacher or even the School Principal. We have no way of determining when one of these “Human Time- Bombs” are going to explode on us, but the way in which we deal with the situation will determine whether the situation is neutralized or escalates.

An adult shows signs of irritability prior to becoming hostile. These are a few of the signs:

- Defensive in posture
 - Face reddens
 - Frowning
 - Voice pattern sometimes changes
 - Volume of their voice begins to increase
 - Clenching
 - of teeth or hands
 - Erratic hand gestures
 - If sitting, they will often stand up
- When we recognize these signs we need to immediately assess the perceived level of threat we

are faced with. If it is minor, you can take steps to neutralize this person's anger. You can do this by remaining calm, actively listen to their complaints, and speak in a calm voice. Repeat the persons concern back to them, showing you understand. For example: *"I want to make sure that I understand you sir. You are upset that your son received detention for swearing at his teacher, is that correct?"* If this doesn't work or your new friend has blindsided you with their hostility, you need to make sure that your safety is not compromised.

As teachers, we face adults on campus in only a few scenarios. They are *usually* before school, after school, and Parent-Teacher Conferences being the most common. Rarely will a parent storm into a classroom and rave at the teacher – in front of a classroom full of students, but it does happen...Office personnel deal with adults all day long, but there, they have other employees nearby or access to the walkie-talkie radio, in most cases.

[REDACTED]

Kidnapping

Kidnapping is when a student is removed from the school by a non-custodial parent or other person without the custodial parent's permission and knowledge.

[REDACTED]

Poisoning, Chemical Spills, Hazardous Materials

Poisoning

If a student ingests a poisonous substance: call Poison Control Center Link Line 1-800-222-1222 and take appropriate first aid measures; call parents and notify 911.

Chemical Spill on-site

1. The following are guidelines for chemical spills:
2. Evacuate the immediate area of personnel.
3. Determine whether to initiate shelter-in-place protocol.
4. Secure the area (block points of entry).
5. Identify the chemical and follow the procedures for that particular chemical.
6. Notify the district office.

Chemical Spill Off-Site Involving District Property

Notify the district office with the following information:

1. date, time, and exact location of the release or threatened release;
2. name and telephone number of person reporting;
3. type of chemical involved and the estimated quantity;
4. description of potential hazards presented by the spill;
 - document time and date notification made;
5. other emergency personnel responding (Highway Patrol, CALTRANS, etc.);
6. locate a fire extinguisher and have present, should the need arise;
7. place reflective triangles or traffic cones if in street or highway, do not light flares;
8. if spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill will complete a spill report. The incident must be reported to the superintendent within 24 hours of the spill.

Spill Clean Up

Chemical spills may not be cleaned up by school personnel. Call the district office. The cleanup will be coordinated through a designated contractor.

Hazardous Substances

Hazardous substances include, but are not limited to the following: gasoline, lacquer, thinner, solvents, paint, motor oil, agricultural spray, diesel fuel, kerosene, stain, anti-freeze, airborne gases/fumes, and brake fluid.

Always call for assistance and extinguish all ignition sources, shut off main emergency switch to fuel pump, if appropriate, move appropriate fire extinguishing equipment to area, if possible, contain the spill to prevent further contamination, and move people/personnel away or evacuate from contamination area. If the spill poses an immediate student and staff hazard, all personnel should evacuate the area immediately. Move uphill and upwind, if possible.

Pandemic Illness

Responding to a pandemic illness requires all staff to be aware of symptoms and how the school and district office will respond. Response will be a community issue. This response will include:

1. The School Nurse will outline process for identification, isolation, quarantine, movement restriction, healthcare services, emergency care, and mutual aid.
2. School will designate a single office to coordinate the community plan.

Recognition that in an affected community, at least two pandemic waves (6-8 weeks each) are likely over several months. The school might be designated as a contingency hospital.
3. Students with special needs will be considered in planning (e.g., low income for feeding purposes).

The school will participate in community plan exercises. school will share lessons learned from developing preparedness and response plans with other local public and private schools.

Bioterrorism

How to identify suspicious letters or packages

Some characteristics of suspicious letters or packages include the following:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

anti-toxins and supportive patient care.

Extreme Weather

Rain, Wind, Heat & Air Quality

In the case of extreme weather conditions, the following procedures will be followed:

- A. School Administration will assess the level of threat.
- B. If need be, administration will place the school on a Rainy-Day-Type schedule (*All staff members will continue with their normal duties for this schedule, keeping all students inside*).
- C. If the level of threat increases, where student and staff safety become jeopardized, Administration will make the necessary telephone calls to the district office and await instruction for school closure and student release.

Train Derailment and Hazardous Materials

Train Derailment

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

1. **Identify the main topic or question.** The main topic is the relationship between the number of hours worked and the number of hours of sleep. The question is whether there is a significant difference in the number of hours of sleep between those who work 40 hours or more per week and those who work fewer than 40 hours per week.

2. **Identify the variables.** The independent variable is the number of hours worked per week, categorized as "40 or more" and "fewer than 40". The dependent variable is the number of hours of sleep, measured in hours.

3. **Identify the data source.** The data source is a survey of 1000 people, with 500 in each group (40 or more hours worked vs. fewer than 40 hours worked).

4. **Identify the statistical test.** The statistical test is a two-sample t-test, comparing the mean number of hours of sleep between the two groups.

5. **Identify the results.** The results show that the mean number of hours of sleep for those who work 40 or more hours per week is 7.5 hours, while the mean number of hours of sleep for those who work fewer than 40 hours per week is 8.5 hours. The difference is statistically significant (p < 0.05).

6. **Identify the conclusion.** The conclusion is that there is a significant difference in the number of hours of sleep between those who work 40 or more hours per week and those who work fewer than 40 hours per week. Those who work 40 or more hours per week sleep significantly less than those who work fewer than 40 hours per week.

HAZMAT 3-3-3

Identify, assess, and plan for potential hazmat emergencies in your district.

Identify Potential Sources



Assess Potential Impacts



Plan for Potential Responses



[REDACTED]

Recovery

When the incident response concludes, containing the spread of hazardous materials and eliminating the immediate threat to the life and health of the community's citizens, the community begins its recovery. During recovery, the community may control access to contaminated areas, conduct hazardous materials cleanup and waste removal operations, decontaminate property and the environment, and conduct longer-term environmental and property restoration.

This process may continue for an extended period of days, weeks, months, or even years. Hazardous materials contractors conduct much of the recovery effort under the supervision of state and federal authorities normally; this is the US Environmental Protection Agency (EPA) but may involve other state and federal agencies depending on what spilled and where it spilled. Under state and federal law and regulations, the "responsible party" for a hazardous materials incident is responsible for the costs of the response to the incident and the costs of cleanup and restoration during the recovery.

1. The District Recovery Coordinator will work with the Superintendent to develop a District Recovery Plan addressing any remediation necessary to restore full operations to District Property.

2. As part of the District Recovery Plan, the Superintendent will implement access controls and perimeter security of any district property contaminated and not cleaned up immediately, which will undergo remediation during the recovery phase.
3. The District Recovery Coordinator will gather and document all costs incurred during the incident response and the recovery and maintain records of those costs and actions taken during the response and recovery necessary to facilitate claims against the responsible party or reimbursement through state or federal programs.
4. The District Recovery Coordinator, in coordination with the Superintendent and the Community Recovery Coordinator or Team, will review plans for cleanup and restoration proposed by the responsible party or state or federal agencies and monitor their implementation.
5. The District Recovery Coordinator, in coordination with the Superintendent and the Community Recovery Coordinator or Team, will monitor the removal and disposition of hazardous materials, contaminated soil and water, and contaminated clothing

Mitigation

Mitigation are actions taken to reduce the threat or damages caused by hazardous materials incidents. The term “district facilities” in this document denotes facilities other than a school: transportation yards, district offices, warehouses, athletic venues, and performing arts venues located away from an educational campus or shared with other organizations.

1. Within 48 hours of the conclusion of any hazardous materials incident response in the district, the Principal of any affected school/facility will conduct an after-action review of the incident and submit a Hazardous Materials Incident Response Report to the superintendent. This report includes recommendations for changes to an existing district or school/facility procedure.
2. The Superintendent will initiate a District-level after-action review of any incident, develop an improvement plan based on the results, review district and school emergency operations plans, and perform any necessary updates.
3. During all new school construction, repair, maintenance, retrofitting, or refurbishment of facilities, the Superintendent and Maintenance Supervisor will evaluate the mitigation of hazardous materials incident effects as part of the effort, including structural improvements, the use of special materials, engineering controls that mitigate the risks from hazardous materials events, including secure ventilated storage facilities for hazardous materials, engineering controls for HVAC systems that allow for remote control/rapid shutdown, HVAC system controls that allow for the closure of external air intakes in shelter-in-place mode to create positive pressure inside the structure to keep contaminants out, eyewash and shower decontamination stations near school laboratories or other facilities with elevated risks of hazardous materials incidents, or other mitigation measures.
4. The Superintendent will develop specific special events plans for all athletic and performing arts venues and other events held within schools and district facilities that include high concentrations of visitors to address EVACUATE (Hazmat Evacuation) and STAY (Shelter-in-Place) in the event of a hazardous materials incident.
5. The Superintendent will maintain communications with local emergency responders and dispatch centers if a hazardous materials incident occurs before or after regular school operations that might affect bus routes or require a school or facility not to open.

Chapter 9: Medical Emergencies

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Types of First Aid responses

Rescue breathing

1. Gently tilt the head back and lift the chin to open the airway.
2. Pinch the nose closed.
3. Give two slow breaths into the mouth.
4. Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
5. If you are doing the procedure correctly, you should see the chest rise and fall.

Bleeding

1. Apply direct pressure to the wound.
2. Maintain the pressure until the bleeding stops.
3. If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
4. If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

1. Do whatever is necessary to keep the person's body temperature as close to normal as possible.
2. Attempt to rule out a broken neck or back.
3. If no back or neck injury is present, slightly elevate the person's legs.

Choking

1. Stand behind the person.
2. Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
3. Grasp your fist with your other hand, give an abdominal thrust.
4. Repeat until the object comes out.
5. If required, begin rescue breathing.

Mass Casualty

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Addressing the Needs of Students, Staff, and Visitors With Special Needs, Disabilities, and Medical Conditions

1. The Superintendent will coordinate with the Director of Special Education to ensure that every student's 504 or IEP is updated and that if special accommodations for evacuation are necessary, they are noted in the IEP.
2. Hazardous materials-related drills, exercises, and training will include individuals with special needs, disabilities, medical conditions, and their caregivers.

Training

FEMA independent study courses are recommended for all essential emergency planning and response personnel within any school district, including:

- [IS-100.C: Introduction to the Incident Command System, ICS-100](#)
- [IS-5. A: An Introduction to Hazardous Materials](#)

Training for [HMIRT] members also includes:

- [IS-200.C: Basic Incident Command System for Initial Response](#)

Advanced training for other leaders in emergency response roles can include:

- [IS-700.B: An Introduction to the National Incident Management System](#)
- [IS-800.D: National Response Framework, An Introduction](#)

School Emergency Managers and planners may also benefit from the completion of:

- [IS-362.A: Multi-Hazard Emergency Planning for Schools](#)
- [IS-235.C: Emergency Planning](#)
- [IS-366.A: Planning for the Needs of Children in Disasters](#)
- [IS-36: Multihazard Planning for Childcare](#)
- [IS-360: Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education, and Houses of Worship](#)

[IS-368: Including People with Disabilities and Others with Access and Functional Needs in Disaster Operations](#)

- [IS-15.B: Special Events Contingency Planning for Public Safety Agencies](#)
- [IS-520: Introduction to Continuity of Operations Planning for Pandemic Influenzas](#)
- [IS-2500: National Prevention Framework, an Introduction](#)

Emergency 911 Calls

911 Emergency Call Steps



Suicide Threats and Attempts

Do's:

1. Listen to what the person is saying and take her/his suicidal threat seriously, many times a person may be looking for just that assurance.
2. Observe the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.
3. Ask whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.
4. Get help by contacting an appropriate Crisis Response Team (CRT) member. Never attempt to handle a potential suicide by yourself.
5. Stay with the person. Take the person to a CRT member and stay with that person for awhile. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts:

1. Don't leave the person alone for even a minute.
2. Don't act shocked or be sworn to secrecy.
3. Don't underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.
4. Don't let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.
5. Don't take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

Triage Guidelines

Triage is defined as the sorting of patients into categories of priority for care based on injuries and medical emergencies. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care. Incidents involving large numbers of casualties, and have a delay in the

response time of emergency medical services require a special form of triage. The modified triage system that is most commonly used is the S.T.A.R.T. (Simple Triage and Rapid Treatment) plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities

Highest Priority - RED TAG



[REDACTED]

Second Priority - YELLOW TAG

[REDACTED]

Third Priority - GREEN TAG

[REDACTED]

Lowest Priority – BLACK TAG

[REDACTED]

S.T.A.R.T. Plan Triage Checklist

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Chapter 10: Incident Command System

Responsibilities for a School Disaster

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the Standard Emergency Management System (SEMS) and the Incident Command System (ICS) can be adapted to your school.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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Chapter 11: Annual Emergency Preparedness Checklists and Forms

Checklists on the following pages highlight areas of school operations, maintenance, security, and personnel that may pose opportunities for risk reduction. Use this checklist as a proactive tool to generate awareness over the potential for terrorist acts, at a time when it is needed most

School Start “TO DO” Checklist

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Annual Fire and Disaster Drill Report

Return a completed copy of this form to the District Office at the end of each school year.

BANTA SCHOOL DISTRICT

Principal: _____

School: _____

Year: _____

MONTH	TYPE OF DRILL	START TIME	END TIME	DURATION (Min./Sec.)	REMARKS AND/OR IMPROVEMENTS MADE

Emergency Call Log

A report must be completed for each 911 emergency call and given to the District Office.

Name: _____ Birthdate: _____ School: _____

Date of Incident: _____ Time: _____

Description of Incident (including staff involved and location): _____

Action Taken: _____

Condition of Student/Staff after Incident: _____

Student Released to: _____

Report Submitted By – Name: _____ Title: _____

Date: _____ Time: _____

The following individuals were notified (After Principal/Designee Notification)

1. Parent – Date: _____ Time: _____
2. Child Care Provider – Date: _____ Time: _____
3. Other (please list) - _____ Date: _____ Time: _____

Student Release Log

Date _____

Teacher _____

Grade _____

Room _____

Student	Time	Being released to...	Signature	Destination

Annual Site Awareness Checklist

Review the adequacy of physical security in and around campus buildings

[illegible]



School: _____

Date of checklist: _____

Safety Plan Annual Emergency Plan Checklist

This is a checklist to help principals organize and meet the site requirements mandated by the emergency preparedness plan. It is recommended that each principal appoint a site disaster committee comprised of staff, PTA, and students (optional), to help carry out the tasks of this checklist.

Submit To: Administrator, Safety, Welfare, and Attendance

- _____ Read the district disaster plan, and know the responsibilities of the site manager
- _____ Designate a second-in-command and a backup
- _____ Orient staff to district disaster plan, review site procedures (staff meeting)
- _____ Update site plan, assign staff responsibilities (complete staff roster sheet)
- _____ Schedule necessary training (first aid, CPR, search and rescue)
- _____ Schedule drills: fire, earthquake, lockdown, shelter-in-place
- _____ Complete site map, post as required, and forward a copy to principal
- _____ Complete site hazard survey
- _____ Complete classroom hazard survey summary
- _____ Submit classroom hazard survey summary to principal
- _____ Participate in test of district radios
- _____ Check battery-operated radios
- _____ Complete supplies and equipment inventory to include classroom emergency kits
- _____ Order supplies and equipment as necessary
- _____ Identify evacuation areas/alternative for all classes
- _____ Communications to parents and students about disaster procedures
- _____ District student release policy
- _____ Emergency information cards
- _____ Assess food supplies as applicable
- _____ Meet with child care provider and coordinate disaster preparedness plans

Principal signature and date

Annual Site Hazard Survey I

The purpose of the site hazard survey is to check for safety hazards outside of the classroom. The survey shall include evaluation of interior and exterior portions of buildings as well as school grounds. The following areas shall be included. (If not applicable, place N/A).

- _____ Proximity of toxic, flammable, corrosive, chemically, or reactive materials
- _____ Proximity of high voltage power lines has been considered in establishing the site evacuation plan
- _____ Likelihood and possible effects of flooding or landslides
- _____ Probably safety of evacuation areas after an earthquake; proximity of gas, water, and sewer lines, or sprinklers
- _____ Water heaters are strapped
- _____ Objects that restrict people from moving to a safe place (tables and desks in hallways, etc.)
- _____ Janitorial areas: storage of tools and cleaning chemicals (keep a 3foot clearance in front of all electrical panels)
- _____ Storerooms: heavy items stored on high shelves, shelving secured (keep 3foot clearance in front of all electrical panels)
- _____ All computers and peripherals should be situated so as not to create a tipping hazard
- _____ Large and heavy office machines: restrained and located where they will not slide, fall off computers, or block exits
- _____ Sound system speakers and spotlights: secure

Annual Site Hazard Survey II

After reviewing, please initial.

Initial here

_____ ***Campus***

Signs Posted
Controlled access traffic review
Parking
Fire lanes
Adequate surfacing
Safety plan

Required postings

Initial here

_____ ***Assembly Rooms***

Exits clear
Exit & emergency lights
Floors
Seating maintained
Stage: clean, clear exits
Kitchen wiring: clean,
safe
Food storage

_____ ***Athletic Facilities***

Fences
Backstops
Ramps
Walkways
Gates

Surfacing in common areas
Equipment

_____ ***Emergency Preparedness***

Fire extinguishers checked monthly
Fire and earthquake drills conducted
First aid equipment in place
Evacuation routes posted
Staff training on emergency
procedures

Name and position of verifying authority: _____

Annual Classroom General Hazard Survey

Nonstructural hazards are caused by the furnishings and nonstructural elements of a building. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly.

In September, each teacher shall assess their classroom for hazards and correct any, if possible. Items that the teacher cannot correct will be submitted to the principal by September 30.

Room Number: _____

Deficiencies to be corrected by maintenance staff:

- free standing shelves over 4 feet tall secured to floor or wall;
- wall-mounted objects are secured;

Deficiencies to be corrected by school personnel:

- heavy objects removed from high shelves;
- aquariums located on low counter or restrained;
- desks and tables cannot block exits;
- cabinets or equipment on wheels cannot block doorway.
- Electrical cords not in walk ways, not daisy chained together

Please list any other deficiencies:

-
-
-
-

Emergency Drill Report

Name of School: _____

Type of Drill: _____

Date: _____

Time of Day: _____

Duration: _____ Number of persons evacuated: _____

Number of Staff Supervising Drill: _____

Outside Agencies Participating (if any): _____

Comments: _____

Principal signature and date

Note: California Administrative Code, Title 5, Section 17 amended requires a record of the date and hour of each drill. Please return this record of all drills and incidents to the district safety coordinator (MOT) no later than one week following event.

Annual Disaster Service Worker Survey

General Information

Name

Position

Location

Work Phone/Ext.

Home Phone

Specialized Skills

(Please circle one)

Bilingual? **Yes**

If yes, language(s): _____

No

CPR Certified?

No

If yes, expiration date: _____

Yes

If no, are you willing to be trained? Yes No

First Aid Certified? **Yes** **No** If yes, expiration date: _____

If no, are you willing to be trained? Yes No

CERT Trained? **Yes** **No**

If no, are you willing to be trained? **Yes** **No**

Personal Responsibilities

Do you have any:

Children? **Yes** **No**

If yes, ages: _____

Special needs? **Yes** **No**

If yes, please describe: _____

Elderly parents? **Yes** **No**

Comments: _____

Pets? **Yes** **No**

Comments _____

Other: _____

In an Emergency – (confidential)

Anything you want us to know? _____

Special Needs? _____

Medications? _____

NOTE: THIS IS CONFIDENTIAL DATA KEPT SECURED BY DISTRICT OFFICE AND SCHOOL SITE. Inclusion of this form in the Safe School Plan is for informational purposes only.

Bomb Threat Report Form

Banta Elementary School District

School: _____

Time call received: _____

Call taken by: _____ Title: _____

Time caller hung up: _____ Date: _____

Caller ID info: _____

Observations:

1. Caller's Voice, Caller's Language, Background Sounds
2. If voice is familiar, who did it sound like?
3. Approximate Age:
4. Other Observations:

Questions to Ask: (Use exact wording of threat)

1. When will the bomb explode?
2. Where is the bomb right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. How did the bomb get in the school?
9. Where are you calling from?
10. What is your name, address and phone?

District Emergency Supplies Inventory Checklist

The following is a consolidated list of emergency supplies that were recommended by the Disaster Management Committee to be maintained in each classroom/department: PLEASE CHECK OFF EACH ITEM THAT REMAINS INSIDE EACH KIT; INDICATING UNCHECKED ITEMS THAT NEED TO BE REPLACED.

Medical Backpack – (one per classroom/department) containing:

<input type="checkbox"/> 4 – #FA/27 Instant Ice Packs (small—5”x6”)	<input type="checkbox"/> 1 – #FA/2SUM CPR Mouthpiece	<input type="checkbox"/> 12 - #FA/42ST Kling Gauze Rolls, 3”x5yd.
<input type="checkbox"/> 1 – #EE44 Barricade Tape, 300’ Roll (Caution)	<input type="checkbox"/> 1 – #SH77ML Mayday Solar Blanket	<input type="checkbox"/> 24 – #FA/17FP Antiseptic
<input type="checkbox"/> 1 – #FA/32 Scissors	<input type="checkbox"/> Garbage Bag	<input type="checkbox"/> 12 – #FA/24S 4”x4” Sterile Gauze Pads
1 5 – #FA/24SU 5”x9” <input type="checkbox"/> Combine Dressing Surgipad	<input type="checkbox"/> 100 – #FA/37R 1”x3” Plastic Bandages	<input type="checkbox"/> 2 – #SH55 Orange Safety Vests
<input type="checkbox"/> 2 – #FA/45 Adhesive Tape, 1”x10 yards	<input type="checkbox"/> 24 – #FA/17FT Wipes	<input type="checkbox"/> 1 – #L77 “D” Flashlight w/Batteries
<input type="checkbox"/> 5 - #FA/24E Blood stopper Trauma Dressing	<input type="checkbox"/> 5 – #FA/22 Eye Pads	<input type="checkbox"/>

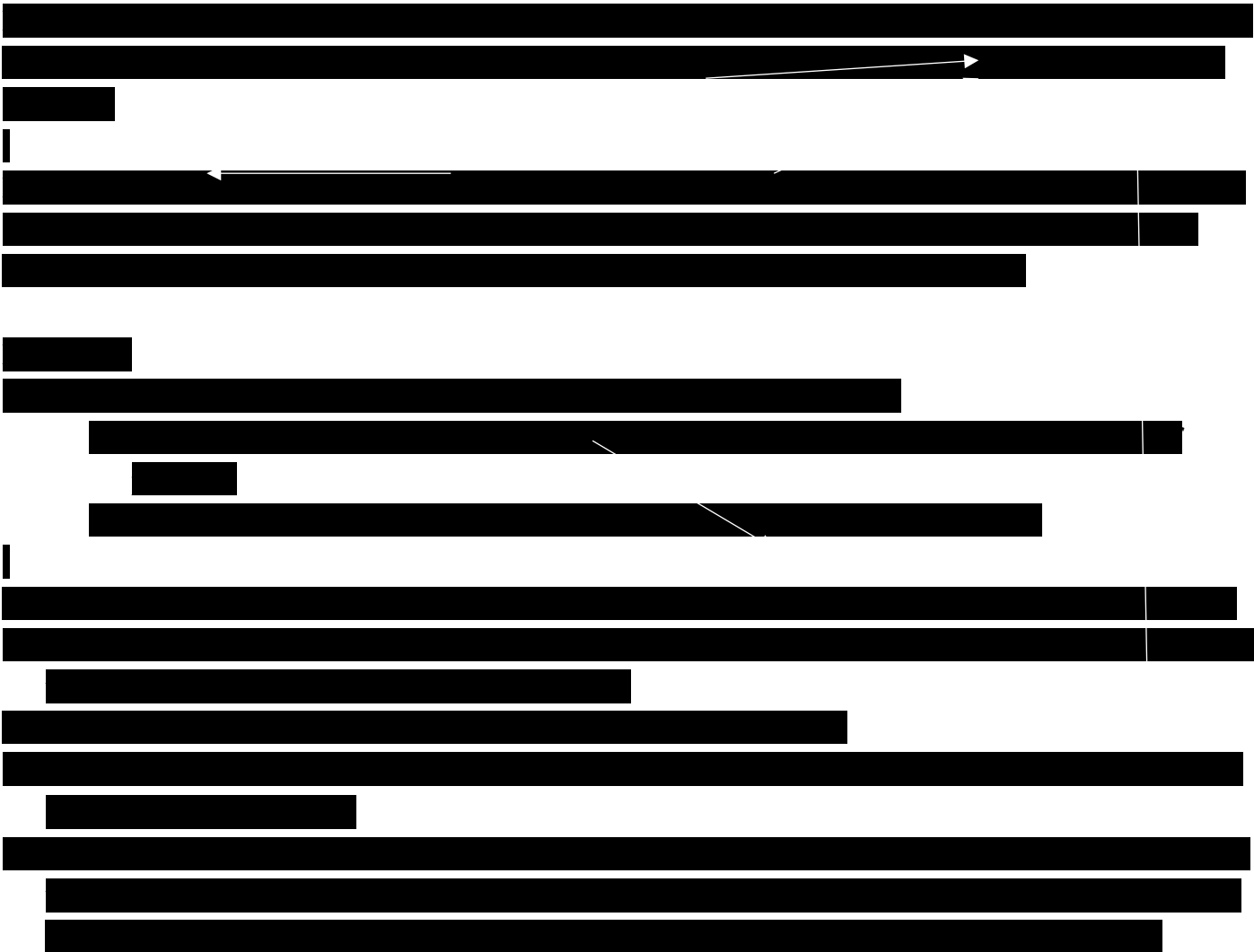
School Safety Flip Book for Teachers

These flip books are printed and hanging in each classroom.

Banta Elementary School Evacuation Points



Emergency Student Release/Evacuation



[Redacted]
[Redacted]
[Redacted]
[Redacted]

Student Emergency Release Form
(One form for each student)

I/We Request the Release of: _____

☐ Student's Name _____ Grade _____
Name ☐ of Person Making Request: _____
☐ Relationship to Student: _____

California Driver's License Number or Other ID: _____
(Photocopy Identification)

Signature of Requesting Person: _____

For School Use Only

Requestor on Student Emergency Card – Student Released
Requestor NOT ON Student Emergency Card – Student Released
Requestor NOT ON Student Emergency Card – Student NOT released.

Reason for Release: _____
Time of Release: _____ Date of Release: _____

Signature of Student Release Team Member Da _____

A black and white illustration of a staircase. On the left side, there is a solid black vertical line representing a wall or a railing. To the right of this line, a series of horizontal black bars of varying lengths are arranged in a descending staircase pattern from top to bottom. The background is white.



Hazardous Materials Incident Report

School or Facility Affected:

Incident Reported By (name and contact information):

Length of Incident (hours, minutes):

Location of Incident:

- Inside the School/Facility
- On school/facility grounds, outdoors
- Off-school property affecting school operations

Responsible Party (if known):

- School/District (school-owned or supplied hazardous materials)
- Student, Visitor, or Intruder (deliberate or accidental acts involving materials brought onto campus not supplied by the school)
- Other public or private entities (i.e., railroad, pipeline company, commercial vehicle operator, factory, warehouse)
-

Name, Address, and Contact Information of Responsible Party (if known):

The specific location of the incident (name of room, facility, or address where the incident occurred):

Actions Taken:

(Describe the incident, actions taken, and any external contacts from the time of notification to the conclusion of the incident, attach additional sheets if necessary)

Lessons Learned:

(Conduct an After Action Review after every incident; document at least two best practices or things that worked well and two things that require improvement; also include what you plan to do to make those improvements and any recommendations for the DEMC regarding changes to district policy or items that may help another district properties improve their response, attach additional sheets if necessary.)

School Map with Utility Shut-Off Locations

Recommended Emergency Supplies for Schools

What to Store

Begin with an analysis of the hazards of the area. Is your school threatened by tornadoes? Earthquakes? Is emergency assistance close at hand or would you have to wait for help if the entire community has been impacted?

Remember that any school in the country could be locked down due to an intruder or gunfire in the area, so all schools should be prepared to have their students stuck inside the building for many hours. Similarly, all schools face the potential of a hazardous materials spill nearby, requiring the school to shelter-in-place with doors and windows closed and heating systems off.

Budget

Adjust the list, prioritizing for limited budget and storage space, if necessary. Develop a plan to phase in the supplies. Contact local service clubs and vendors for assistance.

How Much to Store

Make some planning assumptions. Some schools could be cut off for days if a bridge or the main highway is blocked. If you determine that most of your students could be picked up in most emergencies within a day, then begin by stocking supplies for one day.

Some schools plan that half their student body will be picked up by parents within one day, half the remainder within a day, and the remainder within another day; these schools stock supplies for 100% for day one, 50% for day two, plus 25% for day three. Other schools stock supplies for 3 days, the recommendation of many emergency management agencies. Remember the number of staff and other adults who may be on campus.

Storage

Determine where to store emergency supplies. Every classroom should have some supplies and there should be a cache of supplies for the whole school. Many schools in California and other states that are threatened by earthquakes use outdoor storage, anticipating the possibility of having to care for students outside the buildings. They use an existing building or a cargo container, also called a land-sea

container, purchased and installed near the emergency assembly area.

Schools with limited budgets and/or temperature extremes may opt to store their supplies in various caches throughout the school facility, primarily in locked closets or classrooms. Do not store water in the barrels because it may leak and destroy everything else. Make sure that there are keys to ensure access to the supplies during an emergency, including access by programs such as day care and after-school events. Plan an annual inventory, replacing water and other items with limited shelf life as necessary.

Recommended Supplies

The following lists address classroom kits, whole school supplies, and Search and rescue gear.

Classroom Kit

Latex gloves: 6 pairs Safety goggles: 1 pair Small First Aid kit Pressure dressings: 3
Space blankets: 3 Tarp or ground cover
Student accounting forms (blank) Buddy classroom list
Pens, paper Whistle
Student Activities
Duct Tape: 2 rolls (for sealing doors and windows), Scissors
Suitable container for supplies (5-gallon bucket or backpack)
Drinking water and cups (stored separately) Toilet supplies (large bucket, used as container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies)

Supplies for the whole school

Water First Aid Sanitation Tools Food
Water ½ gallon per person per day times three days, with small paper cups

Tools per Campus

Barrier tape, 3" x 1000": 3 rolls Pry
bar
Shovel Pliers Hammer
Screwdrivers Utility
Knife Broom
Utility shut off wrench: 1 per utility

Other Supplies

Folding tables, 3' x 6': 3-4
Chairs: 12-16
Identification vests for staff, preferably color-coded per school plan
Clipboards with emergency job descriptions
Office supplies: pens, paper, etc.
Signs for student request and release
Alphabetical dividers for request gate
Copies of all necessary forms

Food

The bulk of stored food should be easy to serve, non- perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase and/or solicit donations of food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful.

Some schools store hard candy, primarily for its comfort value.

Search and Rescue Equipment

Training on how to do light Search and Rescue is a local responsibility. You should have established roles and a plan for disaster preparation and procedures.

Protective Gear per S&R Team Member

Hard hat, OSHA approved Identification vest
Leather work gloves Safety Goggles Dust mask
Flash light, extra batteries
Duffel or tote bag to carry equipment

STUDENT DISCIPLINE MATRIX OVERVIEW

Our mission and obligation as a school is to create and maintain a safe school environment that is conducive to learning for every student. The administration is committed to setting clear expectations at school, consistently and cohesively holding students accountable and teaching students desired behaviors. Consequences will be progressive and increase in severity with each offense. Exceptions to this rule will be offenses that are in violation of education code and require immediate recommendation for expulsion.

A student shall not be disciplined, suspended, or recommended for expulsion unless the superintendent, or the principal of the school in which the student is enrolled, determines that the student has violated one or more parts of the California Education Code. (CA Education Code 48900)

A student may be disciplined, suspended or expelled for acts enumerated in the California Education Code that are related to school activity or school attendance occurring at any district school or within any other school district, including, but not limited to any of the following: while on school grounds; while going to or coming from school; during the lunch period whether on or off campus; while going to or coming from a school-sponsored activity. (CA Education Code 48900(s))

- A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion including, but not limited to, counseling and an anger management program for a student subject to discipline under this section. (CA Education Code 48900(v))
- It is the intent of the legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. (CA Education Code 48900(w))
- Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any reason enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or the pupil's presence causes a danger to

persons or property or threatens to disrupt the instructional process. (CA Education Code 48900(.5))

Student Responsibilities

All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the schools. (CA Education Code 48908)

Due Process

With regard to education, the principal or designee at the school site must respect all legal rights entitled to a student as established by the California Education Code.

Student Conduct Code

This conduct code outlines behavior expectations for students and gives examples of possible consequences should rules be broken. Parents and the school are partners in good discipline. The school will notify parents, whenever possible, if their student is having a behavior problem at school. We enjoy and anticipate good parent support for our discipline plan. State law and good parenting require parents to respond to all school requests for parent conferences. Notification of parents will include telephone calls and/or written communications.

The Student Conduct Code provides an indication of the types of behavior violations and potential consequences that may apply to students whose behavior is related to school activity or attendance which occur at any time, including but not limited to the following:

- (1) While on school grounds.
- (2) While coming to or going from school.
- (3) During the lunch period, whether on or off the campus.
- (4) During the period that school is in session when the student is truant from school.
- (5) During, or while going to or coming from, a school sponsored activity.

All behavior violations shall be cumulative, regardless of the fact that they may pertain to different offenses. Also, in rare instances, the consequences outlined in the Student Conduct Code may be MODIFIED due to unusual circumstances. NOTE: Serious violations or violations of different sections of the Education Code can lead to maximum consequences on the first offense.

Unauthorized Group-related Conduct/Activity

Unauthorized Group-related Conduct/Activity on all school campuses and/or adjacent to the campus during all school sponsored events is a threat to the safety of others and is STRICTLY PROHIBITED.

EDUCATION CODE 48900

ADMINISTRATIVE DETENTION is determined by the Principal or his/her designee. It is defined as, but not limited to:

- Alternate Placement
- Community Service
- Campus Beautification
- Saturday School
- Before or After School Detention
- Lunch Detention
- In-School Suspension

Consequences for Fighting

“Students involved in two (2) fights in any academic year, and for whom a NO FIGHTING CONTRACT has been executed, shall be recommended for expulsion unless the principal finds that expulsion is inappropriate due to circumstances.”

First fight: suspension and Fight Contract signed.

Second fight: Suspension and recommendation for expulsion with restrictions implemented. (Principal may request suspended-expulsion)

Third fight: Suspension and expulsion recommended.

Subsection (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

Prohibited Behaviors and Disciplinary Actions

Every once in a while, students make poor choices at school that require disciplinary action.

The following charts indicate the most common types of disciplinary action that apply to each behavior problem. This list of behaviors is not all inclusive, only the most frequent infractions of school rules are listed. We will also be using restorative justice practices in our school this year to help students better communicate and problem solve their issues.

California state law permits disciplinary actions including suspension and expulsion for “good cause” and specifies that parents are responsible financially and otherwise for their children’s willful misconduct.

California Education Code-48900 (a)- (r),48900.2-48900.7

48900(a)(1): Caused, attempted to cause or threatened to cause physical injury to another person.				
	First Offense	Second Offense	Third Offense	Maximum
1. Agitation: Inciting Violence Subject but not limited to: Threats, verbal, written or physical, possession or creation of slam books, participation in birthday punches or other such inappropriate hitting or touching, shoving, pictures, poems or stories depicting bodily injury towards students or staff.	Restorative Conference, Warning, Detention, Administrative Detention, In-School Suspension, 1-5 Day Suspension	Restorative Conference, Administrative Detention, In-School Suspension, 2-5 Day Suspension	Restorative Conference, 3-5 Day Suspension, Possible	5 day Suspension, Recommendation for Expulsion,
2. Fighting: Mutual combat is which both parties have contributed to the situation by verbal and/or physical action; or when a fight has been provoked by one person. Physical injury to another student.	Restorative Conference Detention, Administrative Detention, In-School Suspension, 1-5 day Suspension, Possible Recommendation for Expulsion, Possible Fight Contract	Restorative Conference Administrative Detention, In-School Suspension, 1-5 Day Suspension, Possible Recommendation for Expulsion, Fight Contract	Restorative Conference 2-5 Day Suspension, Possible Recommendation for Expulsion, Fight Contract	Restorative Conference 5 day Suspension Possible Recommendation for Expulsion
3. Physical Injury: Caused, attempted to cause, or threatened to cause physical injury to school personnel, student or another person.	Restorative Conference Warning, Detention, Administrative Detention, In School Suspension, 1-5 Day Suspension, Possible Recommendation for Expulsion	Restorative Conference Administrative Detention, In-School Suspension, 1-5 Day Suspension, Possible Recommendation for Expulsion,	Restorative Conference, In-School Suspension 2-5 Day Suspension, Possible Recommendation for Expulsion	5 Day Suspension, Recommendation for Expulsion

48900(a)(2): Willfully used force or violence upon the person of another, except in self-defense.				
	First Offense	Second Offense	Third Offense	Maximum
1. Continuing to Engage in Combat: A student who continues to engage in combat and causes, attempts to cause, or threatens to cause harm after being directed to stop and/or being separated by school personnel.	Restorative Conference In-School Suspension, 1-5 Day Suspension, Possible Recommendation for Expulsion,	Restorative Conference 1-5 Day Suspension, Possible Recommendation for Expulsion	Meeting, 5 Day Suspension, Possible Recommendation for Expulsion	5 Day Suspension, Recommendation for Expulsion
2. Third Party Engag-	Restorative	Restorative	Restorative	5 day suspension,

ing in Combat: A third party student who attempts or causes harm to one or all of the students involved in Combat (fight).	Conference 1-5 Day Suspension, Possible Recommendation for Expulsion	Conference 2-5 Day Suspension, Possible Recommendation for Expulsion,	Conference, 5 Day Suspension, Recommendation for Expulsion	recommendation for expulsion
3. Unprovoked Attack: Use of physical violence without provocation.	Restorative Conference 1-5 Day Suspension, Possible Recommendation for Expulsion	Restorative Conference, 2-5 Day Suspension, Possible Recommendation for Expulsion,	Restorative Conference, 3-5 Day Suspension, Possible Recommendation for Expulsion	5 Day Suspension, Recommendation for Expulsion
4. Explosives: Maliciously informing any other person that a bomb or other explosive has been or will be placed, knowing that such information is false.	Five (5) day suspension and recommendation for expulsion. In addition, the principal or assistant principal shall report the incident to the police department for appropriate legal action. (Per Penal Code 148.1: "Any person who maliciously informs any other person that a bomb or other explosive has been or will be placed in any public or private place.			
5. Fire Alarms: Tampering with a fire alarm or giving false alarms.	Five (5) day suspension and recommendation for expulsion. In addition, the Principal/assistant principal shall report the incident to the police department for appropriate legal action. Per Penal Code 148.4: "Any person who tampers with a fire alarm or gives false alarms, is guilty of a misdemeanor punishable by up to one year in the county jail and/or a \$1,000.00 fine." Parents are responsible for any incurred costs of the false alarm.			
6. Unauthorized Group Related: Violence/Physical Injury to a Student. When a student causes, attempts to cause, or threatens to cause physical injury to another student as a part of any unauthorized group activity, the following shall result in:	5 Day Suspension, Recommendation for Expulsion, Police Contact			

48900(b): Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.				
1. Possession of Any Firearm, Knife, Explosive, Pepper Spray or other Dangerous Object: Possession, use or sale of any firearm, knife, explosive or other dangerous object of no reasonable use to the pupil.	1-5 day suspension, possible recommendation for expulsion, police contact			
2. Stink Bombs:	First Offense	Second Offense	Third Offense	Maximum

Discharge of, sale of, possession of.	Restorative Conference, In-School Suspension, 1-5 Day Suspension, Possible recommendation for Expulsion	Restorative Conference 1-5 Day Suspension, Possible Recommendation for Expulsion	2-5 Day Suspension, Possible Recommendation for Expulsion	3-5 Day Suspension, Possible Recommendation for Expulsion
---------------------------------------	---	--	---	---

48900(c): Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of a 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.

NOTE: Students are prohibited from using any drugs or consuming any alcohol or being under the influence of any drugs or alcohol or intoxicant of any kind while on school property, during school-sponsored activities and under school jurisdiction. Possession of drugs and/or alcohol or intoxicant of any kind, either actual or constructive, by students on school property, during school-sponsored activities, or under school jurisdiction is also expressly prohibited. Possession of drugs, alcohol or intoxicant of any kind includes, but is not limited to, actual physical possession or control of such substances, possession of such substances in a student's desk, backpack or other container or being in close proximity to such substances with the intent to use or possess such substances.

Failure to complete mandatory substance abuse program, will result in recommendation for expulsion.

	First Offense	Second Offense	Third Offense	Maximum
1. Alcohol: Unlawfully furnished, possessed, used, or been under the influence of alcohol. Unlawfully sold an alcoholic beverage.	Restorative Conference 3-5 Day Suspension, include 6 Week Substance Abuse Program,	Restorative Conference 5 Day Suspension, Include a 6 week Substance Abuse Program.	5 Day Suspension, Recommendation for Expulsion, Sheriff Contact	5 Day Suspension, Recommendation for Expulsion, Sheriff Contact
2. Drugs: A. Unlawfully possessed, used, or been under the influence of any controlled substance as defined in Section 11503 of the Health and Safety Code	Restorative Conference, 1-5 Day Suspension, include 6 week Substance Abuse Program,	Restorative Conference 2-5 Day Suspension, Sheriff Contact	5 Day Suspension, Recommendation for Expulsion, Sheriff Contact	5 Day Suspension, Recommendation for Expulsion, Sheriff Contact
B. Unlawfully offered, arranged, or negotiated to sell or furnish any controlled substance (drugs), alcoholic beverage or intoxicant of any kind. If this occurs on campus, or at a school activity, student may be charged with 48915c3.	Restorative Conference 5 Day Suspension Recommendation for Expulsion and Sheriff Contact			Restorative Conference 5 Day Suspension Recommendation for Expulsion and Sheriff Contact

48900(d): Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.	
Represented Drug/Alcohol/Intoxicant Sales	Restorative Conference, 5 Day Suspension, Recommendation for Expulsion, Police Contact

48900(e): Committed or attempted to commit robbery or extortion.				
	First Offense	Second Offense	Third Offense	Maximum
Extortion: Acquisition of property from another person by using threatening or forceful behavior.	Restorative Conference Administrative Detention, Bullying Agreement/Contract, In-School Suspension, 1-5 Day Suspension, Restitution	Restorative Conference Bullying Agreement/Contract, 1-5 Day Suspension, Restitution, Possible Recommendation for Expulsion	2-5 Day Suspension, Restitution, Possible Re-entry meeting Recommendation for Expulsion	5 Day Suspension, Restitution, Re-entry meeting Recommendation for Expulsion

48900(f): Caused or attempted to cause damage to school property or private property.				
	First Offense	Second Offense	Third Offense	Maximum
Property Damage: Caused or attempt to cause damage to school or private property including graffiti.	Restorative Conference Detention, Administrative Detention, In-School Suspension, 1-5 Day Suspension, Restitution, Possible Recommendation for Expulsion, Possible Sheriff Contact	Restorative Conference 2 day In-School Suspension, 1-5 Day Suspension, Restitution, Possible Recommendation for Expulsion, Possible Sheriff Contact	3-5 Day Suspension, Restitution, Possible Recommendation for Expulsion, Possible Sheriff Contact	5 Day Suspension, Restitution, Recommendation for Expulsion, Possible Sheriff Contact

48900(g): Stolen or attempted to steal school property or private property.				
	First Offense	Second Offense	Third Offense	Maximum
Theft: The taking of school or personal property without permission.	Restorative Conference Detention, Administrative Detention, In-School Suspension,	Restorative Conference In-School Suspension, 1-5 Day Suspension, Restitution,	Restorative Conference 2-5 Day Suspension, Restitution,	5 Day Suspension, Restitution, Recommendation for Expulsion, Possible Sheriff Contact

48900(h): Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, vapes and betel.				
	First Offense	Second Offense	Third Offense	Maximum
Tobacco: Possession or use of tobacco/vape products.	In- School Suspension, Referral to Health Services	1 Day Suspension, referral to Health Services	2-5 Day Suspension, Referral to Health Services	5 Day Suspension, Recommendation for Expulsion
		1-5 Day Suspension, Restitution, Possible Recommendation for Expulsion, Possible Sheriff Contact	Possible Recommendation for Expulsion, Possible Sheriff Contact	possible Recommendation for Expulsion, Possible Sheriff Contact

48900(i): Committed an obscene act or engaged in habitual profanity or vulgarity.				
	First Offense	Second Offense	Third Offense	Maximum
1. Pornography/Vulgarity/Profanity/Obscene Acts Possession of or displaying of pornography, language or gestures that are not publicly acceptable.	Confiscation of item, Restorative Conference, Detention, Administrative Detention, In-School Suspension, 1-5 Day Suspension, Possible Recommendation for Expulsion	Confiscation of item, Restorative Conference, In-School suspension, 1-5 day suspension, Possible Recommendation for Expulsion, Referral to Health Services	Confiscation of Item, 1-5 day Suspension, Possible Recommendation for Expulsion,	Confiscation of Item, 5 day Suspension, Recommendation for Expulsion, Referral to health Services
2. Verbal Abuse Students use of abusive language, profanity, or vulgarity	Warning, Removal from Activity, Restorative Conference, Detention, Administrative Detention, Bullying Agreement/Contract, In-School Suspension, 1-5 Day Suspension	Removal from Activity, Restorative Conference Detention, Administrative Detention, Bullying Agreement/Contract, In-School Suspension, 1-5 Day Suspension	Removal from Activity, Bullying Agreement/Contract , 1-5 Day Suspension, Possible Recommendation for Expulsion,	Removal from Activity, 5 day Suspension, Recommendation for Expulsion,

48900(j): Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.				
	First Offense	Second Offense	Third Offense	Maximum
Drug Paraphernalia:	Restorative Conference, 1-5 Day Suspension,	Restorative Conference 2-5 Day Suspension,	3-5 Day Suspension, Possible Recommendation	5 Day Suspension,

	Possible Recommendation for Expulsion, Sheriff Contact	Possible Recommendation for Expulsion, Sheriff Contact	for Expulsion, Sheriff Contact	
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California Education Code 48900.6

As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds or, with the written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended pending expulsion under Section 48915. However, this section applies if the recommended expulsion is not implemented or is suspended by stipulation or other administrative action.

48900(k): Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in performing their duties.				
NOTE: Students in grades K-3 may not be suspended for solely violating 48900 (k).				
	First Offense	Second Offense	Third Offense	Maximum
1. Bicycles/ Helmets: Bicycles shall be walked while on campus. Bikes must be locked with a secure mechanism. Helmets must be worn while riding bikes to and from school. Students who do not have a helmet to wear will have their bikes confiscated.	Restorative Conference Detention, Administrative Detention.	Restorative Conference Detention, Administrative Detention, In-School Suspension	Detention, Administrative Detention, In-School Suspension, 1-3 Day Suspension, Possible Sheriff Contact	1-5 Day Suspension, Sheriff Contact
	First Offense	Second Offense	Third Offense	Maximum
2. Computer Usage: Any use of computers in violation of the District Acceptable Use Agreement such as accessing inappropriate websites, games, music, pictures, and/or sending or receiving emails, posting messages to message boards or message centers, or downloading files or programs.	Warning, Restorative Conference Detention, Administrative Detention, In-School Suspension, 1-5 Day Suspension	Restorative Conference Detention, Administrative Detention, In-School Suspension, 1-5 Day Suspension Mandatory: Loss of school technology for 2 weeks	Administrative Detention, In-School Suspension, 1-5 Day Suspension Mandatory: Loss of school technology for 2 or more weeks	5 Day Suspension Loss of technology for the trimester.
3. Detention: Failure to serve teacher detention without valid written excuse.	Campus/Cafeteria Beautification, Administrative Detention	Administrative Detention	Restorative Conference Administrative Detention, In-School Suspension	In-School Suspension, 1-5 Day Suspension
Failure to serve	Restorative	Restorative	Restorative	3-5 Day Suspension

administrative detention or violation of administrative detention rules and regulations.	Conference In-School Suspension	Conference 1 Day Suspension	Conference 2-5 Day Suspension	
4. Defiance of Authority: Refusal and/or repeated failure to follow school rules and regulations and/or severe disruption of school activities. Refusal to take direction from a staff member or other responsible adult, including substitutes. Extreme defiance of authority and/or verbal abuse towards an adult.	Warning, Removal from Activity, Campus/ Cafeteria Beautification, Restorative Conference Detention, Administrative Detention, In-School Suspension, 1-5 Day Suspension	Warning, Removal from Activity, Campus/ Cafeteria Beautification, Restorative Conference Detention, Administrative Detention, In-School Suspension, 1-5 Day Suspension	Removal from Activity, Campus/ Cafeteria Beautification, Restorative Conference Detention, Administrative Detention, In-School Suspension, 1-5 Day Suspension	In-School Suspension, 1-5 Day Suspension

48900(k) Continued

	First Offense	Second Offense	Third Offense	Maximum
5. Disruptive and/or Safety Items: Including but not limited to: rubber bands, matches, balloons, squirt guns, electronic devices, laser lights, sunglasses in class, felt markers, cap guns, poppers, correction fluid, marking devices, aerosol cans, glass bottles, lighters, hats, radios, noise making devices, roller blades, dice, gum,	Warning, confiscation of item, detention	Confiscation of item, Parent must pick up item, Campus/ Cafeteria Beautification, Detention, Administrative Detention	Confiscation of item, Parent must pick up item, Campus/ Cafeteria Beautification, Administrative Detention, In-School Suspension, 1-day suspension	Confiscation of item, Parent must pick up item, 2-5 day suspension

6. Dress Code: Parents are responsible for sending their child to school dressed in a fashion that does not distract from the instructional process. Students are expected to dress within the guidelines outlined in the Student Handbook.	Warning, Change Clothes	Warning, Change Clothes, Confiscation of item, Campus/ Cafeteria Beautification, Detention, Administrative Detention	Change Clothes, Confiscation of item Administrative Detention, In-School Suspension	Change Clothes, Confiscation of item, 1-5 day suspension
7. Electronic Devices: Radios, cameras, iPods, MP3 players, laser pointers, CD players, Smart watches and tape recorders, but not limited to, are NOT allowed on campus.	Warning	Warning , confiscation of items	Confiscation of an item, Parent must pick up item, administrative detention	Confiscation of an item, Parent must pick up an item, In-School Suspension, 1-5 Day Suspension
8. Fire Alarms: EC-48900 (k) Tampering with a fire alarm or giving false alarms.	Five (5) day suspension and recommendation for expulsion. In addition, the Principal/assistant principal shall report the incident to the police department for appropriate legal action. Per Penal Code 148.4: "Any person who tampers with a fire alarm or gives false alarms is guilty of a misdemeanor punishable by up to one year in the county jail and a \$1,000.00 fine." Parents are responsible for any costs incurred from the false alarm.			
9. Forgery:	Warning, Detention, Administrative Detention, In-School Suspension, 1-5 Day Suspension	Detention, Administrative Detention, In-School Suspension, 1-5 Day Suspension	In-School Suspension, 1-5 day Suspension	2-5 Day Suspension, Suspension, Possible Recommendation for Expulsion.

48900(k) Continued

	First Offense	Second Offense	Third Offense	Maximum
10. Food fight Throwing food, littering, cafeteria misbehavior	Warning, Detention, Administrative Detention, In-School Suspension, 1-5 Day Suspension	Detention, Administrative - Detention, In-School Suspension, 1-5 Day Suspension	Administrative Detention, In-School Suspension, 1-5 Day Suspension	2-5 Day Suspension
11. Gambling: The playing of a game of chance for stakes	Warning, Detention, Administrative Detention, In-School Suspension, 1-5 Day Suspension	Detention, Administrative Detention, In-School Suspension, 1-5 Day Suspension	In-School Suspension, 1-5 Day Suspension	1-5 Day Suspension

12. Impedance of Directives: A student, who obstructs, delays, impedes or fails to follow the directives of school personnel who are attempting to control a situation and/or maintain a safe school.	Administrative Detention, In-School Suspension, 1-5 Day Suspension	In-School Suspension, 1-5 Day Suspension	1-5 Day Suspension	2-5 Day Suspension, Possible Recommendation for Expulsion
13. Leaving campus without permission	Administrative Detention, In-School Suspension	In-School Suspension, 1-2 Day Suspension	2-5 Day Suspension	3-5 Day Suspension
14. Loitering: Loitering in or about restrooms ,doorways or anywhere else on campus.	Warning, Detention, Administrative Detention	Detention, Administrative Detention, In-School Suspension	In-School Suspension, 1 Day Suspension	2-5 Day Suspension
15. Loitering on or around other school campuses	Warning, Detention, Administrative Detention	Detention, Administrative Detention, In-School Suspension	In-School Suspension, 1-5 Day Suspension	2-5 Day Suspension
16. Misbehavior during assemblies, rallies, dances	Removal from Activity, Detention Administrative Detention	Removal from Activity, Administrative Detention, In-School Suspension	RIPP Meeting, Removal from Activity, In- School Suspension, 1-5 Day Suspension	Removal from Activity, 2-5 Day Suspension

48900(k): Continued				
	First Offense	Second Offense	Third Offense	Maximum
17. Out of class without an acceptable hall pass during class time	Warning, Detention, Administrative Detention	Detention, Administrative Detention, In-School Suspension	In- School Suspension	1-5 Day Suspension
18. Roughhousing, chasing, running in the halls, etc.	Warning, Campus/Cafeteri a Beautification, Detention, Administrative Detention	Administrative Detention, In-School Suspension	In- School Suspension, 1 day Suspension	In- School Suspension, 1-5 day Suspension
19. Tardies: Over 30 minutes or cutting class for more than 30 minutes	Restorative Conference Administrative Detention	Restorative Conference Administrative Detention	Administrative Detention, Possible Referral to SARB	Administrative Detention, Referral to SARB

20. Violation of Suspension: Physically present on the school campus at any time, in the immediate vicinity of school premises, or at a school - sponsored activity while suspended from school. NOTE: Per Penal Code 626.2: "No student can be on campus during suspension."	1-2 Day Suspension	2-5 Day Suspension	3-5 Day Suspension	5 day Suspension
	Minimum		Maximum	
21. Videotaping fights or other violations of school rules. A student who photographs, videotapes, records, reproduces, posts or possesses images of violations of school rules.	Devices confiscated if on school grounds In-School Suspension		1-5 Day Suspension, Possible Recommendation for Expulsion	

48900(l): Knowingly received stolen school property or private property.				
	First Offense	Second Offense	Third Offense	Maximum
Theft: The taking of or knowingly receiving stolen school or private property without permission.	Restorative Conference, Warning, Detention, Administrative Detention, In-School Suspension, 1-5 Day Suspension, Possible Recommendation for Expulsion	Restorative Conference, Detention, Administrative Detention, In-School Suspension, 1-5 Day Suspension, Possible Recommendation for Expulsion	In-School Suspension, 1-5 Day Suspension, Possible Recommendation for Expulsion	5 Day suspension, Recommendation for Expulsion

48900(m): Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is substantially similar in physical properties to an existing firearm leads a reasonable person to conclude that the replica is a firearm.		
	First Offense	Maximum
Look-Alike Guns: Possession of a look-alike gun.	Restorative Conference 1-5 Day suspension, Possible Recommendation for Expulsion	Restorative Conference 5 Day suspension, Recommendation for Expulsion

48900(n): 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.				
	First Offense	Second Offense	Third Offense	Maximum

Sexual Assault	5 Day suspension, Recommendation for Expulsion, Sheriff Contact
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48900(o): Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding to prevent that pupil from being a witness or retaliate against that pupil for being a witness.

	First Offense	Maximum
Witness Intimidation	Restorative Conference, 1-5 Day Suspension, Possible Recommendation for Expulsion	5 Day suspension, Recommendation for Expulsion

48900(p): Unlawfully offered, arranged a sale, negotiated a sale, or sold the prescription drug Soma.

	First Offense	Second Offense	Third Offense	Maximum
Drug Soma	5 Day suspension, Recommendation for Expulsion, Sheriff Contact			

48900(q): Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or reinitiating into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

	First Offense	Maximum
Hazing and Harassment	Restorative Conference, 1-5 Day Suspension, Possible Recommendation for Expulsion	5 Day suspension, Recommendation for Expulsion

Notification of Crimes on Campus

7.13 - Student Offense - Count by Offense											
Academic Year: 2022-2023		LEA: Santa Unified		User ID: mtowers@bantsd.org							
View: Snapshot		School Type: ALL		Revision Date: 6/29/2023 5:08:53 AM							
Revision ID: 4520546		School: ALL		Print Date: 6/29/2023 2:23:21 PM							
School Code	School Name	Offense Code	Gender	Ethnicity/Race	# of Students Who Committed an Offense (Unduplicated by Offense)	# of Offenses Committed	Weapon Category Code				
							Handgun (10)	Shotgun or Rifle (20)	Other Firearm (30)	Other Weapon (40)	Multiple Weapons with Firearm (50)
All Selected Schools		Total			38	49	0	0	0	1	0
		104-Possession of a Knife or Dangerous Object	Total		1	1	0	0	0	1	0
		200-Sale of Controlled Substance	Total		1	1	0	0	0	0	0
		201-Possession of Controlled Substance	Total		3	3	0	0	0	0	0
		500-Caused Physical Injury	Total		2	6	0	0	0	0	0
		501-Caused Attempted or Threatened Physical Injury	Total		16	23	0	0	0	0	0
		504-Used Force or Violence	Total		1	1	0	0	0	0	0
		510-Obscene Acts, Profanity, and Vulgarity	Total		4	5	0	0	0	0	0
		511-Disruption, Defiance	Total		1	1	0	0	0	0	0
		512-Property Damage	Total		7	8	0	0	0	0	0
		Total			3	3	0	0	0	0	0
0140392	Santa Charter	501-Caused Attempted or Threatened Physical Injury	Total		2	2	0	0	0	0	0
		504-Used Force or Violence	Total		1	1	0	0	0	0	0
		Total			35	46	0	0	0	1	0
6041750	Santa Elementary	104-Possession of a Knife or Dangerous Object	Total		1	1	0	0	0	1	0
		200-Sale of Controlled Substance	Total		1	1	0	0	0	0	0
		201-Possession of Controlled Substance	Total		3	3	0	0	0	0	0