

**George Washington Elementary  
Comprehensive School Safety Plan  
2022 – 2023**



**Belonging  
Empowering  
Academics  
Rigor  
Strategies**

# Table of Contents

	Page
1. <b>Assessment of the Current Status of School Crime</b>	<b>3</b>
2. <b>Appropriate Programs and Strategies that Provide School Safety</b>	<b>4</b>
3. <b>Child Abuse Reporting Procedures</b>	<b>5</b>
4. <b>Suspension and Expulsion Policies</b>	<b>9</b>
5. <b>Policy for Notifying Teachers of Dangerous Pupils</b>	<b>11</b>
6. <b>Discrimination and Harassment Policy</b>	<b>12</b>
7. <b>School-wide Dress Code</b>	<b>24</b>
8. <b>Safe Ingress and Egress Procedures</b>	<b>24</b>
9. <b>Ensuring a Safe and Orderly Environment</b>	<b>24</b>
10. <b>Discipline Procedures</b>	<b>24</b>
11. <b>Anti-Violence/Gun Safety Procedures</b>	<b>30</b>
12. <b>Emergency Procedures</b>	<b>30</b>

# **Assessment of the Status of School Crime**

**Washington**

**Elementary was**

**fortunate during the**

**2021 – 2022 school**

**year to have had**

**zero school crime**

**offenses.**

## **Appropriate Programs and Strategies that Provide School Safety**

Washington School makes a concerted effort to provide a safe environment for students to learn. As students arrive on campus, everyone enters through the front gate. Two noon duty supervisors and one campus safety assistant (CSA) assist with safety before school, recesses, lunches, and after school.

A Campus Security Assistant monitors the campus throughout the day. Teachers, Counselor, and Administration assist and support the supervision of students throughout the day and throughout the campus. During emergencies, all support staff are assigned to an area of the campus to secure.

All staff watch for adults on campus and question adults that do not display a visitor sticker. If a student must leave class, the student has a pass and younger students travel in pairs. Custodian, office staff, and Administration all carry radios for instant communication. All classrooms are equipped with phones and there is a school wide intercom system. In sensitive situations, email will also be used to get emergency messages out to staff.

Washington School participates in PLUS which helps our middle school students show leadership and make good choices. A mental health clinician is on site 2 days per week and provides counseling for students who are exhibiting unsafe behavior and choices.

All staff and students conduct monthly fire drills, secure the building drills, and duck & cover drills. Drills are announced to the teachers, but not to the students.

Our site is completely locked from the hours of 8:10 am – 2:05 pm. The only access to the school grounds is through the main office. We require photo identification and your name on the emergency registration card to check out a student.

There is counseling available to support those who are affected by suicides, homicides, serious accidents and other traumatic incidents, particularly including the families, friends, neighbors and coworkers of victims.

## Child Abuse Reporting Procedures

A mandated reporter who knows or reasonably suspects that a minor is the victim of child abuse must report immediately by telephone and in writing by follow-up report within 36 hours to a law enforcement agency. The law penalizes the failure to report by imposing a jail sentence on the defaulting mandated reporter. On the other hand, the law rewards the reporter who meets the reporting obligation by granting absolute immunity from civil or criminal prosecution. (Penal Code Section 11166)

**Mandated Reporter:** a "Child care custodian"; includes teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel staff. If specifically trained in child abuse detection, also includes instructional aides, teacher's aides, and teacher assistants. District employed child care workers and health practitioners (doctors, nurses and psychologists) are also mandated reporters.

**Knowledge of or Reasonably Suspects Abuse:** When a mandated reporter observes a child with physical "injuries which appear to have been inflicted...by other than accidental means by any other person..." Whether or not there are visible physical injuries, all suspected sexual abuse must be reported.

**To Whom is the Report Made:** An oral report to designated law enforcement agencies must be made immediately. The observing employee must contact:

a. The Child Protective Services (CPS) Unit of the local Welfare or Human Services

Department: San Joaquin County CPS: (209) 468-1333 or

b. The Jurisdictional Law Enforcement Agency

San Joaquin Co. Sheriff's Department (non-emergency) (209) 468-4400 Stockton

Police Department (non-emergency) (209) 937-8377

Emergency Number 911

The Stockton Unified School District Police Department does not meet the notification requirements prescribed by law to receive reports of child abuse. However, all SUSD police officers are mandated reporters.

A follow up written report must be submitted within 36 hours. Forms are available from the school administrative assistant or online at [http://ag.ca.gov/childabuse/pdf/ss\\_8572.pdf](http://ag.ca.gov/childabuse/pdf/ss_8572.pdf).

**School Interview Law:** Penal Code 11174.3 imposes both a time sequence and series of duties on school personnel and the law enforcement investigator. This law is limited to child abuse victims only. The law speaks only to abuse which takes place in the home. When law enforcement comes to school to take the child into custody, rather than question the child, the interview procedures do not apply. The child is effectively under arrest. law enforcement (sheriff, police or CPS) may interview suspected victims of child abuse on school premises during school hours concerning child abuse in the home. The child may choose to be interviewed in private or may select an adult staff member to be present "to lend support".

Step One - The investigator comes to school.

All investigations begin in the school office. The staff member "in charge" should ask for identification and the purpose of the proposed interview. When it is made clear that the interview will focus on allegation of abuse in the home, the staff member in charge should be present with the child before the interview begins.

**Step Two - The investigator must advise the child of the right to choose a staff member to be present during the interview.**

**What the school employee should do if:**

1. The child chooses not to have a staff member present? The staff member should leave the room.

2. The child asks for either the mother or father to be present?

School employees do not grant or deny such requests. This responsibility lies with the investigator.

3. The child changes their mind during the interview?

The law gives the child a continuous option to ask for an adult staff member or to send the staff member away.

**Step Three - The child asks for an adult staff member to be present**

**What can the selected staff member do:**

a. The staff member, by law, may decline to sit in the interview

b. The school administrator should inform the selected staff member of their duties during the interview. A copy of Penal Code 11174.3 should be supplied to the staff member who has agreed to be present.

c. The staff member's role is one of a "comforter" during the interview. There is no questioning by the staff member and no discussion of the child abuse incident with the child. There must be no prompting by the staff member. Investigators should not attempt to ask or direct the staff member to coerce, suggest or elicit a response from the child.

d. The law forbids disclosure of what the staff member hears or learns during the interview. This confidentiality disappears when a court orders testimony.

No written report is required by the staff member. Stockton Unified School District Board Policy 5141 addresses Child Abuse Reporting Procedures.

## **California Penal Code 11174.3**

### **"School Interview Law"**

Violation of which is punishable as specified in Section 11167.5.

- A representative of the school shall inform a member of the staff so selected by a child of the requirements of this section prior to the interview. A staff member selected by a child may decline the request to be present at the 11174.3. (a)
- Whenever a representative of a government agency investigating suspected child abuse or neglect or the State Department of Social Services deems it necessary, a

suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out of- home care facility.

- The child shall be afforded the option of being interviewed in private or selecting any adult who is a member of the staff of the school, including any certificated or classified employee or volunteer aide, to be present at the interview.
- A representative of the agency investigating suspected child abuse or neglect or the State Department of Social Services shall inform the child of that right prior to the interview.
- The purpose of the staff person's presence at the interview is to lend support to the child and enable him or her to be as comfortable as possible. However, the member of the staff so elected shall not participate in the interview. The member of the staff so present shall not discuss the facts or circumstances of the case with the child. The member of the staff so present, including, but not limited to, a volunteer aide, is subject to the confidentiality requirements of this article, an interview.
- If the staff person selected agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school.
- Failure to comply with the requirements of this section does not affect the admissibility of evidence in a criminal or civil proceeding.

## DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://www.leginfo.ca.gov/calaw.html> (specify "Penal Code" and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some of the requested information is not known. (PC Section 11167(a).)

### I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities listed in PC Section 11165.7.

### II. TO WHOM REPORTS ARE TO BE MADE {DESIGNATED AGENCIES}

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC Section 11165.9.)

### III. REPORTING RESPONSIBILITIES

Any mandated reporter who 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 shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC Section 11166(a).) No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

### IV. INSTRUCTIONS

**SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), Business/agency name and address, daytime telephone number, and to day's date. Check yes-no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

**SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/ time of the phone call, and the name, title, and telephone number of the official contacted.

**SECTION C - VICTIM {One Report per Victim}:** Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and, where applicable, enter the school, class (indicate the teacher «s name or room number), and grade.

List the primary language spoken in the victim's home. Check the appropriate yes-no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes-no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care.

Check the appropriate box to indicate the type of abuse. List the victim «s relationship to the suspect. Check the appropriate yes-no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

**SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/ Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

**SECTION E - INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

### DISTRIBUTION

**Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency. **Designated Agency:** Within 36 hours of receipt of Form SS 8572, send white copy to police or sheriff's department, blue copy to county welfare or probation department, and green copy to district attorney's office. **Ethnic Codes**

V.

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 America Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian



# **Suspension and Expulsion Policies**

## **PROCEDURES FOR DEALING WITH VIOLATIONS AND RIGHT OF APPEAL**

### **A. No Student May Be Punished For Alleged Misconduct Without Due Process.**

#### **1. Students Are Entitled To:**

- a. Oral or written notice of the charges.
- b. An explanation of the evidence.
- c. An opportunity to present his/her side of the story.

#### **2. Suspension and Due Process Requirements.**

##### **Education Code Sections 48903, 48911**

##### **a. Definition:**

- A suspension is a temporary removal from school for violation of school rules.
- A student may not be suspended for more than five days at a time.
- A student may not be suspended for more than twenty days per school year from any one school. The District may transfer the student to an alternative education setting at 20 days of suspension.
- In cases where expulsions are pending, suspension may be extended.
- Reinstatement of the suspended pupil shall not be contingent upon the attendance by the pupil's parent or guardian at such conference.

### **B. Student's Right to a Hearing:**

**The principal or designee shall meet with the student for the purpose of:**

- (1) presenting oral or written notice of the charges.
- (2) giving an explanation of the evidence; and
- (3) giving the student an opportunity to present his or her side of the story.

If it is determined that the student is responsible for a violation of school rules, the student may be suspended for no more than five consecutive school days.

### **C. Parent Conference:**

**At the beginning of a suspension, the parent or guardian of the student being suspended should be notified in writing of the following:**

- (1) A statement of the facts leading to the decision to suspend.
- (2) The date and time when the student will be allowed to return to school.
- (3) A statement of the parent's or student's right to have access to the student's records.
- (4) A request that the parent (guardian) attend a conference to discuss the student's behavior.

The parent (guardian) is required by law to respond without delay to any request from school officials to attend a conference regarding his or her child's behavior.

**D. Parent's Right to Appeal:**

The student and his or her parents (or guardians) have the right to request a meeting with the principal if an appeal of this action is desired. They may appeal to the Assistant Superintendent or Director of Elementary Education or the Assistant Superintendent of Secondary Education when a suspension is issued by the principal or any other instance in which a review of the district's action is desired.

**3. Expulsion and Due Process Requirements.**

**Education Code Section 48918**

- a. Definition: An expulsion is the long-term removal of a student from attendance at any school in the district by the Board of Education.
- b. Student's Right to a Hearing:
  - (1) A hearing panel shall be convened to determine whether a student should be expelled. The hearing shall take place within thirty (30) school days of the date the principal determines the student has committed an act deserving suspension. The student can postpone the hearing one time for up to 30 days.
  - (2) At least 10 days before the hearing, parents (or guardians) must be given written notice through U.S. Mail that an expulsion hearing has been scheduled.
  - (3) The student and his parents (or legal representative) have the right to call witnesses, question school officials, subpoena witnesses, and present information on behalf of the student.
  - (4) Recommendations of the Hearing Panel are forwarded to the Governing Board for final action.
- c. Student's Right to an Appeal:
  - (1) If the Board of Education decides to expel the student, the student or student's parent or guardian may appeal the decision to the Board of Education. If the appeal is not upheld by the Board of Education, the parent may appeal the decision of the District Board of Education to the San Joaquin County Board of Education within 30 days.
  - (2) Parents wishing to appeal continuation school or class placement have the right to review by the Assistant Superintendent of Secondary Education.

## **Policy for Notifying Teachers of Dangerous Pupils**

### **California Education Code 49079:**

- (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.
- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

**The school follows California Education Code 49079 when notifying teachers of dangerous students.**

## **Discrimination and Harassment Policy**

### **Stockton Unified School District Notice of Nondiscrimination**

The Stockton Unified School District does not discriminate on the basis of race, color, sex, disability, or national origin in admission or access to and treatment of employment in its programs and activities as required by Title VI, Title IX, and Section 504.

### **Nondiscrimination in District Programs and Activities**

#### ***BOARD POLICY 0410***

**The Governing Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, sex, race, age, color, religion, creed, ancestry, national origin, ethnic group identification, marital or parental status, pregnancy, physical or mental disability, medical condition, sexual orientation or the perception of one or more of such characteristics or any other unlawful consideration. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities.**

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act. The Superintendent or designee shall ensure that the district provides auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, note takers, written materials, taped text, and Braille or large print materials, depending on the circumstances.

Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program or meeting.

The Superintendent or designee shall notify students, parents/guardians, employees, employee organizations and applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination. Such notification shall be included in each announcement, bulletin, catalog, application form or other recruitment materials distributed to these groups. (34 CFR 104.8, 106.9)

The Superintendent or designee shall also provide information about related complaint procedures. The principal at each school site, the head of a department, the Compliance Coordinator/ Compliance Services and the Human Resources Department, are designated as administrators responsible for receiving inquiries and complaints of alleged discrimination and for maintaining appropriate records. Each principal and head of a department will regularly report on complaints to the Compliance Coordinator/Compliance Services to assist in monitoring the overall school climate and identifying any possible patterns or practices of possible discrimination. In compliance with law, the district's nondiscrimination policy shall be published in the individual's primary language to the extent practicable.

## **Nondiscrimination in Employment**

### **BOARD POLICY 4030**

**The Governing Board prohibits unlawful discrimination against and/or harassment of district employees and job applicants on the basis of race, color, national origin, ethnicity, ancestry, religion or religious creed, age, marital or parental status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sexual orientation, or any other unlawful condition at any district site and/or activity.**

The Board also prohibits retaliation against any district employee or job applicant who complains, testifies or in any way participates in the district's complaint procedures instituted pursuant to this policy.

Any district employee who engages in unlawful discrimination or harassment shall be subject to disciplinary action up to and including dismissal.

Any district employee who permits unlawful discrimination or harassment may be subject to disciplinary action up to and including dismissal. A district employee may be deemed to have permitted unlawful discrimination or harassment if he/she fails to report an observed incident of discrimination and/or harassment, whether or not the victim complains.

The Superintendent or designee shall regularly publicize this nondiscrimination policy and the availability of complaint procedures throughout the district and the community. He/she shall provide district employees and job applicants with copies of this policy, district regulations and complaint procedures as necessary.

The Board designates the following position(s) as Compliance Coordinator:

Compliance Coordinator

701 N. Madison Street Stockton,

CA 95202

(209) 933-7100

**An employee may, in addition to filing a discrimination complaint with the district, file a complaint with either the Equal Employment Opportunity Commission (EEOC) or the California Department of Fair Employment and Housing (DFEH). The time limits for filing such complaints are as follows:**

1. To file a valid complaint with EEOC, the employee must file his/her complaint within 300 days of the alleged discriminatory act(s). (42 USC 2000e-5)

2. To file a valid complaint with DFEH, the employee must file his/her complaint within one year of the alleged discriminatory act(s). (Government Code 12960)

Employees wishing to file complaints with the DFEH and EEOC should contact the Compliance Coordinator for more information.

## **Complaints Concerning Discrimination in Employment**

### **BOARD POLICY 4031**

**The following procedures shall be used when a district employee or job applicant has a complaint alleging that a specific action, policy, procedure or practice discriminates against him/her on any basis specified in the district's nondiscrimination policies.**

1. The complaint should be initiated promptly after a complainant knew, or should have known, of the alleged discrimination.
2. All parties involved in allegations of discrimination shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made. The parties also shall be notified of their right to appeal the decision to the next level.
3. When a complaint is brought against the individual responsible for the complaint process at any level, the complainant may address the complaint directly to the next appropriate level.
4. Meetings related to a complaint shall be held at times the district determines appropriate to the circumstances.
5. For the protection of all the parties involved, complaint proceedings shall be kept confidential insofar as appropriate.
6. All documents, communications and records dealing with the investigation of the complaint shall be placed in a confidential district personnel complaint file and not in the employee's individual personnel file.
7. Time limits specified in these procedures are guidelines. If the district fails to respond within a specified or adjusted time limit, a complainant may proceed to the next level. If a complainant fails to take the complaint to the next step within the prescribed time, the complaint shall be considered settled at the preceding step.

#### **Level I**

The complainant shall first meet informally with his/her supervisor or the administrator of the school where the alleged discriminatory act occurred. A complaint regarding discrimination away from the school site should be discussed informally with the complainant's supervisor. If the complainant's concerns are not clear or cannot be resolved through informal discussion, the supervisor or other administrator shall prepare, within 10 working days, a written summary of his/her meeting(s) with the complainant. This report shall be made available to the Compliance Coordinator designated by the Governing Board in AR 4030 - Nondiscrimination in Employment.

#### **Level II**

If a complaint cannot be resolved to the satisfaction of the complainant at Level I, he/she may submit a formal written complaint to the coordinator within 10 working days of his/her attempt to resolve the complaint informally. The written complaint shall include the following:

1. The complainant's name, address and telephone number
2. The name and work location of the district staff member who committed the alleged violation
3. A description of the alleged discriminatory act(s) or omission(s)
4. The discriminatory basis alleged
5. A specific description of the time, place, nature, participants in and witnesses to the alleged violation

6. Other pertinent information which may assist in investigating and resolving the complaint
7. The complainant's signature or that of his/her representative

The coordinator shall assign a staff member to assist the complainant with this writing if such help is needed. The coordinator shall respond to the complaint in writing within 10 working days. The coordinator shall conduct any investigation necessary to respond to the complaint, including discussion with the complainant, person(s) involved, appropriate staff members and students, and review of the Level I report and all other relevant documents. If a response from third parties is necessary, the coordinator may designate up to 10 additional working days for investigation of the complaint.

#### **Level III**

If the complaint cannot be resolved at Level II, either party may present the complaint to the Superintendent or designee within 10 working days. The Superintendent or designee shall review the Level II investigation file, including the written complaint and all responses from district staff. The Superintendent or designee shall respond to the complaint in writing within a reasonable time period.

#### **Level IV**

If the matter is not resolved at Level III, either party may file a written appeal to the Board within 10 working days after receiving the Level III response. The Board may uphold or modify the district's response without hearing the complainant.

**The Superintendent or designee shall provide the Board with all information presented at previous levels. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within a reasonable time period. The Board may appoint a hearing panel to review the complaint and previous decisions and make recommendations to the Board. The panel shall hear the appeal and render its decision within a reasonable time period.**

#### **Other Remedies:**

Complainants may appeal the Board's action to the California Department of Education. The Superintendent or designee shall ensure that complainants are informed that injunctions, restraining orders and other civil law remedies may also be available to them. This information shall be published with the district's nondiscrimination complaint procedures and included in any related notices. (Education Code 262.3)

#### **Nondiscrimination/Harassment (Students)**

##### ***BOARD POLICY 5145.3***

**District programs and activities shall be free from discrimination, including harassment, with respect to ethnicity, religion or religious creed, gender, color, race, ancestry, national origin, physical or mental disability, marital or parental status, pregnancy, medical condition, veteran status, sexual orientation, or any other unlawful condition.**

**The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities.**

Eligibility for choral and cheerleading groups shall be determined solely on the basis of objective competencies. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

The schools may provide girls and boys with separate shower rooms and sex education classes in order to protect student modesty. In physical education, when objective standards have an adverse effect on students because of their gender, race, ethnic group or disability, other standards shall be used to measure achievement and create comparable educational opportunities.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate counseling and discipline, up to and including expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

Any student who feels that s/he is being harassed should immediately contact the principal or a staff member of their choice or the Compliance Coordinator.

If a situation involving harassment is not promptly remedied by the principal or chosen staff member, a complaint can be filed using the Uniform Complaint Form.

In any case, a complaint may be filed with the district's Compliance Coordinator, at 701 N. Madison Street, Stockton, California 95202 (933-7100).

#### **Sexual Harassment (Students)**

##### ***BOARD POLICY 5145.7***

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

#### **Instruction/Information**

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

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



### **Complaint Process**

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

Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint. In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

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

### **Disciplinary Measures**

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action.

For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

### **Record Keeping**

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

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

### **Sexual Harassment (Personnel)**

*BOARD POLICY 4119.11/4219.11/4219.11*

**The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation. The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation and correction of sexual harassment, including but not limited to:**

1. Providing periodic training to all staff regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures.
2. Publicizing and disseminating the district's sexual harassment policy to staff.
3. Ensuring prompt, thorough and fair investigation of complaints.
4. Taking timely and appropriate corrective/remedial actions.

This may require interim separation of the complainant and the alleged harasser, and subsequent monitoring of developments.

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

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

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

*Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.*

Any district employee who engages or participates in sexual harassment, or who aids, abets, incites, compels or coerces another to commit sexual harassment against a district employee, job applicant or student, is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

#### **Anti-Bullying (Students)**

#### **BOARD POLICY 5145.40**

**The Governing Board believes that every student has the right to a safe, orderly and caring learning environment and specifically prohibits acts of harassment or bullying. The Governing Board has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment or bullying, like all disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's responsibility to educate its students in a safe environment.**

Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, parents, students and volunteers to provide positive examples for student behavior.

#### **Definition**

As of July 1, 2012 bill AB 1156 amends the definition of bullying by specifying that bullying includes harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying, and further specifying has the effect or can reasonably be predicted to have the effect of placing the pupil or pupils in reasonable fear of harm to the pupil's or those pupils' person or property, causing a substantially detrimental effect on the pupil's or pupils' physical or mental health, substantially interfering with the pupil's or pupils' academic performance, attendance or substantially interfering with the pupil's or pupils' ability to participate in or benefit from the services, activities, or privileges provided by the school.

Harassment or bullying is any gesture or written, verbal, graphic, physical or electronic act (i.e. including, but not limited to, internet, cell phone, instant text, or social media such as Facebook, Twitter and YouTube, personal digital assistant (pda) or wireless hand held device if it affects safety of student or school personnel) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion; ancestry, national origin, gender; sexual orientation, gender identity and expression, socioeconomic status, academic status, mental, physical, developmental or sensory disability or impairment, creed, political belief, age, linguistic or language differences, height, weight, marital status, parental status, or by any other distinguishing characteristic, or because of association with a person who has or is believed to have one or more of these characteristics. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, in a school vehicle, or by students, family members or staff.

Students shall be assured that they need not endure, for any reason, any harassment which impairs the educational environment or student's emotional well-being at school. Harassment involves unwelcome comments (written or spoken including texts or other digital modes of communications) or conduct which violates an individual's dignity, and/or creates an intimidating, hostile, degrading, humiliating, or offensive environment.

Students shall be assured that they need not endure, for any reason, bullying behavior, including electronic or cyber bullying, which impairs the educational environment or a student's emotional well-being.

Bullying is a comprehensive term that describes conduct that meets all of the following criteria:

- Is directed at one or more persons;
- Substantially interferes with educational opportunities, benefits, or programs of one or more students;
- Adversely affects the ability of a student to participate in or benefit from the school district's educational programs or activities by placing the student in reasonable fear of physical harm or by causing emotional distress;
- Is based on a student's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics;
- Involves an imbalance of power or strength; and
- Involves a pattern of behavior repeated over time.
- Electronic bullying or cyber bullying is the use of electronic communication technology such as, but not limited to, email, instant messages, text messages, mobile phones, and web sites, to send or post messages or images to embarrass, humiliate, spread rumors, threaten, intimidate or otherwise harass.
- Sending sexually explicit images electronically, even consensually, may be considered as

distribution of child pornography, and is to be referred to school administration and/or law enforcement.

**Cyberbullying** is defined as the willful and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, internet, cell phone, instant text, or social media such as Facebook and Twitter, personal digital assistant (pda) or wireless hand held device, chat rooms, "sexting" or video voyeurism.

**Cyber stalking** means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

The District prohibits bystander support of harassment or bullying as it can encourage and/or reinforce the behavior. Bystander support may be active actions such as, but not limited to, laughter or calling attention to the situation; or through passive actions such as, but not limited to, watching the situation or sharing electronic recordings (i.e. You Tube) and doing nothing.

Staff should therefore support students who walk away from harassment or bullying when they see the acts occurring, who constructively attempt to stop such acts, or who report the acts to a designated authority.

The Board requires school administrators to develop and implement procedures that ensure both the appropriate consequences and remedial responses to a student or staff member who commits acts of harassment or bullying. Staff should provide services or supports to students who engage in acts of bullying and/or harassment to educate them on the impact of these behaviors on others and the school environment, as well as instruct the importance of positive, civil and respectful social interactions. Administrators should ensure that appropriate services or supports are provided to students who report being victims of bullying or harassment including appropriate assertiveness skills.

The Board requires the principal and/or the principal's designee at each school to be responsible for receiving complaints alleging violations of this policy.

All school employees upon witnessing or receiving complaints regarding any acts of discrimination, harassment, intimidation or bullying shall take immediate steps to intervene when safe to do so and report alleged violations of this policy to the principal or the principal's designee. All other members of the school community, including students, parents, volunteers, and visitors are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of anonymous report.

The Board requires the Principal or designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or designee shall conduct a

prompt, thorough, and complete investigation of each alleged incident. Depending upon the extent and complexity of the investigation, within a reasonable period of time (approximately within that school week or next depending on the day of the week) after receiving the complaint, the principal or designee shall make the determination whether the student who made the complaint was bullied and/or harassed and shall maintain documentation of the complaint and resolution in the district's student information system. The Board prohibits reprisal or retaliation against any person who reports an act of harassment or bullying.

The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

The Board requires school officials to annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of harassment and bullying whether it takes place on or off school property, electronically, at any school-sponsored function, in a school vehicle, or by students, family members or staff. The chief school administrator shall develop an annual process for discussing the school district policy on harassment and bullying with students and staff.

The school district shall incorporate information regarding the policy against harassment or bullying into each school employee training program and handbook.

#### **Hate-Motivated Behavior (Students)**

#### ***BOARD POLICY 5145.9***

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

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

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

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

Pending the availability of appropriate resources, the Superintendent or designee shall ensure that staff receive appropriate training to recognize hate-motivated behavior and methods for handling

such behavior in appropriate ways.

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

**Complaints (All Personnel)**

**ADMINISTRATIVE REGULATION 4144/4244/4344**

**The following guidelines shall prescribe the manner in which complaints are handled:**

1. A "complaint" shall be defined as an alleged misapplication of the district's policies, regulations, rules or procedures. Procedures for the resolution of employee complaints provide a route of appeal through administrative channels and to the Board, if necessary. If the complaint is related to discrimination, the district's procedure for complaints concerning discrimination listed in AR 4031 should be used. A complainant may use the Stockton Unified School District Uniform Complaint Form.
2. If a complaint involves sexual harassment, the initial complaint should be made directly to the offending employee's immediate supervisor. An employee is not required to resolve sexual harassment complaints with the offending person. (Use the procedures contained in AR 4031)
3. All matters related to a complaint shall be kept confidential. Only those individuals directly involved in resolving the complaint shall be informed of the complaint.
4. All documents, communications and records dealing with the complaint shall be placed in a district complaint file maintained in the Compliance Office. No such material shall be placed in an employee's personnel file except if discipline is imposed.
5. No reprisals shall be taken against any participant in a complaint procedure by reason of such participation.
6. Time limits specified in these procedures are guidelines. If specified or adjusted time limits expire, the complaint may proceed to the next step.
7. Any complaint not taken to the next step within prescribed time limits shall be considered settled on the basis of the answer given at the preceding step.

**Informal Complaints**

Employees are encouraged to resolve complaints informally and at the lowest level possible. Formal complaint procedures shall not be initiated unless informal efforts to resolve the complaint have been exhausted and the complainant has provided a written description of such efforts.

### Formal Complaints

NOTE: Some steps may be omitted depending on the complainant's organizational structure.

### Formal Complaint Processing Protocol Chart

Location	School Sites	Business Services	Educational Services	Human Resources
	Individual	Individual	Individual	Individual
Step 1	Supervisor	Supervisor	Supervisor	Supervisor
Step 2	Principal or Asst. Principal	Manager or Director	Administrator or Director	Compliance Coordinator
Step 3	Appropriate Director of K - 12 Education			
Step 4	Assistant Superintendent of K - 12 Educational Services	Assistant Superintendent of Business Services	Assistant Superintendent of K - 12 Educational Services	Assistant Superintendent of Human Resources
Step 5	Superintendent	Superintendent	Superintendent	Superintendent
Step 6	Board of Education	Board of Education	Board of Education	Board of Education

## **School-wide Dress Code**

**Inappropriate Dress/Uniform Violation. Education**

**Code Section 35183, 35183.3, 35183.5**

**Explanation: Students shall dress appropriately for daily attendance at school. In sites where a school uniform policy is in effect, clothes should adhere to the published district uniform guidelines (available at school sites). In all other instances, the school shall be concerned only when the type of clothing, hairstyle, or cosmetics are extreme and could cause school distraction or disruption, or could be unsafe.**

**Examples of inappropriate clothing may include (but are not limited to):**

- Garments where the torso is exposed, i.e., tube tops, half shirts, halters.
- Clothing or buttons which show obscene or alcohol or drug-related slogans, words or pictures, or sexually suggestive statements.
- Clothing commonly associated with gang activity in our community.
- Garments where the entire thigh is exposed, such as micro minis, short shorts, or bathing suits.
- Bare feet
- Jewelry-No jewelry as defined in the District dress code or that may be considered dangerous.
- No student will be denied an education due to dress code.

## **Safe Ingress and Egress Procedures**

- Bus students will be dropped off from the buses in front of the school on Sonora St. After school, students will board the buses on Sonora St.
- Walkers/Parent Drop-off/Pick-up: Students are to enter the campus using the walkway at the front of the school by the main office. Please do not allow your child to cut through the staff parking lot or the driveway on the side of the cafeteria. It is unsafe for students to do this.
- Students will exit out through the front walkway of the school. Parents are asked to park legally and wait for their child in the front of the school or walkway. All students will be escorted to their assigned dismissal area.

## **Ensuring a Safe and Orderly Environment**

At Washington School, a caring and connected school climate is created by improving internal factors that affect the environment such as curriculum and instructional practices, increasing parent involvement, and improving the social and emotional development of students.

External factors such as physical safety is a high priority involving continual assessments of procedures, and policies such as REMS, fire and earthquake drills, lockdowns, law enforcement and other potential risks of school safety and emergency preparedness efficacy.

## **Discipline Procedures**

### **Classroom Management**

Improved curriculum and instructional practices has been facilitated by the implementation of new curriculum. All teachers at Washington participated in training of targeted Professional



Development provided by Benchmark, Perspectives, iReady, and Core. This training enables staff to work together to increase academic learning time, address multiple learning styles, increase student participation and improve student achievement.

Additionally, by providing students with clear standards and consequences that are consistently and fairly enforced empower students to take responsibility for their own learning. Proactive Classroom Management promotes caring and supportive relationship by providing teachers with strategies such as low-profile controls for addressing behavioral issues.

#### **School-wide Positive Behavior Support Committee**

Washington's School-wide Positive Behavior Support Program provides our staff with a systems approach to establishing the social culture and behavior supports needed for all students to achieve both academic and social success.

- Teachers meet regularly throughout the year in efforts to create uniform power points for all classroom teachers to teach during the first week of school and reinforce throughout the year.
- Rules are posted throughout the hallways, restrooms, cafeteria, and office.
- All staff members are assigned a role in providing updates during our professional development as reminders of our focus and reflections on progress.

#### **School-wide Discipline Policy**

All students will be held accountable for knowing and abiding by the regulations set forth in the adopted Stockton Unified School District *Student Conduct Code Handbook* as well as for the Washington's *Parent/Student Handbook*. In order to maintain positive student interaction, and to ensure the safety of all students at school, we will enforce the *Conduct Code Handbook* and *Parent/Student Handbook* guidelines, and disciplinary actions will follow Education Code laws.

#### **Parent Collaboration**

Academic-centered family and community involvement is crucial in engaging all stakeholders in the learning process and improving school climate. When parents and community members are offered the opportunity to participate in the business of schools, they learn the impact they can have on the school-home connection. Washington has multiple opportunities for parent involvement.

- Parents participate in School Site Council, English Learner Advisory Committee, or as classroom volunteers. As a school site council member parents help develop and approve the Single Plan for Student Achievement (SPSA), provide ongoing review of the implementation of the plan with the principal, teachers and other staff members, and help make modifications to the plan whenever the need arises.
- ELAC members advise the principal on matters pertaining to the District EL Master Plan and school programs for English Language Learners. ELAC members also participate in the development of the SPSA and assist in the budgeting, planning, implementing and evaluating the EL program.

### **School Safety Team**

A committee of teachers and staff will meet to revise a plan to assign roles in the incident chain of command. The topics will include devising a plan for reuniting parents and students after an emergency, setting specific safety goals based on the needs assessment of our data, and making sure the staff understands the procedures and policies for Bomb threats, Earthquake and fire drills, transportation safety and emergencies, and emergency disaster preparedness plan.

### **Physical Environment and Williams Act**

The administrators, the custodians and other support staff work together to create and maintain a physical environment that communicates respect for learning, for individual students and staff and is in compliance with the Williams Act.

Many of the duties for ensuring that the physical environment of the campus is clean, sanitary, and in safe condition fall upon the custodial staff. At Washington School, a Head Custodian and Night Custodian are responsible for maintaining a work schedule to ensure that all classrooms, office spaces, campus grounds, and restroom facilities are sanitary and well maintained. The custodial staff is responsible for routinely surveying buildings and grounds for safety hazards, vandalism, and security problems and report findings to supervisors in a timely manner. When possible, areas are repaired prior to students' return or arrival on campus. When extensive repairs are necessary work orders are promptly processed. The Night custodian is responsible for ensuring that all doors, windows, and gates surrounding the perimeter of the school are locked and secure and that the security alarm is set each night to prevent theft, nighttime loitering and other criminal activity. During the summer vacation, the custodial staff participates in the complete cleaning of the buildings.

Also in compliance with Williams Act the Washington Staff assures that all students are assigned grade level textbooks, supplemental workbooks and materials. We will also be checking in/out all textbook through Destiny and for inventorying and securing materials for the school library.

### **Discipline Procedures**

#### **VI. EDUCATION CODE SECTIONS**

#### **GROUND'S FOR SUSPENSION AND EXPULSION**

##### **E.C. 48900**

**A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has:**

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person (a)(2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid substance, or material and

- (b) represented this liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (c) Committed robbery or extortion.
- (d) Caused or attempted to cause damage to school property or private property.
- (e) Stolen or attempted to steal school property or private property.
- (f) Possessed or used tobacco, or any products containing tobacco or nicotine products including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.
- (g) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (h) Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- (i) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (j) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm.
- (n) Committed or attempted to commit a sexual assault or battery.
- (o) Harassed, threatened, a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing.
- (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- (t) A pupil who aids or abets.

E.C. 48900.2

Sexual harassment (grades 4-12) E.C.

48900.3

Causing, attempting to cause, threatening to cause or participating in an act of hate violence. (grades 4-12)

E.C. 48900.4

Intentionally engages in harassment, threats, or intimidation directed against a student or group of students. (grades 4-12)

E.C. 48900.7

Made terrorist threats against school officials and/or school property

E.C. 48915 Expulsion

**The principal or superintendent of schools shall recommend the expulsion of a pupil for the following acts unless they find that expulsion is inappropriate due to the particular circumstances.**

- (a)(1) Causing serious physical injury to another person.
- (a)(2) Possession of any knife, explosive, or other dangerous object. (a)(3) Unlawful possession of any controlled substance.
- (a)(4) Robbery or extortion.

(a)(S) Assault or battery upon any school employee.

Mandatory offenses for which the principal or superintendent must recommend expulsion, and the governing board must expel the student are as follows:

(c)(1) Possessing, selling, or otherwise furnishing a firearm as verified by a school employee.

(c)(2) Brandishing a knife at another person. (c)(3)

Unlawfully selling a controlled substance.

(c)(4) Committing or attempting to commit a sexual assault or battery. (c)(S)

Possession of a destructive/explosive device.

E.C. 48900(s)

No pupil shall be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance which occur at any time, including but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

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

(4) During or while going to or coming from a school sponsored activity.

*THE COMPLETE CONDUCT CODE IS AVAILABLE FOR YOUR INSPECTION AT EACH SCHOOL.*

## **CONSEQUENCES FOR VIOLATION OF CONDUCT CODE**

### **Introduction**

**It should be understood that state law permits disciplinary action for any misbehavior which creates a danger for others or which disturbs the educational process. Disciplinary action by the school may include any of the following:**

### **Administrative Actions**

- Referral for Counseling -- Occasionally students may be referred to appropriate counselors to discuss problems.
- Counseled and Warned -- Student is counseled as to their responsibilities and the consequences of continued inappropriate behavior.
- Class Suspension -- Student may be removed from a particular class to find a solution for their inappropriate behavior.
- Parent Contact -- Parent notified of their student's inappropriate behavior.
- Detention -- A period of isolation or semi-isolation outside of regular class time.
- Community Service -- Schools may assign community service on the school campus in lieu of in-school or out of school suspension. Community service may be assigned off the school site with the permission of the parent.
- Saturday School -- Students who are absent from classes without an excused or approved reason or who are involved in minor infractions may be required to attend weekend school.
- Loss of Privileges -- Limitations on a student's participation in school activities.

- **In-School Suspension** -- A suspension from regular classes which takes place at the school site.
- **Parent Conference** -- In many instances, a parent/teacher/principal conference is required to discuss problems.
- **Out-of-School Suspension** -- A suspension from regular classes in which the student is prohibited from attending school, participating in school activities, and being on the school grounds.
- **Notification of Appropriate Law Enforcement Agencies** -- The appropriate law enforcement agency is informed of certain student offenses; sometimes notification is specifically required by law.
- **Transfer to Alternative Program** -- In certain cases, students may be directed to attend alternative programs which exist in the district.
- **Expulsion** -- Generally, student expulsions are a last resort after other administrative actions have been tried. In some instances, expulsion is required by law.
- **Extension of Suspension** -- A suspension for more than five days needs approval by the Assistant Superintendent of Elementary Education or Assistant Superintendent of Secondary Education.

### **Class Suspension**

A teacher may exercise their right to suspend a student from their class for non-compliance to class rules. This may be up to two days, and it is the responsibility of the teacher to notify the parent/guardian and conference with them in regards to the incident.

Students are expected to complete their assigned work during this period in order to receive credit. It is the responsibility of the student to complete the assignment and submit it for credit, or he/she will receive zero credit for the assignment.

### **In-School Suspension**

Administration may assign non-compliant students to in-school suspension as another strategy to modify negative behavior. Students who serve ISS will remain on school grounds and will be given work that has been assigned for that day.

It is the student's responsibility to complete all work assigned. Work that is not completed or not submitted at the end of the day will receive zero credit, and may not be made up. Failure to serve In-School Suspension will result in Out-of-School Suspension for failure to comply with disciplinary action.

### **Out-of-School Suspension**

Administration may suspend students from school for violations of Education Code laws as outlined in the Stockton Unified School District policy, Student Conduct Code Handbook, and Civil laws. These suspensions run from one to five days in length depending on the infraction and the severity of the offense. Students who receive more than 12 suspension days will be recommended for expulsion from the school.

### **SARB Disciplinary Process/Expulsion**

If a student has earned more than 12 suspension days, administration will refer the student to the district's Student Attendance Review Board (SARB) for habitually insubordinate or disorderly behavior during school attendance. During the SARB hearing, the administrator will recommend expulsion from the school and alternate placement at another district or county school. However, if a student commits a severe infraction (based on Ed Codes 48915 al-aS), administration will immediately refer the student for expulsion from the school.

### **Anti-Violence/Gun Safety Procedures**

Classroom teachers in grades K-5 will utilize *McGruff, the Crime Dog on Gun Safety* and teachers in grades 6-8, utilized *It's Your Call: Playing It Safe Around Gun* programs to help teach students about gun safety. These two programs include educational age-appropriate videos which were designed to assist teachers in helping students make correct decisions when confronted with firearms. Both programs also include a discussion guide which helps focus the class' attention on messages of the video and help foster positive dialog among students.

The programs also include themes such as responsibility, knowing right from wrong, and injury prevention. These programs are designed to help young people learn that firearms are not toys and also better understand the serious consequences of tampering with firearms at home, at a friend or relative's house, or at school. At the completion of each program each student makes a personal commitment to family and to friends by signing a pledge to avoid the irresponsible, unsafe play and illegal handling of firearms.

Washington also has a team being trained in School-wide Positive Behavior System.

### **Emergency Procedures**

- Prior to the beginning of first day of school, the principal and the site's REMS School Leadership team reviewed and updated the site level REMS plan to assure the health, safety and security of staff and students. Primary and secondary contact information as well as emergency contact information for backups was identified for each REM Team Member position.
- Primary contacts and backup contact information were also identified for the Crisis Intervention Team members.
- The Site Facility and Recommended Equipment/Disaster Kit Supply Information checklist was completed which designates the exact location of the emergency equipment and supplies. Classroom Emergency Folders, the Site REMS plan, school/floor plan and student rosters were placed in all classrooms and in the main office.
- The Emergency Disaster Kit Inventory was completed to assure that the required quantity for each item was on site. The principal and the REMS School Leadership team also scheduled nine Leave Building, four Lockdown and four Stop, Drop, and Cover drills to occur throughout the school year in accordance with the Department of Health and Emergency Services guidelines annually, the REMS School Leadership team at the school facilitates the five required Tabletop in addition to the five site-selected Tabletop Exercises with the staff.

**Stockton Unified School District**

# **Readiness and Emergency Management for Schools (REMS) 2020-2021**

**School Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Address:** \_\_\_\_\_

**Principal's Name:** \_\_\_\_\_ **Telephone:** \_\_\_\_\_

**Principal's E-Mail Address:** \_\_\_\_\_



STOCKTON UNIFIED SCHOOL DISTRICT

701 N. Madison Street  
Stockton, California 95202

**DUE 08/27/20**

**2020 – 2021  
READINESS AND EMERGENCY MANAGEMENT  
SCHOOL PLAN**

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

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

Principal's Name: \_\_\_\_\_ Date: \_\_\_\_\_

**PRINCIPAL'S CHECKLIST**

Initials

\_\_\_\_\_ Appendix A-2: School Leadership Team (ICS) Staff Designations  
(Assignments)

\_\_\_\_\_ Appendix A-3: Site Crisis Intervention Team Directory (Roster)

\_\_\_\_\_ Appendix A-6: Site Facility and Recommended Equipment/Disaster Kit  
Supply Information

\_\_\_\_\_ Appendix A-7: Emergency/Disaster Kit Inventory List

\_\_\_\_\_ Appendix B-4: Drill Schedule, Procedures, and Report

\_\_\_\_\_ Appendix B-8: Reunification Sites

\_\_\_\_\_ Attachment: School Map/Floor Plans

**E-Mail Completed Packet to the District Emergency Services  
School Safety Coordinator**

**NO LATER THAN THURSDAY, August 27, 2020**

CC: Copy to your designated Director



## REMS School Leadership Team and Staff Designation

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

Confidential

### Member Directory Information Form

Note: Contact listing is intended to be shared with team members to enhance communication in the event of a critical incident. It is recommended that the Principal and Designee establish an intranet list server to further enhance communications. The personal information listed is intended for team members.

REMS Team Members	Primary Contact	Secondary Contact	Backup
<b>School Incident Commander</b>	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:
<b>Communication Unit Leader</b>	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:
<b>Student Accounting Group Supervisor</b>	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:
<b>Emergency Medical /Triage Group Supervisor</b>	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:
<b>Crisis Intervention/Counseling Group Supervisor</b>	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:
<b>Safety Officer</b>	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:
<b>Information Officer</b>	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:
<b>Police and Fire Group Supervisor</b>	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:
<b>Bus/Staging Area Manager</b>	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:
<b>Evacuation Unit Leader</b>	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:
<b>Parent Reunification Unit Leader</b>	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:
<b>Personnel Unit Leader</b>	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:
<b>Emergency Drill and Tabletop Unit Leader</b>	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:

## Appendix A-3

### Readiness and Emergency Management for Schools Site Crisis Intervention Team Directory (Roster)

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

#### Member Directory Information Form

Crisis Intervention Team Members	Primary Contact	Backup
COORDINATOR (Should not be Principal of the School)	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:
ADMINISTRATOR	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:
KEY TEACHER	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:
SCHOOL COUNSELOR	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:
SCHOOL PSYCHOLOGIST (Should be trained in ASIST)	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:
SCHOOL NURSE	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:
A Staff member trained in ASIST (Applied Suicide Intervention Skills Training) Psychologist or Counselor if available	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:
OTHER	Name: Home Phone: Cell Phone:	Name: Home Phone: Cell Phone:

## Appendix A-6

### Site Facility and Recommended Equipment/Disaster Kit Supply Information

#### Equipment/Supplies Checklist

Indicate the *exact* locations of the items listed below. *Be specific*, so that in your absence anyone can locate critical supplies and materials.

	Office/room	Specific location
Classroom Emergency Folders* (See next page for required contents of the Classroom Emergency Folder)	<i>In all classrooms</i>	<i>Next to door</i>
Site REMS Plan		
School Map/Floor Plan*		
Student Rosters		
Student Emergency Cards		
Staff Roster and Room Assignments		
First Aid Supplies/Blankets		
Emergency AM/FM Crank Radio		
Two-way Radios		
Flashlights/Batteries for office staff		
Rescue Tools (Shovels, crowbars, wrenches, etc.)		
Soap/Restroom Supplies		
Food/Water Supplies		
Extra keys to all rooms		
Safety Vests for Staff		

Disaster Supply Kits\*      Number of Kits on Site: \_\_\_\_\_      List Specific Location


**\* Please see next page for details**

Complete Appendix A-6 and A-7 and submit to District Emergency Services Program Coordinator with site REMS plan.

# Emergency/Disaster Kit Inventory List

Appendix A-7

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

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

Item	Required Qty.	Actual Qty.	Date Checked	Initials	Date Checked	Initials
Mobile Storage Container	1					
Tarps	1					
Rope	1					
Emergency Survival Blankets	5					
Personal Protective Apparel Kit:						
Gloves (2 pairs)	2					
Barrier Gown	1					
Goggles	1					
Shoe Liners (1 pair)	1					
Goggles	1					
Toilet Bucket Assembly Kit:						
Bucket (5 gal.)	1					
Snap On Seat	1					
Toilet Bags (12 pack)	1					
Chemicals (12 pack)	1					
Wipes ( 100 pack)	1					
Flashlight + extra batteries	1					
Leather Work Gloves (1 pair)	1					
Set of permanent markers, pens, pencils, paper tablets.	1					
Paper Towels (1 roll)	1					
Kleenex (1 box)	1					
Zip Lock Storage Bags Gal. size (1 box)	1					
Duct Tape (1 roll)	1					
First Aid Supplies:						
Latex Gloves (1 box)	1					
Extra Large Band-aids (1 box)	1					
Disinfectant Wipes (1 cont.)	1					
Triangle Bandages (6 pack)	1					
Large Bottle Bactine	1					
Adhesive Tape (2 rolls)	2					
¾" x 3" Band-aids (1 box)	1					
Large Sterile Gauze (2 boxes)	2					
Scissors	1					
Microshield (CPR) Clear Mouth Barrier	1					
<b>(Main Office Kit Only)</b>						
Safety Vests K-8 Schools	5					
Safety Vests High Schools	10					
Emergency AM/FM Radio (Main Office Kit Only)	1					
School Supplies File Tote for Items Below (Main Office Kit Only)	1					
Complete Site REMS Plan with Site Map/Floor Plan	1					
Master Roster of all classes	1					
Master Bell Schedule	1					
Bell Schedule	1					
Staff Roster (emergency contacts)	1					
School Phone Directory	1					

## Drill Schedule, Guidelines, and Report

### Student Drills

Include scheduled drill dates, completed drill date, and drill completion time.

Emergency Action	Specific Signal	Frequency	Scheduled Drill Dates	Actual Drill Date	Drill Time/Min./Sec.
<b>1. Action Leave Building</b> (fire, bomb threats, etc.)	Fire Alarm and Voice Signal  Site Determine: Share911	Elementary: Monthly  Secondary: 2x/Year	1. 2. 3. 4. 5. 6. 7. 8. 9.	1. 2. 3. 4. 5. 6. 7. 8. 9.	1. 2. 3. 4. 5. 6. 7. 8. 9.
<b>2. Lockdown/Action Secure Building</b> (student unrest, weapons, intruders, etc.)	Voice Signal  Share911	<b>Minimum: 1 Hard lockdown</b> Elementary: 4x /Year Secondary: 2x /Year	1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.
<b>3. Action Stop, Drop, and Cover or Drop and Cover</b> (earthquakes, explosion, weapons, etc.)	Voice Signal  Share911	Elementary: 4x /Year Secondary: 2x /Year	1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.
<b>4. Action All Clear</b>	Voice Signal  Share911	As needed to clear each drill.	See above.		

#### REMS Staff In-services

(minimum 2 x per year)

Certificated Staff Dates: 1. \_\_\_\_\_ 2. \_\_\_\_\_

Classified Staff Dates: 1. \_\_\_\_\_ 2. \_\_\_\_\_

#### Parent Reviews/Meetings

(minimum 2 x per year)

1. Written Notice Date: \_\_\_\_\_

2. Parent Meeting Date: \_\_\_\_\_

**Note: This report to be submitted with Appendix B-6 Mid and End-of-Year Evaluation Reports.**

## Appendix B-5

### Tabletop Exercise/Discussion Reports

The school principal will submit this report with the required Appendix B-6, REMS Plan Mid-Year and End-of-Year Evaluation Report.

Five Required Tabletop Exercise/Discussion	Date Activity Completed	# Participants and Who
1. Establishing and Training Your REMS School Leadership Team		
2. Active Shooter/Threat Response for Staff		
3. Threat and Hazard Analysis		
4. Evacuation Procedures including In-Depth review of Bomb Threat Guidelines for Staff		
5. Student and Parent Reunification Process and Types of Reunification In-Depth review		
6. Consideration of Special Needs Students and Staff in Emergencies		

Five Site Selected Tabletop Exercise/Discussion	Date Activity Completed	# Participants and Who
1.		
2.		
3.		
4.		
5.		

***Note: This report to be submitted with Appendix B-6 Mid and End-of-Year Evaluation Reports.***

## Appendix B-6

### Stockton Unified School District Readiness and Emergency Management for Schools Plan Mid and End-of-Year Evaluation Report

Note: Attach Appendix B-4 and B-5 to this report.

☐ **Mid-Year Report: Due December 15**

☐ **End-of-Year Report: Due May 1**

(Reports are to be submitted to the Elementary or Secondary Assistant Superintendent and the Emergency Services/School Safety Department)

Site: \_\_\_\_\_

Date: \_\_\_\_\_

Principal/Administrator: \_\_\_\_\_ Signature: \_\_\_\_\_

1. Please indicate the number of site staff that have received training on your REMS plan and procedures: \_\_\_\_\_
2. Please indicate the number of site staff that have been trained in crisis management and intervention (ASIST Training): \_\_\_\_\_
3. Number of site staff that have taken and received certification in NIMS/ICS as required by SUSD Board  
Policy: 100 \_\_\_\_\_ 700 \_\_\_\_\_ 200 \_\_\_\_\_ 800 \_\_\_\_\_
4. Have your disaster kits been:  
4a. Re-supplied as needed? ☐ Yes ☐ No Explain a No response: \_\_\_\_\_  
4b. Secured? ☐ Yes ☐ No Explain a No response: \_\_\_\_\_
5. Did your site conduct a 2020 – 2021 safety/hazard assessment to identify site-specific risks? ☐ Yes ☐ No
6. How are you notifying parents of your site's emergency planning activities? \_\_\_\_\_  
\_\_\_\_\_
7. From the assessment of your REMS site team, have your drills, exercises, and tabletops improved?  
☐ Yes ☐ No ☐ Unsure  
7a. Please explain your response: \_\_\_\_\_
8. Have the following documents been helpful?  
8a. District REMS Plan ☐ Yes ☐ No ☐ Unsure  
8b. Administrative Guide ☐ Yes ☐ No ☐ Unsure  
8c. School and Classroom Guide ☐ Yes ☐ No ☐ Unsure
9. Please add any recommendations specific to the District REMS Plan, Administrative Guide, and the School and Classroom Guide: \_\_\_\_\_
10. What additional materials or activities would be helpful in supporting your site's REMS planning activities?  
\_\_\_\_\_  
\_\_\_\_\_

## Family Reunification Sites

### List Indoor, Outdoor and Offsite Reunification Sites

Note: During inclement weather the indoor location will become the primary choice for reunification. All locations are subject to change.

#### 1. Indoor Reunification site

Request Gate Location: \_\_\_\_\_

Release Gate Location: \_\_\_\_\_

Holding Area Location: \_\_\_\_\_

*Notes: Depending on the staffing levels and size of campus the Release Gate and Holding Area may be combined as one Area/Team. Ensure location is beyond the parents' field of vision.*

#### 2. Outdoor Reunification site

Request Gate Location: \_\_\_\_\_

Release Gate Location: \_\_\_\_\_

Holding area Location: \_\_\_\_\_

*Notes: Depending on the staffing levels and size of campus the Release Gate and Holding Area may be combined as one Area/Team. Ensure location is beyond the parents' field of vision.*

#### 3. Offsite Reunification locations

Walking location/distance: \_\_\_\_\_

Nearest High School: \_\_\_\_\_



## READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS

# REMINDER:

**Attach copy of School Map/Floor Plan to this Principal's Checklist Packet.**

**Refer to the REMS District Plan for additional information.**

### **Clearly mark the following on the school map:**

1. Classrooms, library, first aid stations, multipurpose rooms, cafeteria, locker rooms, restrooms hallways and doors.
2. Main shut-offs for gas, water, electricity
3. Fire extinguishers and first aid kits
4. Disaster Supply Kits
5. Outside water faucets/hoses
6. Evacuation routes (including alternate routes)
7. Designated outside assembly areas
8. Fence lines and gate location.

*Before determining large-group assembly areas and evacuation routes, site administrators should request an on-site meeting with Facilities and Emergency Services personnel to identify potential hazards which may occur during a major earthquake.*