



COLUMBIA UNION SCHOOL DISTRICT

22540 Parrotts Ferry Road, Columbia CA 95310



DISTRICTWIDE COMPREHENSIVE SAFETY PLAN

Columbia Union School District Governing Board Approval Confirmed By:

NAME	TITLE	SIGNATURE	DATE
Molly Day	Board President		2/16/23
Leigh Shampain	Superintendent		2/16/23

The Safe School Planning Process

The School Safety Planning Committee began its planning process by reviewing the goals of the Board of Education. The committee assessed the current status of school crime/safety issues at Columbia Elementary and reviewed current school rules, regulations, and procedures.

The committee then identified goals and objectives that would maintain a high level of school safety. The committee also reviewed the school's procedures for complying with existing laws related to school safety.

It is recognized that systems already in place in the schools have kept our schools a very safe place. (See crime statistics.) It is also recognized that the school needs to plan for safeguarding students and staff for the future and thus must do a complete audit of facilities and procedures to minimize the possibility of a tragedy.

All Safety Plan related material will be kept on file at the School sites. This Safety Plan will always be available for inspection by the members of the public.

Legislative Requirements - Standardized Emergency Management System (SEMS)

The Columbia Union School District has incorporated protocols of California's Standardized Emergency Management System (SEMS). The California Code of Regulations, Title 19, Division 2, Chapter 1, Sections 2400-2450 outlines the requirements of all special districts. These regulations establish the Standardized Emergency Management System (SEMS) based upon the Incident Command System (ICS). SEMS is intended to standardize response to emergencies involving multiple jurisdictions or multiple agencies. SEMS is intended to be flexible and adaptable to the needs of all emergency responders in California.

SEMS requires emergency response agencies to use basic principles and components of emergency management including :

- ICS,
- Multi-agency or inter-agency coordination,
- Operational area concept, and
- Established mutual aid systems.

State agencies must use SEMS. Local governments must use SEMS by December 1, 1996, in order to be eligible for state funding of response-related personnel costs pursuant to activities identified in California Code of Regulations, Title 19, §2920, §2925, and §2930.

Legislative Requirements – National Incident Management System (NIMS)

Executive Order S-2-05 issued by the Governor of California directs the California Office of Emergency Services and Office of Homeland Security, in cooperation with the Standardized Emergency Management System Advisory Board, to develop a program to integrate the National Incident Management System, to the extent appropriate, into the state's emergency management system.

In 2004, the Department of Homeland Security released the National Incident Management System (NIMS) as required by Homeland Security Presidential Directive (HSPD) -Management of Domestic Incidents and HSPD-8 Preparedness. While most emergency situations are handled locally, when there's a major incident help may be needed from other jurisdictions, the state, and the federal government. NIMS was developed so responders from different jurisdictions and disciplines can work together better to respond to natural disasters and emergencies, including acts of terrorism. NIMS benefits include a unified approach to incident management; standard command and management structures; and emphasis on preparedness, mutual aid, and resource management.

HSPD-5 established and designated the NIMS Integration Center (NIC) as the lead federal entity to coordinate NIMS compliance. Its primary function is to ensure that NIMS remains an accurate and effective management tool through refining and adapting compliance requirements to address ongoing preparedness needs.

To accomplish this, the Compliance and Technical Assistance Branch relies on input from Federal, State, local, tribal, multi-discipline, and private sector stakeholders to assure continuity and accuracy of ongoing implementation efforts. In this collaborative role, the NIC has worked with these partners to refine and implement improvements to NIMS, including the development of performance measurement systems for State, territorial, tribal, and local governments, based on lessons learned and best practices from across the nation.

NIMS plans include;

- Use of standardized terminology,
- Standardized organizational structures (ICS),
- Interoperable communications,
- Consolidated action plans,
- Unified command structures, when applicable,
- Uniformed personnel qualifications standards,
- Uniformed planning, training, and exercises,
- Comprehensive resource management, and
- Designated incident facilities.

1. Child Abuse Reporting Procedures

2. Routine and Emergency Disaster Procedures and
3. Injury Guidelines
4. Procedures Regarding Suspension, Expulsion or Mandatory Expulsion
5. Notifying Teachers of Dangerous Pupils
6. Sexual Harassment Policy
7. School Dress Code
8. Safe Ingress and Egress To and From School
9. A Safe and Orderly Environment Conducive to Learning
10. School-Wide Discipline Policy
11. COVID-19/Pandemic Safety

CHILD ABUSE REPORTING PROCEDURES

- Reporting Procedures
- Sample Reporting Form
- Interviewing Protocol
- Sample New Employee “Statement of Awareness” Form



Office of the County Counsel

"Providing Quality Legal Services to the County of Tuolumne"

Sarah Carrillo
County Counsel

Attorney Assistant
Leah Moroles

Deputies
Christopher Schmidt
Cody M. Nesper
Maria Sullivan

Executive Legal Assistant
Angela Hande!

MEMORANDUM

DATE: June 1, 2021
TO: All Tuolumne County School Superintendents
FROM: Maria Sullivan, Deputy County Counsel
SUBJECT: **CHILD ABUSE INTERVIEWING PROTOCOL**

The protocol attached is being distributed to each school district, to Child Welfare Services, and to Law Enforcement. This is an up-to-date reflection of California law. Please circulate this information to your staff so that we can all work together to protect the children of Tuolumne County.

If you have any questions about this information, please feel free to contact me or your own legal counsel.

CC: Cassandra Jenecke, District Attorney
Bill Pooley, Sheriff/Coroner
Cathy Parker, Superintendent of Schools
Turu Vanderwiel, Chief of Police, Sonora
Michelle Clark, Child Welfare Services Deputy Director

If you should have any questions, please advise.



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Angela Handel

MEMORANDUM

DATE: June 1, 2021
TO: Child Welfare Services
FROM: Maria Sullivan, Deputy County Counsel
SUBJECT: CWS School Interview Protocol

CHILD WELFARE SERVICES SCHOOL INTERVIEW PROTOCOL:
LEGAL

Increased awareness about child abuse and its mandated reporting laws have raised the number of child abuse reports significantly. The complexity and number of California laws dealing with schools, confidentiality and interviews have also changed dramatically. Child Welfare Services protocol and procedure is taken from California's Penal Code 11174.3, Education Code, Welfare and Institutions Code, and Evidence Code. It should be noted the following pertains only to investigations, not to dependents of the Juvenile Court.

1. A Child Welfare Services investigating social worker will contact the school to determine whether or not the child is present. If the child is present, the social worker will arrive at the school to conduct an interview. The social worker should identify him/herself to school personnel and explain the purpose of their visit. This introduction should include verification of their employment as a Child Welfare Services representative. If school policy dictates a "sign-in" or "visitor" log, all Child Welfare Services visits should be kept in a confidential book where the names of children visited are not visible to other visitors, parents or children.
2. Child Welfare Services social workers will request the child be produced for the meeting. Unfortunately, under California confidentiality laws, no information regarding the nature of the allegation or meeting may be provided to school officials.
 - a. School personnel is not permitted by law to contact the parents/guardians or child to inform them of or receive permission for the interview.
 - b. School personnel will produce the child as soon as practical. The social worker should understand it may not be appropriate for the child to leave class upon

demand. For example, the student may be involved in testing, assessment, or other special class activity making the interview more appropriate another time.

3. The child should be introduced to the social worker by school personnel. The child should NOT be asked if he or she would like to speak with the social worker because such a question may suggest to the child there is something wrong in doing so. If the child refuses to speak with the social worker, the child should be returned to class without further efforts to continue the interview unless the child is being placed into protective custody.
4. The student should be asked by the Child Welfare Services representative in the presence of school personnel whether they are comfortable speaking alone with social worker, or if they would like to have an adult member of the school staff present in the interview.
 - a. The purpose of the staff person's presence at the interview is solely to lend support to the child and allow him or her to be as comfortable as possible.
 - b. The staff member may not participate in the interview.
 - c. The staff member may not discuss the facts or circumstances of the investigation with the child before, during or after the interview.
 - d. The staff member is subject to the confidentiality requirements of child abuse reporting laws.
 - e. The staff member may decline the request of the child to be present at the interview.
 - f. The child may select any adult who is a member of the staff of the school, including any certificated or classified employee or volunteer.
 - g. If the staff member, employee or volunteer, decline the request of the child to be present at the interview, the Site Administrator, after consultation with the child, may select another certificated or classified District employee or volunteer to be present with the child during the interview.
5. The interview is to be held during school hours and not result in any costs to the school.
6. Child Welfare Services social workers may not review the student records of the child without written parental consent or a court order, though additional concerns of school staff may be provided.

School personnel are encouraged not to discuss the purpose of the visit or the facts of the investigation with the student. Such discussions could make potential prosecution more difficult and make the school employee a potential witness in the case.

CHILD ABUSE REPORTING

Who Must Report?

- o Mandated Reporters - Penal Code Section 11165.7
 - Teacher
 - Instructional aide
 - Teacher's aide or teacher's assistant employed by a public or private school
 - A classified employee of a public school
 - An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of a public or private school
 - An administrator or employee of a public or private youth center, youth recreation program, or youth organization
 - An administrator, board member, or employee of a public or private organization whose duties require direct contact and supervision of children, including a foster family agency
 - An employee of a county office of education or the State Department of Education whose duties bring the employee into contact with children on a regular basis
 - A licensee, an administrator, or an employee of a licensed community or child daycare facility
 - A Head Start program teacher
 - An employee of a childcare institution, including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities
 - An employee of a school district police or security department
 - A person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in a public or private school
 - An employee or administrator of a public or private postsecondary educational institution, whose duties bring the administrator or employee into contact with children on a regular basis, or who supervises those whose duties bring the administrator or employee into contact with children on a regular basis, as to child abuse or neglect occurring on that institution's premises or at an official activity of, or program conducted by, the institution. Nothing in this paragraph shall be construed as altering the lawyer-client privilege as set forth in Article 3 (commencing with Section 950) of Chapter 4 of Division 8 of the Evidence Code
 - An athletic coach, athletic administrator, or athletic director employed by any public or private school that provides any combination of instruction for kindergarten, or grades 1 to 12, inclusive
 - Any athletic coach, including, but not limited to, an assistant coach or graduate assistant coach involved in coaching, at public or private postsecondary educational institutions

- Requirement of signed employment statement as childcare custodian acknowledging duty to report suspected child abuse
 - Childcare custodians hired on or after January 1, 1985
 - Language of statement specified by Penal Code Section 11166.5

- "The reporting duties under this section are individual, and no supervisor or administrator may impede or inhibit the reporting duties and no person making such a report shall be subject to any sanction for making the report. However, internal procedures to facilitate reporting and apprise supervisors and administrators of reports may be established provided that they are not inconsistent with this article. An internal policy shall not direct an employee to allow the employee's supervisor to file or process a mandated report under any circumstances." Penal Code Section 11166(i)(1)
 - The internal procedures shall not require any employee required to make reports pursuant to this article to disclose the employee's identity to the employer. (Penal Code Section 11166(i)(2))
 - Reporting the information regarding a case of possible child abuse or neglect to an employer, supervisor, school principal, school counselor, coworker or other person shall not be a substitute for making a mandated report to an agency specified in Section 11165.9. (Penal Code Section 11166(i)(3))

What Must Be Reported?

- Sexual abuse, including sexual assault, sexual exploitation and commercial sexual exploitation - Penal Code Section 11165.1
- Neglect, severe neglect and general neglect – Penal Code Section 11165.2
- Willful harming or injuring of a child or the endangering of the person or health of a child – Penal Code Section 11165.3
- Unlawful corporal punishment or injury – Penal Code Section 11165.4
- Abuse or neglect in out-of-home care – Penal Code Section 11165.5
- Serious emotional damage (severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others) – OPTIONAL report – Penal Code Section 11166.05

When Must Reports Be Made?

- Reasonable Suspicion - Penal Code Section 11166(a)

- Personal knowledge or direct observation
- Reasonable Suspicion - "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."
- o Time Requirement - Penal Code Section 11166(a)
 - By telephone - immediately or as soon as practically possible
 - Written report - within 36 hours of receiving the information concerning the incident
- o Contents of Report - Penal Code Section 11167
 - Name, business address and telephone number of mandated reporter
 - Capacity that makes person a mandated reporter
 - Information that gave rise to reasonable suspicion of child abuse or neglect
 - Source(s) of that information
 - Name of the child
 - Child's address and present location
 - If applicable: school, grade and class
 - Name(s), address(es) and telephone number(s) of the child's parents or guardians
 - Name, address, telephone number and other relevant personal information about the person or persons who might have abused or neglected the child

Miscellaneous Information

- o Reports of suspected child abuse are confidential - Penal Code Section 11167.5
 - Breaches of confidentiality considered a misdemeanor punishable by up to 6 months in jail or by a fine of \$500 or by both
- o Immunity from liability for reporting suspected child abuse - Penal Code Section 11172(a)
 - No mandated reporter shall be civilly or criminally liable for any required or authorized child abuse report

o Failure to make report of suspected child abuse is a crime

- "A mandated reporter who fails to report an incident of known or reasonably suspected abuse or neglect as required by this section is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both that imprisonment and fine. If a mandated reporter intentionally conceals the mandated reporter's failure to report an incident known by the mandated reporter to be abuse or severe neglect under this section, the failure to report is a continuing offense until an agency specified in Section 11165.9 discovers the offense." Penal Code Section 11166(c)

- "Any mandated reporter who willfully fails to report abuse or neglect, or any person who impedes or inhibits a report of abuse or neglect, in violation of this article, where that abuse or neglect results in death or great bodily injury shall be punished by not more than one year in a county jail, by a fine of not more than five thousand dollars (\$5,000) or by both that fine and imprisonment." Penal Code Section 11166.01

THE CHILD ABUSE REPORTING LAW

P.C. 11166 REPORTER RESPONSIBILITIES

Section 11166 of the Penal Code requires any "mandated reporter," as defined by Penal Code Section 11165.7, who, in their professional capacity or within the scope of their employment, has knowledge or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect, to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible by telephone, and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

The mandated reporter is not required to make an attempt to determine whether or not child abuse or neglect has actually occurred, but shall immediately report upon receiving any indication that such abuse may have occurred.

You are a mandated reporter. As such, you must report any instance where it is possible that the following conditions exist: Physical abuse, neglect, sexual abuse (including assault and exploitation), willful harming/injuring or endangering the health of a child, and unlawful corporal punishment. Your report must be made as soon as you observe, receive knowledge of, or have any reasonable suspicion of the possibility of the existence of child abuse or neglect. The report must be made immediately by telephone and may be directed either to Child Welfare Services at 533-5717 (during working hours) or 533-4357 (during non-working hours); if in the county to the Investigation Division of the Tuolumne County Sheriff's Department at 533-5822 (during working hours) or 533-5815 (during non-working hours); or if within the City of Sonora to the Sonora Police Department at 532-8143 (during working hours). Your report must reflect the nature of the suspected abuse. No supervisor or administrator may impede or inhibit the reporting duties and no person making such a report shall be subject to any sanction for making said report.

The report of a known or suspected incidence of child abuse shall include the name of the person making the report, the name of the child, the present location of the child, the nature and extent of the injury, and any other information, including the information that led that person to suspect child abuse, requested by the child welfare agency.

A written report prior to the expiration of 36 hours pursuant to this section shall be done upon a form approved by the Department of Justice and distributed to the school district by the Tuolumne County Child Welfare Services Agency.

Failure to comply fully with the mandates of this reporting law may subject the mandated reporter to criminal liability and a penalty, which includes up to six months in the county jail or a fine of \$1,000.00.

Any legally mandated reporter would have immunity when making such a report. In the rare event a civil suit is filed against the reporter, reimbursement for fees incurred in the suit will occur up to \$50,000.00.

Patient, client, or other similar confidentiality laws do not apply in suspected child abuse cases. The statutory duty to report suspected child abuse or neglect supersedes the confidentiality privilege. However, the identity of all persons who report under this article shall be confidential and disclosed only among agencies receiving or investigating mandated reports, to the prosecutor in a criminal case, or to counsel to the parties in a resulting family law or juvenile dependency case. No agency with knowledge of the mandated reporter's identity shall disclose the identity of any person under this article to that person's employer, except with the employee's consent or by court order.

STATEMENT OF AWARENESS

P.C. 11166 REPORTER RESPONSIBILITIES

I understand that I am a legally mandated reporter. I have clarified any information listed which I did not understand, and am now aware of any reporting responsibilities and am willing to comply. I have also requested an explanation of the reporting policies within the agency and understand them as well.

Employee

Date

Witness



SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

To Be Completed by Mandated Child Abuse Reporters

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY			
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS <small>Street City Zip</small>				DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO			
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE			
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY					
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)							
	ADDRESS <small>Street City Zip</small>				DATE/TIME OF PHONE CALL			
OFFICIAL CONTACTED - NAME AND TITLE					TELEPHONE			
C. VICTIM <small>Q1 is report per victim</small>	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
	ADDRESS <small>Street City Zip</small>				TELEPHONE			
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE		
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME			
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE): <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY) _____			
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK			
	VICTIM'S SIBLINGS	NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX
	1. _____				3. _____			
	2. _____				4. _____			
D. INVOLVED PARTIES	VICTIM'S PARENTS/GUARDIANS	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
	ADDRESS <small>Street City Zip</small>		HOME PHONE		BUSINESS PHONE			
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
	ADDRESS <small>Street City Zip</small>		HOME PHONE		BUSINESS PHONE			
SUSPECT	SUBJECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
ADDRESS <small>Street City Zip</small>		TELEPHONE						
OTHER RELEVANT INFORMATION								
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____							
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT					
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident(s) involving the victim(s) or suspect)							

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.



SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

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

MANDATED CHILD ABUSE REPORTERS

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

I. 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.)

II. 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).)

V. 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 today'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.

IV. INSTRUCTIONS (continued)

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, birthdate or approximate age, sex, ethnicity, address, telephone number, 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.

V. DISTRIBUTION

Reporting Party: After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

Designated Agency: *Within 36 hours* of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American 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

ROUTINE AND EMERGENCY
DISASTER PROCEDURES

TABLE OF CONTENTS

Emergency Procedures Plan.....	1
Communication Matrix County-Wide.....	2
District.....	3
Emergency Phone Numbers.....	4
Pre-Emergency Procedures.....	6
First Aid Supplies.....	11
Emergency Equipment.....	12
Emergency Evacuation Classroom Backpack.....	13
Injury Guidelines.....	14
Fire.....	22
Earthquake.....	24
Campus Evacuation.....	27
Bomb Threat/Explosion.....	28
Bomb Threat Call Checklist.....	30
Fallen Aircraft.....	31
Chemical Accident.....	32
Bus Accident.....	33
Lockdown: Shootings/Extreme Acts of Violence.....	34
ALICE Response to an Active Shooter.....	35
Civil Disturbance.....	37
Student Kidnapping.....	39
Kidnapped, Missing or Intruder Information Checklist.....	40

Dealing With a Suicide Threat.....	41
Evacuation Procedure – Students with Special Needs.....	42
Evacuation Routes.....	43
Emergency - Student Accounting/Sign-Out List.....	44
Guidelines for Student Emergencies.....	45
Procedures for Reporting Unsafe Condition or Injury Incident.....	48
Injury Incident Report.....	48
Pandemic Flu Plan.....	49

EMERGENCY PROCEDURES PLAN

In our community, it is possible for a major disaster to occur at any time. Natural disasters such as earthquakes and fires, and man-made disasters, which can result from chemical accidents, bomb threats, falling aircraft, bus accidents, fire, explosion/threat of explosion, and civil disturbance are potential threats to our community, including our schools.

The Columbia Union School District recognizes its legal and moral responsibility to provide for the safety and welfare of its students and staff, especially in a disaster situation. The Columbia Union School District is also aware of its role to work cooperatively with other community agencies to prepare for and effectively deal with a disaster situation in our community.

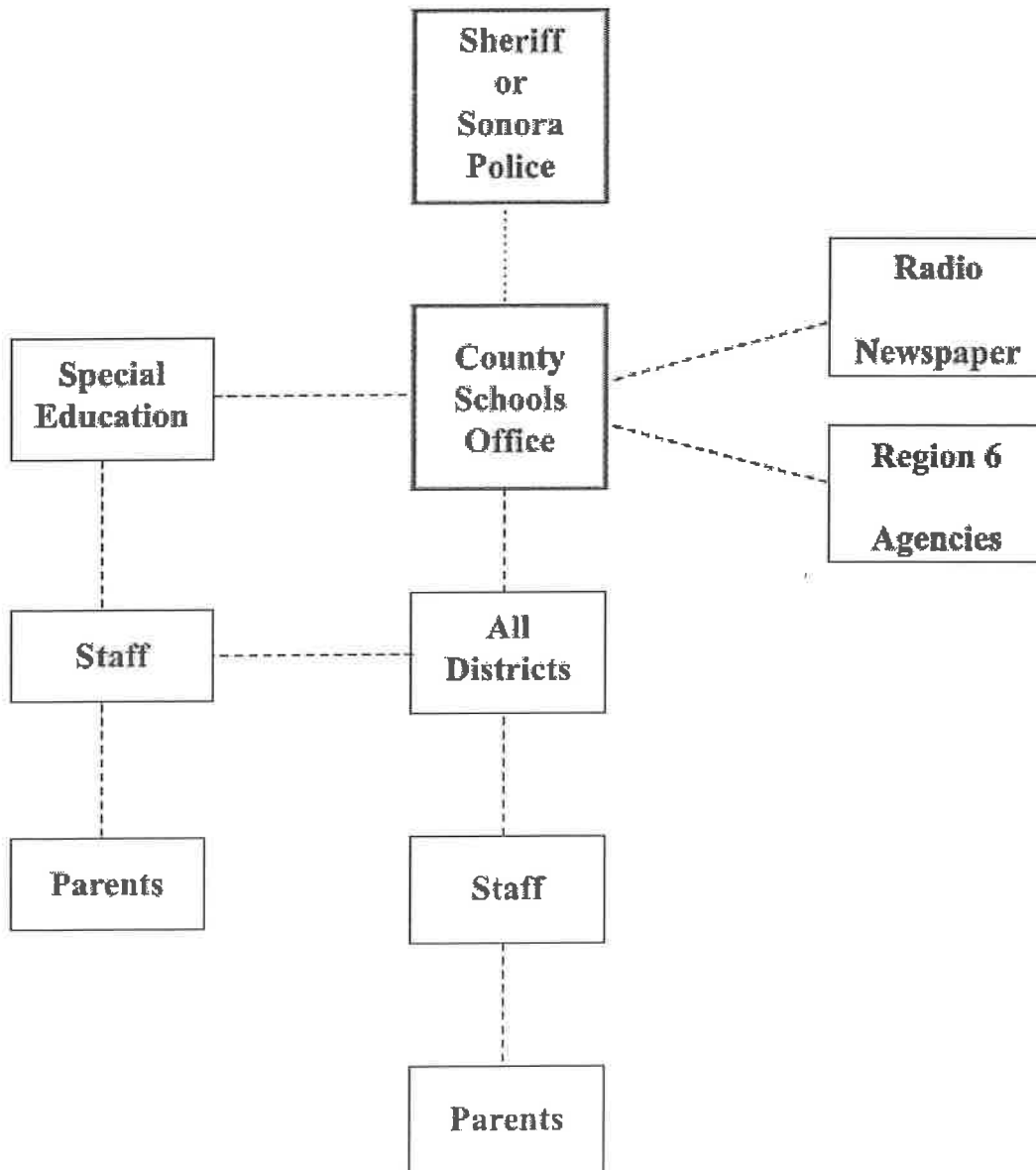
Consequently, it is the intent of the Columbia Union School District to assure optimum safety and welfare of its students and staff by developing an effective emergency procedures plan and the necessary practice/practice to carry out the plan. The effectiveness of our plan will be reflected by how well our students and staff are trained.

Our plan has been prepared in compliance with California Administration Code, Title V, Education Code 560, which requires all public schools to have a written civil defense and disaster preparedness plan. Our plan includes specific courses of action to be taken by school district employees in the event of a disaster. All employees are expected to be completely familiar with the plan and their assigned responsibilities.

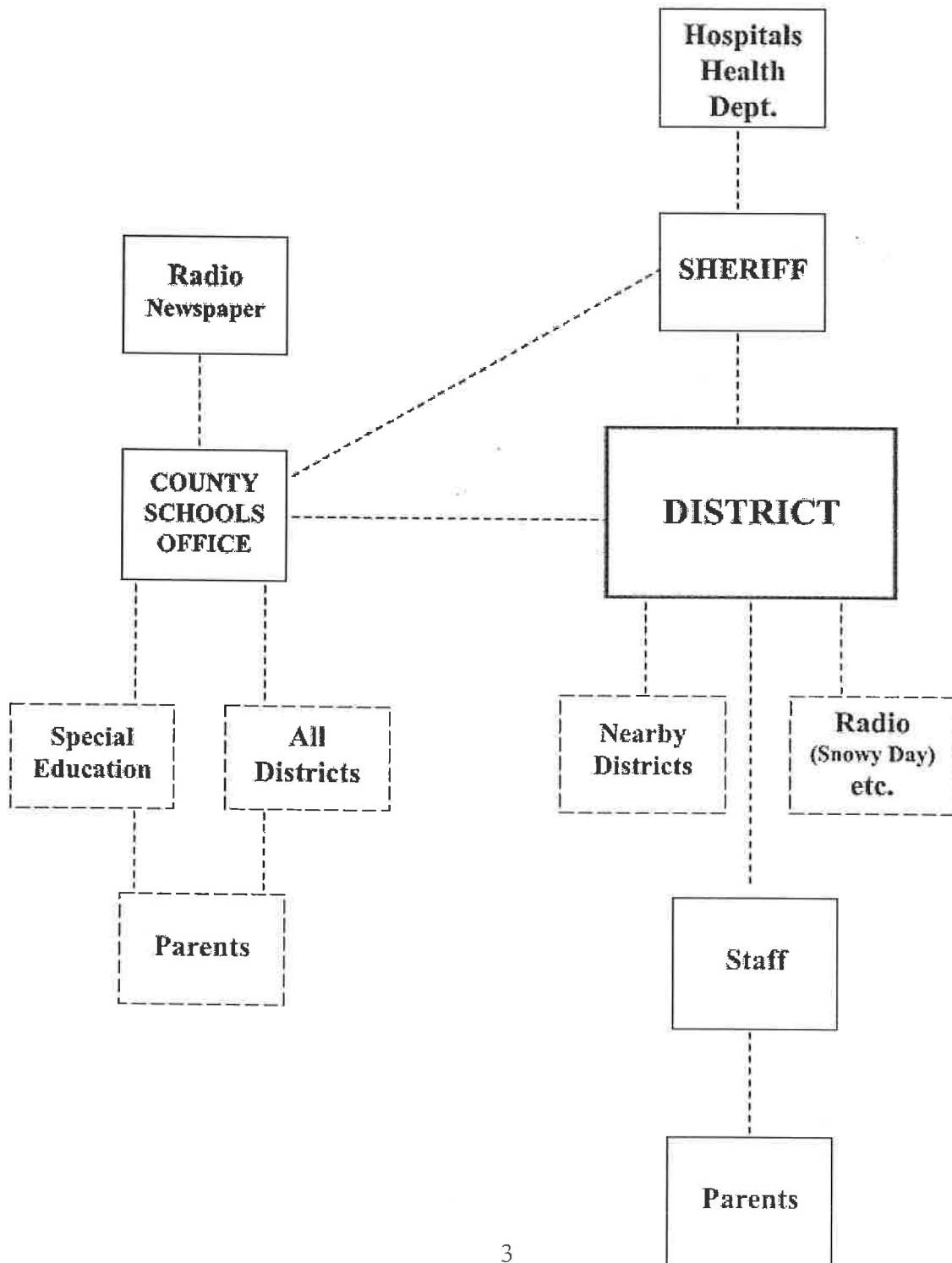
The major goals of this plan are to save lives, protect property, and give aid to those in need in the event of a disaster. To successfully attain these goals, it is the intent of this plan to make people aware of how to act and react before, during, and after the occurrence of a disaster. Therefore our plan will include pre-emergency procedures. The preparation of the school, staff, and students, will occur during the fall of each school year.

The Columbia Union School District welcomes any constructive suggestions from any staff or community member to improve this emergency procedures plan. If there are any questions about this plan, please contact the superintendent's office.

COUNTY-WIDE EMERGENCY COMMUNICATION MATRIX



DISTRICT EMERGENCY
COMMUNICATION MATRIX



EMERGENCY PHONE NUMBERS

Emergency

9-1-1

Ambulance	533-7368
Fire and Rescue	533-5100
Highway Patrol	943-3944
Sonora Police	532-8143
Tuolumne County Sheriff (Dispatch)	533-5815
American Red Cross Gold Country Region	916-532-4112

Communications/Media

KVML – Star 92 – KKBN Sonora	533-1450
Modesto Bee	800-776-4233
Union Democrat	532-7151
Mymotherlode	532-6397

Insurance

SISC (Self Insured Schools of California)	661-636-4710
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Medical

Sonora Regional Medical Center	536-5000
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OTHER:

Airports:

Columbia	533-5685
Pine Mountain Lake, Groveland	962-8600

Gas-Propane

AmeriGas	984-0800
Campora	736-0449
JS West	532-7475
Kamps	532-6638
ER Energy	532-5500
Suburban Propane	962-7483
Pacific Gas & Electric (PG&E)	800-743-5000

Telephone:

AT&T	800-222-0300
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Tuolumne County:

Board of Supervisors	533-5521
Health Department	533-7401
Office of Emergency Services	533-7460
Social Services	533-5711
Superintendent of Schools Office	536-2000
Transportation Services	533-5603

Tuolumne County Schools

Belleview Elementary	586-5510
Big Oak Flat	962-5765
Chinese Camp Elementary	984-5421
Cold Springs High School	586-3011
Columbia Elementary School	533-7700
County Superintendent of Schools	536-2000
Curtis Creek District	533-1083
Curtis Creek Elementary	532-1428
Dario Cassina High School	532-1587
Don Pedro High School	852-2864
Jamestown Elementary School	984-4058
Long Barn High School	586-3011
Mother Lode Adventist	532-2855
Mother Lode Christian	928-4126
Sierra Waldorf School	984-0454
Sonora District	532-5491
Sonora Elementary	532-3159
Sonora High School	532-5511
Sonora High School District	533-8510
Soulsbyville Elementary	532-1419
South Fork High School	586-5672
Summerville Elementary	928-4291
Summerville High School	928-4228
Tenaya Elementary	962-7846
Tioga High School	962-4763
Twain Harte Middle School	586-3266

PRE-EMERGENCY PROCEDURES

A. Preparation of the Schools

1. Hazard Assessment

- a. To be performed by the qualified appropriate personnel.
- b. To include evaluation of the interior and exterior portions of school buildings as well as school grounds.
- c. To include assessment of :
 - (1) Proximity of toxic, flammable, corrosive, chemically reactive material.
 - (2) Proximity of high voltage power lines.
 - (3) Possible effects of flooding that may need particular consideration.
 - (4) Probable safety of evacuation areas after a quake; the proximity of gas, water, sewer lines.
 - (5) Interior hanging fixtures.
 - (6) Windows, particularly those near doorways.
 - (7) Bookcases and shelving within classrooms as well as all objects on shelves and cabinets.
 - (8) Stability of water heaters.
- d. To allow for removal or correction of hazards insofar as practicable.

2. First Aid Supply Station(s)

- a. To provide for storage of first aid material.
- b. To be cited as to location on school premises.
- c. To include first aid supplies (see suggested list).

3. Equipment

- a. To be inventoried and supplemented with new purchases if necessary (see suggested list).
- b. To be cited as to location on school premises.
- c. To include tools and instructions for shutting off gas, electricity, and water.
- d. To include communications equipment including AM-FM battery-operated radio, walkie-talkies, bullhorns, and extra batteries.
- e. To include provision for emergency sanitation facilities.

4. General Information

- a. To be maintained in the main office.
- b. To include :

- (1) Plot map of the school including shut-off valves for gas, electricity, and water and hot water heaters. Also list at least 3 persons trained to disconnect them.
- (2) Number and location of fire extinguishers.
- (3) Emergency phone numbers for city and county disaster-responding agencies (including police and fire departments, hospitals, Red Cross, Civil Defense, gas, electric and water companies, Office of Emergency Services).
- (4) Contents and location for all first aid supplies plus suggested locations for establishing emergency disaster and first aid treatment centers; first aid procedures.
- (5) Chain of Command.
- (6) List of disaster-related equipment and map where they are located.
- (7) Frequency of radio station(s) broadcasting local disaster information.
- (8) Duplicate copies of emergency cards to be held at one other location other than the school office.
- (9) Names of at least 2 persons with first aid training who would operate the first aid center.
- (10) Names of staff members with training in first aid and CPR.
- (11) Copy of complete emergency procedures plan.
- (12) Names, addresses, and phone numbers of those in the surrounding community who have agreed to assist the schools.
- (13) Identification and location of emergency supplies of water within the school: hot water heaters, etc.
- (14) Notation concerning special medication for students and staff.
- (15) Hazardous materials inventory and location for all sites.

B. Preparation of the Students

1. Classroom Education

- a. Earthquake education program to be taught as designated by the principal: to include:
 - (1) Geology of earthquakes.
 - (2) Importance of earthquake drills.
 - (a) Discuss noise accompanying quake, results (fallen books, broken glass, etc.), and the need for students to be silent and listen for directions.
 - (b) Discuss aftershocks and procedures if elsewhere at the time of quake (bathroom, on way to or from school, etc.).
 - (c) Discuss the prevalence of quakes all over the world; frequent natural events.

- (d) Discuss procedures (let students know what to do if the teacher is out of the room, unconscious).
 - (e) Discuss student releasing policy.
- b. Fire prevention program to be taught annually as designated by the principal: to include:
- (1) Importance of fire drills.
 - (a) Discuss procedures (let students know what to do if the teacher is out of the room, unconscious).
 - (b) Discuss student releasing policy.
 - (c) To include hazard awareness at school and elsewhere.
 - (d) To include discussion of home and family preparedness.
 - (e) to incorporate appropriate first aid training into education programs.

2. Fire and Earthquake Drills are Mandated By Law

- a. To include monthly fire drills.
- b. To include a minimum of one earthquake drill every year.
- c. To keep accurate records of drills.

C. Responsibilities of the Staff

1. Superintendent

The Superintendent shall:

- a. Be knowledgeable of responsibilities for disaster preparedness.
- b. Appoint a second-in-command and a backup.
- c. Order a site and building hazard survey, which would include recommendations on how to determine the safety of buildings after a disaster. Update hazard survey when necessary.
- d. See that the principal and staff are trained to determine the safety of buildings after a disaster.
- e. Require all staff to annually review the Emergency Procedures Plan.
- f. See that all schools carry out drills and earthquake education programs for both students and staff.
- g. Recommend that all teachers hold current first aid certification; encourage teachers to hold current CPR certification.
- h. Appoint a chairperson for the Disaster Preparedness Committee.
- i. Keep parents informed of school policies and plans related to disasters.
- j. See that the supplies needed to implement and maintain the plan are available.

- k. In the spring, prepare an annual report to the board on disaster preparedness including updating procedures, expenses, and recommendations for the following year.
- l. Schedule a workshop each fall for staff covering emergency preparedness.
- m. Schedule community education programs as appropriate.

2. Principal

The Principal shall:

- a. Be knowledgeable of the responsibilities for disaster preparedness.
 - b. Designate a second in command and a backup.
 - c. Designate a location for emergency first aid supplies. Supervise storage of equipment and water.
 - d. Set up procedures to protect essential records.
- 9
- e. See that teachers are trained (responsibilities, earthquake curriculum, first aid, and CPR). Provide training for new staff, aides, and substitutes.
 - f. Establish (with the cooperation of the staff) routes from the classroom to the evacuation site.
 - g. See that the earthquake education and drills are completed as designated.
 - h. Plan for traffic control during a disaster and designate a person to be in charge and a backup.
 - i. See that equipment is properly located and that maps locating such equipment are up to date.

3. Teachers

The Teachers shall:

- a. Be knowledgeable of responsibilities for disaster preparedness.
- b. Include earthquake education in the curriculum as directed and when appropriate.
- c. Conduct meaningful drills.
- d. Maintain current CPR and first aid training.
- e. Provide written directions for a substitute in case of absence.

4. Secretarial Staff

The Secretarial Staff Shall:

- a. Know procedures for preserving essential school records in case of a disaster.
- b. Be knowledgeable of the emergency procedures plan.
- c. Assist the principal as appropriate.

5. Custodians
The Custodians shall:
 - a. Know the location of and procedures for turning off the water, gas, electricity, and intake valve on water heaters.
 - b. Know the location of disaster equipment and supplies.

6. Food Services Staff
The Food Services Staff shall:
 - a. Be knowledgeable of responsibilities for disaster preparedness.
 - b. Keep a current list of food supplies on hand.
 - c. Cooperate with outside agencies (Red Cross, etc.).

7. Bus Drivers
The Bus Drivers shall:
 - a. Be knowledgeable about emergency procedures plans.
 - b. Keep current on state and county emergency procedures for bus drivers.

8. All Other Staff Personnel (Aides, Substitute Teachers, Student Teachers, etc.)
 - a. Be aware of the emergency procedures plan.
 - b. Performs duties as assigned.

FIRST AID SUPPLIES

These supplies will be kept in the school's main office:

<u>Supplies</u>	<u>Quantity</u>
Band-aids, box	1
Steri-pads Gauze pads	10
Gauze roller 2" x 5 yd., doz.	2
Adhesive tape roll 1"	1
Adhesive tape roll 2"	1
Tongue depressors, box 500	1
Magazine for splints	stack
Wood, long pieces for splints	4
Elastic bandages 2" ankle wrap	2
Eye solution	1
Instant cold packs squeezable	2
Scissors, small sharp	1
Splinter forceps	1
Forehead thermometer	1
Safety pins, assorted box	1
Red Cross first aid manual	1
Sanitary napkins, box	1
Eye patches, sterile	1
Kleenex, large box	1
Warm blanket	1
Flashlight with batteries	1
Baking soda, box	1
Neosporin, tube	1
Stretcher	1
Paper, pens (for record keeping)	Several
Latex or plastic gloves	3 boxes

EMERGENCY EQUIPMENT

Suggested List

Axe
Blankets
Bullhorn (with batteries)
Can opener, manual
Crowbars
Cups, paper or plastic
Fire extinguishers
Flashlights (extra batteries)
Gas lantern and fuel
Gas stove and fuel
Hammers
Hoses
Knives, heavy duty
Light sticks
Masking tape
Matches, wax protected tips
Pails
Picks
Plastic garbage bags, 1 per child, rain protection
Plastic sheeting
Pot to boil water
Rope
Saws, hand
Screwdrivers
Shovels
Stretcher
String
Tarps, drop cloths
Toilet paper
Transistor radio (extra batteries)
Walkie talkies (if available)
Waterbaskets and plastic liners
Wire
Wire cutters
Wrenches
Other items as appropriate for school location

EMERGENCY EVACUATION CLASSROOM BACKPACK

For use ONLY in emergency situations, a backpack will be placed in a visible, unobstructed location in each classroom.

The backpack will be utilized in a crisis as well as in practice fire and other drills. One pack per class should be taken on field trips.

During drills, teachers are requested to wear bright-colored vests to ensure visibility for students.

The following are recommended contents for the backpacks:

1. Small first aid kit
2. First aid manual
3. Bright colored vinyl vest
4. Rubber or vinyl gloves
5. Whistle
6. Flashlight/batteries
7. Post-it note pad
8. Two (2) felt pens
9. Moist towelettes
10. Emergency thermal survival blanket (tiny folded size)
11. Transistor radio/batteries – OPTIONAL

Crisis Team members will need a vest of a different color.

Class lists/emergency cards are difficult to keep updated in the classroom. A separate emergency file will be kept updated in the office for each class. A special form will be signed by each parent stating to whom the student could be released in case of a major emergency. One staff member will be assigned to take this file out of the office in an emergency and report to a particular assigned area. The class lists will be distributed in that area.

Be aware and plan for any special needs of students on your campus.

INJURY GUIDELINES

AED SEQUENCE

AUTOMATED EXTERNAL DEFIBRILLATION (AED) SEQUENCE

1 Check for responsiveness (tap and shout).

2 If unresponsive, call 911 or your local emergency number and get AED.

3 Check Airway, Breathing, Circulation (ABC). Perform CPR until AED arrives.

4 Attach AED if no signs of circulation.**

5 Stand clear, press analyze.

Shock Advised

Clear the victim. Shock.
Clear the victim, analyze*, shock advised.
Clear the victim. Shock.
Clear the victim, analyze, shock advised.
Clear the victim. Shock.

Check signs of circulation.
If no signs, do CPR for 1 minute.

Clear the victim, analyze*, shock advised.
Clear the victim. Shock.
Repeat twice more.

Check signs of circulation.
If no signs, do CPR for 1 minute.

Clear the victim, analyze*, shock advised.
Clear the victim. Shock.
Repeat twice more.

Continue sequence until trained
medical personnel arrive.

No Shock Advised

Check signs of circulation.
If no signs, do CPR for 1 minute.

Clear the victim, analyze*, no shock advised.
Check for signs of circulation.
If no signs, do CPR for 1 minute.

Clear the victim, analyze*, no shock advised.
Check for signs of circulation.
If no signs, do CPR for 1 minute.

Continue CPR until trained
medical personnel arrive.

***NOTE:** If shock is advised at any time, go to Shock Advised sequence.

**Signs of circulation include normal breathing, coughing, movement and/or presence of a pulse.

CONCUSSIONS

	Mild	Potentially Serious
Signs/Symptoms	Disorientation	Memory Loss (Greater than 15 minutes)
	Decreased Coordination	Uneven pupils
	Behavior Changes	Vomiting
	Amnesia (Less than 15 minutes)	Clear fluid oozing from ears or nose
	Drowsiness	Unconscious (Greater than 30 seconds)
	Headache	Alert periods of mental confusion (Greater than 15 min)
	Ringing in the ears	
	Difficulty focusing	
Treatment	If these symptoms resolve within 20-30 minutes then: (1) Alert family physician as soon as possible (2) Monitor student for at least 24 hours to see if there are any other signs/symptoms present	If any of the following occur, call 9-1-1: Uneven pupils Vomiting Clear fluid oozing from ears of nose Unconscious (greater than 15 seconds)
	If symptoms DO NOT resolve within 20-30 minutes, see a physician	Alert family physician as soon as possible
	Due to the life-threatening nature of overlapping concussions, DO NOT RETURN TO THE GAME UNTIL SYMPTOMS HAVE COMPLETELY RESOLVED.	***Concussion signs and symptoms can often develop over time. Any time you suspect concussion and the obvious signs are not present, monitor the student and take them to the emergency room if the symptoms worsen or new symptoms develop.

HEAD, NECK AND SPINE INJURIES

	Potentially Serious
Signs/Symptoms	Student is unconscious for more than 15 seconds
	Student experiences the inability to control movements, is unable to move, or has numbness or tingling in any limb as a result of trauma
Treatment	CALL 9-1-1
	NEVER MOVE AN STUDENT THAT IS UNCONSCIOUS OR IS SUSPECTED OF HAVING A HEAD/NECK/SPINE INJURY!

FRACTURES

	Following trauma look for:
Signs and Symptoms	Deformity Inability to move limb below injury site Popping/snapping sound or sensation Loss of sensation below injury site Localized swelling Walking and/or moving are not definitive tests! Many students fracture the outer lower leg bone (fibula) and are still able to walk.
Treatment	Ice Stabilize the joints above and below the site of the injury; make the student as comfortable as possible Compression can help decrease swelling; do not attempt compression if this increases pain or compromises the injury Elevation of limb if possible Do not attempt stabilization, compression, or elevation if pain increases with movement See physician or go to emergency room Young students can sustain fractures and if these fractures are slight, they may not be visible by x-ray. If symptoms persist, return in 10-14 days for another x-ray.

TRAUMATIC JOINT INJURY (Shoulder, Elbow, Wrist, Hip, Knee, Ankle)

	Mild	Potentially Serious
Signs/Symptoms	General soreness Radiating pain	Persistent weakness Severe pain Rapid, localized and/or profuse swelling
Treatment	RICE: for the first 48-72 hours Rest – NO PRACTICE Ice – 20-30 minutes every hour while awake Compression – Elastic wrap Elevation – above the level of heart If symptoms persist or increase, see a physician.	Ice Elevation of limb (if possible) <i>Do not attempt to stabilize or elevate if pain increases with movement</i> See a physician or go to emergency room

FACIAL INJURIES (Face, Eye, Nose, Jaw, Teeth)

	Mild	Potentially Serious
Signs/Symptoms	Facial bruising with no accompanying signs of concussion	Deformity
	Swollen lip with no injury to teeth	Facial injury with accompanying signs of concussion
		Facial injury that involves broken or loosened teeth
		Inability to move jaw
		Blunt injuries to the eye socket (i.e. ball, elbow, etc.) or a serious bruise to the cheekbone
Treatment	Ice	Ice – do not put pressure on any eye injury
	If symptoms persist or increase, see a physician	See Dentist and/or physician immediately
		Call 9-1-1 if unconscious more than 15 seconds or if the student exhibits signs of shock
		Facial injuries are often accompanied by profuse bleeding. Keep calm and assess the situation to see if the student can be transported by car or if an ambulance is needed
		While most eye injuries are minor, all eye injuries should be evaluated by a physician. DO NOT ATTEMPT TO REMOVE CONTACT LENS FROM INJURED EYE!!!!
		If a tooth is knocked out you can: (1) Store tooth between student's cheek and gum if possible (2) Store the tooth in a container with milk GO TO A DENTIST OR EMERGENCY ROOM IMMEDIATELY

OVERUSE INJURIES (Tendonitis, Strains, Shin Splints, Foot/Arch)

	Minor Injury – care for quickly and properly
Signs/Symptoms	Complaint of general soreness/stiffness as student moves
	General feeling of weakness
	Persistent “nagging” pain
	Chronic soreness that may come and go or move about slightly, and generally is worse in the morning
	Inflammation may or may not be visible
Treatment	RICE: for the first 48-72 hours
	Rest – NO PRACTICE
	Ice – 20-30 minutes every hour while awake
	Compression – Elastic wrap
	Elevation – above the level of heart
	Ice and gently stretch muscles surrounding the overuse injury site before and after activity.
	If symptoms persist or increase, see a physician.

SHOCK

	Potentially Serious
Signs/Symptoms	Complaint of feeling faint or lightheaded
	Skin appearance may be cold and clammy, or pale and moist
	Increased heart and/or breathing rate
	Increased thirst
	Student may be experiencing changes in level of consciousness or exhibiting inappropriate behavior (i.e. laughing, trying to move, etc.)
	A student may experience signs/symptoms of shock even if the injury is minor. Treat shock as a serious concern despite the severity of the injury
Treatment	Lay student down and if possible, elevate the legs above the level of the heart
	Control bleeding if necessary. Use proper first aid and safety precautions/procedures
	Minimize pain as much as possible
	Control heat loss. Cover with blanket or jackets
	Call 9-1-1 if injury warrants
	Respond calmly
	Keep student distracted; do not allow him/her to stare at injury if possible
	Keep crowds at a distance

CHEST/RIB/ABDOMINAL INJURIES

	Minor	Potentially Serious
Signs/Symptoms	General chest/rib soreness with breathing and/or touch and/or movement	Complaint of popping/snapping sound or sensation in chest, rib or collar bone areas
	Abdominal pain without any previous direct blow	Difficulty breathing
		Black and blue bruising
		CALL 9-1-1 Anytime that a softball/baseball player is hit in the chest with a fast ball and experiences painful breathing, difficulty breathing or inability to catch breath
		Abdominal pain after a direct blow and/or abdominal pain accompanied by shoulder pain, paleness or dizziness
		Complaint of pain on or near the collar bone, when raising arm
		Visible lump on or near the collar bone
Treatment	RICE: for the first 48-72 hours	Ice
	Rest – NO PRACTICE	Stabilize the area if necessary – make the student as comfortable as possible
	Ice – 20-30 minutes an hour while awake	See physician or go to the emergency room
	Compression – Elastic wrap	Always monitor for shock
	Elevation – Not possible with this type of injury	
	If symptoms persist or increase, see a physician	

HEAT ILLNESS

	Heat Cramps	Heat Fatigue	Heat Exhaustion (EMERGENCY)	Heat Stroke (EMERGENCY)
Signs/Symptoms	CRAMPING	Rapid fatigue	Throbbing headache	Possibly incoherent speech
	Usually in calf or thigh however, can be in any muscle group	Student may notice more cramping or may think that cramping has subsided	Nausea	Disorientation, confusion
		SLOW RECOVERY FROM ACTIVITY	Chicken skin (mostly chest and upper arm)	Possible aggressive behavior that may be followed by rapid unconsciousness
			Fatigue	ABSENCE OF SWEATING
			Dizzy, lightheaded	WARM, DRY SKIN
			Student may suddenly collapse	
			COOL, PALE SKIN	
			PROFUSE SWEATING	
Treatment	REPLACE fluids before next practice /event	REPLACE fluids	CALL 9-1-1	CALL 9-1-1
	Decrease intensity if necessary	Rest	Move student to shade	Move student to shade
	Add bananas, fresh fruit and salad to diet	Add bananas, fresh fruit and salad to diet	Remove excess clothing	Remove excess clothing
			Cool with cold water or ice towel on trunk, abdomen and extremities	Cool with cold water or ice towel on trunk, abdomen and extremities
			Fan student	Fan student
			Monitor breathing	Monitor breathing

PREVENTION:

Make certain students are getting frequent water breaks.
Be aware of heat/humidity.

FIRE

FIRE DRILLS WILL BE CONDUCTED ON EACH CAMPUS AT LEAST ONCE MONTHLY. THE PRINCIPAL WILL HAVE THE RESPONSIBILITY OF INITIATING THE DRILL.

Purpose

To train students and staff to leave the building in an orderly fashion, safely and quickly in case of an emergency.

To teach self-control in times of present and future emergencies.

Signals

Fire alarm systems will signal the beginning of a drill. The drill will consist of the continuous ringing of the alarm.

At the completion of the drill, the alarm will be manually stopped for a period of silence.

“All Clear” will be verbal confirmation that the drill is completed.

DUTIES:

A. Principal

1. Post traffic control at the school parking lot so that the lot is accessible for emergency traffic. (MOT Director will assume responsibility if the principal is not available.)
2. Set up first aid station(s), if needed, and direct all medical supplies.

B. School Office

1. Call 911 to report the emergency.
2. Serve as the communication center for incoming and outgoing phone and radio calls.

C. District Office

1. Notification of proper authorities immediately upon discovery of the fire, notify the following:
 - District Superintendent
 - County Superintendent of Schools Office
 - Emergency medical assistance (if needed)
 - Appropriate law enforcement (if needed)
 - Insurance carrier

2. Notify parents/guardians in case of serious injuries.

D. Teacher

1. Clear room of all persons. Take a roll book with you!
2. Close all windows and doors, if possible. turn off lights.
3. Lead the class to their designated safety area used for fire drills as quickly as possible.
4. Teachers will use the signal card to communicate with the administrator checking their evacuation point. Green means all students are safe and accounted for. Red means there is an issue in need of attention by the administrator.
5. Maintain order.

E. Custodian

1. Check to see that all windows and doors are closed, and lights are turned out in each classroom.
2. Know locations of fire extinguishers and alarm boxes on campus (see campus maps).
3. Report to the principal or designee for further instructions.

EARTHQUAKE

Signals

*The earthquake itself is a real emergency.

*Voice of the teacher for drills: the word "DROP" is sufficient.

*ALL CLEAR: 15 seconds of continuous ringing of bell or teacher command.

DUTIES:

A. Principal

1. Oversee conservation and distribution of water.
2. Determine location of First Aid Center.
3. Post traffic control to keep parking lot free for emergency vehicles.

B. School Office

1. Call 911 to report the emergency.
2. Serve as the communication center for incoming and outgoing phone and radio calls.

C. District Office

1. Notification of proper authorities immediately upon discovery of the earthquake once shaking stops, notify the following:
 - District Superintendent
 - County Superintendent of Schools Office
 - Appropriate law enforcement (if needed)
 - Insurance carrier
2. Notify parents/guardians in case of serious injuries.

B. Teacher

1. Children should be quiet and calm and ready to listen to directions.
2. Each person should assume the "DUCK, COVER AND HOLD" position (head tucked, with face covered by arms and hands) under their desks, with backs to the windows. This will protect the head and eyes against falling timbers and flying glass as much as possible. Hold this position until the "ALL CLEAR" signal is given.
3. If children are on the playground, they should go to the area assigned for fire drill if possible, otherwise, lie flat on the ground.
4. If the children are on their way to school when an earthquake occurs, they should move away from all buildings and tall objects and stop until the quake is over. Students should then proceed to school for further instructions.
5. After "All Clear" is announced, evacuate the building using the fire drill procedures.

C. Custodian

1. Gas and electricity should be turned off to prevent fires (including water heaters and stoves in the kitchen).
2. Assist in any fire-fighting or recovery activities.
3. Help set up emergency sanitation facilities, if needed.

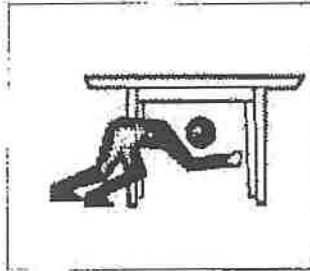
D. Secretary

1. Under the direction of the principal, provide for the preservation of essential school records.
2. Monitor radio emergency broadcasts.
3. Funnel volunteers to locations where needed.

When an earthquake strikes

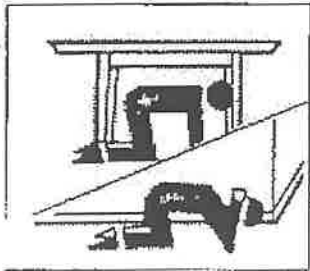
Duck, Cover and Hold

Whether you are in your home, a school classroom, a high-rise or another type of building, it is important to know how to protect yourself during an earthquake. Practice what to do during an earthquake and teach yourself and your family members to react automatically when the shaking starts. If you are outdoors when the shaking starts, get into an open area away from trees, buildings, walls and power lines. If you are indoors, follow the steps below:



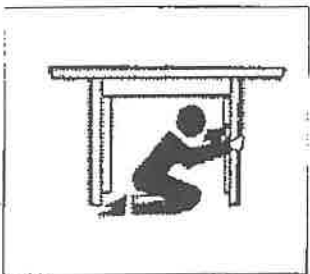
DUCK

DUCK or drop down to the floor.



COVER

Take COVER under a sturdy desk, table or other furniture. If that is not possible, seek COVER against an interior wall and protect your head and neck with your arms. Avoid danger spots near windows, hanging objects, mirrors or tall furniture.



HOLD

If you take cover under a sturdy piece of furniture, HOLD on to it and be prepared to move with it. HOLD the position until the ground stops shaking and it is safe to move.

Developed by the Governor's Office of Emergency Services

CAMPUS EVACUATION:

1. If campus evacuation is necessary, the following procedures will be used:
 - a. Direction from the principal or his/her designee for students to remain in their evacuation locations or move to a new location. The principal will specify the location, but examples may include the Columbia Airport or the Columbia State Historic Park.
 - b. All certificated and classified staff that are not directly supervising a class will also report to the gym or other designated location if directed to assist in the emergency evacuation.
 - c. Busses will line up in the loading area/s designated by the transportation supervisor.
 - d. Students will be directed to board the busses upon clearance from the transportation supervisor and will be allowed to stand if necessary while riding.
 - e. Students who do not have transportation home will wait in the gym and will be supervised by school staff members. They will remain there until transportation arrangements can be made for them.
 - f. All released students are to proceed directly to their homes if not directed otherwise.
2. If available, crowd and traffic control assistance will be requested from law enforcement.
3. In the case of an extreme city or county-wide emergency, the school will become a center for community aid under the Tuolumne County Incident Command System.
 - a. *The EOC (Emergency Operation Center) will be activated in the main office* and will coordinate activities with the Tuolumne County EOC.
 - b. The school site crisis team will report to the EOC.
 - c. The school staff will become the nucleus of the community aid center.
 - d. Specific staff responsibilities will be assigned through the school EOC under direction from the Tuolumne County Incident Command System.

BOMB THREAT

Telephone Call

1. The person receiving the threat should keep the caller on the line. Delay the caller with such statements as: "I am sorry, I did not understand you. What did you say?"
2. Use the Bomb Threat Call Checklist (page 15) to record the call.
3. Notify the Superintendent and Principal.

Letter

If the message is in the form of a letter, the manner in which it arrived, who found it, and where it was found shall be noted. Care shall be taken in handling the message by immediately placing it in the cellophane envelope for fingerprint detection. Keep the people handling the letter to one person if possible.

WARNING: Do not use walkie-talkies as they could spark and trigger the detonation of the possible bomb.

DUTIES:

A. Principal

1. Conducting the Search

- a. A search should be conducted only by the appropriate agency.
- b. Report, but do not touch, any suspicious objects.
- c. Discovery of suspicious objects:
 - ask teachers to keep students in rooms.
 - if necessary, ask teachers to evacuate students using established routes not jeopardized by the threat.
 - secure building or area to prevent re-entry.
 - water, gas, and fuel lines leading to the danger zone should be shut off.

2. Evacuation

An adult will be sent out to scan the evacuation area for possible threats. Verbal instructions to each class will be required since the evacuation rests with the principal of the school. The fire department or bomb squad shall take over the responsibility if they feel that the situation is dangerous. In any event, **THE BUILDING SHOULD BE EVACUATED IMMEDIATELY.**

3. Explosion and/or Fire

In case of explosion, and a fire, the usual emergency procedures shall be followed.

B. District Office

1. Notification of Proper Authorities

Immediately upon receipt of the message, by whatever form, notify by telephone the following:

- a. Appropriate law enforcement agency
- b. Appropriate fire department
- c. District Superintendent
- d. County Superintendent of Schools Office

e. Insurance carrier

B. Secretary

1. If you receive the call, follow the procedures of “telephone call.”
2. Contact the principal at once.
3. Immediately turn off the clock and bell system.

C. Custodian

1. Provide assistance to the principal when necessary.
2. Shut off gas, water, and fuel line, if necessary.

D. Teacher

1. Keep students in the room unless asked to evacuate.
2. If asked to evacuate, evacuate students immediately along established fire drill routes; unless routes are too dangerous.
3. Take grade books and student attendance records, if asked to evacuate.
4. Stay with students.

EXPLOSION OR THREAT OF EXPLOSION

A. Principal/District Office

1. Notify appropriate law enforcement and fire departments as necessary.
2. Notify the Superintendent for any further instruction.
3. Notify County Superintendent of Schools.
4. Notify insurance carrier
5. Students and staff must not return to the school until fire departments and law enforcement officials declare the area safe.

B. Teacher

1. Give immediate “DROP” command in the event of an explosion at the school or within the school building.
2. Sound the school alarm. This will automatically implement action: LEAVE BUILDING (take roll book with you).
3. Move to designated areas of safety and maintain control of students.
4. Render first aid if necessary.
5. Take a roll call.
6. If it is possible to fight small fires safely, do so.
7. Principal will direct further action as required.
8. Students and staff must not return to the school until law enforcement and fire department officials declare the area safe.

BOMB THREAT CALL CHECKLIST

QUESTIONS TO ASK

EXACT WORDING OF THE THREAT

1. When is the bomb going to explode?
2. Where is it 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. What is your address?
9. What is your name?

Sex of caller: Male Female Approximate Age: _____ Race: _____ Length of call: _____

Caller's Voice:

<input type="checkbox"/> Calm	<input type="checkbox"/> Laughing	<input type="checkbox"/> Lisp	<input type="checkbox"/> Disguised
<input type="checkbox"/> Angry	<input type="checkbox"/> Crying	<input type="checkbox"/> Raspy	<input type="checkbox"/> Accent Type: _____
<input type="checkbox"/> Excited	<input type="checkbox"/> Normal	<input type="checkbox"/> Deep	<input type="checkbox"/> Familiar Who: _____
<input type="checkbox"/> Slow	<input type="checkbox"/> Distant	<input type="checkbox"/> Ragged	<input type="checkbox"/> Deep Breathing
<input type="checkbox"/> Rapid	<input type="checkbox"/> Slurred	<input type="checkbox"/> Soft	<input type="checkbox"/> Clearing Throat
<input type="checkbox"/> Stutter	<input type="checkbox"/> Nasal	<input type="checkbox"/> Loud	<input type="checkbox"/> Cracking Voice
<input type="checkbox"/> Other: _____			

Background Sounds:

<input type="checkbox"/> Street Noises	<input type="checkbox"/> House Noises	<input type="checkbox"/> Factory Machinery	<input type="checkbox"/> Motor
<input type="checkbox"/> Crockery	<input type="checkbox"/> Long Distance	<input type="checkbox"/> Pay Phone	<input type="checkbox"/> Music Type: _____
<input type="checkbox"/> Voices	<input type="checkbox"/> Office	<input type="checkbox"/> Static	<input type="checkbox"/> Clear
<input type="checkbox"/> PA System	<input type="checkbox"/> Machinery	<input type="checkbox"/> Local	<input type="checkbox"/> Animal Noises
<input type="checkbox"/> Other: _____			

Threat Language:

Well Spoken/Educated Foul Language Incoherent Irrational
 Taped Message read by threat maker Other: _____

Remarks: _____

Reported call immediately to: _____ Phone #: _____
 Name: _____ Title: _____ Date: _____

FALLEN AIRCRAFT

Warning of a falling or fallen aircraft is usually by sight, sound, or fire. If an aircraft falls near the school, the following actions will be taken:

DUTIES:

A. Principal

1. The principal will determine which emergency action should be implemented.
2. The principal shall contact appropriate emergency agencies, i.e., fire department, law enforcement, medical emergency, etc.
3. The principal will notify the District Superintendent.
4. The principal will notify the County Superintendent of Schools Office.
5. The principal will notify the insurance carrier.

B. Teacher

1. When necessary, teachers will take immediate action to insure the safety of students if the principal is unable to direct emergency action.
2. Students and staff must be kept at a safe distance from the aircraft; the aircraft may explode.
3. The principal will direct further action as required.

CHEMICAL ACCIDENT

Warning of a chemical accident is usually received from the fire or sheriff's departments or from the Office of Emergency Services when such accidents occurring near the school are a threat to the safety of the school. Such accidents could happen on the school grounds as well. An overturned tanker, a broken fuel line, or an accident in a commercial establishment are all potential hazards.

If such an accident occurs, the following procedures will be followed:

DUTIES:

A. Principal

1. The principal shall evaluate the accident and notify appropriate authorities.
2. Determine whether the students and staff should leave the grounds.
3. If it is necessary to evacuate the area, move crosswind, never directly with or against the wind which may be carrying fumes.
4. The principal shall notify the District Superintendent.
5. The principal shall notify the County Superintendent of Schools Office.
6. The principal shall notify the insurance carrier.

B. Teacher

1. Determine the need to implement action:
A) LEAVE BUILDING? Take a roll call.
B) REMAIN IN CLASSROOM? Take a roll call. (If remaining in classroom, shut off heater/air conditioner and close all windows.)
2. Take a roll call. If any children are missing, notify the principal immediately.
3. The principal will direct further action as required. Students and staff must not return to the school until the fire department officials have declared the area to be safe.

SERIOUS BUS ACCIDENT

In the event of a serious school bus accident, the driver will follow the established procedure that is listed below.

The driver will notify the Director of Transportation. He/she will notify appropriate law enforcement, medical, other emergency agencies, site principal, and the Superintendent.

A command post near the accident scene will be established by the "Incident Commander" to provide the media and parents with information about the accident and students. The bus driver shall be the Incident Commander until law enforcement arrives to assume that responsibility.

Students are taught evacuation procedures annually.

Local Law enforcement is trained annually on responses to bus incidents.

Bus Driver Duties:

1. Secure the bus in a safe manner.
2. Evaluate the scene as to the need for evacuation. If evacuation is necessary, do so in an orderly manner and make sure the students are kept in a group away from the accident scene, seated if possible. Seriously injured students who are unable to evacuate, shall not be moved until appropriate emergency and medical authorities arrive at the accident scene unless there is a life-threatening situation. (Do not separate students if possible)
3. Contact transportation regarding your location and needs.
4. Administer first aid and calm students.
5. Set reflector flares.
6. Establish a list of students on the bus.
7. The driver must remain calm and not discuss the accident with anyone except authorized personnel.
8. CHP Officer is the only person to release students
9. Must fill out the SR-1 form.

Transportation Director Duties:

1. Upon receipt of the bus driver's telephone call/radio message, remind the incident commander to establish a command post.
2. Keep the radio tuned.
3. Notify the Superintendent, law enforcement, and fire protection agencies.
4. Notify the County Superintendent of Schools Office.
5. Notify the insurance carrier
6. Make sure parents are notified

LOCK-DOWN: SHOOTINGS/EXTREME ACTS OF VIOLENCE

If a situation occurs in which a weapon-wielding individual comes on campus, a shooting or other extreme act of violence occurs, the school will go on emergency alert and the Lock-down Procedure will be immediately initiated.

Procedure:

1. The Tuolumne County Sheriff's Department and school district Superintendent will be notified immediately.
2. The signal will be an announcement: "Initiate Lock-down Procedure immediately, initiate Lock-Down Procedure immediately." (dial 4490 for all call). The location and description will be announced if possible
3. Teachers will perform the following procedures:
 - a. Check the hallways outside your classroom and adjacent to your classroom. Instruct any students/staff to enter your classroom for "lock-down."
 - b. Lock all classroom doors and exit doors.
 - c. Keep students away from windows and doors. Instruct them to remain calm, quiet and locate them near the ground, out of sight from the intruder looking into the classroom.
 - d. If your classroom has windows, close blinds, and curtains. If your door has a window, cover it with a piece of paper if possible.
 - e. If you observe an intruder, use the telephone to access the PA system (*10) and report the location, description, and direction the intruder is headed for everyone to hear.
 - f. Have role sheets readily available to account for present students.
 - g. Await further instructions.
4. If this type of situation occurs during lunch periods, students will be directed to go to the nearest building or classroom. Information may be communicated by:
 - a. The intercom/public announcement system, and/or
 - b. Verbal directions from staff on the grounds.
 - c. Teach students to go to the nearest and safest meeting points
5. Staff and students remaining outside after the lock-down will report directly to the office if possible - with caution. If the staff or students are unable to reach the office safely, they are to evacuate away to the safest meeting points away from the situation (see ALICE) or to remain hidden until law enforcement can escort them to safety.
6. The EOC (Emergency Operations Center) will be activated in the district office (school office or maintenance shop as a secondary location). The school site crisis team will report to the EOC, or a specific location on campus if the situation dictates it.
7. Once the Tuolumne County Sheriff's Department arrives, they will assume control of the situation until the emergency subsides. They will initially be directed to the EOC, or a specific location on campus if the situation dictates it. The school administration will resume control when the school is deemed safe.
8. Staff and students will be given further direction and information with an "ALL CLEAR" signal.
*** If immediate evacuation is necessary, such as an active shooter, Follow ALICE ***

ALICE - How to Respond to an Active Shooter Event

In the horrible event that an active shooter makes his or her way onto campus, the ALICE Training Program provides examples for real, effective ways to thwart an active shooter. The breakdown below covers how to respond to violent intruder attacks. ALICE strategies are not chronological in order, but provide options for individuals to utilize in attempts to survive an emergency situation.



ALERT. Use Plain and Specific Language. Avoid Code Words.

The purpose of the ALERT is to inform as many people as possible within the danger zone that a potentially life-threatening situation exists. This can be facilitated via many different methods (PA, text, email, personal senses). No matter the method of delivery, the objective should be a conveyance of information, not an issuance of a command.

The use of plain language, sent through as many delivery channels as possible, is the best way to ensure awareness within the danger zone. The goal is to empower as many individuals as possible with the ability to make an informed decision as to their best option to maximize chances of survival.



LOCKDOWN. Barricade the Room. Silence Mobile Devices. Prepare to EVACUATE or COUNTER if Needed.

Lockdown is an important response in the event of an active shooter or violent intruder, but there has to be a semi-secure starting point from which survival decisions should be made.

The ALICE training program explains scenarios where lockdown is the preferable option and dispels myths about traditional lockdown procedures. Relying on lockdown alone will significantly endanger occupants in a violent intruder situation. Traditional lockdown creates readily identifiable targets and makes a shooter's mission easier.



INFORM. Communicate the Shooter's Location in Real Time.

Inform is a continuation of Alert and uses any means necessary to pass on real-time information. Video surveillance, 911 calls, and PA announcements are just a few of the channels that may be used by employees, safety officers, and other personnel.

Information should always be clear, direct and, as much as possible should communicate the whereabouts of the intruder. Effective information can keep the shooter off balance, giving people in the facility more time to further lockdown, or evacuate to safety.

Active shooters work alone 98% of the time. If the shooter is known to be in an isolated section of a building, occupants in other wards can safely evacuate while those in direct danger can lockdown and prepare to counter. Knowledge is the key to survival.



COUNTER. Create Noise, Movement, Distance, and Distraction with the Intent of Reducing the Shooter's Ability to Shoot Accurately.

Counter focuses on disruptive actions that create noise, movement, distance, and distraction with the intent of reducing the shooter's ability to shoot accurately. Creating a dynamic environment decreases the shooter's chances of hitting a target and can provide the precious seconds needed in order to evacuate.

ALICE does not endorse civilians fighting an active shooter, but when confronted directly in a life-and-death situation, individuals should use any actions necessary to defend themselves. Counter is a last-ditch and worst-case scenario option.

Counter is about survival. It is about the last moments between a shooter and a potential victim; anything a person can do to gain control is acceptable. It is the opposite of passive response because every action taken is a proactive step towards survival.



EVACUATE. When Safe to Do So, Remove Yourself from the Danger Zone.

An active shooter in a building presents a situation like no other. Evacuating to a safe area takes people out of harm's way and hopefully prevents civilians from having to come into any contact with the shooter. Windows should be broken from the top corner rather than the center. Evacuation is the number one goal.

CIVIL DISTURBANCE OF STUDENTS

In the event of a civil disturbance, the principal will immediately notify the District Superintendent, County Superintendent of Schools Office, law enforcement agencies, and the insurance carrier.

DUTIES:

A. Principal

1. Address the group, informing participants of possible consequences of their actions.
 - a. Individuals who violate school policy by encouraging illegal demonstrations by fellow students may be immediately suspended.
 - b. Individuals who refuse to comply with school and civil regulations will be removed from the school premises by the police, if necessary.
 - c. Participants in illegal demonstrations will be given 10 minutes to cease such activity and remove themselves from the area; those remaining at the end of 10 minutes may be subject to suspension from school.
 - d. Leaders of illegal demonstrations, either active in addressing the group or restraining the voluntary actions of any individual who wishes to return to class, should be addressed by name and told should he/she persist in their actions, they may be immediately suspended from school.
 - e. Students who are on the fringes of the demonstration (onlookers) who do not honor the 10-minute dispersal request may be suspended from school and removed from the school property.
 - f. School personnel will not enter the group or take any action that will provoke violence.
 - g. Faculty members will escort students to their proper locations in the building, if necessary, to avoid disturbances in other areas of the building or to prevent such students from returning to the building.
 - h. The principal will determine which doors will be locked to contain the disturbance. Exits will be designated and a staff member stationed at such exits.

B. Custodian

1. Custodians will lock all but one boy's and one girl's restroom. Those two restrooms will remain under the supervision of the custodians.

C. Teacher

1. Under the direction of the principal, the faculty members will surround the participating students, if possible, to prevent others from joining in the disturbance and to confine the disturbance to one area.
2. Teachers will keep students in their classrooms until notified that the disturbance has been controlled.
3. Teachers who have free periods will report to the principal's office for assignment of specific duties.

D. Secretary

1. The school secretary will turn off the bell system to prevent students from automatically leaving one classroom to go to another.

STUDENT KIDNAPPING

Procedure:

1. Any kidnapping or suspected kidnapping will be reported to 911 dispatch and then the principal or designee.
2. A call to 911 will be made by the principal or his designee.
3. The Kidnapped, Missing, Or Intruder Information Checklist on the following page will be completed. School staff will submit the checklist to the principal or his designee immediately.
4. *The EOC (Emergency Operation Center) will be activated by the principal or his designee in the main office (maintenance shop as secondary location).* The school site crisis team will report to the EOC. A public information officer will be designated to provide updated information for the media and parents. All information for release will be cleared with law enforcement and the victim=s parents first.

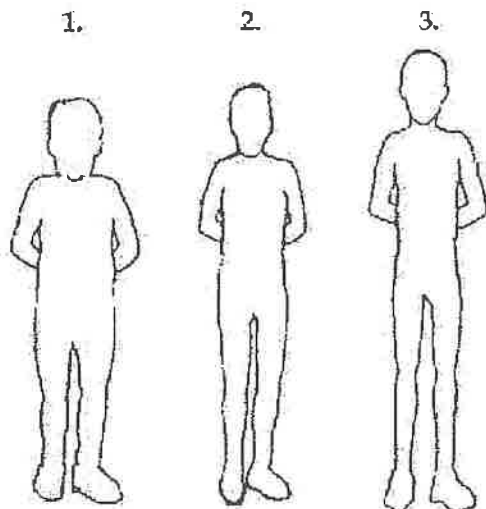
NOTE:

Good advice to share with students of all ages-

- * Avoid walking to and from school alone.
- * Don't talk to strangers.
- * Report suspicious people to teachers and parents.
- * If you feel threatened by a person/stranger, get away; go to the nearest house to call for help.

KIDNAPPED, MISSING OR INTRUDER INFORMATION CHECKLIST

Look at these three pictures. Check the one that seems closest to the body type:



CALL 911

Time of incident: _____

Date: _____

Name, if known: _____

Check body type at left.

Hair: Length:
 Short, Medium
 Long
Type:
 Straight, Wavy
 Curly, Very Curly
Color:
 Blond, Lt.,
 Med., Dk. brown
 Sandy, Red
 Black, Gray
Facial:
 Moustache, Beard
 None

Eyes: Blue, Brown, Green, Hazel
 Glasses: Yes, No
 Skin Color: White, Brown, Black
 Ethnicity: Caucasian, Hispanic, Black, Asian, Am. Indian
 Approximate Age: _____ years
 Approximate Height: _____ feet
 Approximate Weight: _____ pounds
 Clothing: Hat, Mask; Jacket, Color _____
 Shirt/Blouse, Color _____, Style _____
 Pants, Color _____; Shoes, Kind _____, Color _____
 Other details: _____

Weapon: No, Yes. Type: _____
 Any Message: Verbal, Written. Please attach.

How was information about this incident received?

Completed by: _____ Position: _____

Dealing With a Suicide Threat

1. Evaluate the degree of risk utilizing appropriate staff members.
 - a. Appropriate staff members will determine the degree of risk by meeting with the student and asking appropriate questions. Questions will attempt to determine current emotional status, mental health history, and evidence of suicide plan.
2. If the student is determined to be at low risk:
 - a. Alert staff members to look for suicidal signs.
 - b. If signs or symptoms are noted, staff should know whom to report the situation.
 - c. DO NOT fail to report suicidal intentions to administration, parents, and appropriate suicide prevention agencies.
 - d. Be prepared to assist parents with recommendations for professional help.
3. If a student is determined to be at high risk:
 - a. Notify the principal immediately.
 - b. Principal notified parents/guardians.
 - c. Appropriate staff contacts the emergency crisis team and 911.
 - d. Do not let the high-risk student leave school without notifying the principal.
 - e. Keep visual contact with students at all times until professional help arrives (close supervision is essential).
 - f. Inform students that professional help is coming to assist students.
 - g. Designate a staff member to follow up.

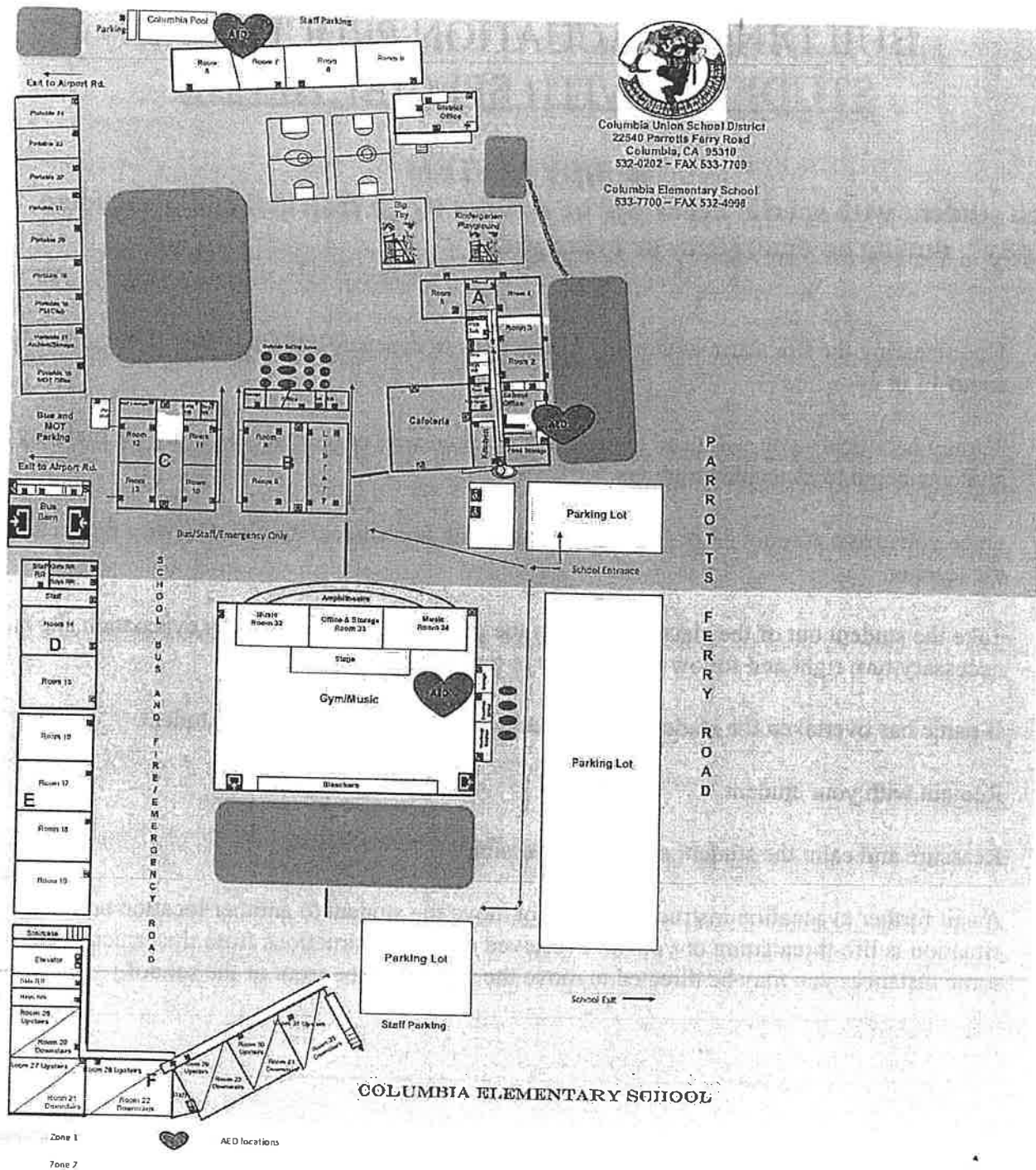
BUILDING EVACUATION PROCEDURE

STUDENTS WITH SPECIAL NEEDS

BUDDY SYSTEM

(Each student with special needs will be assisted by an Instructional Technician, “Buddy”, during an emergency or evacuation)

- 1) Upon hearing the fire alarm and/or any instructions to evacuate buildings, report immediately to room 13 or 14.
- 2) Timing is critical - you will need to reach the children with special needs before the majority of students begin to evacuate buildings.
- 3) Once you arrive at room 13 or 14 align yourself with one student unless otherwise directed by the teacher.
- 4) Take the student out of the classroom and to the grassy area, if a secondary evacuation site is necessary turn right and follow the road out to the front parking lot.
- 5) If panic has overtaken the student, do not hesitate to physically move the student.
- 6) Remain with your student.
- 7) Reassure and calm the student as much as possible.
- 8) Await further evacuation instructions - do not move the student to another location unless the situation is life-threatening or you have received specific instructions from the principal. (In some instances you may be directed to move the student to the front of the school.)



COLUMBIA UNION SCHOOL DISTRICT

EMERGENCY - STUDENT ACCOUNTING/SIGN-OUT LIST

Student Name: _____ **Time Dismissed:** _____ **Checked Out By: (Adult)** _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____

GUIDELINES FOR STUDENT EMERGENCIES

Parents should be notified if an injury occurs with the exceptions of very minor scrapes and bruises. An accident report should be used by the school and parent notification should be documented along with a description of the incident, the treatment and the outcome. It is essential that emergency cards be kept current.

First aid includes the ability to stay calm, provide words of encouragement, be willing to help and feel competent to act. Calm assessment of the situation, i.e. what is happening, is the student breathing, do I need help, if so, what kind, etc. is very important and necessary. There are no definite answers to cover all situations, but there are some guidelines to help you decide if a call to 911 is in order.

1. Is this situation something I cannot handle?
2. Am I in doubt about what to do?
3. Do I know what to do?

It is important that all office personnel, aides, yard duty, bus drivers, etc. be trained and keep current CPR and First Aid training.

While most emergency situations encountered in schools are not life threatening, the possibility exists that they may be. Therefore, appropriate plans must be in place for immediate treatment and mobilization of emergency services. Use the following TRIAGE PLAN to help determine the appropriate action to be taken.

When to Call 9-1-1

The following set of 9-1-1 Guidelines were designed to assist teachers and other school personnel in identifying medical emergencies, which require the immediate activation of the Emergency Medical Services (EMS) system.

- Acute airway obstruction
- Cardiac or respiratory arrest
- Near drowning
- Massive or uncontrolled bleeding
- Internal bleeding
- Poisoning, both internal and external
- Allergic reactions
- Unconscious states for any reason
- Head injuries with loss of consciousness or disorientation
- Chemical burns to the eye
- Major burns
- Heat stroke or heat exhaustion
- Neck or back injury
- Dislocations and fractures
- Penetrating eye injuries
- Drug overdose
- Seizures

What to do in a medical emergency:

- Immediately activate the EMS system by calling 9-1-1
- Notify administrator and get a nurse or trained staff person to patient
- Provide first aid and support to the patient until EMS personnel arrive

Delays in initiating and EMS response can have life-threatening effects!

CATEGORY	EMERGENCY PLAN
I. <u>Immediate treatment and mobilization of emergency medical services needed</u>	
A. Acute airway obstruction	Immediately notify administrator. Get nurse or trained staff person to the victim. Initiate ambulance call. Notify trained staff if not with the victim. Administrator or nurse notifies parents.
B. Cardiac or respiratory arrest	
C. Near drowning	
D. Massive external hemorrhage and internal hemorrhage	
E. Internal poisoning or external poisoning	
F. Anaphylaxis	
G. Neck or back injury	
H. Chemical burns of the eye	
I. Heatstroke	
J. Penetrating/crushing chest wounds And pneumothorax	
II. <u>Immediate evaluation and referral to treatment facility needed</u>	
A. Internal bleeding	Immediately notify administrator. Get nurse or trained staff person to the victim to evaluate condition. Initiate ambulance call if necessary. Notify trained staff if not with the victim. Administrator or trained staff notifies parents.
B. Coronary occlusion	
C. Dislocations and fractures	
D. Unconscious states	
E. Heat problems	
F. Major burns	
G. Drug overdose	
H. Head injury with loss of	
I. Penetrating eye injuries	
J. Seizure – cause unknown	
III. <u>Medical consultation desirable within an hour</u>	
A. Lacerations	Contact nurse or trained staff or administrator. Trained staff person assesses the extent of injury. Notify parent and to refer to a medical facility if necessary.
B. Bites and stings – animal, insect,	
C. Burns with blisters	
D. Accidental loss of tooth	
E. Acute emotional state	
F. Moderate reactions to drugs	
G. High fever (above 102 F)	
H. Asthma/wheezing	
I. Non-Penetrating eye injury	
IV. <u>Attention by a trained staff person with parent consultation needed</u>	
A. Convulsion in known epileptic	Contact trained staff person or administrator. Trained
B. Insulin reaction in diabetic	

- C. Severe abdominal pain
 - D. Fever 100 to 103 F
 - E. Sprains
 - F. Frostbite
- staff assesses extent of injury.
Notify parent and medical facility if necessary.

V. Minor injuries/illnesses – can be handled by trained staff person following standard procedures

- A. Abrasions
 - B. Minor burns
 - C. Nosebleeds
- Refer the student to trained staff person. The child may remain in school.

In addition to specific procedures for specific situations and mechanisms to continually update training of school health and school staffs in first aid and CPR, there is a need to develop programs for monitoring and preventing school accidents, for making plans that may be specific to the needs of a particular child's condition or illness and for education students in self-care and management of minor accidents, abrasions, and minor trauma.

TERMS:

UNIVERSAL PRECAUTIONS: Are precautions/guidelines appropriate for preventing the spread of ALL infectious disease. UNIVERSAL PRECAUTIONS are thorough handwashing, gloving when needed, and proper disposal of contaminated wastes. The routine use of appropriate precautions by the caregiver regardless of knowledge of germs present in the individual student's blood, saliva, nasal discharges, vomit, urine, or feces prevents the transmission of disease and protects the caregiver. When handling the discharges from another person's body, always use these precautions. Use of the UNIVERSAL PRECAUTIONS removes the need to know which persons are infected with which germs in the school setting.

HANDWASHING: Facilities should include liquid or powdered soap from a dispenser. (Bar soap becomes contaminated.) Handwashing should be done before rendering first aid and after caring for students. Hands are to be washed after removing gloves.

GLOVES: Are to be worn by staff members who administer first aid involving blood, open wounds, or handling of bodily fluids. Disposable gloves should be standard components of first aid supplies. They should be readily accessible to school offices, cafeterias, and athletic training rooms.

TRASH DISPOSAL: Waste containers double-lined with plastic bags and marked appropriately are recommended for disposal of the trash containing blood or any spills that may contain blood. If needles, syringes, or lancets are used in the school setting, these contaminated sharps should be placed in a puncture-proof container. Do not bend or break needles. Do not recap needles.

CPR: Devices that prevent backflow of fluids from the mouth of a victim being given CPR should be readily accessible to those persons CPR certified and most likely to be the rescuers in the school setting.

Procedures for Reporting Unsafe Condition or Injury Incident

Report of Unsafe Condition or Hazard form

Employees are encouraged to notify the Superintendent or Principal and Director of Maintenance, Operations, and Transportation of hazards or safety concerns on campus by sending an email.

All hazards identified through an employee report of unsafe conditions will be forwarded to the Director of Maintenance, Operations, and Transportation. S/he will assess the potential for injury and consider the cost-effectiveness of corrective measures.

His/her findings, with a possible corrective action plan, will be shared with the Superintendent, Principal, and Director of Business/Personnel. If an employee raised the issue, the findings will also be shared with the employee.

The Director of Maintenance, Operations, and Transportation will maintain a log of the identified hazards and the corrective measures taken and will make periodic reports to employees as part of the communication process.

Injury Incident Report

Staff members will complete the "Injury Incident Report" form for all accidents occurring in their areas. As well as documenting the details of the accident, those responsible for completing the forms will attempt to identify the root cause of the accident. Reports of student injuries can be given to the school office. Reports of employee work-related injuries can be given to the Director of Business/Personnel.

The Director of Business/Personnel will review all Injury Incident Report forms and will determine if additional investigation is required.

All hazards identified through an Incident Injury Report will be forwarded to the Director of Maintenance, Operations, and Transportation. He will assess the potential for a reoccurrence of injury and consider the cost-effectiveness of corrective measures.

Columbia Union School District

22540 Parrotts Ferry Road ~ Columbia, CA 95310

PANDEMIC FLU SURVEILLANCE AND REPORTING

During all stages of a pandemic flu outbreak, it will be essential to monitor and document the number of students and faculty who are absent and meet the definition of influenza-like illness. Keeping track of these numbers will help health officials determine when and where to close schools, whether the epidemic is increasing in scope, and whether to declare an epidemic, making schools eligible to apply for reimbursement of ADA funds during increased absenteeism.

Utilize the following information and forms to monitor illness rates and potential epidemic:

- Basic surveillance instructions and definitions of surveillance levels
- Case definition to assist in determining whether the ill student and/or faculty is suffering from an influenza-like illness
- Reporting form(s) to submit to the Health Department
- Attendance Log to document flu-related absences to document need to apply for an Average Daily Attendance Waiver



Columbia Union School District

22540 Parrotts Ferry Road ~ Columbia, CA 95310

DEFINITION OF SURVEILLANCE LEVELS

Standard Surveillance

No flu activity reported in the community (flu season)

- Monitor daily attendance for increased reports of absence due to flu-like illness
- Do not report absences to the Health Department unless greater than 10%

Heightened Surveillance

Flu activity reported in the community (less than 10% school absenteeism due to flu-like illness)

- Monitor daily attendance for flu-like illness/absences
- Begin morning “flu check” first hour of school – screen those who report positive for symptoms
- Log absences due to flu-like illness
- Send weekly absence report to Health Department

Intensive Surveillance

High number of flu illness reported in the community (10% or greater school absenteeism due to flu-like illness)

- Monitor daily attendance and log absences on log sheet
- Continue morning “flu check”
- Send daily absence report (via fax) to Health Department
- Begin preparation for potential school closure



Columbia Union School District
22540 Parrotts Ferry Road ~ Columbia, CA 95310

INFLUENZA CASE DEFINITION

The Centers for Disease Control and Prevention define an influenza-like illness as having the following symptoms:

Fever of 101.5° Fahrenheit or higher and one of the following:

- Cough
- Sore throat
- Headache
- Muscle ache

A student with flu-like symptoms must be sent to the office for screening (symptom check and/or taking temperature). If a student meets the case definition as described above, he/she must be excluded from school until symptom free. Enter name of student on tracking log and report on the daily/weekly report form.



Columbia Union School District

22540 Parrotts Ferry Road ~ Columbia, CA 95310

WEEKLY PANDEMIC FLU CENSUS

Once pandemic flu has been confirmed as present in Tuolumne County, use this form to report weekly to the Health Department about the number of students absent with flu-like illness. (Matches the definition: fever of 101.5° Fahrenheit or higher and one of the following: cough, sore throat, headache, muscle ache)

Name of School _____ Week Ending _____

Reporting Individual _____ Phone _____

STUDENTS

Number of students absent with flu-like illness this week _____

Total number of students enrolled in school _____

ADA for the week _____

STAFF/FACULTY

Number of staff/faculty absent with flu-like illness this week _____

Total number of staff/faculty employed in the school _____

Assistance Needed/Comments:

Sample Parent Letter #1 – First Case of Bird Flu in the U.S.

Use this letter to help prepare parents for pandemic flu once the first case of bird flu is found in the U.S.

Date

Dear Parents,

Birds sick with avian/bird flu have now been found in the United States. It is important to know that, at this time, there are no known human cases of avian/bird flu in the United States. Health officials caution that if the avian/bird flu virus becomes airborne, it could spread from person to person causing an outbreak that could become a pandemic.

Although there is no flu pandemic now, we urge you to protect your family from exposure to viruses. Please take the following precautions:

- Keep children who are sick at home. Do not send them to school.
- Teach your children to wash their hands often with soap and water for 20 seconds (singing Happy Birthday while washing hands helps to ensure that they have washed long enough) or use an alcohol-based hand sanitizer.
- Teach your children to cover their coughs and sneezes with tissues and clean their hands afterward. Cough or sneeze into your upper sleeve if you do not have a tissue. Be sure to set a good example by doing this yourself.
- Teach your children to stay at least three feet away from people who are sick.
- Adults with signs of the flu should stay home from work, avoid running errands and contact with others.
- Do not touch sick or dead birds.

Enclosed with this letter is a checklist to help families get ready for a pandemic flu outbreak. This information can also help your family get ready for any kind of emergency. Please check the following websites for more information: www.pandemicflu.gov or www.redcross.org.

Sincerely,

Sample Parent Letter #2 – Initial Pandemic Flu Outbreak
Use this letter to let parents know that school is still open.

Date

Dear Parents,

This letter is to provide you with information about a flu outbreak in Tuolumne County. Every year, some people get sick with the flu during the fall and winter months. This year, there is a new flu virus that is making many people sick, and United States health officials have declared it a “pandemic flu.”

There are students and staff members from the Columbia Union School District that are sick with the flu and we hope they will all get better quickly. At this time, the Health Department has assured us that students who are not ill can safely come to school. The school will remain open. We will keep you updated with any new information.

In order to keep the flu from spreading to more people, we ask that you keep sick children home. Any child who comes to school sick will be sent home.

Public health officials want you to protect yourself and your family against pandemic flu. Here are some ways to stop the spread of germs and sickness:

- Keep children who are sick at home. Do not send them to school.
- Teach your children to wash their hands often with soap and water for 20 seconds (singing Happy Birthday while washing hands helps to ensure that they have washed long enough) or use an alcohol-based hand sanitizer.
- Teach your children to cover their coughs and sneezes with tissues and clean their hands afterward. Cough or sneeze into your upper sleeve if you do not have a tissue. Be sure to set a good example by doing this yourself.
- Teach your children to stay at least three feet away from people who are sick.
- Adults with signs of the flu should stay home from work, avoid running errands and contact with others.
- Stay away from shopping malls, movie theaters, or other places where there are large groups of people.

If the pandemic flu continues to spread and more students become ill, schools may close for days or weeks. The purpose of closing schools will be to keep staff and students from getting sick. If schools are closed, children should stay at home. Begin planning now for childcare in your home.

Enclosed please find information from the American Red Cross for caring for your family at home should they become ill. Contact your health provider for more information.

Sincerely,

Sample Parent Letter #3 – Expanded Outbreak

Use this letter to let parents know that school is still open and urge ill children to stay home.

Date

Dear Parents,

The flu virus has continued to spread throughout Tuolumne County. The Health Department has assured us that students that are not ill may continue to attend Columbia Elementary School. The school remains open until further notice and we will provide updated information as it becomes available.

In order to keep the flu from spreading to more people, we ask that you keep sick children home. Any child who comes to school sick will be sent home.

Public health officials urge everyone to protect themselves and their families against pandemic flu. Here are some ways to prevent the spread of germs and take care of your family:

- Keep children who are sick at home. Do not send them to school.
- If there are people in your home who are sick with the flu, keep them separated from those who are not sick.
- If you are unable to see a healthcare provider and you are caring for people in your home who are sick, you can do the following:

Have them drink a lot of liquid (juice, water).

Keep the ill person as comfortable as possible, rest is important.

For fever, sore throat, and muscle aches, use ibuprofen (Motrin) or acetaminophen (Tylenol). **Do Not Use Aspirin for Children or Teenagers**; it can cause Reye's syndrome, a life-threatening illness.

Keep tissues and a trash bag within reach of the sick person.

Be sure everyone in your home washes their hands frequently.

Contact a healthcare provider for further advice.

If the ill person is having difficulty breathing or is getting worse, call 911.

If the pandemic flu continues to spread and more students become ill, schools may close for days or weeks. The purpose of closing schools will be to keep staff and students from getting sick. If schools are closed, children should stay at home. Begin planning now for childcare in your home.

Sincerely,

Sample Parent Letter #4 – School Closure

Use this letter to let parents know that school is closed until further notice.

Date

Dear Parents,

Tuolumne County health officials have ordered the closure of all county schools. Due to the pandemic flu outbreak, Columbia Elementary School is closed until further notice. All children are to stay at home in an effort to stop the spread of the flu virus.

We know that many students and their families are very sick. This is a hard time for everyone in the community and our hearts go out to those who are ill.

The flu is easily spread from person to person. Both children and adults should stay away from groups of people and especially those who are ill. Avoid gathering places such as malls, movie theaters, or community centers.

We understand that it can be difficult to see a doctor due to the number of sick. Here are some tips for helping care for your loved ones until they can be seen by a doctor:

Have them drink a lot of liquid (juice, water).

Keep the ill person as comfortable as possible, rest is important.

For fever, sore throat, and muscle aches, use ibuprofen (Motrin) or acetaminophen (Tylenol). **Do Not Use Aspirin for Children or Teenagers**; it can cause Reye's syndrome, a life-threatening illness.

Keep tissues and a trash bag within reach of the sick person.

Be sure everyone in your home washes their hands frequently.

Contact a healthcare provider for further advice.

If the ill person is having difficulty breathing or is getting worse, call 911.

The Columbia Union School District will continue to provide you with information as it becomes available and will contact families as soon as the school is able to reopen.

Sincerely,

Sample Parent Letter #5 – School Will Reopen

Use this letter to let parents know that the school will reopen on a specific date.

Date

Dear Parents,

Tuolumne County health officials have declared that Tuolumne County now has the flu virus contained and have cleared the district to reopen the school on _____ . It is now safe for staff and students to return to Columbia Elementary School.

Even though school is reopening, those who are still ill with the flu virus may not return to school until they have fully recovered. Please keep sick children at home as the flu virus can still be spread from person to person. There is the possibility that the flu virus can happen in waves. If the flu virus should begin to spread, schools may have to close once again.

The staff and administration of Columbia Union School District wish everyone well and look forward to seeing your children again.

Sincerely,

PROCEDURES REGARDING SUSPENSION, EXPULSION, OR MANDATORY EXPULSION

- California Ed. Code Section 48900
- California Ed. Code Section 48910

California Education Code, Section 48900

A pupil shall not be suspended from school or recommended for expulsion unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (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.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or another dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, 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.
- (d) Unlawfully offered, arranged, or negotiated to sell 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, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) (1) 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.
- (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a

reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 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.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that 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.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that have or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication devices, computer, or pager, of communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonates a pupil for the purpose of bullying the pupil and such that another pupil would reasonably

believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) An act of cyber sexual bullying.

(I) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recordings of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(II) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or school attendance that 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.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age-appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

EC 48910 - Suspension By a Teacher

(a) A teacher may suspend any pupil from class, for any of the acts enumerated in Section 48900, for the day of the suspension and the day following. The teacher shall immediately report the suspension to the principal of the school and send the pupil to the principal or the designee of the principal for appropriate action. If that action requires the continued presence of the pupil at the school site, the pupil shall be under appropriate supervision, as defined in policies and related regulations adopted by the governing board of the school district. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. If practicable, a school counselor or a school psychologist may attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. The pupil shall not be returned to the class from which he or she was suspended, during the period of the suspension, without the concurrence of the teacher of the class and the principal.

(b) A pupil suspended from a class shall not be placed in another regular class during the period of suspension. However, if the pupil is assigned to more than one class per day this subdivision shall apply only to other regular classes scheduled at the same time as the class from which the pupil was suspended.

(c) A teacher may also refer a pupil, for any of the acts enumerated in Section 48900, to the principal or the designee of the principal for consideration of a suspension from the school.

PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS

- Procedures
- Sample Notification to Teachers form

DANGEROUS PUPIL REPORTING PROCEDURES

The Columbia Union 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 of Education Code 48900. The district shall provide the information to the teacher based upon any records that the office maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

The Columbia Union School District, or school 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 that the information was false, or was made with a reckless disregard for the truth or falsity of the information provided.

An officer or employee of the school district who knowingly fails to provide information about a pupil who may be described as dangerous, 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 (\$1,000.00) or both.

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. (Adapted from Ed. Code Section 49079.)

SEXUAL HARASSMENT POLICY
NONDISCRIMINATION/HARASSMENT POLICY

SEXUAL HARASSMENT

The Governing Board is committed to maintaining a school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any persons who report, file a complaint or testify about, or otherwise support a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer.

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

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

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

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate 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 sex and could involve sexual violence

SEXUAL HARASSMENT (continued)

2. A clear message that students do not have to endure sexual harassment under any circumstances.
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence 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 8, 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.

(cf. 5144 - Discipline)

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

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

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

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

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

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 school.

(cf. 3580 - District Records)

SEXUAL HARASSMENT (continued)

*Legal Reference:*EDUCATION CODE*200-262.4 Prohibition of discrimination on the basis of sex**48900 Grounds for suspension or expulsion**48900.2 Additional grounds for suspension or expulsion; sexual harassment**48904 Liability of parent/guardian for willful student misconduct**48980 Notice at beginning of term*CIVIL CODE*51.9 Liability for sexual harassment; business, service and professional relationships**1714.1 Liability of parents/guardians for willful misconduct of minor*GOVERNMENT CODE*12950.1 Sexual harassment training*CODE OF REGULATIONS, TITLE 5*4600-4687 Uniform complaint procedures**4900-4965 Nondiscrimination in elementary and secondary education programs*UNITED STATES CODE, TITLE 20*1221 Application of laws**1232g Family Educational Rights and Privacy Act**1681-1688 Title IX, Discrimination*UNITED STATES CODE, TITLE 42*1983 Civil action for deprivation of rights**2000d-2000d-7 Title VI, Civil Rights Act of 1964**2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended*CODE OF FEDERAL REGULATIONS, TITLE 34*99.1-99.67 Family Educational Rights and Privacy**106.1-106.71 Nondiscrimination on the basis of sex in education programs*COURT DECISIONS*Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567**Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130**Reese v. Jefferson School District, (2001) 208 F.3d 736**Davis v. Monroe County Board of Education (1999) No. 97-843, 1999 U.S. Lexis 3452, -- U.S.--**Gebser v. Lago Vista Independent School District (1998) 118 S.Ct. 1989**Doe v. Petaluma City School District (1995, 9th Cir.) 54 F.3d 1447**Oona R.-S. etc. v. Santa Rosa City Schools et al (1995) 890 F.Supp. 1452**Management Resources:*CSBA PUBLICATIONS*Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014**Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011*U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS*Dear Colleague Letter: Title IX Coordinators, April 2015**Questions and Answers on Title IX and Sexual Violence, April 2014**Dear Colleague Letter: Sexual Violence, April 4, 2011**Sexual Harassment: It's Not Academic, September 2008**Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001*Management Resources: (continued next page)

SEXUAL HARASSMENT (continued)

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

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

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Title IX Coordinators, April 2015

Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Sexual Violence, April 4, 2011

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy
adopted: April 9, 2002
Revised: May 13, 2003
Revised: February 9, 2016

COLUMBIA UNION SCHOOL DISTRICT
Columbia, California

SEXUAL HARASSMENT

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The coordinator/compliance officer(s) may be contacted at:

Superintendent
Columbia Union School District
22540 Parrotts Ferry Road
Columbia, CA 95310
209-532-0202

(cf. 1312.3 - Uniform Complaint Procedures)

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

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

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

1. Unwelcome leering, sexual flirtations or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature

SEXUAL HARASSMENT (continued)

5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion

Reporting Process and Complaint Investigation and Resolution

Any student who believes that he/she has been subjected to sexual harassment or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted the Superintendent or designee.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

When a report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures.

If a complaint of sexual harassment is initially submitted to the principal, he/she shall, within two school days, forward the report to the compliance officer to initiate investigation of the complaint. The compliance officer shall contact the complainant and investigate and resolve the complaint in accordance with law and district procedures specified in AR 1312.3.

SEXUAL HARASSMENT (continued)**Confidentiality**

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

However, when a complainant or victim of sexual harassment notifies the district of the harassment but requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant or victim of sexual harassment notifies the district of the harassment but requests that the district not pursue an investigation, the district will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)

Response Pending Investigation

When an incident of sexual harassment is reported, the principal or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. Such measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy. The school should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

Notifications

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

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

SEXUAL HARASSMENT (continued)

(cf. 5145.6 - Parental Notifications)

2. Be displayed in a prominent location in the main administration building or other area where notices of district rules, regulations, procedures and standards of conduct are posted (Education Code 231.5)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

3. Be provided as part of any orientation program conducted for new students at the beginning of each trimester or summer session (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures and standards of conduct (Education Code 231.5)
5. Be included in the student handbook
6. Be provided to employees and employee organizations

Regulation
approved: April 9, 2002
Revised: June 24, 2003
Revised: February 9, 2016

COLUMBIA UNION SCHOOL DISTRICT
Columbia, California

NONDISCRIMINATION/HARASSMENT

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school. (Education Code 234.1)

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

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

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

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or

NONDISCRIMINATION/HARASSMENT (continued)

designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program. He/she shall report his/her findings and recommendations to the Board after each review.

- (cf. 1312.3 - Uniform Complaint Procedures)*
- (cf. 1330 - Use of Facilities)*
- (cf. 4131 - Staff Development)*
- (cf. 4231 - Staff Development)*
- (cf. 4331 - Staff Development)*
- (cf. 6145 - Extracurricular and Cocurricular Activities)*
- (cf. 6145.2 - Athletic Competition)*
- (cf. 6164.2 - Guidance/Counseling Services)*

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion for behavior that is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

- (cf. 4118 - Suspension/Disciplinary Action)*
- (cf. 4119.21/4219.21/4319.21 - Professional Standards)*
- (cf. 4218 - Dismissal/Suspension/Disciplinary Action)*
- (cf. 5144 - Discipline)*
- (cf. 5144.1 - Suspension and Expulsion/Due Process)*
- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*
- (cf. 5145.2 - Freedom of Speech/Expression)*

Legal Reference: (see next page)

NONDISCRIMINATION/HARASSMENT (continued)

Legal Reference:

EDUCATION CODE

200-262.4 *Prohibition of discrimination on the basis of sex, especially:*

48900.3 *Suspension or expulsion for act of hate violence*

48900.4 *Suspension or expulsion for threats or harassment*

48904 *Liability of parent/guardian for willful student misconduct*

48907 *Student exercise of free expression*

48950 *Freedom of speech*

48985 *Translation of notices*

49020-49023 *Athletic programs*

51500 *Prohibited instruction or activity*

51501 *Prohibited means of instruction*

60044 *Prohibited instructional materials*

CIVIL CODE

1714.1 *Liability of parents/guardians for willful misconduct of minor*

PENAL CODE

422.55 *Definition of hate crime*

422.6 *Crimes, harassment*

CODE OF REGULATIONS, TITLE 5

432 *Student record*

4600-4687 *Uniform complaint procedures*

4900-4965 *Nondiscrimination in elementary and secondary education programs*

UNITED STATES CODE, TITLE 20

1681-1688 *Title IX of the Education Amendments of 1972*

12101-12213 *Title II equal opportunity for individuals with disabilities*

UNITED STATES CODE, TITLE 29

794 *Section 504 of Rehabilitation Act of 1973*

UNITED STATES CODE, TITLE 42

2000d-2000e-17 *Title VI & VII Civil Rights Act of 1964 as amended*

2000h-2-2000h-6 *Title IX of the Civil Rights Act of 1964*

6101-6107 *Age Discrimination Act of 1975*

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 *Nondiscrimination on basis of disability; complaints*

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3a *Prohibition of discrimination on basis of race, color or national origin*

104.7 *Designation of responsible employee for Section 504*

106.8 *Designation of responsible employee for Title IX*

106.9 *Notification of nondiscrimination on basis of sex*

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources: (see next page)

NONDISCRIMINATION/HARASSMENT (continued)

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Final Guidance Regarding Transgender Students, Privacy, and Facilities, March 2014

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

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004

U.S. DEPARTMENT OF EDUCATION. OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, January 1999

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendmentcenter.org>

National School Boards Association: <http://www.nsba.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

NONDISCRIMINATION/HARASSMENT

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Superintendent
Columbia Union School District
22540 Parrotts Ferry Road
Columbia, CA 95310
209-532-0202

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

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public posting them on the district's website and other prominent locations and providing easy access to them through district-supported social media, when available.

(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)

2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

NONDISCRIMINATION/HARASSMENT (continued)

3. Annually notify all students and parents/guardians of the district's nondiscrimination policy. The notice shall inform students and parents/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the compliance officer shall meet with the student and/or parent/guardian who raises the objection to determine how best to accommodate that student. The notice shall inform students and parents/guardians that the district will not typically notify them of individual instances of transgender students participating in a program or activity.

(cf. 5145.6 - Parental Notifications)

4. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

NONDISCRIMINATION/HARASSMENT (continued)

7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.
Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
(cf. 5131.5 - Vandalism and Graffiti)
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community
(cf. 4112.6/4212.6/4312.6 - Personnel Files)
(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)
5. Taking appropriate disciplinary action against perpetrators and anyone determined to have engaged in wrongdoing, including any student who is found to have made a complaint of discrimination that he/she knew was not true
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

NONDISCRIMINATION/HARASSMENT (continued)

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When any report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, he/she shall inform the student or parent/guardian of the right to file a formal complaint pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee. Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

Upon receiving a complaint of discrimination, the compliance officer shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3. (cf. 5141.4 - Child Abuse Prevention and Reporting)

Transgender and Gender-Nonconforming Students

Gender identity means a student's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

NONDISCRIMINATION/HARASSMENT (continued)

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature, where the act has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited under state and federal law. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity
2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to his/her gender identity, or a non-transgender student because his/her mannerisms, hairstyle, or style of dress do not conform to stereotypes for his/her gender or are perceived as indicative of the other sex
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity because the student is transgender or gender-nonconforming
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information
6. Use of gender-specific slurs
7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students. Examples of bases for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

NONDISCRIMINATION/HARASSMENT (continued)

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. **Right to privacy:** A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

2. **Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.
3. **Addressing a Student's Transition Needs:** The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities,

NONDISCRIMINATION/HARASSMENT (continued)

including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the student's arrangements are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intramural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

(cf. 7110 - Facilities Master Plan)

5. **Student Records:** A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

NONDISCRIMINATION/HARASSMENT (continued)

6. **Names and Pronouns:** If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.

7. **Uniforms/Dress Code:** A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

(cf. 5132 - Dress Code)

DRESS AND GROOMING

SCHOOL DRESS CODE

In cooperation with teachers, students, and parents/guardians, the Superintendent or designee shall establish school rules governing student dress and grooming which are consistent with district policy and regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

The following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fishnet fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

(cf. 5121 - Grades/Evaluation of Student Achievement)

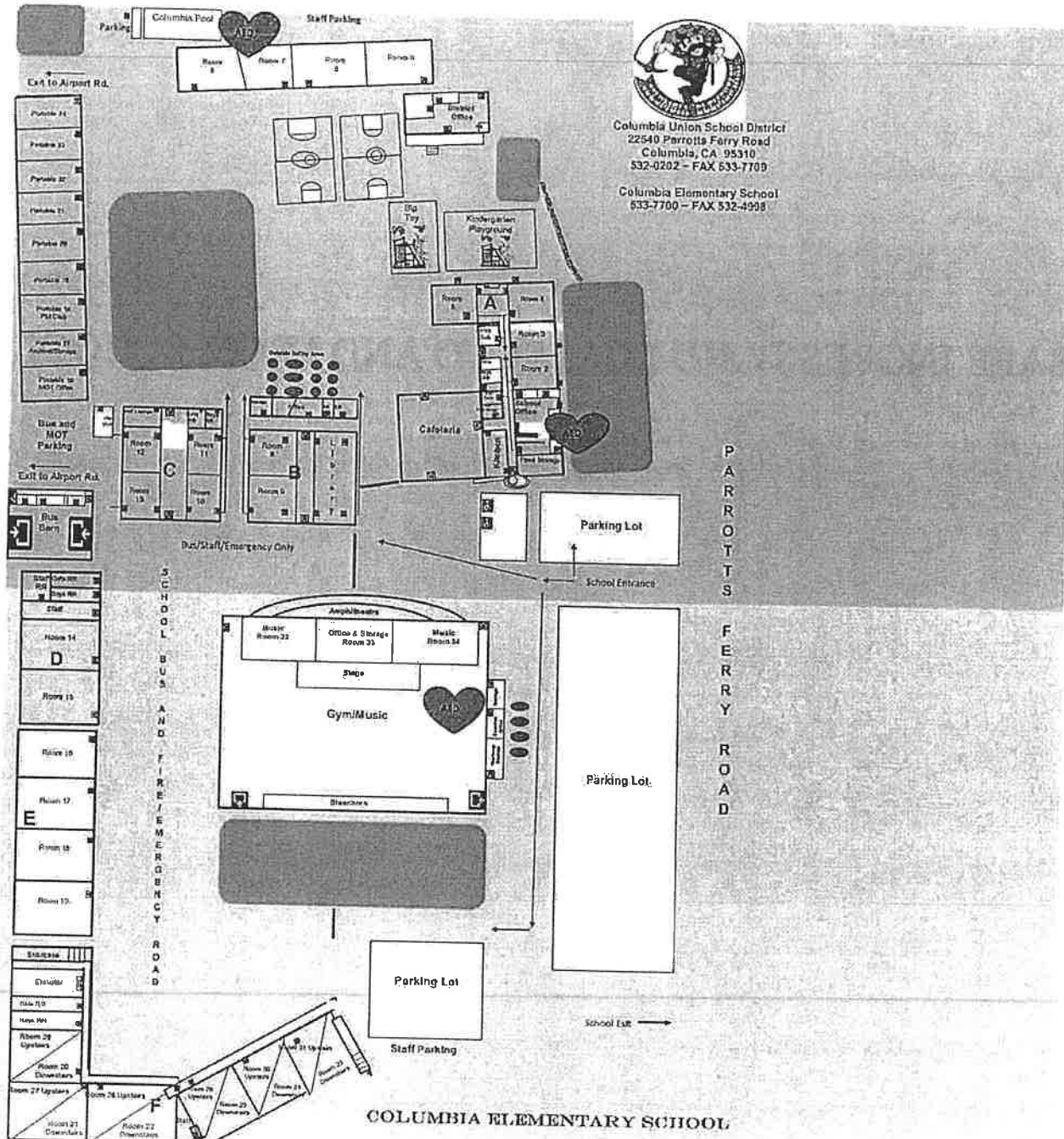
The Superintendent, staff, students and parents/guardians at the school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

SAFE INGRESS AND EGRESS TO AND FROM SCHOOL



Columbia Union School District
 22540 Parrotts Ferry Road
 Columbia, CA 95310
 532-0202 - FAX 533-7709

Columbia Elementary School
 533-7700 - FAX 532-4998



COLUMBIA ELEMENTARY SCHOOL

Zone 1
 Zone 7
 AED locations

A SAFE AND ORDERLY
ENVIRONMENT CONDUCTIVE TO LEARNING

- Positive School Climate
- Conflict Resolution/Peer Mediation

POSITIVE SCHOOL CLIMATE

The Governing Board desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

- (cf. 0410 - Nondiscrimination in District Programs and Activities)*
- (cf. 3515 - Campus Security)*
- (cf. 3515.2 - Disruptions)*
- (cf. 5030 - Student Wellness)*
- (cf. 5131.4 - Student Disturbances)*
- (cf. 5142 - Safety)*
- (cf. 5145.3 - Nondiscrimination/Harassment)*

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

- (cf. 4119.21/4219.21/4319.21 - Professional Standards)*

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students, hazing, other violence or threats against students and staff, and drug, alcohol, and tobacco use.

- (cf. 0450 - Comprehensive Safety Plan)*
- (cf. 3513.3 - Tobacco-Free Schools)*
- (cf. 4020 - Drug and Alcohol-Free Workplace)*
- (cf. 5131 - Conduct)*
- (cf. 5131.1 - Bus Conduct)*
- (cf. 5131.6 - Alcohol and Drugs)*
- (cf. 5131.7 - Weapons and Dangerous Instruments)*
- (cf. 5136 - Gangs)*
- (cf. 5144 - Discipline)*
- (cf. 5144.1 - Suspension and Expulsion/Due Process)*
- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*
- (cf. 5145.2 - Freedom of Speech/Expression)*
- (cf. 5145.7 - Sexual Harassment)*
- (cf. 5145.9 - Hate-Motivated Behavior)*

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. Teachers are encouraged to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

- (cf. 5131.9 - Academic Honesty)*
- (cf. 6141 - Curriculum Development and Evaluation)*

POSITIVE SCHOOL CLIMATE (continued)

- (cf. 6142.3 - Civic Education)*
- (cf. 6142.4 - Service Learning/Community Service Classes)*
- (cf. 6142.92 - History-Social Science Instruction)*
- (cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools.

- (cf. 1240 - Volunteer Assistance)*
- (cf. 5126 - Awards for Achievement)*
- (cf. 51315 - Vandalism and Graffiti)*
- (cf. 5148.2 - After School Program)*
- (cf. 6020 - Parent Involvement)*
- (cf. 6145 - Extracurricular and Cocurricular Activities)*
- (cf. 6145.5 - Student Organizations and Equal Access)*

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.

The school shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction and mediation skills. Staff shall receive training that implements and supports conflict resolution techniques, and training in conflict resolution techniques shall be available to parents/guardians and volunteers.

- (cf. 5138 - Conflict Resolution/Peer Mediation)*
- (cf. 6164.2 - Guidance/Counseling Services)*

Staff shall receive professional development designed to improve classroom management, conflict resolution techniques, and communications with students and parents/guardians including persons of diverse backgrounds.

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

Legal Reference: (see next page)

POSITIVE SCHOOL CLIMATE (continued)

Legal Reference:

EDUCATION CODE

223-233.8 *Hate violence prevention*

32280-32289 *School safety plans*

32295.5 *Teen court programs*

35181 *Governing board policy on responsibilities of students*

35291-35291.5 *Rules*

44807 *Teachers' duty concerning conduct of students*

48900-48925 *Suspension and expulsion*

Management Resources:

CSBA PUBLICATIONS

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

Protecting Our Schools: Governing Board Strategies to Combat School Violence, rev. 1999

CDE PUBLICATIONS

Bullying at School, 2003

Creating Safe and Drug-Free Schools: An Action Guide, 1996

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Preventing Bullying: A Manual for Schools and Communities, 1998

WEBSITES

CSBA: <http://www.csba.org>

CDE, Learning Support: <http://www.cde.ca.gov/ls>

National School Safety Center: <http://www.schoolsafety.us>

USDE, Office of Safe and Drug-Free Schools: <http://www.ed.gov/offices/OESE/SDFS>

Policy

adopted: April 9, 2002

Revised: August 13, 2013

COLUMBIA UNION SCHOOL DISTRICT
Columbia, California

CONFLICT RESOLUTION/PEER MEDIATION

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

Conflict resolution strategies shall be considered as part of each school's comprehensive safety plan and incorporated into other district discipline procedures as appropriate. Conflict resolution programs shall not supplant the authority of staff to take appropriate action as necessary to prevent violence, ensure student safety, maintain order in the school, and institute disciplinary measures.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5137 - Positive School Climate)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Schoolwide programs may include curriculum in conflict resolution, including, but not limited to, instruction in effective communication and listening, critical thinking, problem-solving processes and the use of negotiation to find mutually acceptable solutions. In addition, the curriculum may address students' ethical and social development, respect for diversity, and interpersonal and behavioral skills.

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6141.6 - Multicultural Education)

Conflict resolution programs may incorporate peer mediation strategies in which selected students are specially trained to work with their peers in resolving conflicts.

Students' participation in any peer mediation program shall be voluntary and kept confidential by all parties involved.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)

In developing a conflict resolution and/or peer mediation program, school-site teams shall address, as appropriate:

1. The grade levels and courses in which the conflict resolution curriculum shall be delivered

(cf. 6143 - Courses of Study)

CONFLICT RESOLUTION/PEER MEDIATION (continued)

2. Staff development related to the implementation of the curriculum and modeling of appropriate behaviors and communication skills
(cf. 4131 - Staff Development)
3. The selection of peer mediators involving, to the extent possible, a cross-section of students in terms of grade, gender, race, ethnicity, and socioeconomic status, and including some students who exhibit negative leadership among peers
4. Training and support for peer mediators, including training in mediation processes and in the skills related to understanding conflict, communicating effectively and listening
5. The process for identifying and referring students to the peer mediation program
6. The types of conflicts suitable for peer mediation
(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 5131.4 - Campus Disturbances)
(cf. 5136 - Gangs)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5145.7 - Sexual Harassment)
7. Scheduling and location of peer mediation sessions
8. Methods of obtaining and recording agreement from all disputants
9. The appropriate involvement of parents/guardians, the community and staff, including counseling/guidance and security staff
(cf. 1020 - Youth Services)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 3515.3 - District Police Department)
(cf. 6020 - Parent Involvement)
(cf. 6164.2 - Guidance/Counseling Services)
10. Communications to students, parents/guardians and staff regarding the availability of the program
11. Methods of following up with students to determine the effectiveness of the process

CONFLICT RESOLUTION/PEER MEDIATION (continued)

12. Development of assessment tools to periodically evaluate the success of the program including, but not limited to, measurements of whether there has been a reduction in violence at the school and whether the school's suspension rates have fallen since the program has been introduced

*Legal Reference:*EDUCATION CODE32230-32239 *School violence reduction programs*32295.5 *Teen court programs*35291-35291.5 *Rules*35294-35294.9 *School safety plans*44807 *Duty concerning conduct of students*CALIFORNIA CONSTITUTION*Article 1, Section 28(c) Right to safe schools**Management Resources:*CSBA PUBLICATIONS*Protecting Our Children: Governing Board Strategies to Combat School Violence*, revised 1999CDE PUBLICATIONS*Safe Schools: A Planning Guide for Action*, 1995USDE PUBLICATIONS*Creating Safe and Drug-Free Schools: An Action Guide*, 1996WEB SITESU.S. Department of Education, Safe and Drug-Free Schools Program: <http://www.ed.gov/offices/OESE/SDFS/>

California Department of Education, Safe Schools and Violence Prevention Office:

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

SCHOOL-WIDE DISCIPLINE POLICY

COLUMBIA ELEMENTARY SCHOOL

SCHOOL WIDE DISCIPLINE POLICY

Philosophy

All students have the right to learn. No one has the right to interfere with another's right to learn in a healthy, safe environment that is conducive to learning. In order to achieve this, the staff feels that discipline is a shared responsibility: shared by the student, the parent, the teacher, and the Administrator. It is extremely important to recognize and reward appropriate behavior with positive reinforcements. If a student elects to make poor behavior choices, he/she will be held accountable for his/her actions with appropriate, fair, and consistent consequences.

Attendance

School-Wide Tardy Policy -

Being tardy causes classroom interruptions and stops the learning process. A tardy that occurs due to a doctor or dental appointment will be excused if accompanied by a note from the physician.

Absences -

The State of California sets a total of ten absences from school during one school year as an acceptable number. After three unexcused absences to school a student is considered truant and it is the school's responsibility to report this truancy to the Tuolumne County Attendance Review Board (SARB). A letter is sent to the parent notifying them of this procedure. If a student continues to be absent from school a second and third notification of truancy is sent to both the parent and the SARB committee. The SARB committee will determine the consequences after a mandatory hearing in which the parent, student, and school representative appear. This is a legal directive and in extreme cases, the parents and student will appear before a court of law.

The school looks at each and every student's attendance record individually and will work with parents and students to improve attendance before such severe measures are necessary.

Respect

Columbia Elementary School has the expectation that students will be respectful to their peers and adults at all times. It is the responsibility of the staff to make it clear to students that resorting to violence, ridicule or bullying is not acceptable. Students are expected to be polite and courteous in their interactions with adults and peers.

Bullying

All students should feel safe and secure. Bullying can include: being laughed at, name-calling, pushing, shoving, making fun of, or excluding a person from a group. Bullying is never justified or excusable. The victim is never responsible for being a target of bullying. Bullying will not be tolerated at Columbia Elementary School.

Detentions

Students are expected to follow classroom rules. Students that do not follow classroom rules can be given a recess or lunch detention as a consequence for their actions. Staff members can write referrals resulting in detentions.

Transportation

Riding on the bus to and from school is a privilege. Students that do not follow the rules or directions from their bus driver can lose that privilege.

Students Can Be Suspended Or Expelled From School For The Following:

Grounds for Suspension

E.C. 48900 -

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (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.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, 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.
- (d) Unlawfully offered, arranged, or negotiated to sell 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, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) (1) 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.
 - (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 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.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that 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.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) An act of cyber sexual bullying.

(I) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(II) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that 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.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

Grounds for Expulsion

E.C. 48915

The principal, superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.
- (2) Brandishing a knife at another person.
- (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- (5) Possession of an explosive.

SCHOOL PERFORMANCE OVERVIEW

Columbia Elementary

Explore the performance of Columbia Elementary under California's Accountability System.

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Chronic Absenteeism



Very High

Suspension Rate



High

English Learner Progress

No Performance Level

English Language Arts



Low

Mathematics



Low

School Details

NAME

Columbia Elementary

ADDRESS

22540 Parrotts Ferry Road
Columbia, CA 95310-9757

WEBSITE

<http://www.cusd49.com>

GRADES SERVED

K-8

CHARTER

No

DASHBOARD ALTERNATIVE SCHOOLS STATUS

No

population.

Enrollment

435

Socioeconomically Disadvantaged

59.1%

English Learners

1.8%

Foster Youth

1.1%

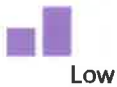
COLUMBIA ELEMENTARY

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

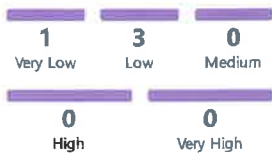


Low

25.1 points below standard

EQUITY REPORT

Number of Student Groups in Each Level



LEARN MORE

Mathematics



Low

53.8 points below standard

EQUITY REPORT

Number of Student Groups in Each Level



LEARN MORE

English Learner Progress

No Performance Level

Less than 11 students - data not displayed for privacy

COLUMBIA ELEMENTARY

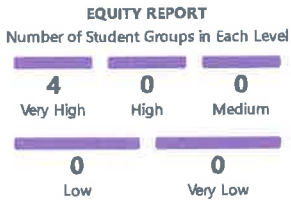
Academic Engagement

See information that shows how well schools are engaging students in their learning.



Very High

47.6% chronically absent



COLUMBIA ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



High

3.4% suspended at least one day

